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UNIVERSITY OF DELAWARE SUMMER INSTITUTE 2016

DEVELOPING METALITERACY
TO ENGAGE CITIZENS

IN A CONNECTED WORLD

DEFINING

METALITERACY

METALITERACY PROMOTES CRITICAL THINKING IN A DIGITAL AGE.

Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy

COMPREHENSIVE FRAMEWORK

Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy

**TO EFFECTIVELY PARTICIPATE IN
SOCIAL MEDIA AND ONLINE
COMMUNITIES.**

Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy

UNIFIED CONSTRUCT

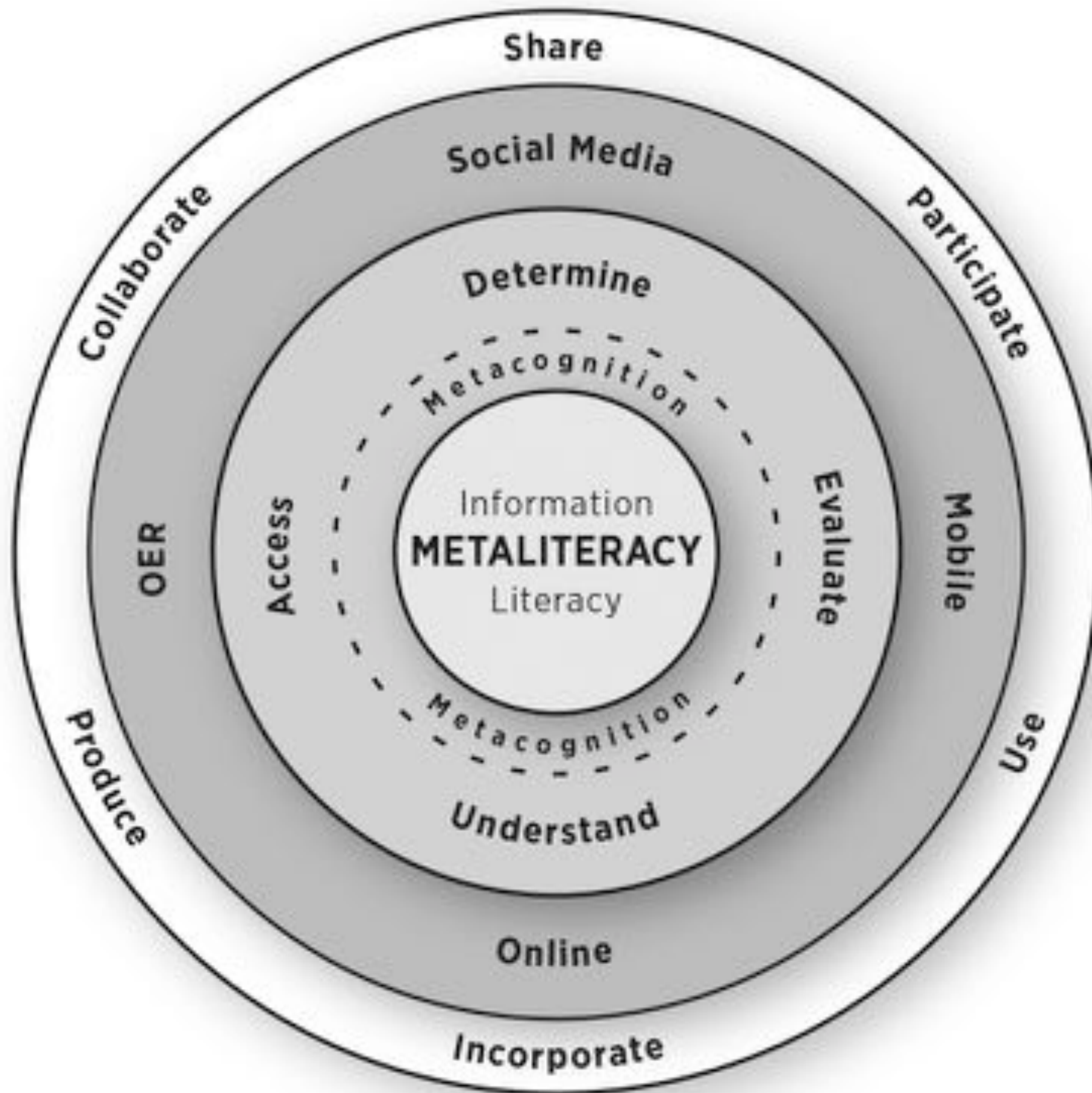
Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy

**SUPPORTS THE ACQUISITION,
PRODUCTION, AND SHARING OF
KNOWLEDGE IN COLLABORATIVE
ONLINE COMMUNITIES.**

Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy

**METALITERACY PREPARES INDIVIDUALS
TO ACTIVELY PRODUCE AND SHARE
CONTENT THROUGH SOCIAL MEDIA AND
ONLINE COMMUNITIES.**

Mackey and Jacobson, 2011
Reframing Information Literacy as a Metaliteracy



Mackey & Jacobson (p. 23, 2014)
Metaliteracy: Reinventing Information Literacy to Empower Learners



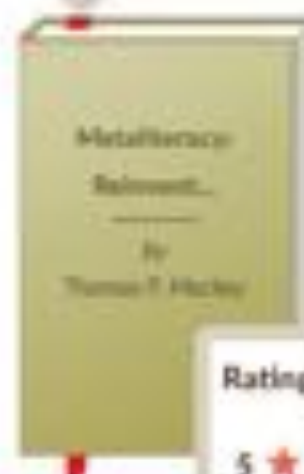
**UNDERSTAND FORMAT
TYPE AND DELIVERY MODE**

**EVALUATE USER FEEDBACK
AS ACTIVE RESEARCHER**

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by Thomas P. Mackey, Trudi E. Jacobson (Goodreads Author)

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authors present a model (yet another one) which is clearly based

**CREATE A CONTEXT FOR
USER-GENERATED
INFORMATION**



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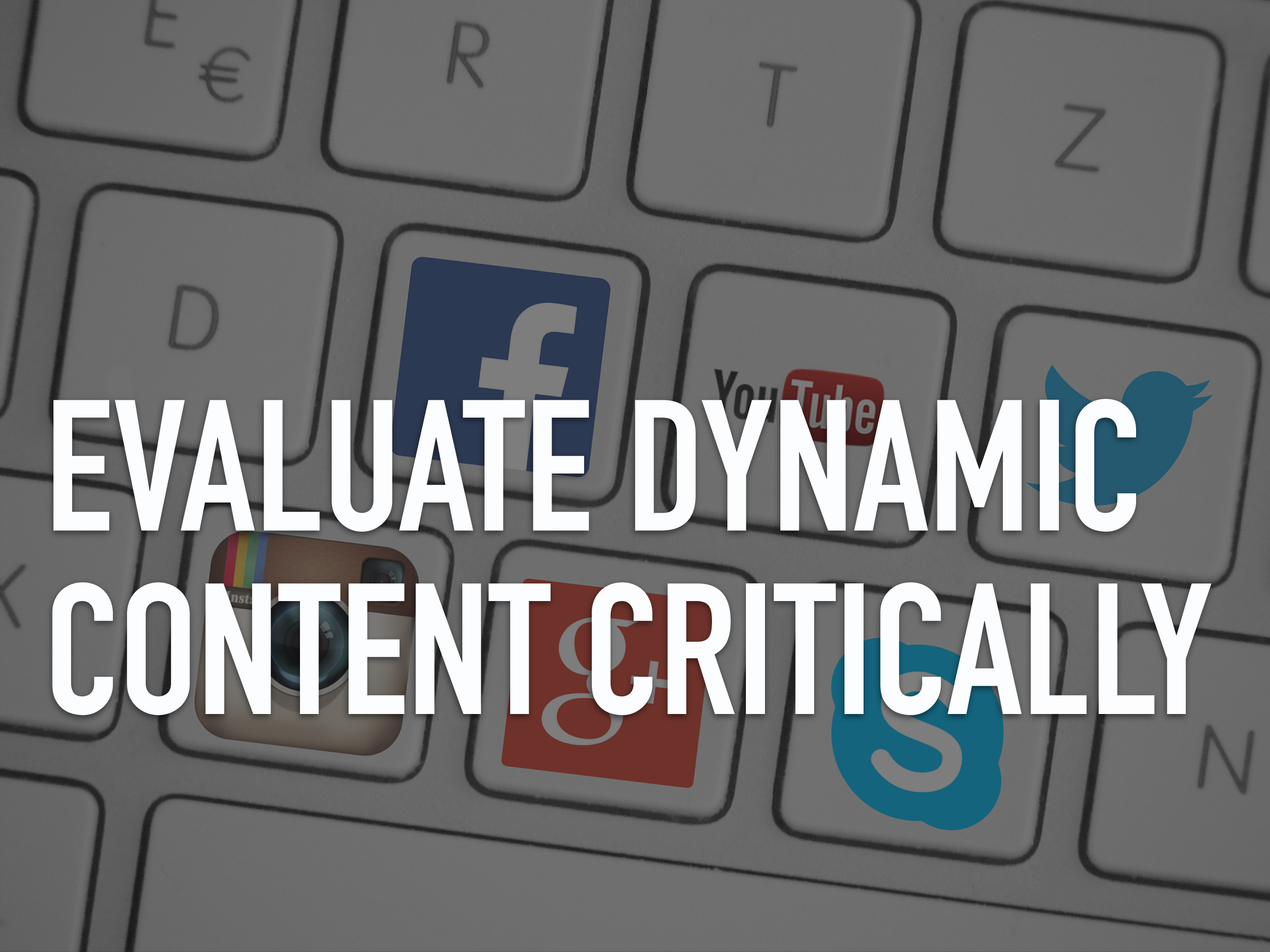


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**EVALUATE DYNAMIC
CONTENT CRITICALLY**

**PRODUCE CONTENT IN
MULTIPLE MEDIA FORMATS**



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EDUCATIONAL USES OF **Digital**Storytelling

"The (digital storytelling) project confirmed my belief that everyone has a story about a place that is important to her or him, and that by using multimedia to develop and share those stories, we strengthen our understanding of our communities."

- Tom Banaszewski

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Featured Digital Stories



<http://digitalstorytelling.coe.uh.edu/index.cfm?id=44&cid=44>



**UNDERSTAND PERSONAL
PRIVACY, INFORMATION ETHICS,
AND INTELLECTUAL PROPERTY**



**some
rights
reserved**

**SHARE INFORMATION IN
PARTICIPATORY
ENVIRONMENTS**



METALITERACY LEARNING GOALS AND OBJECTIVES

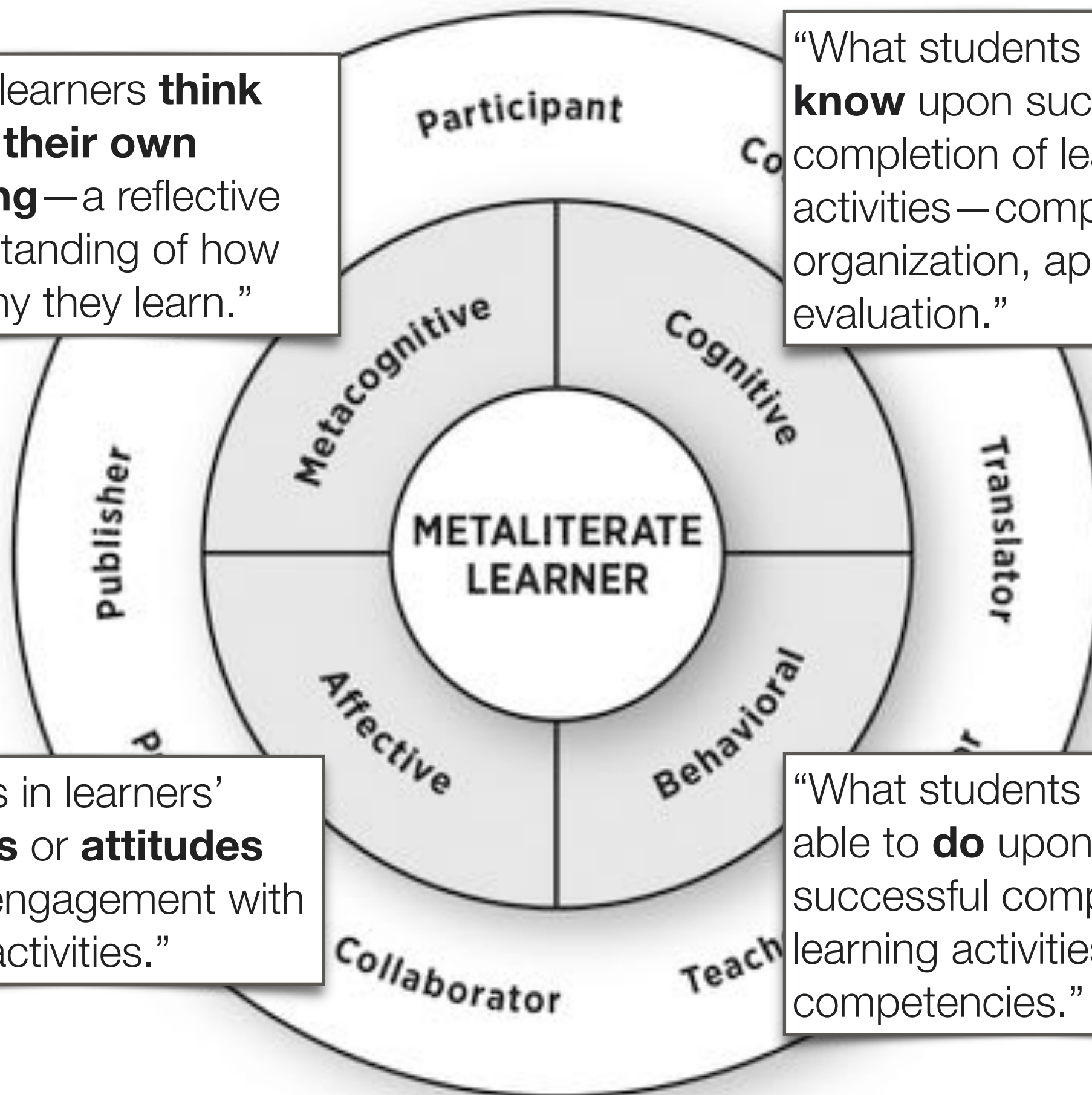
1. **Evaluate** content critically, including dynamic, online content that changes and evolves, such as article preprints, blogs, and wikis
2. **Understand** personal privacy, information ethics, and intellectual property issues in changing technology environments
3. **Share** information and collaborate in a variety of participatory environments
4. **Demonstrate** ability to connect learning and research strategies with lifelong learning processes and personal, academic, and professional goals

“What learners **think about their own thinking**—a reflective understanding of how and why they learn.”

“What students should **know** upon successful completion of learning activities—comprehension, organization, application, evaluation.”

“Changes in learners’ **emotions** or **attitudes** through engagement with learning activities.”

“What students should be able to **do** upon successful completion of learning activities—skills, competencies.”



THOMAS P. MACKEY
and TRUDI E. JACOBSON

A series of concentric circles in a light gray color, centered behind the title text.

METALITERACY

Reinventing Information Literacy
to Empower Learners

THOMAS P. MACKEY
and TRUDI E. JACOBSON

METALITERACY

Reinventing Information Literacy
to Empower Learners

“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).

Mackey & Jacobson 2014

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“The ability to critically self-assess different competencies and to recognize one’s need for integrated literacies in today’s information environment is a metaliteracy. This metacognitive approach challenges a reliance on skills-based information literacy instruction and shifts the focus to knowledge acquisition in collaboration with others” (p. 2).

Mackey & Jacobson 2014

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“The metaliterate individual has the capability to adapt to changing technologies and learning environments, while combining and understanding relationships among related literacies” (p. 2).

Mackey & Jacobson 2014

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“This requires a high level of critical thinking and analysis about how we develop our self-conception of information literacy as metacognitive learners in open and social media environments” (p. 2).

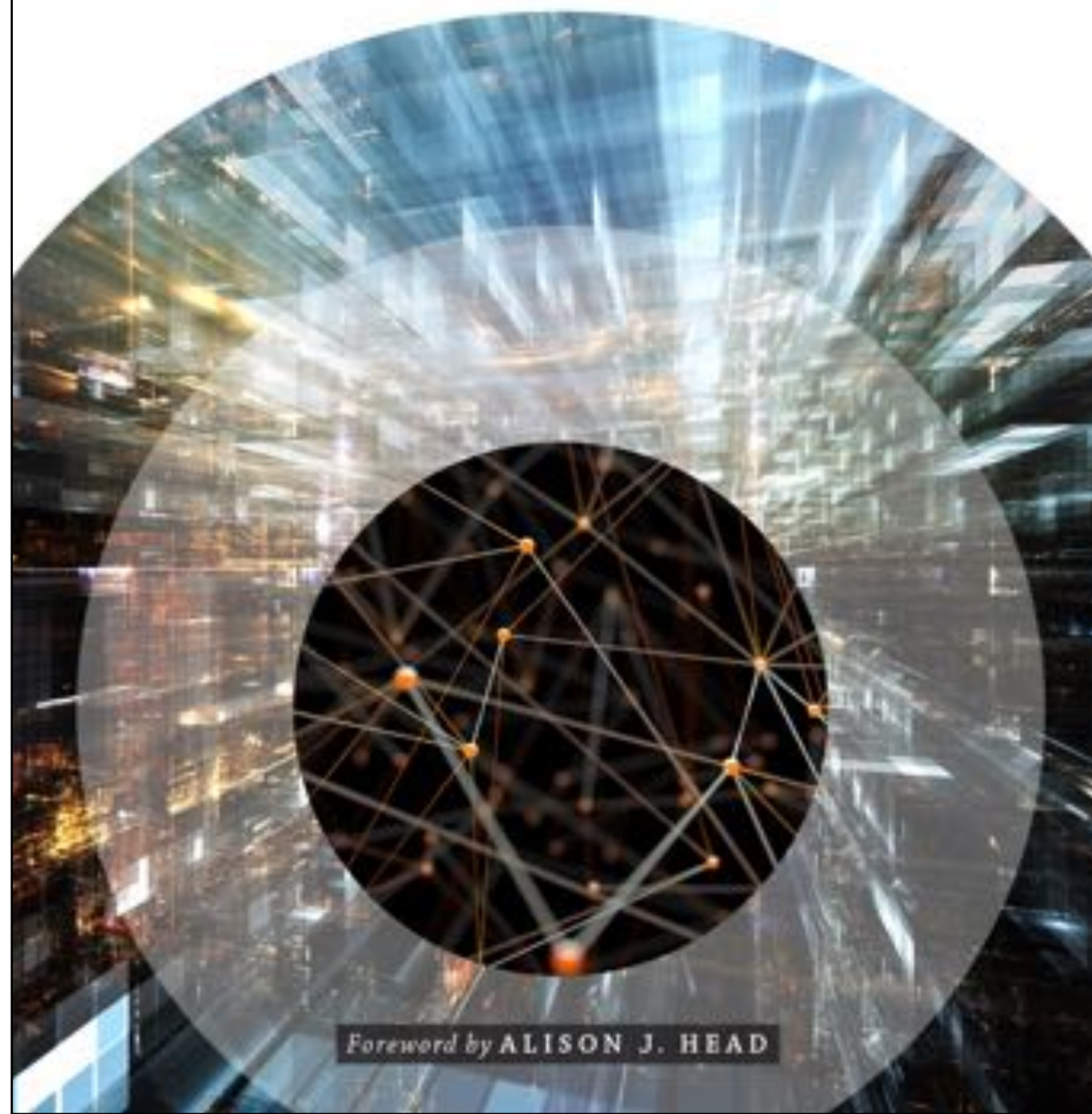
Mackey & Jacobson 2014

THE METALITERACY FRAMEWORK

**THE ACRL FRAMEWORK FOR INFORMATION
LITERACY FOR HIGHER EDUCATION**

METALITERACY IN PRACTICE

Edited by TRUDI E. JACOBSON *and* THOMAS P. MACKEY



Foreword by ALISON J. HEAD

METALITERACY IN PRACTICE

Edited by TRUDI E. JACOBSON and THOMAS P. MACKEY



“The similarities to metaliteracy are striking: metacognition, information creation, and participation in learning communities all reflect elements espoused by metaliteracy when it was originally developed to significantly broaden the conception of information literacy that was commonly accepted, at least in the United States, due to the definition in the ACRL Information Literacy Standards.” (*Preface*)

Jacobson & Mackey 2016

ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

- ▶ “In addition, this Framework draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces.

[HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK](http://www.ala.org/acrl/standards/ilframework)

ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

- ▶ “Metaliteracy demands behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem. This Framework depends on these core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem.”

[HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK](http://www.ala.org/acrl/standards/ilframework)

ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

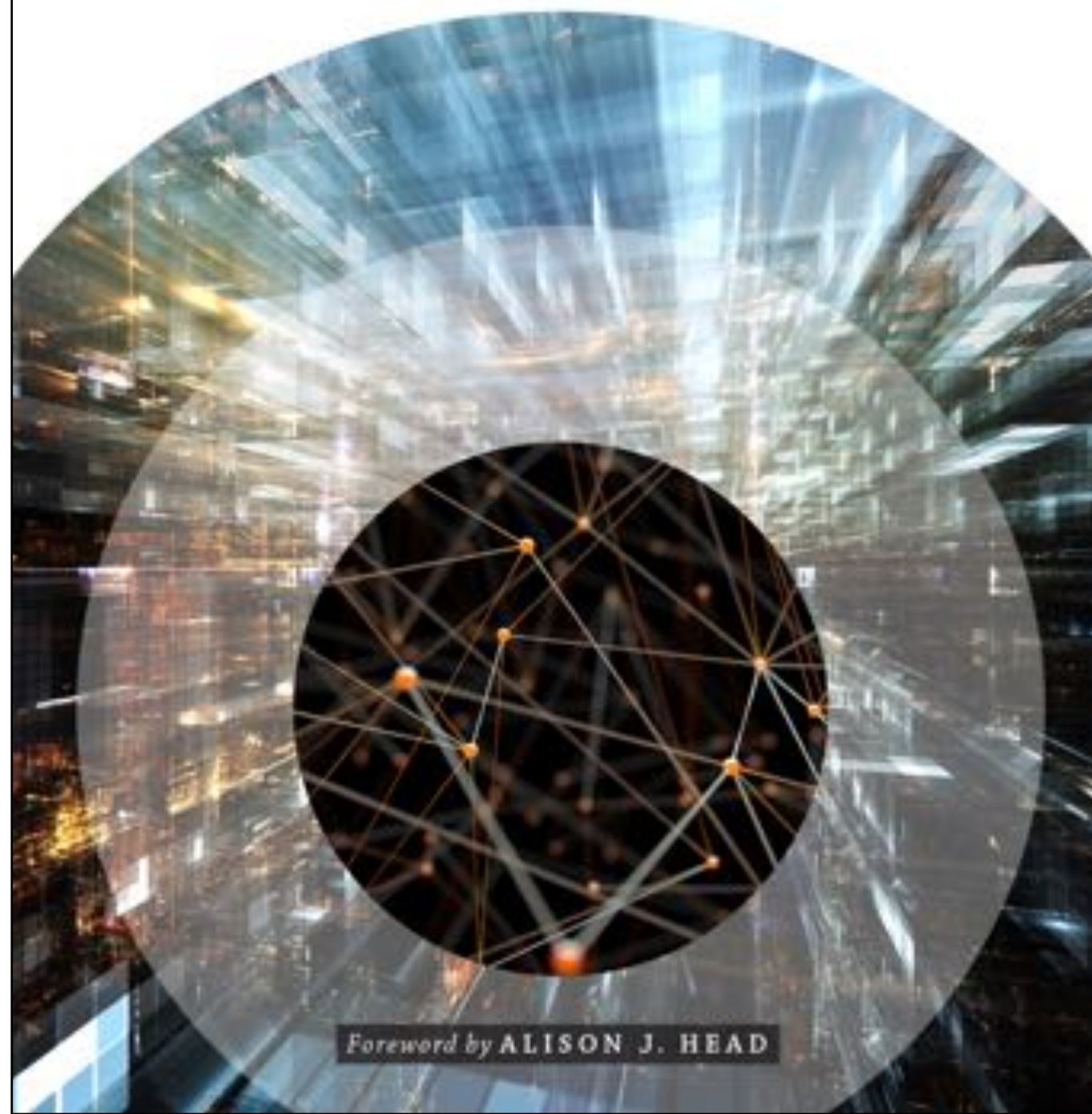
- ▶ “Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

1. Authority is constructed and contextual
2. Information creation as a process
3. Information has value
4. Research as inquiry
5. Scholarship as conversation
6. Searching as strategic exploration

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“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. Indeed, metaliteracy focuses on adaptability as information environments change, and the critical reflection necessary to recognize new and evolving needs in order to remain adept.” (*Preface*)

Jacobson & Mackey 2016

**METALITERACY LEARNING
COLLABORATIVE**

METALITERACY PROJECTS

MASSIVE OPEN ONLINE COURSES (MOOCS) AND DIGITAL BADGING

- ▶ Connectivist *Metaliteracy MOOC* (2011)
 - ▶ <http://metaliteracy.cdlprojects.com/>
- ▶ Coursera MOOC *Empowering Yourself In A Connected World* (2015)
 - ▶ <https://www.coursera.org/course/metaliteracy>
- ▶ Canvas MOOC *Empowering Yourself as a Digital Citizen* (2015)
 - ▶ <https://learn.canvas.net/courses/591>
- ▶ Metaliteracy Digital Badging (started 2011)
 - ▶ <https://metaliteracybadges.org/>

Empowering Yourself in a Connected World

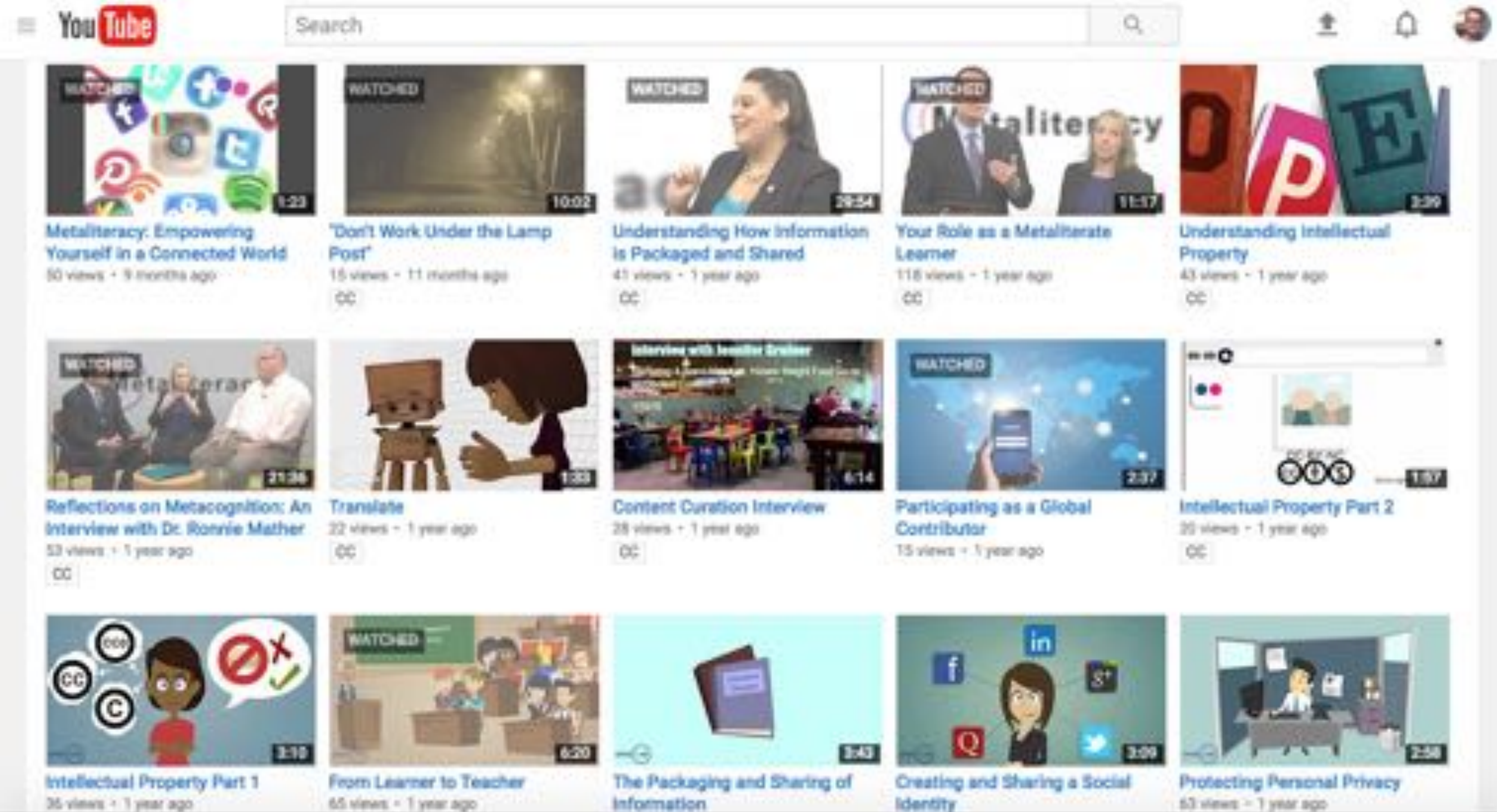
Animoto video produced by Kelsey O'Brien, Information Literacy Librarian, University at Albany, SUNY

From Learner to Teacher



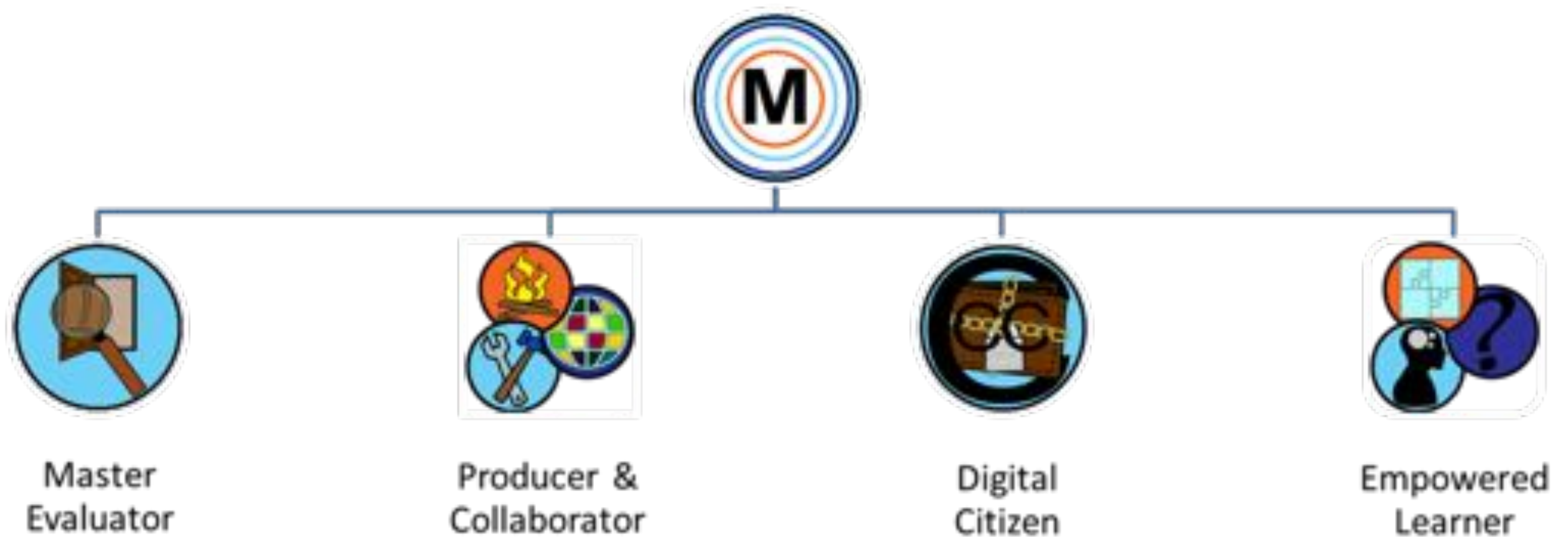
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METALITERACY VIDEOS AS OERS

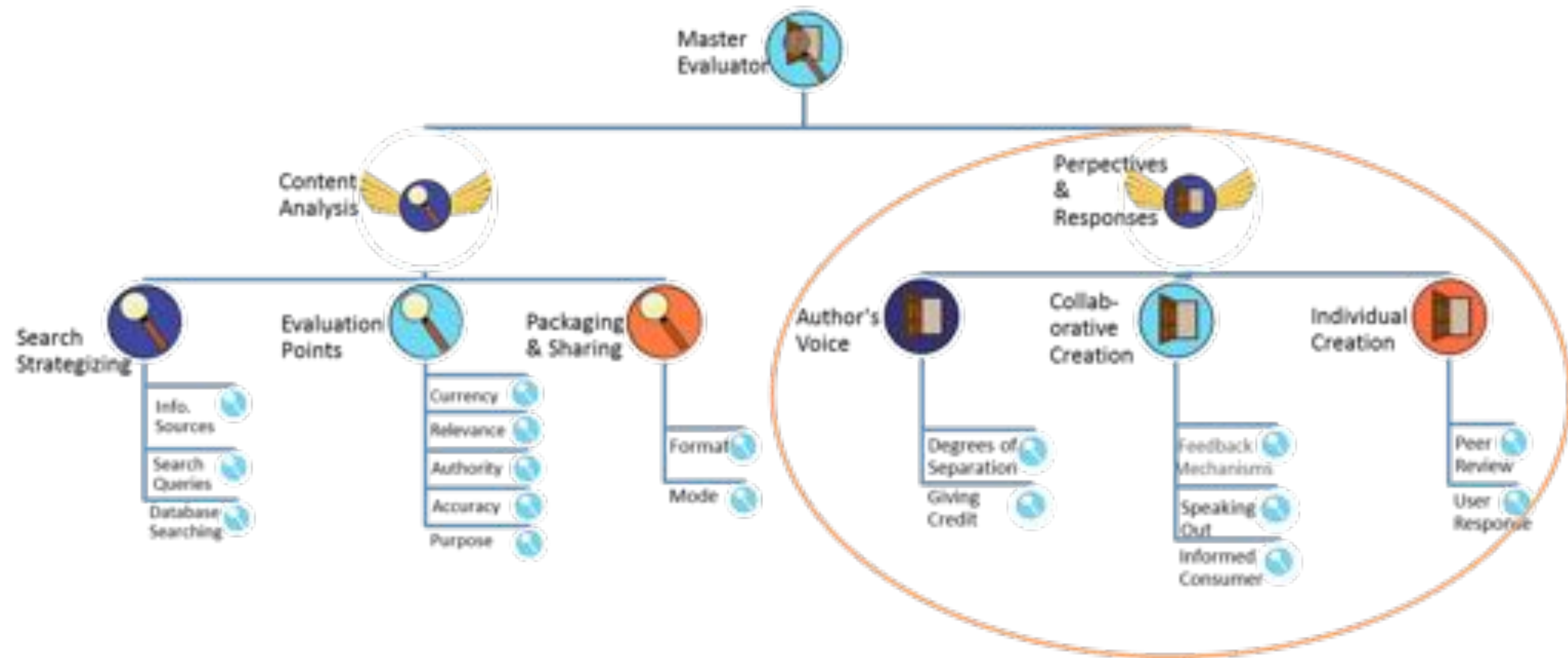


[METALITERACY YOUTUBE CHANNEL](#)

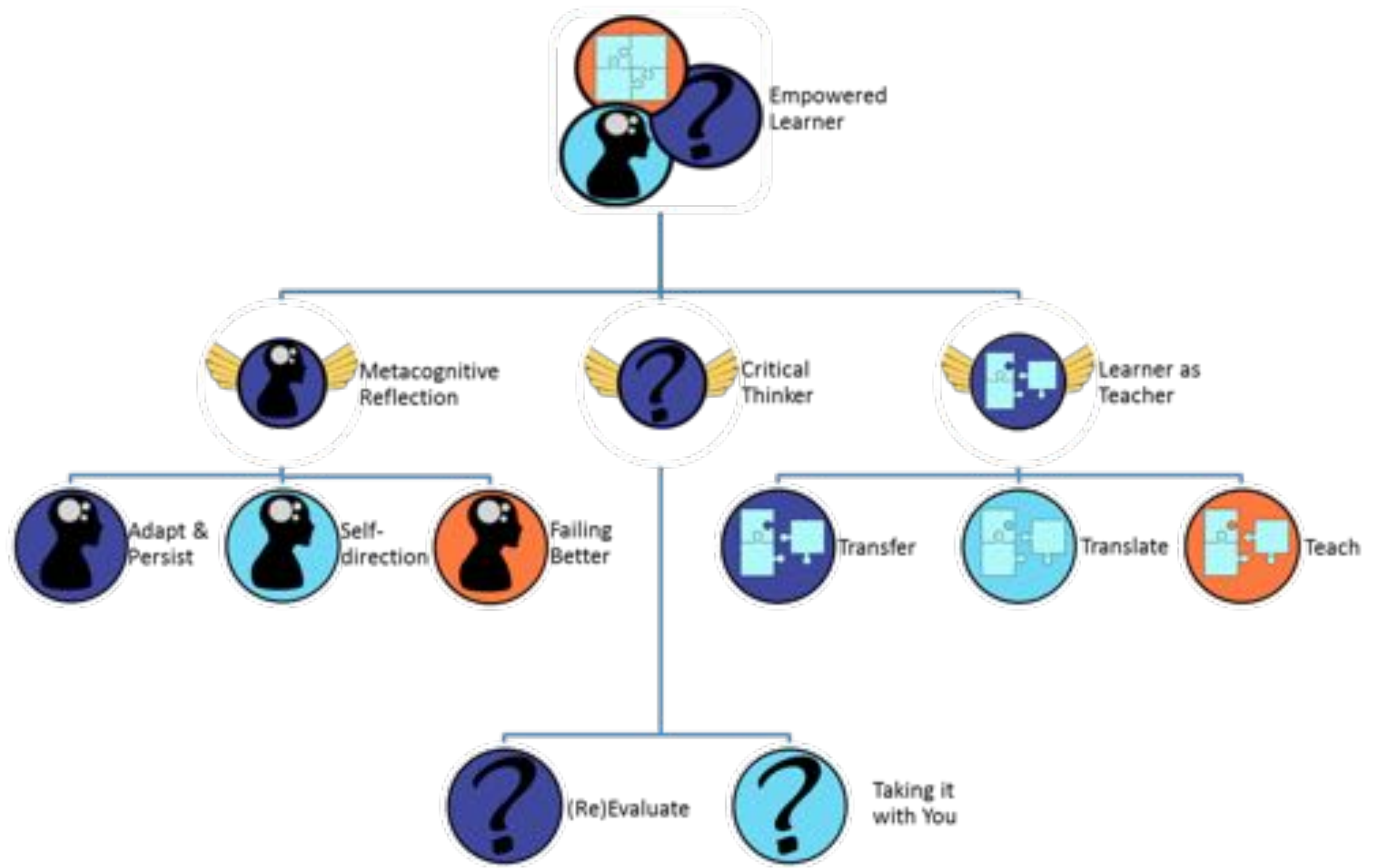
The Metaliteracy Badges



<https://metaliteracybadges.org>



- ▶ Feedback Mechanisms: <https://metaliteracybadges.org/blog/quest/feedback-mechanisms/>
- ▶ Speaking Out: https://metaliteracybadges.org/blog/quest/speaking_out/
- ▶ Informed Consumer: <https://metaliteracybadges.org/blog/quest/informedconsumer/>
- ▶ Collaborative Creation: <https://metaliteracybadges.org/blog/quest/capstone-collaborative-creation/>



Metacognitive Reflection: <https://metaliteracybadges.org/blog/content-badge/metacognitive-reflection/>

Self Direction: <https://metaliteracybadges.org/blog/challenge/self-direction/>

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