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
Metaliteracy: Reinventing Information Literacy to Empower Learners

Mackey & Jacobson (p. 23, 2014)
UNDERSTAND FORMAT TYPE AND DELIVERY MODE
EVALUATE USER FEEDBACK AS ACTIVE RESEARCHER
Metaliteracy: Reinventing Information Literacy to Empower Learners
by Thomas P. Mackey, Trudi E. Jacobson

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The authors present a model (yet another one) which is clearly based...
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Wikipedia articles are not perfect. We can find articles needing improvement in certain areas and "tag" them with a notice. A good place to start is simply fixing these simple problems, which could be everything from fixing spelling to expanding an article. When you believe you have improved an article, remove the tag that used to point out a problem.

* All articles to be expanded (124,153 articles left)
These articles are too short and need more information. You can find more information by looking in Google News Search® and Google Books search®, and you can then expand the article using your own words (do not copy directly from a book or website unless you are quoting it). Remove the `{{expand}}` tag after you have expanded the article.
EVALUATE DYNAMIC CONTENT CRITICALLY
PRODUCE CONTENT IN MULTIPLE MEDIA FORMATS
"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

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."

"Changes in learners’ emotions or attitudes through engagement with learning activities."

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

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

Mackey & Jacobson (p. 84-92, 2014)
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).
“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).
“The metaliterate individual has the capability to adapt to changing technologies and learning environments, while combining and understanding relationships among related literacies” (p. 2).
“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).
THE METALITERACY FRAMEWORK

THE ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION
“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)
“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.
“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.”
NEW DEFINITION OF INFORMATION LITERACY

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.”

HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK
THE SIX FRAMES

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

HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK
METALITERACY
IN PRACTICE

Edited by TRUDI E. JACOBSON and THOMAS P. MACKEY

Foreword by ALISON J. HEAD
“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)
MELTALITERACY LEARNING COLLABORATIVE

MELTALITERACY PROJECTS
METALITERACY LEARNING COLLABORATIVE PROJECTS

MASSIVE OPEN ONLINE COURSES (MOOCS) AND DIGITAL BADGING

- Connectivist *Metaliteracy MOOC* (2011)

  - [https://www.coursera.org/course/metaliteracy](https://www.coursera.org/course/metaliteracy)

- Canvas MOOC *Empowering Yourself as a Digital Citizen* (2015)
  - [https://learn.canvas.net/courses/591](https://learn.canvas.net/courses/591)

- Metaliteracy Digital Badging (started 2011)
  - [https://metaliteracybadges.org/](https://metaliteracybadges.org/)
Empowering Yourself in a Connected World

Animoto video produced by Kelsey O’Bien, Information Literacy Librarian, University at Albany, SUNY
From Learner to Teacher

Animoto video produced by Kelsey O’Brien, Information Literacy Librarian, University at Albany, SUNY
METALITERACY VIDEOS AS OERS

METALITERACY YOUTUBE CHANNEL
The Metaliteracy Badges

Master Evaluator
Producer & Collaborator
Digital Citizen
Empowered Learner

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/](https://metaliteracybadges.org/blog/content-badge/metacognitive-reflection/)

Self Direction: [https://metaliteracybadges.org/blog/challenge/self-direction/](https://metaliteracybadges.org/blog/challenge/self-direction/)
METALITERACY
Reinventing Information Literacy to Empower Learners

METALITERACY IN PRACTICE
Edited by TRUDI E. JACOBSON and THOMAS P. MACKEY
Foreword by ALISON J. HEAD
CREATIVE COMMONS

IMAGES

- https://www.flickr.com/photos/jasonahowie/7910370882
- https://www.flickr.com/photos/21907270@N05/2117607887
- https://www.flickr.com/photos/5chw4r7z/16375687852