



Edited by
TRUDI E. JACOBSON AND THOMAS P. MACKEY

metaliteracy in practice



Nice Metaliteracy Practice Trudi E Jacobson

Kelsey O'Brien, Trudi E. Jacobson



Nice Metaliteracy Practice Trudi E Jacobson:

Metaliteracy in Practice Trudi E. Jacobson ,Thomas P. Mackey,2017-11-22 *Metaliterate Learning for the Post-Truth World* Thomas P. Mackey,Trudi E. Jacobson,2019-07-03 Foreword by Troy A Swanson Metaliteracy Jacobson and Mackey s revolutionary framework for information literacy is especially well suited as a tool for ensuring that learners can successfully navigate the proliferation of fake news questionable content and outright denialism of facts in today s information morass Indeed it is starkly evident that the competencies knowledge and personal attributes specific to metaliterate individuals are critical digital literacy and traditional conceptions of information literacy are insufficient for the significant challenges we currently face This book examines the newest version of the Metaliteracy Goals and Learning Objectives including the four domains of metaliterate learning as well as the relationship between metaliteracy and the ACRL Framework for Information Literacy for Higher Education Featuring contributions from a variety of information literacy instructors educators librarians and faculty the chapters in this book discuss the social political and ethical dimensions of information creation distribution and use use case studies to demonstrate how metaliteracy guides learners to read online information with a critical eye apply metacognitive thinking to the consumption of all information and make purposeful and responsible contributions to the social media ecosystem as active participants examine when images are taken out of context and paired with misleading text a prevalent feature of the misinformation frequently shared via social media and situates metaliteracy in such contexts such as the academic library a science class fiction writing digital storytelling and a theater arts course Metaliteracy is a powerful model for preparing learners to be responsible participants in today s divisive information environment and this book showcases several teaching and learning practices that have already proven effective **Metaliteracy: Reinventing Information Literacy to Empower Learners** Thomas P. Mackey,Trudi E. Jacobson,2014-04-08 Today s learners communicate create and share information using a range of information technologies such as social media blogs microblogs wikis mobile devices and apps virtual worlds and MOOCs In Metaliteracy respected information literacy experts Mackey and Jacobson present a comprehensive structure for information literacy theory that builds on decades of practice while recognizing the knowledge required for an expansive and interactive information environment The concept of metaliteracy expands the scope of traditional information skills determine access locate understand produce and use information to include the collaborative production and sharing of information in participatory digital environments collaborate produce and share prevalent in today s world Combining theory and case studies the authors Show why media literacy visual literacy digital literacy and a host of other specific literacies are critical for informed citizens in the twenty first centuryOffer a framework for engaging in today s information environments as active selfreflective and critical contributors to these collaborative spacesConnect metaliteracy to such topics as metadata the Semantic Web metacognition open education distance learning and digital storytellingThis cutting edge approach to information literacy will help your students grasp an

understanding of the critical thinking and reflection required to engage in technology spaces as savvy producers collaborators and sharers **Bibliotheksdidaktik** Ulrike Hanke, Wilfried Sühl-Strohmenger, 2015-11-13 Dieses Buch entwickelt die erste systematische Bibliotheksdidaktik und legt damit die Grundlagen für didaktisches Handeln von Bibliothekarinnen im Kontext der Konzeption von Bildungsangeboten an Bibliotheken zur Förderung von Informationskompetenz Es werden Rahmenlehrpläne für unterschiedliche Zielgruppen Bausteine für bibliotheksdidaktisches Handeln und ein Leitfaden für das Vorgehen beim Planen von Bildungsangeboten an Bibliotheken vorgestellt All dies soll Bibliothekarinnen und Bibliothekare in ihrem Alltag im Kontext der Förderung von Informationskompetenz unterstützen

The Theory and Practice of the East Asian Library Hong Cheng, 2023-01-09 Presenting groundbreaking research on the East Asian library this book provides theoretical exploration on the subject through a passive model of glocalism It details various aspects of the field and comprehensively covers the progress and conflicts in practice The issues and perspectives raised here will lead to a rethinking of the field and its role in global interactivity with East Asia The book will also provide library guidance to the scholars in East Asian studies and related disciplines offering support to East Asian resources and services that significantly affect scholarly activities **Teaching with Digital Badges** Kelsey O'Brien, Trudi E.

Jacobson, 2018-09-15 Digital Badges are gaining traction in the education landscape and librarians have been some of the leading pioneers at the forefront of this exciting new frontier This book provides examples of how badges are being used to enhance and invigorate the teaching and assessment of information literacy Chapters provide inspiration for teaching librarians interested in Providing an engaging experience for their students Gaining insight into this growing innovative technology trend Discovering how librarians are using badges to enhance their teaching Forming meaningful collaborations with faculty and teachers Developing knowledge about badge system design and badging platforms Learning how badges can motivate support and celebrate learning achievements Launching a badging project The book is divided into two sections The first section explores the environment in which badges are being developed in particular situating them within the current educational setting and provides guidelines on how best to create a badging program The second section details contributing authors firsthand experiences creating implementing and refining digital badges and digital badging systems in some cases collaborating with teachers and faculty These chapters provide a wealth of ideas about using digital badges in academic and school libraries to engage and motivate students *Transforming Academic Library Instruction* Amanda Nichols

Hess, 2018-09-25 Academic librarians working in instruction are at the crux of professional higher educational and societal change While they work with disciplinary faculty to ensure learners are critical information consumers and producers in 21st century ways how do academic librarians develop a sense of their own identities as post secondary instructors Using both broad and in depth data from practicing instruction librarians this book identifies the catalysts and influences in academic librarians perspective development process From these factors then instruction librarians and librarians to be can hone their

own instructional identities and transform their teaching practices This focus on understanding this perspective transformation process around instructional identities offers both working academic librarians and LIS graduate students an innovative way to think about their roles as educators While many books explore the practical or how to aspects of teaching in libraries Transforming Academic Librarianship How to Hone Your Instructional Identity and Adopt Best Teaching Practice takes a step up and examines how academic librarians think about or approach instruction as a part of their work Through explicating this metacognitive process this book helps both academic librarians and librarians to be to more intentionally consider their teaching practices and professional identities

Teaching Digital Storytelling Sheila Marie Aird, Thomas P. Mackey, 2024-03-18 Everyone has a story to tell and this book will inspire and guide readers to teach and learn through the production of digital narratives This book presents the stories of educators who through digital storytelling inspire students from diverse communities to construct their empowering digital narratives Educators from a wide range of disciplines present innovative case studies of teaching digital storytelling through the lens of personal narratives metaliteracy and information literacy They describe how teaching students to tell their personal digital stories prepares them as learners who are reflective while playing active learner roles such as producer publisher and collaborator As an innovative resource for teaching and learning with digital media this book Combines the theory and practice of digital storytelling with metaliteracy and the ACRL Framework for Information Literacy for Higher Education Explores how to inspire learners to share their original digital narratives Offers the opportunity to explore and address issues of race class and gender to give voice to these issues as part of the storytelling process Investigates the role of diversity equity and inclusion in writing and producing original digital narratives Examines novel approaches to collaborative digital storytelling and peer review Presents pioneering models for global digital storytelling among international learners online Describes empowering digital narratives constructed by students who found and shared their voices through this creative process Provides inventive models for teaching effective planning through well written scripts and visual storyboards Offers openly available resources such as rubrics assignment descriptions and digital technologies Showcases the application of metaliteracy OER in digital storytelling learning activities and courses Through this book faculty librarians school library media specialists and instructional designers will learn how to teach the theory and practice of digital storytelling This innovative resource will also empower students to reflect on their roles as digital storytellers and metaliterate learners in today s dynamic and evolving information environment

Handbuch Informationskompetenz Wilfried Sühl-Strohmenger, 2016-03-07 Das Handbuch bietet einen fundierten und breiten Überblick über neue Konzepte zur Informationskompetenz aus der Sicht der Bibliotheks Informations und Erziehungswissenschaft sowie der Hochschuldidaktik und der Wissenschaftspolitik Es enthält Beiträge zu Strategien und praktischen Realisierungen der Förderung von Informationskompetenz in Vorschule Schule Studium und wissenschaftlicher Forschung Der lernförderlichen und nutzorientierten Gestaltung dieser Angebote durch Infrastrukturen Beratungs und

Serviceangebote sowie durch didaktisch maßgeschneiderte Planungen kommt besondere Bedeutung zu. Die Entwicklungen der Informationskompetenz in Deutschland, Großbritannien, Österreich und der Schweiz werden jeweils mit speziellen Beiträgen dargestellt.

Knowledge as a Feeling Troy A. Swanson, 2023-05-08 Much of information science theory assumes a type of rationality in how individuals process the world around them but the impact of misinformation and disinformation along with the polarization of society into competing information factions calls for new understandings around our relationships to information. Advances in neuroscience and psychology shed new light on how the brain processes information using both conscious and unconscious systems. Current theory in neuroscience emphasizes that the mind is not a unified whole but a network of networks constructing reality to anticipate needs. Knowledge is not a rational process but centers around the feeling of knowing which is the net output of competing brain processes. The feeling of knowing assumes a group context and offers a social epistemological stance that judges knowledge within this group context. With knowledge built into groups, power dynamics allow work to be accomplished but also privilege some group members over others. The feeling of knowing has significant implications for information science, challenging theoreticians and practitioners to reconsider how individuals process information. For information behavior, the feeling of knowing offers a fuller picture looking at conscious and unconscious processing in the production of knowledge. For information literacy, the feeling of knowing sheds light on how individuals evaluate information and synthesize new sources into their existing knowledge. Ultimately, the feeling of knowing leads us toward new reflective and metacognitive tools that help meet this moment in the evolution of our information ecosystem. This book explores the idea that knowing is a feeling that results from the interactions of the brain's unconscious and conscious processes and not through the accumulation of facts. It is intended to help librarians, educators, and information scientists better understand what neuroscience and psychology are teaching about what it means to know and how our brain learns.

Implementing the Information Literacy Framework Dave Harmeyer, Janice J. Baskin, 2018-03-05 Implementing the Information Literacy Framework: A Practical Guide for Librarians is written with three types of people in mind: librarians, classroom educators, and students. This book and its website address the implementation of the Association of College and Research Libraries Framework of Information Literacy in Higher Education. One of the few books written jointly by an academic librarian and a classroom faculty member, *Implementing the Information Literacy Framework* packs dozens of how-to ideas and strategies into ten chapters specifically intended for librarians and classroom instructors. If you have been waiting for a no-nonsense, carefully explained yet practical source for implementing the Framework, this book is for you, your colleagues, and your students, all in the context of a discipline-specific, equal collaboration between the library liaison and classroom educator. *Implementing the Information Literacy Framework* gives you the tools and strategies to put into practice a host of Framework-based information literacy experiences for students and faculty, creating a campus culture that understands and integrates information literacy into its educational mission.

Transforming Information Literacy Programs

Carroll Wetzel Wilkinson, Courtney Bruch, 2012 The book raises a broad scope of themes including the intellectual psychological cultural definitional and structural issues that academic instruction librarians face in higher education environments The chapters in this book represent the voices of eight instruction librarians including two Immersion faculty members Other perspectives come from a library dean a library school faculty member a library coordinator of school library media certification programs and a director emerita from a School of Education **The Information Literacy Framework**

Heidi Julien, Melissa Gross, Don Latham, 2020-02-07 This book helps demystify how to incorporate ACRL's Framework for Information Literacy for Higher Education into information literacy instruction in higher education as well as how to teach the new Framework to pre service librarians as part of their professional preparation This authoritative volume copublished by the Association for Library and Information Science Education ALISE demonstrates professional practice by bringing together current case studies from librarians in higher education who are implementing the Framework for Information Literacy for Higher Education as well as cases from educators in library and information science who are working to prepare their pre service students to practice in the new instructional environment Instructional librarians administrators and educators will benefit from the experiences the people on the ground who are actively working to make the transition to the Framework in their professional practice *Learning through assessment* Anita Lubbe, 2021-12-31 This book aims to

contribute to the discourse of learning through assessment within a self directed learning environment It adds to the scholarship of assessment and self directed learning within a face to face and online learning environment As part of the NWU Self Directed Learning Book Series this book is devoted to scholarship in the field of self directed learning focusing on ongoing and envisaged assessment practices for self directed learning through which learning within the 21st century can take place This book acknowledges and emphasises the role of assessment as a pedagogical tool to foster self directed learning during face to face and online learning situations The way in which higher education conceptualises teaching learning and assessment has been inevitably changed due to the COVID 19 pandemic and now more than ever we need learners to be self directed in their learning Assessment plays a key role in learning and therefore we have to identify innovative ways in which learning can be assessed and which are likely to become the new norm even after the pandemic has been brought under control The goal of this book consisting of original research is to assist with the paradigm shift regarding the purpose of assessment as well as providing new ideas on assessment strategies methods and tools appropriate to foster self directed learning in all modes of delivery *The Intersection of Library Learning and Second-Language Learning* Karen Bordonaro, 2013-12-01 Language learning and library learning in a university setting are closely related endeavors that

intersect at various times and locations and with various teachers and learners This book is an examination of how these intersections are experienced by language learners Its aim is to explore the two types of learning to help sustain and develop the learning in both areas The Intersection of Library Learning and Second Language Learning Theory and Practice is aimed

at practitioners both librarians and language instructors and describes everyday scenarios which will resonate with academic librarians and language instructors It presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education It reviews and evaluates professional practices employed by working librarians and language instructors in their dealings with international students Considerations of the intersections between language learning and library learning are placed within a theoretical framework of learner autonomy This framework offers librarians and language instructors methods and practices that enable students to take control of their learning in the areas of both language learning and library learning A concluding chapter offers ways to connect the framework of learner autonomy to settings outside that of a university context

Foundations of Library and Information Science Richard E. Rubin, Rachel G. Rubin, 2020-09-14 Richard E Rubin's book has served as the authoritative introductory text for generations of library and information science practitioners with each new edition taking in its stride the myriad societal technological political and economic changes affecting our users and institutions and transforming our discipline Rubin teams up with his daughter Rachel G Rubin a rising star in the library field in her own right for the fifth edition Spanning all types of libraries from public to academic school and special it illuminates the major facets of LIS for students as well as current professionals Continuing its tradition of excellence this text addresses the history and mission of libraries from past to present including the history of service to African Americans critical contemporary social issues such as services to marginalized communities tribal libraries and immigrants the rise of e government and the crucial role of political advocacy digital devices social networking digital publishing e books virtual reality and other technology forces shaping the future of libraries including Future Ready libraries and sustainability as a core value of librarianship the values and ethics of the profession with new coverage of civic engagement combatting fake news the importance of social justice and the role of critical librarianship knowledge infrastructure and organization including Resource Description and Access RDA linked data and the Library Research Model the significance of the digital divide and policy issues related to broadband access and net neutrality intellectual freedom legal issues and copyright related topics contemporary issues in LIS education such as the ongoing tensions between information science and library science and the changing character of collections and services including the role of digital libraries preservation and the digital humanities In its newest edition Foundations of Library and Information Science remains the field's essential resource

Research within the Disciplines Peggy Keeran, Michael Levine-Clark, 2014-04-28 Research within the Disciplines is designed to help reference librarians and students studying to become librarians gain that deeper understanding of disciplinary differences that allows them to comfortably solve information needs rather than merely responding to questions and practical knowledge about how to work with researchers in a library setting The book has three chapters that cover the disciplines at the broadest level humanities social sciences and sciences plus supplemental chapters that focus on associated disciplines research in history business and engineering

research using government sources and across disciplines interdisciplinary and critical information literacy For the second edition of Research within the Disciplines several chapters have been added that together give a broader and deeper overview of research across all subject areas research practices of creative and performing artists and of clinical scientists research in international documents research strategies for foreign language materials and visual literacy across the disciplines Major shifts in technology have been accounted for that have changed how we do research and have expanded the range of resources available to researchers in all disciplines All of the chapters have been rewritten or heavily revised this is much more a new book than a new edition

Teaching First-Year College Students Maggie Murphy, 2019-05-15 The first year experience is an emerging hot topic in academic libraries and many librarians who work with first year students are interested in best practices for engaging and retaining them Professional discussion and interest groups conferences and vendor sponsored awards for librarians working with first year students are popping up left and right A critical aspect of libraries in the first year experience is effective information literacy instruction for first year students Research shows that despite growing up in a world rife with technology and information students entering college rarely bring with them the conceptual understandings and critical habits of thinking needed for finding evaluating and ethically using information in both academic and real world contexts Faculty in upper level courses expect students to learn about the research process in their first year of college and instructors in the first year curriculum expect librarians to teach this to their students Despite all this designing teaching and evaluating effective information literacy instruction specifically for first year students is not necessarily intuitive for instruction librarians That is why Teaching First Year College Students A Practical Guide for Librarians is a comprehensive how to guide for both new and experienced librarians interested in planning teaching and assessing library instruction for first year students The book Examines the related histories of library instruction and first year experience initiatives Summarizes and synthesizes empirical research and educational theory about first year students as learners and novice researchers Establishes best practices for engaging first year students through active learning and inclusive teaching Features excerpts from interviews with a number of instruction librarians who work with first year students in a range of positions and instructional contexts Includes examples of activities lesson plans and assessment ideas for first year library instruction for common first year course scenarios Includes a template to use for library instruction lesson planning Written by a library instruction coordinator with a graduate degree in First Year Studies and a first year instruction librarian Teaching First Year College Students A Practical Guide for Librarians is the first comprehensive how to guide for both new and experienced librarians interested in planning coordinating teaching and assessing library instruction for first year students

Teaching Reference Today Lisa A. Ellis, 2016-06-09 Reference and Information Services if it may still be referred to by this term is an evolving outreach service in libraries This is not only due to Google and the Internet but also other technological advances afford users online access to a plethora of content free and proprietary This evolution has

also caused a shift in the theories and practices especially core functions and values of reference and information services as library schools seek greater alignment with practitioners and libraries on the forefront of these changes As academics and practitioners work together to educate library students on the kinds of changes happening in reference and information services they are rethinking their curriculum and assignments to incorporate real world challenges adaptive to user needs Likewise libraries may work through their regional library consortia to plan professional development workshops or training sessions to teach new skills and methods of approach required for such changing services Here s a tool for library school instructors library students professional development instructors and current librarians poised to change which specifically addresses the pedagogy of reference and information services in flux It will help answer questions such as How may we better educate a new and current generation of reference and information service professionals given the challenges they will likely encounter What kinds of assignments could be devised to better promote active learning in a transformative field like reference and information services What new approaches or theories could be applied to assist library professionals in meeting the informational needs of users

Information Literacy Instruction that Works Patrick Ragains, 2013-06-27

Information literacy and library instruction are at the heart of the academic library s mission But how do you bring that instruction to an increasingly diverse student body and an increasingly varied spectrum of majors In this updated expanded new second edition featuring more than 75% new content Ragains and 16 other library instructors share their best practices for reaching out to today s unique users Readers will find strategies and techniques for teaching college and university freshmen community college students students with disabilities and those in distance learning programs Alongside sample lesson plans presentations brochures worksheets handouts and evaluation forms Ragains and his contributors offer proven approaches to teaching students in the most popular programs of study including English Literature Art and Art History Film Studies History Psychology Science Agricultural Sciences and Natural Resources Hospitality Business Music Anthropology Engineering Coverage of additional special topics including legal information for non law students government information and patent searching make this a complete guide to information literacy instruction

Reviewing **Nice Metaliteracy Practice Trudi E Jacobson**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Nice Metaliteracy Practice Trudi E Jacobson**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Nice Metaliteracy Practice Trudi E Jacobson Introduction

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