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Developing Ethical, Responsible, and Reliable Information Producers

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Developing Ethical, Responsible, and Reliable Information Producers

WIKICONFERENCE NORTH AMERICA

#metaliteracy

Trudi E. Jacobson, University at Albany, SUNY
Albany, New York USA

STANFORD HISTORY EDUCATION GROUP

"Our "digital natives" may be able to flit between Facebook and Twitter while simultaneously uploading a selfie to Instagram and texting a friend. But when it comes to evaluating information that flows through social media channels, they are easily duped" (p. 4).

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: http://purl.stanford.edu/fv751yt5934

STANFORD HISTORY EDUCATION GROUP

"At present, we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish" (p. 5).

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: http://purl.stanford.edu/fv751yt5934

This session in a nutshell

Metaliteracy empowers responsible & reflective producers of information, individually and collaboratively

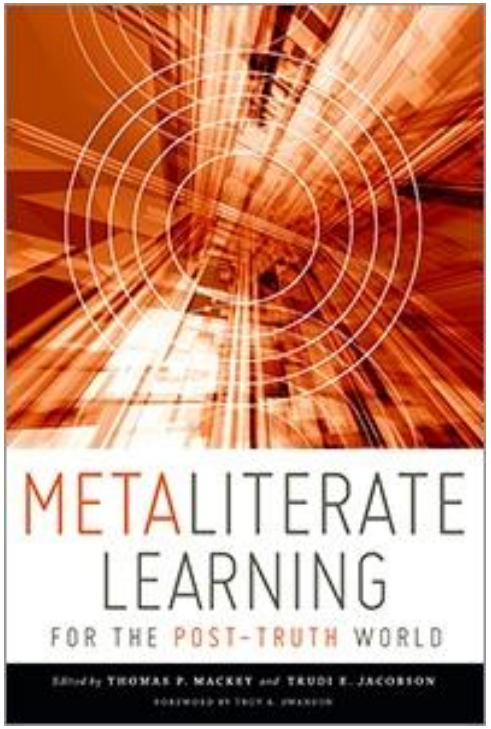
Wikimedia projects provide spaces for information producers to contribute for the public good

Developing metaliterate citizens who will contribute quality work benefits society

There are existing tools for teaching metaliteracy

"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." (p. 2)

Metaliterate Learning for the Post-Truth World (Mackey and Jacobson, 2019).



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

Metaliteracy Goals and Learning Objectives 2018

https://metaliteracy.org/learning-objectives/

Goal 2: Engage with all intellectual property ethically and responsibly

Metaliteracy Goals and Learning Objectives 2018

https://metaliteracy.org/learning-objectives/

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

Metaliteracy Goals and Learning Objectives 2018

https://metaliteracy.org/learning-objectives/

Student Quote

Being metaliterate is important because learning becomes so routine. Sitting and listening or reading on autopilot becomes common, with little thought about organizing or sharing information that we obtain. Failing to reexamine how we best absorb and curate information leads to a dead-end education.

(RPOS 250 student)

METALITERACY

Focuses on the **knowledge, abilities, and attitudes** needed

To be a **responsible producer and consumer of information**

In **individual and collaborative environments**

It acknowledges **the impact that the web and social media have** on learning and literacy, as well as the increased opportunities for collaboration they provide.

The Metaliteracy Learning Domains

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

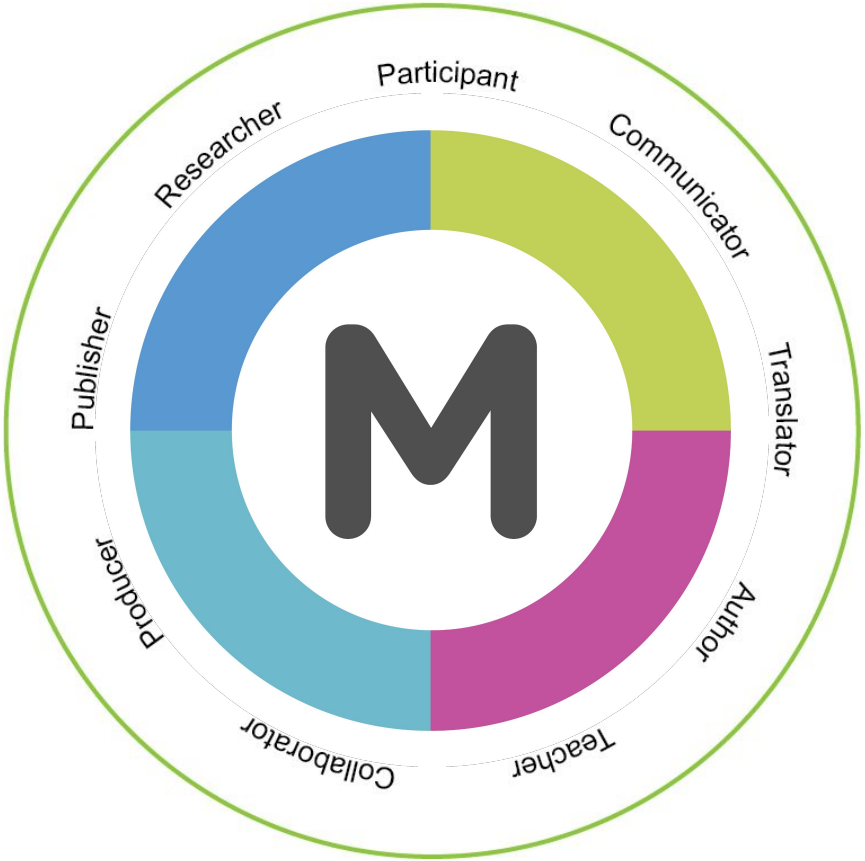
Cognitive: what students should know upon successful completion of learning activities - comprehension, organization, application, evaluation

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.

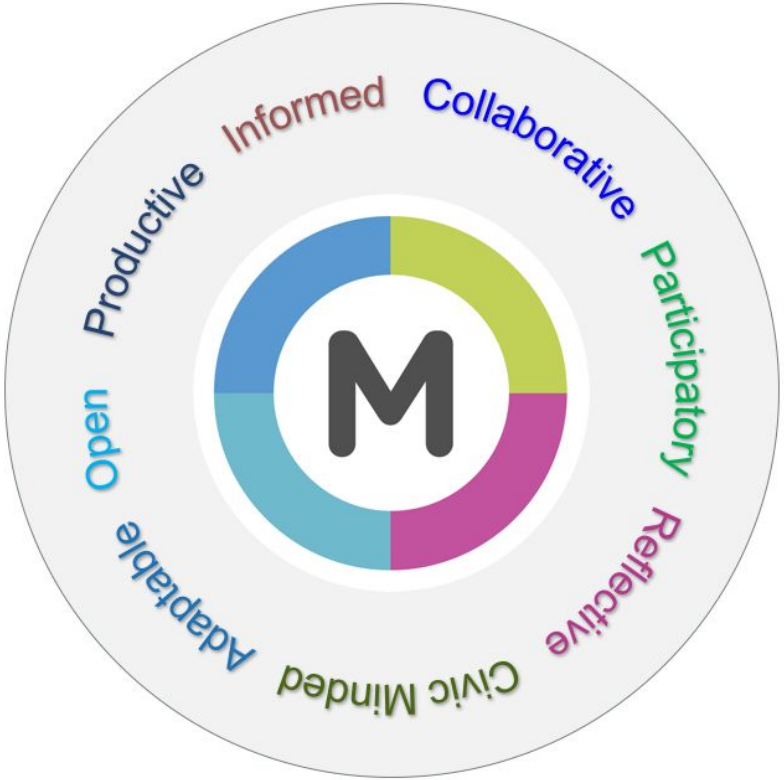
Metaliterate Learner Roles



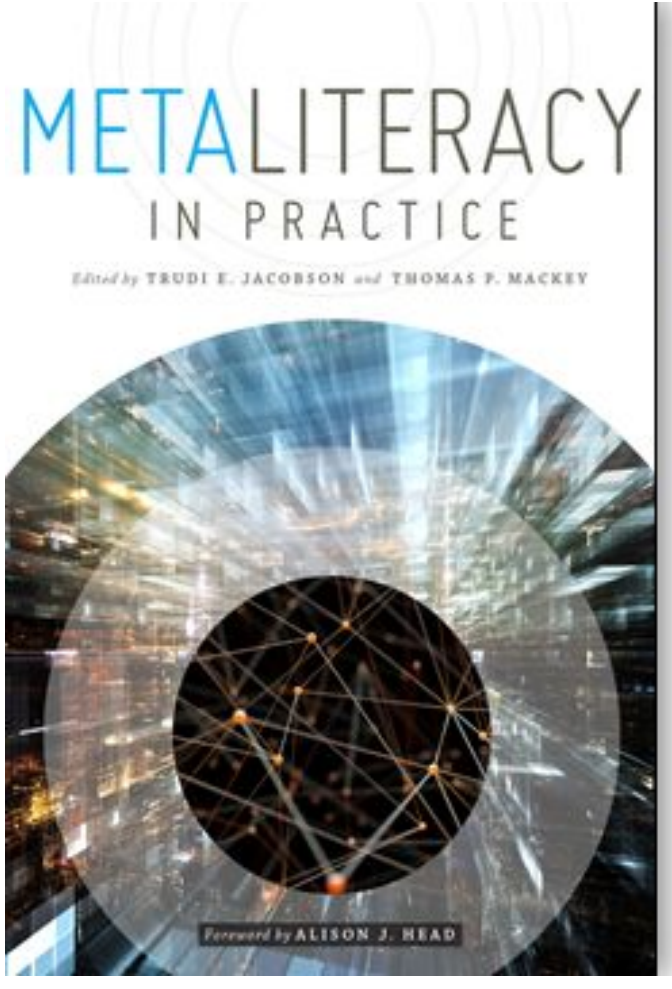
Mackey and Jacobson (2014). Metaliteracy: Reinventing Information Literacy to Empower Learners

Metaliterate Learner Characteristics

Description of a Metaliterate Citizen



Mackey and Jacobson (2019). Metaliterate Learning for the Post-Truth World



"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" (*Preface*).

Metaliteracy in Practice
(Jacobson and Mackey, 2016).

Turning Theory into Practice: Where Wikipedia Comes In

Potential Educational Opportunities

Wiki Education Programs

Editathons

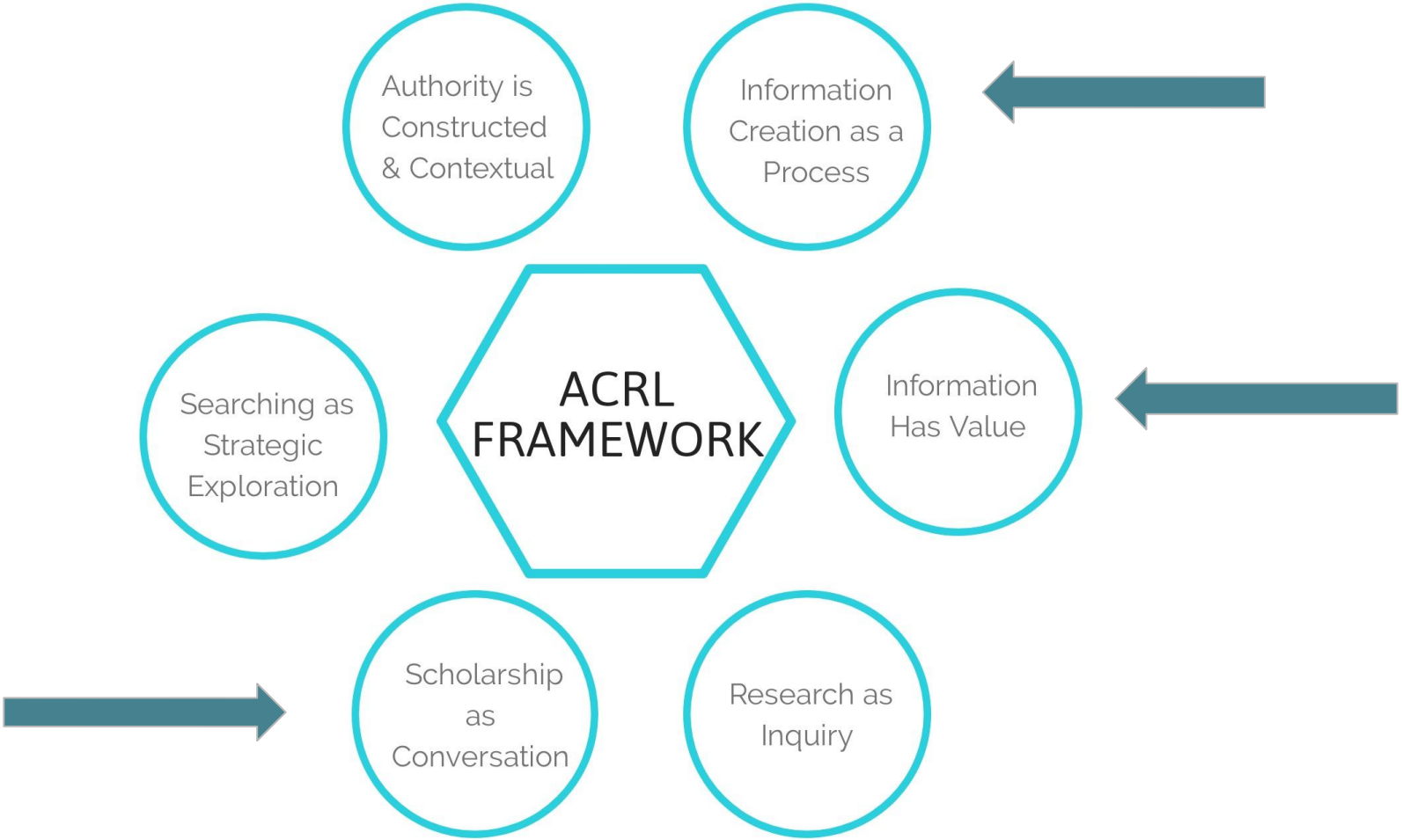
Scholar Programs (to reach their students)

In your work with Wikipedia, are there ways to highlight metaliterate learner characteristics with contributors?

Undergraduate Information Literacy Course

Information Literacy for the Humanities and Arts

University at Albany

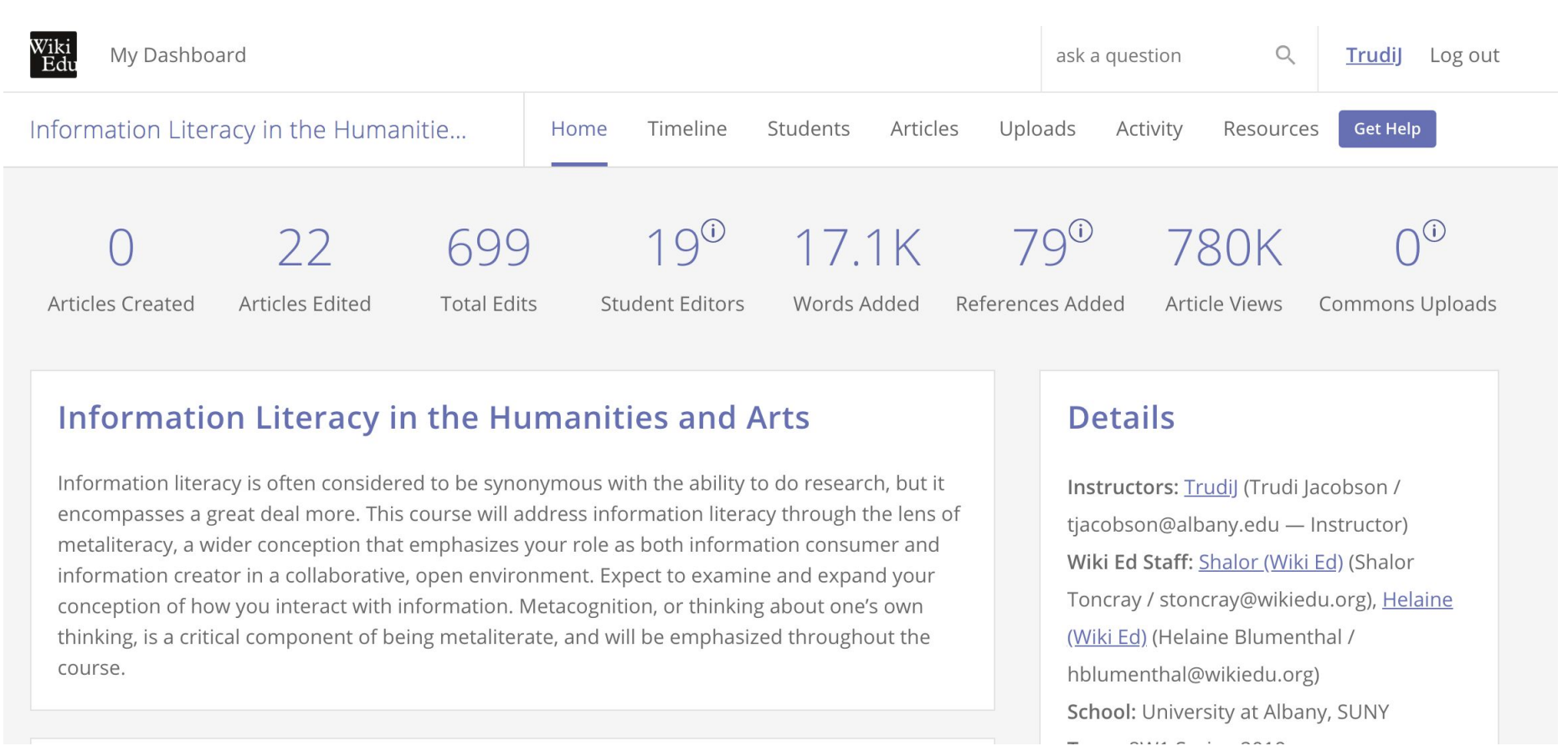

Authority is Constructed & Contextual
Information Creation as a Process
Searching as Strategic Exploration
ACRL FRAMEWORK
Information Has Value
Scholarship as Conversation
Research as Inquiry

Wiki Education

Wiki Education

Mission

Wiki Education engages students and academics to improve Wikipedia, enrich student learning, and build a more informed public.

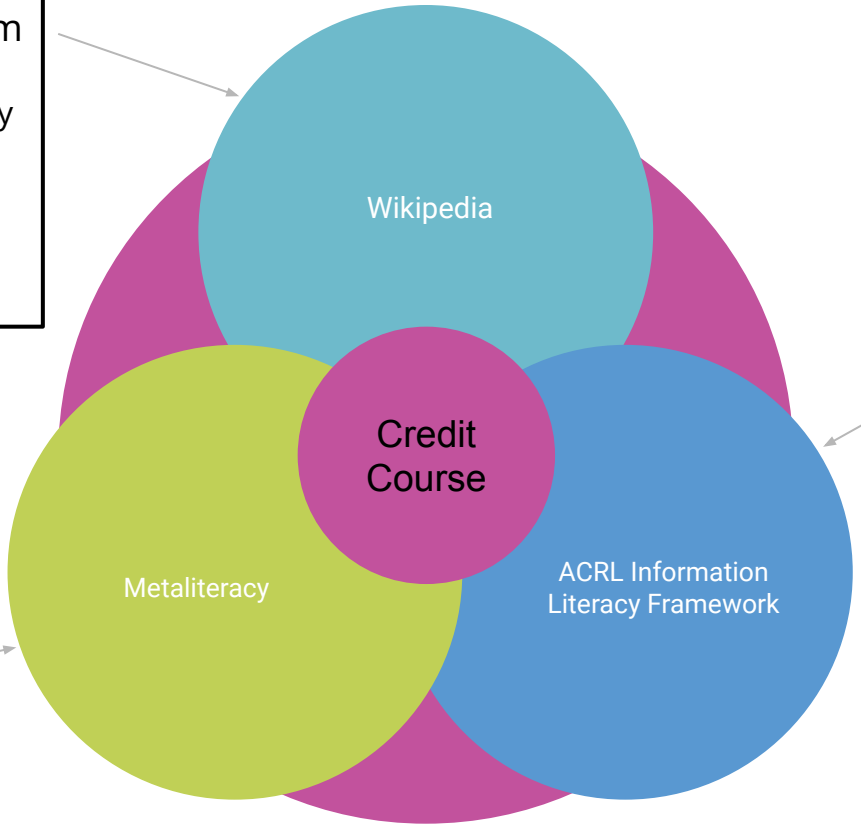


Course Dashboard

One article created: https://en.wikipedia.org/wiki/4-Amino-5-hydroxymethyl-2-methylpyrimidine

Wiki Education Program

"Minding the Gaps" by Kelly Doyle in M. Proffitt's *Leveraging Wikipedia*



3 Frames:

- Information Has Value
- Information Creation as a Process
- Scholarship as Conversation

Learner Roles: Author, Participant, Producer

Learning Domains: Affective, Metacognitive

Wikipedia	Metaliteracy/Information Literacy
Gender gaps, both editors and content	Information Has Value (IL)
Concern about personal knowledge level	Learner as Participant/Producer (ML)
Concern about non-academic prose style	Learner as Author (ML)
Source of distress and empowerment	Affective Learning Domain (ML)
Need to see self as participant (lack of quotes in writing style for Wikipedia)	Scholarship as Conversation (IL)

Relationship Between Wikipedia Work and Literacy Frames

Student Quote

I really think it is crazy that I have been learning since I was born, and I haven't considered how learning the things I have learned have made me feel….I like how it feels to check in with myself and get more in touch with my emotions when learning, I think this will leave me feeling more confident and proud of myself after completing new tasks and learning objectives. (UUNL207 student)

Student Quote

The questions asked in “Metaliteracy learner role: Author” greatly impacted me....Beforehand I believed that an author was merely a creator, but I found upon reflection that there was a deeper relationship I had not seen before, in a way our perceptions of our ideas could come to affect our identities as authors. The simple and open ended format of those questions really allowed me room to think.
(UUNL207 student)

https://metaliteracy.org/ml-in-practice/metaliterate-learner-roles/author/

Metaliteracy Learning Opportunities

Post-Truth MOOC

MOOC logo by Alena Roddick

Empowering Yourself in a Post-Truth World

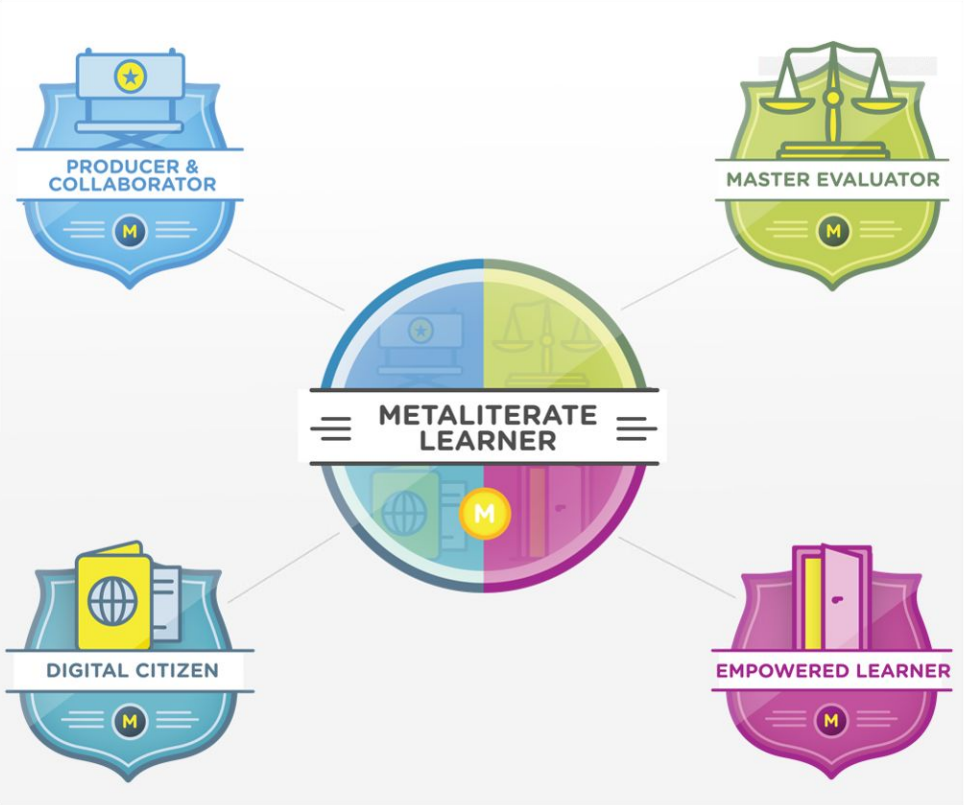
Metaliteracy MOOC

[Metaliteracy: Empowering Yourself in a Connected World]

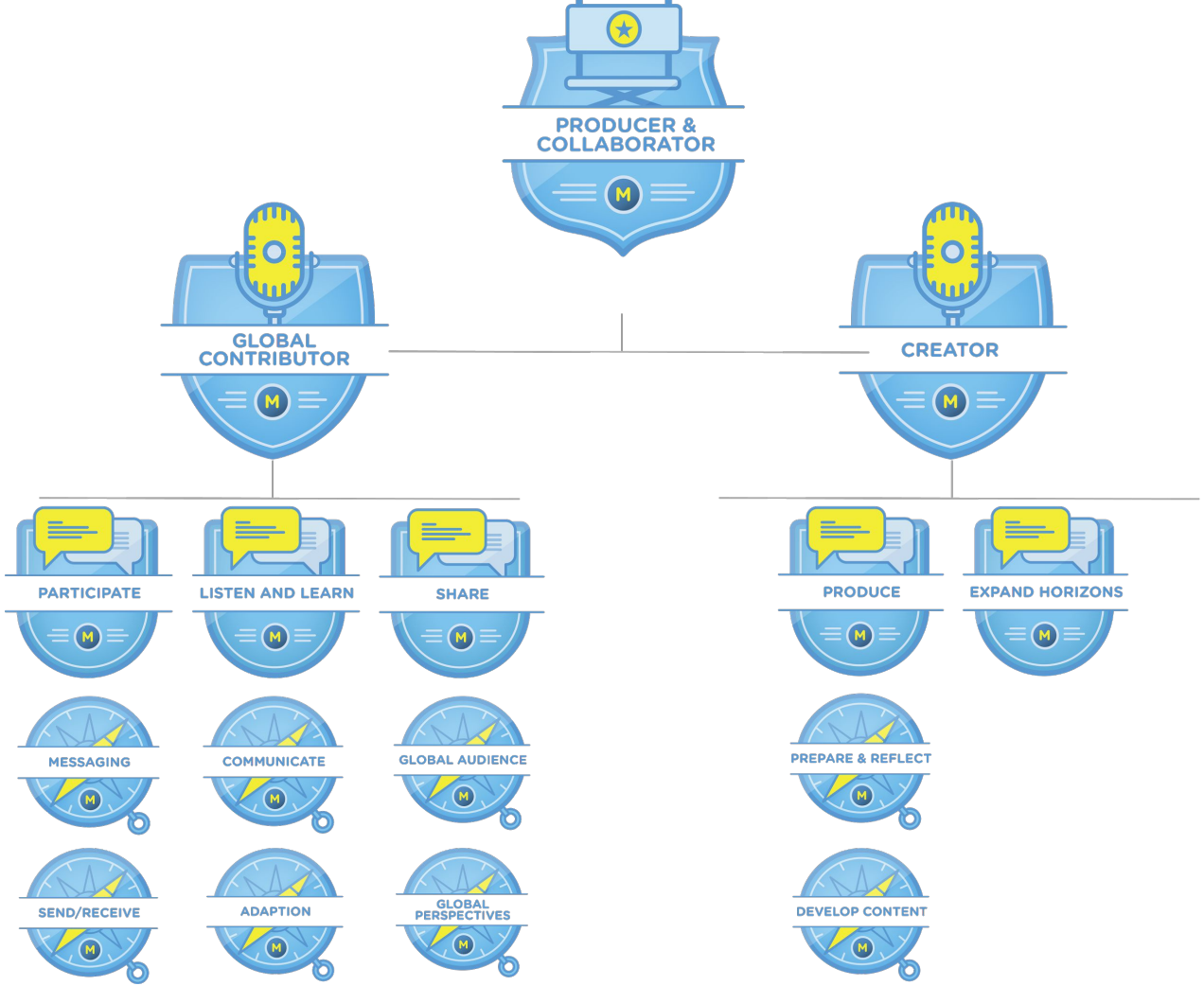
Metaliteracy supports lifelong learning, self-regulation and learner agency in MOOCs

O'Brien, Forte, Mackey & Jacobson. "Metaliteracy as Pedagogical Framework for Learner-Centered Design in Three MOOC Platforms: Connectivist, Coursera and Canvas." *Open Praxis*, 9(3), 2017. http://dx.doi.org/10.5944/openpraxis.9.3.553

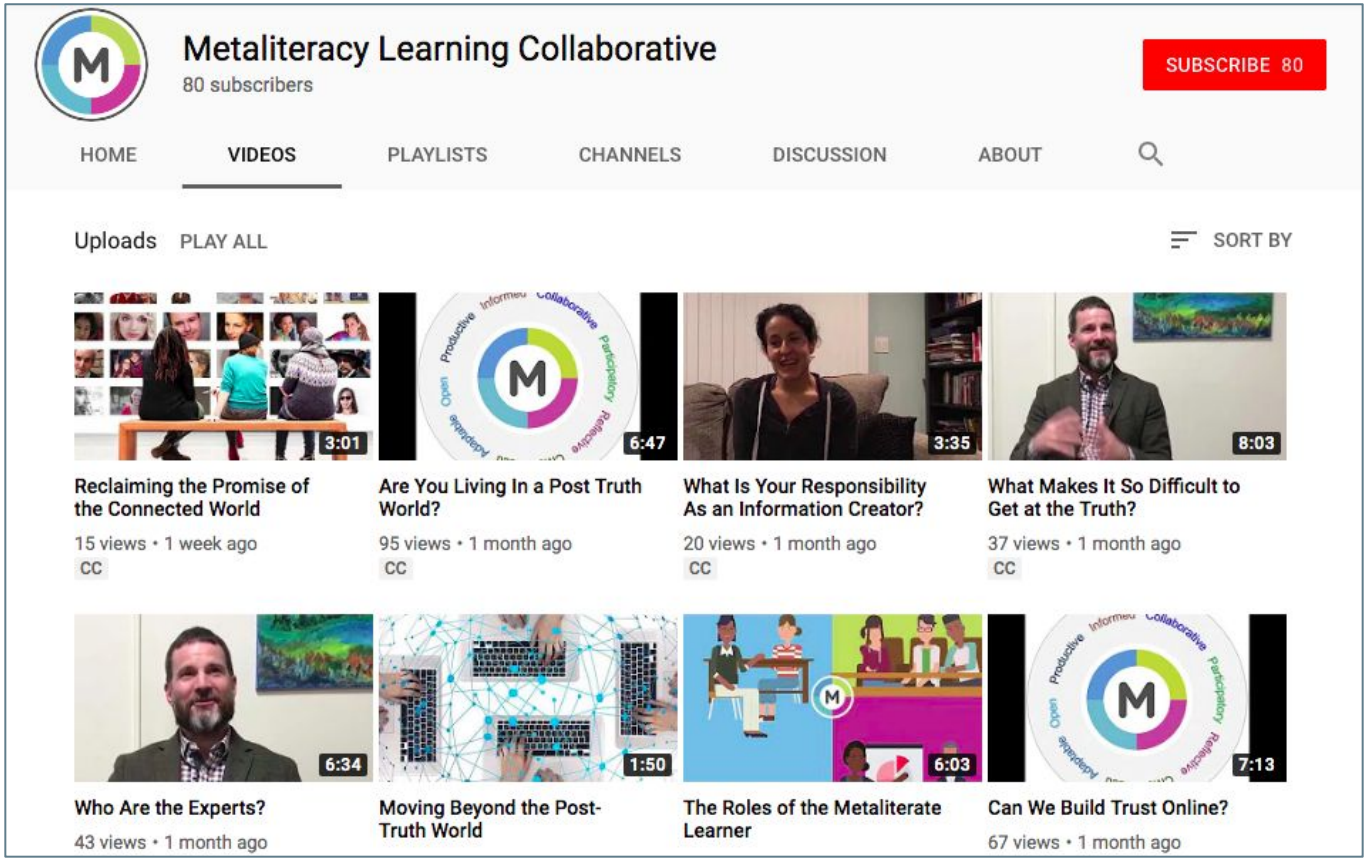
Metaliteracy Badging System



https://sites.google.com/view/metaliteracy/home?authuser=0


PRODUCER & COLLABORATOR
GLOBAL CONTRIBUTOR
CREATOR
PARTICIPATE
LISTEN AND LEARN
SHARE
PRODUCE
EXPAND HORIZONS
MESSAGING
COMMUNICATE
GLOBAL AUDIENCE
PREPARE & REFLECT
SEND/RECEIVE
ADAPTION
GLOBAL PERSPECTIVES
DEVELOP CONTENT

New metaliteracy videos available on the Metaliteracy YouTube Channel



More Learning Opportunities

- For students: iSucceed college transition metaliteracy module (#11) https://courses.lumenlearning.com/isucceed-wm-collegesuccess/
- For instructors: Bonus learning module on Teaching Information Literacy site teachinginfolit.org
- Translations of ML goals & objectives into other languages (we are seeking volunteers) (currently available: French, Afrikaans, Setswana, Italian) https://metaliteracy.org/learning-objectives/goals-and-learning-objectives-translated/
- Open metaliteracy textbook (currently a glint in our eyes)

How can we create opportunities to develop ethical and responsible metaliterate learners? Where do Wikimedia projects come in?

Extending Metaliteracy Learning Opportunities

- Do you have ideas to share on using metaliteracy to help develop ethical, responsible, and reliable information producers?
- Where might this be taught?

Do you have questions or comments?

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