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Developing Ethical, Responsible, and Reliable Information Producers

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Developing Ethical, Responsible, and Reliable Information Producers



#metaliteracy

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



“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>



“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

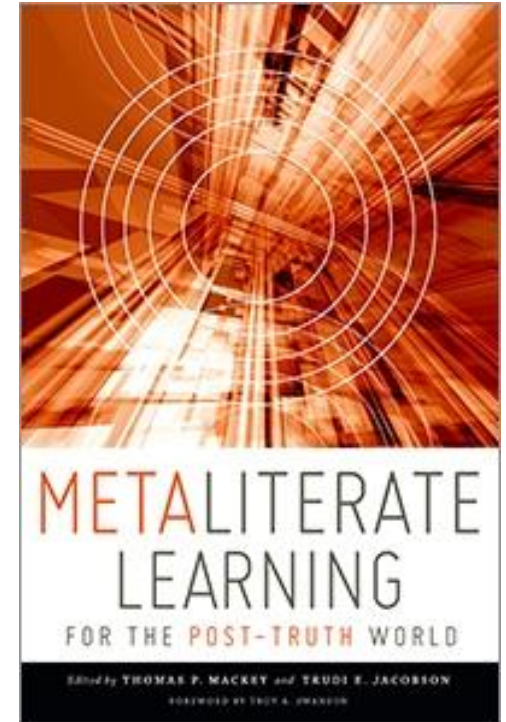
Wikimedia projects provide spaces for information producers to contribute for the public good

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

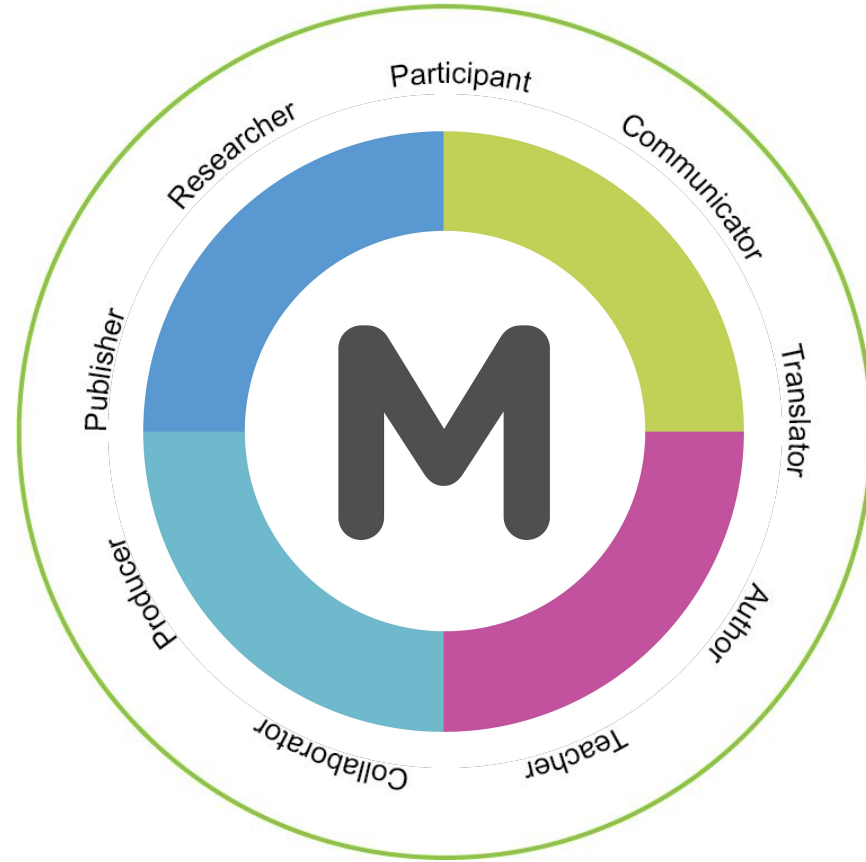
Affective: changes in learners' emotions or attitudes through engagement with learning activities

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

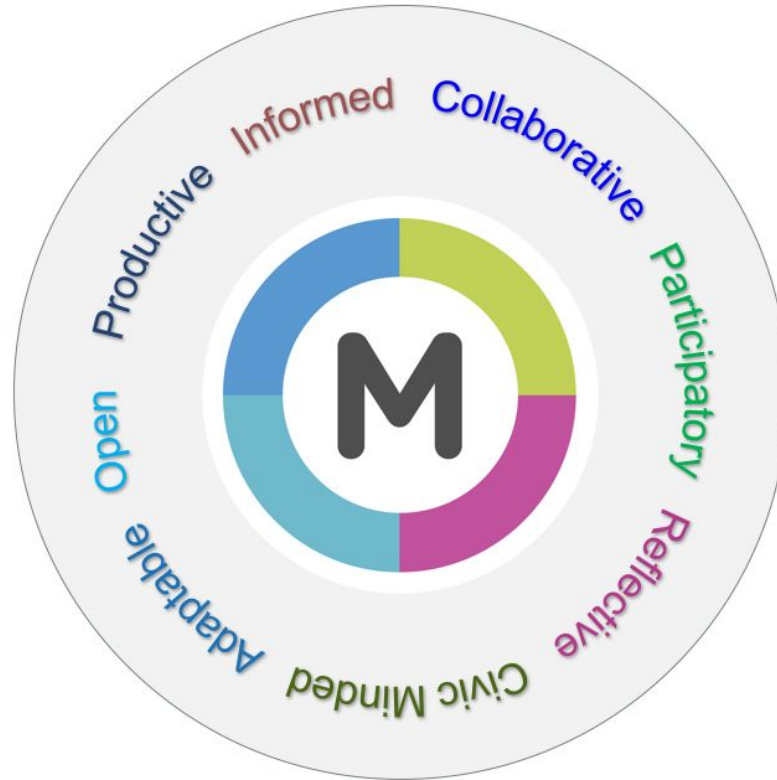
Behavioral: what students should be able to do upon successful completion of learning activities - skills, competencies



Metaliterate Learner Roles



Metaliterate Learner Characteristics



Description of a
Metaliterate Citizen

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

METALITERACY IN PRACTICE

Edited by TRUDI E. JACOBSON and THOMAS F. MACKEY



“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







Teach with Wikipedia

Wiki Education

Wiki Education

Mission

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

0

Articles Created

22

Articles Edited

699

Total Edits

19ⁱ

Student Editors

17.1K

Words Added

79ⁱ

References Added

780K

Article Views

0ⁱ

Commons Uploads

Information Literacy in the Humanities and Arts

Information literacy is often considered to be synonymous with the ability to do research, but it encompasses a great deal more. This course will address information literacy through the lens of metaliteracy, a wider conception that emphasizes your role as both information consumer and information creator in a collaborative, open environment. Expect to examine and expand your conception of how you interact with information. Metacognition, or thinking about one's own thinking, is a critical component of being metaliterate, and will be emphasized throughout the course.

Details

Instructors: [Trudij](#) (Trudi Jacobson / tjacobson@albany.edu — Instructor)

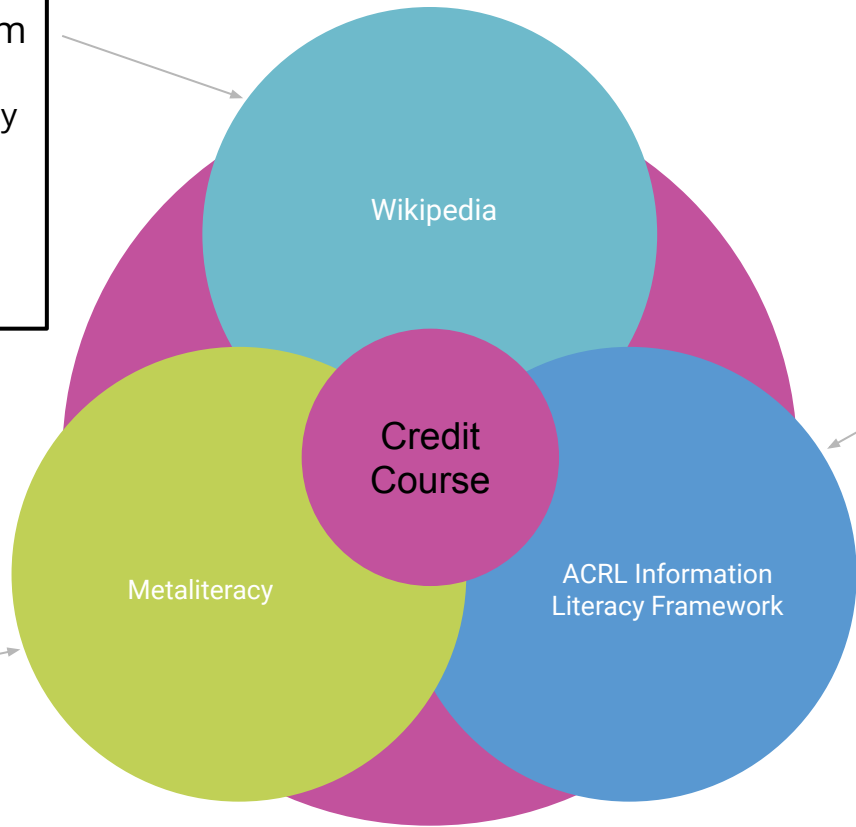
Wiki Ed Staff: [Shalor \(Wiki Ed\)](#) (Shalor Toncray / stoncray@wikiedu.org), [Helaine \(Wiki Ed\)](#) (Helaine Blumenthal / hblumenthal@wikiedu.org)

School: University at Albany, SUNY

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*



Learner Roles:
Author, Participant,
Producer

Learning Domains:
Affective,
Metacognitive

3 Frames:

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

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)



Metaliteracy Learning Opportunities



Post-Truth MOOC



MOOC logo by Alena Roddick

[Empowering Yourself in a Post-Truth World](#)

Metaliteracy MOOC

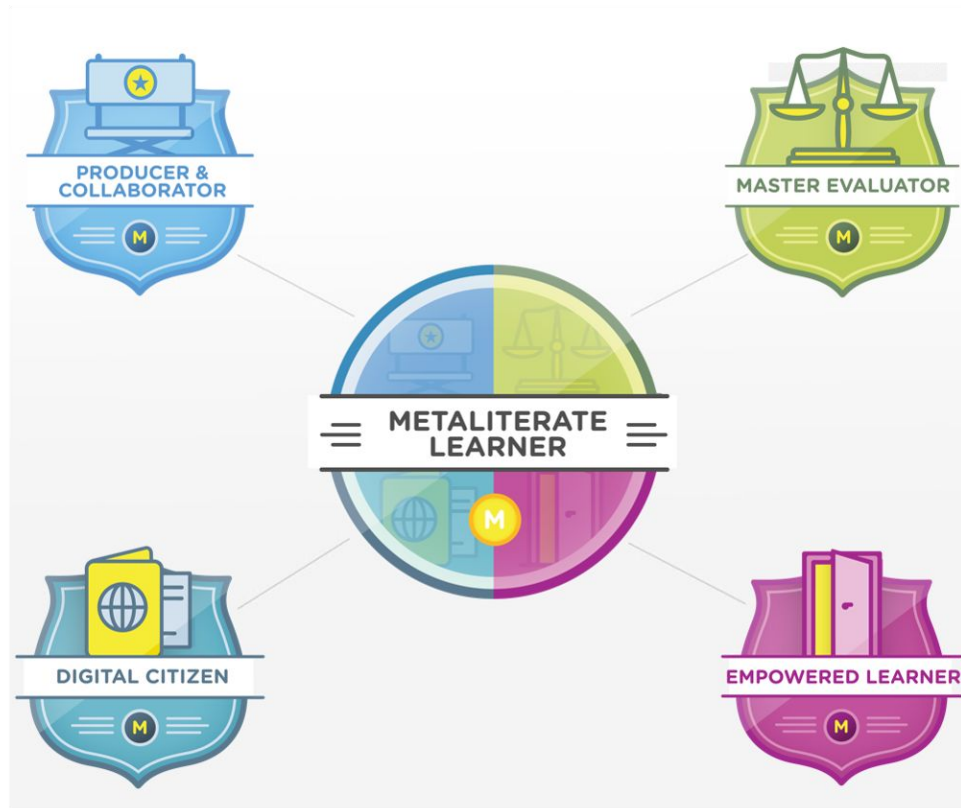


[Metaliteracy: Empowering Yourself in a Connected World](#)

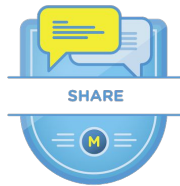
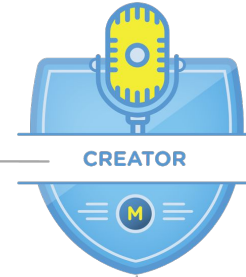
Metaliteracy supports lifelong learning, self-regulation and learner agency in MOOCs

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>



New metaliteracy videos available on the [Metaliteracy YouTube Channel](#)

The image shows the YouTube channel page for the Metaliteracy Learning Collaborative. At the top left is the channel's profile picture, a circular logo with a white 'M' in the center, surrounded by a ring of colors (blue, green, yellow, orange, red, purple). To the right of the logo, the channel name 'Metaliteracy Learning Collaborative' is displayed in a bold, black font, with '80 subscribers' written below it. A red 'SUBSCRIBE 80' button is located in the top right corner. Below the channel name is a navigation bar with tabs for 'HOME', 'VIDEOS', 'PLAYLISTS', 'CHANNELS', 'DISCUSSION', and 'ABOUT'. The 'VIDEOS' tab is currently selected and underlined. A search icon is visible to the right of the navigation bar. Below the navigation bar, the word 'Uploads' is followed by a 'PLAY ALL' button. To the right of this is a 'SORT BY' dropdown menu. The main content area displays a grid of video thumbnails. Each thumbnail includes a video player preview, a duration timer in the bottom right corner, a title, and view/engagement information. The videos shown are: 1. 'Reclaiming the Promise of the Connected World' (3:01, 15 views, 1 week ago, CC). 2. 'Are You Living In a Post Truth World?' (6:47, 95 views, 1 month ago, CC). 3. 'What Is Your Responsibility As an Information Creator?' (3:35, 20 views, 1 month ago, CC). 4. 'What Makes It So Difficult to Get at the Truth?' (8:03, 37 views, 1 month ago, CC). 5. 'Who Are the Experts?' (6:34, 43 views, 1 month ago). 6. 'Moving Beyond the Post-Truth World' (1:50). 7. 'The Roles of the Metaliterate Learner' (6:03). 8. 'Can We Build Trust Online?' (7:13, 67 views, 1 month ago). The Metaliteracy logo is also visible as a watermark on several of the video thumbnails.

Metaliteracy Learning Collaborative
80 subscribers

SUBSCRIBE 80

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Uploads PLAY ALL SORT BY

Reclaiming the Promise of the Connected World
15 views • 1 week ago
CC

Are You Living In a Post Truth World?
95 views • 1 month ago
CC

What Is Your Responsibility As an Information Creator?
20 views • 1 month ago
CC

What Makes It So Difficult to Get at the Truth?
37 views • 1 month ago
CC

Who Are the Experts?
43 views • 1 month ago

Moving Beyond the Post-Truth World

The Roles of the Metaliterate Learner

Can We Build Trust Online?
67 views • 1 month ago

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?

