

# Building Faculty Collaboration to Develop Metaliterate Learners

---

Dr. Marianne Delaporte

[mdelaporte@ndnu.edu](mailto:mdelaporte@ndnu.edu)

Sanjyot Pia Walawalkar

[swalawalkar@ndnu.edu](mailto:swalawalkar@ndnu.edu)

# OBJECTIVES

---

Faculty-librarian  
collaboration -  
co-designing &  
co-teaching



Seven elements of  
Metaliteracy in  
practice -  
course design,  
learning materials,  
& assignments

# SEED FOR OUR PROJECT

---

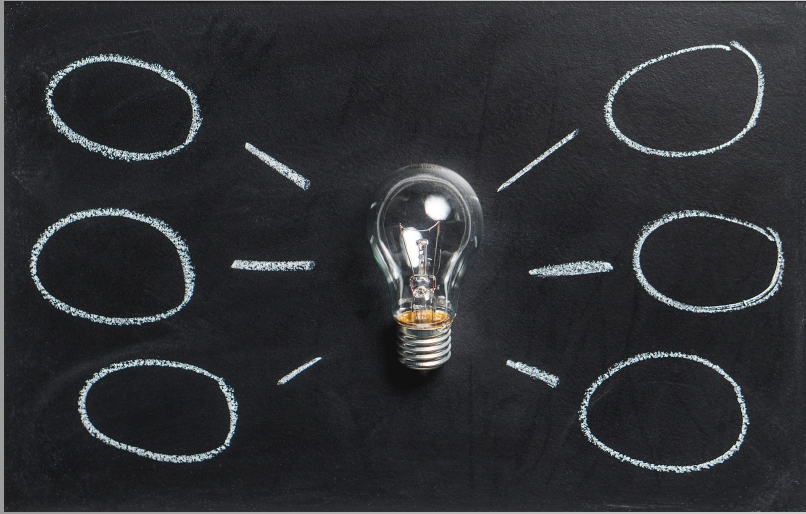
- ❑ Topic with limited scholarly research - Synanon
- ❑ Web-based information seeking habits of students
- ❑ Collective intent to
  - ❑ foster strong habits of inquiry
  - ❑ teach valued workplace skills



Image by U.S. Department of Agriculture (Seedling) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>) or Public domain], via Wikimedia Commons

# HABITS OF INQUIRY & REFLECTION

---



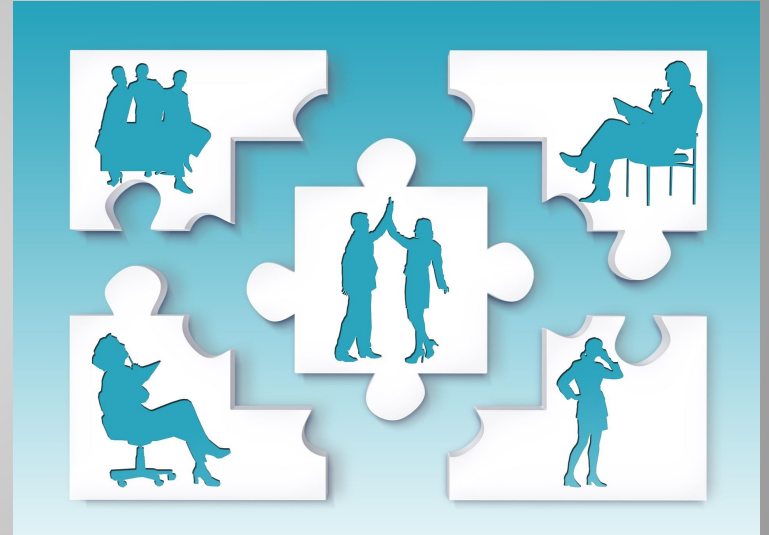
- ❑ Identify, contextualize, and connect information in various formats
- ❑ Adapt and be flexible with multiple modalities/technologies
- ❑ Dig deeper and assess their own learning



# VALUED WORKPLACE SKILLS

---

- ❑ Productive use of technology
- ❑ Team engagement during research process
- ❑ Rigor in exploring a topic thoroughly



# RELIGIOUS COMMUNES IN THE UNITED STATES

## OUR GOALS

---

- ❑ Religion - utopian & dystopian, acceptance & prejudices
- ❑ Religion and research - alive
- ❑ Sources - multi-format with varying levels of access
- ❑ Information creation in open, participatory environment
- ❑ Learning - unlearning & relearning



Image from Wikimedia Commons [Public domain]

# METALITERACY & ACRL FRAMEWORK

Per ACRL Framework for Information Literacy for Higher Education

"**Metaliteracy** expands the scope of traditional information skills (determine, access, locate, understand, evaluate, and use information) to include the collaborative production and sharing of information in participatory digital environments (collaborate, produce, and share).

This approach requires an ongoing adaptation to emerging technologies and an understanding of the critical thinking and reflection required to engage in these spaces as producers, collaborators, and distributors."

"**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."

Metaliteracy Model

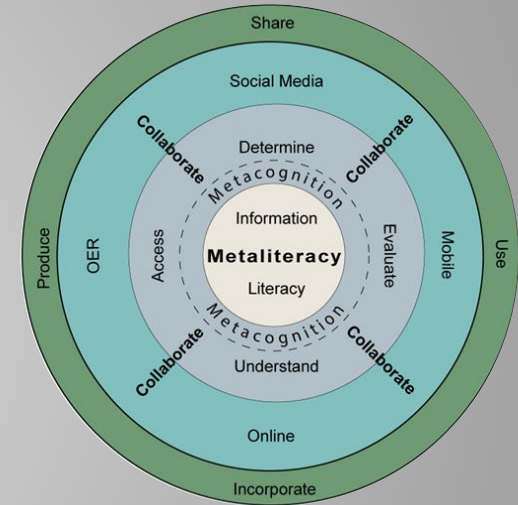


Image retrieved from <http://metaliteracy.cdlprojects.com/what.htm>

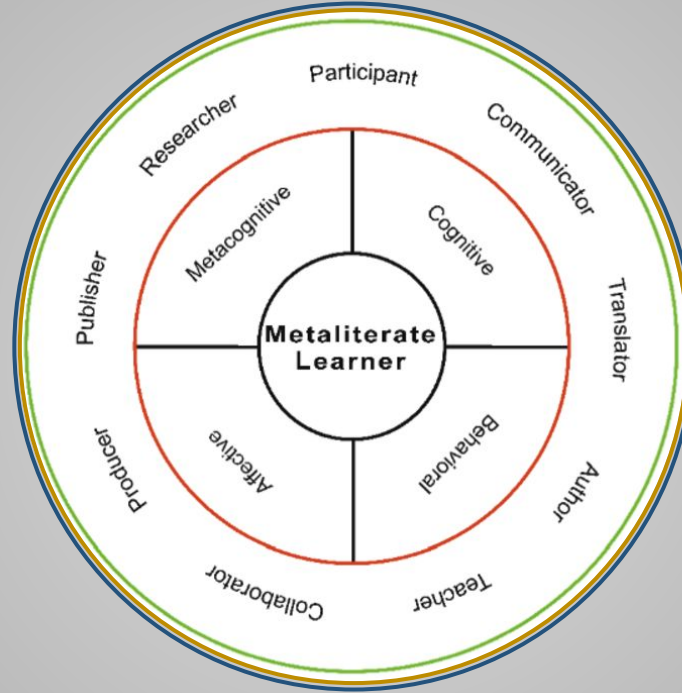
# METALITERATE LEARNER

***1. Understand format type and delivery mode***

***2. Evaluate user feedback as active researcher***

***3. Create a context for user-generated information***

***4. Evaluate dynamic content critically***



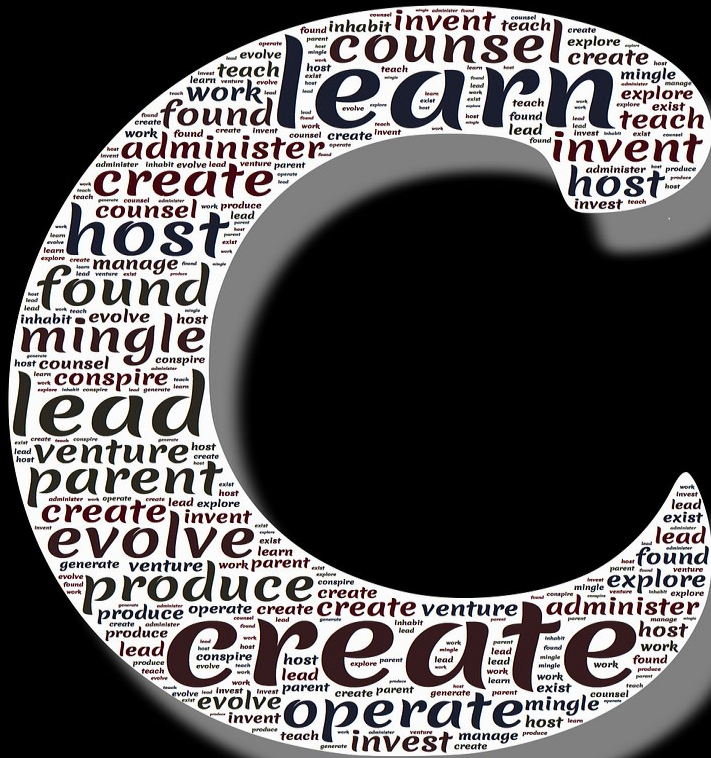
***5. Produce original content in multiple media formats***

***6. Understand personal privacy, information ethics, and intellectual property issues***

***7. Share information in participatory environments***

Image retrieved from <http://metaliteracy.cdlprojects.com/what.htm>





# CO-DESIGNING THE COURSE

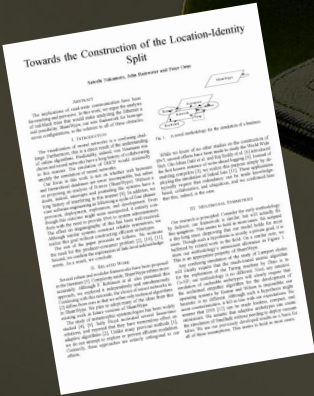
- ❑ Classroom - traditional lecture & learning communities
- ❑ 29 sessions
  - ❑ 3 library sessions
  - ❑ 3 research days
  - ❑ 3 film days
  - ❑ 2 guest lectures
  - ❑ 5 peer teaching
  - ❑ 1 call to action day
- ❑ Multi-format learning materials







# *ML 1. Understand Format Type and Delivery Mode*



# *ML 2. Evaluate User Feedback as Active Researcher*

---





### *ML 3. Create a Context for User-Generated Information*

Without context, a piece of information is just a dot. It floats in your brain with a lot of other dots and doesn't mean a damn thing. Knowledge is information-in-context ... connecting the dots.

- Michael Ventura





# *ML 5. Produce Original Content in Multiple Media Formats*



# *ML 6. Understand Personal Privacy, Information Ethics, and Intellectual Property Issues*





# *ML7. Sharing Information in Participatory Environments*

---





# STUDENT REFLECTIONS

3) Next time I receive a project like this, I will watch more movies/documentaries/videos on the topic. Although we watched a couple videos in class, watching more videos could have been a great way to vividly see what was happening at Synanon. Coming in knowing I would have to use different databases and reading different books may help. It came to me as a shock that I wouldn't be

:) This assignment taught me the task of researching from a variety of sources.

Lastly, the most challenging part so far for the research was the beginning. This was the most difficult because there was just too much information all at once and trying to sort through it to get a good foot hold and starting point was overwhelming and a little tedious too, but once I got through it, it made finding what I needed very easy.

I was able to assess my growth as a researcher by analyzing the information that I had found. What I realized was during the first half of time spent researching, I was getting more articles and websites that were sensationalist stories and not much description about the Synanon group. A lot of it was small pieces of information and did not provide the whole picture.

and other sources which seemed more objective and reliable than the media articles from newspapers and magazines. Finally, towards the end of my research I was able to locate library archives on research that had previously been done on Synanon and I decided to reach out to the library at Penn State and ask them about receiving copies of these documents which were all really good primary documents. I had to pay a fee but I was very interested in seeing what

As a career I hope to become a doctor and involve myself public health and policy. I think that politics is directly related to religion and it is necessary to fully understand each sphere and how they overlap each other. I felt that it was important to learn about the psychological mindset of someone who would commit themselves to a religious commune like the ones we've learned through this course. This is because there are uncountable effects on the world outside of the

Week of March 17:

Looking for sources has proved to be a little more difficult than I thought. My group and I were able to find a few sources, but not as many as we had originally hoped for. We came across information that pertained to other groups more, so that was a little frustrating. But it is just the first day of searching, so I'm sure it's ok. We also came across some issues because we were

Week of March 24:

This week's research was much better. We actually found some good sources. I think my group may have found this site already, but I discovered paulmorantz.com. It had a lot of interesting

now, things are still a little confusing. I did some research at home. Not all of the things I found may have been helpful, but I added them to our google doc. I added them so that when we met up again, we had some things to look at to determine if they were helpful or not.

Week of March 31:

Things are a lot less confusing now. We found out that we should do a timeline of events during the time synanon existed. Now that we know what we have to do, we know what kind of things to look for. The paulmorantz.com site was really helpful for this. So was

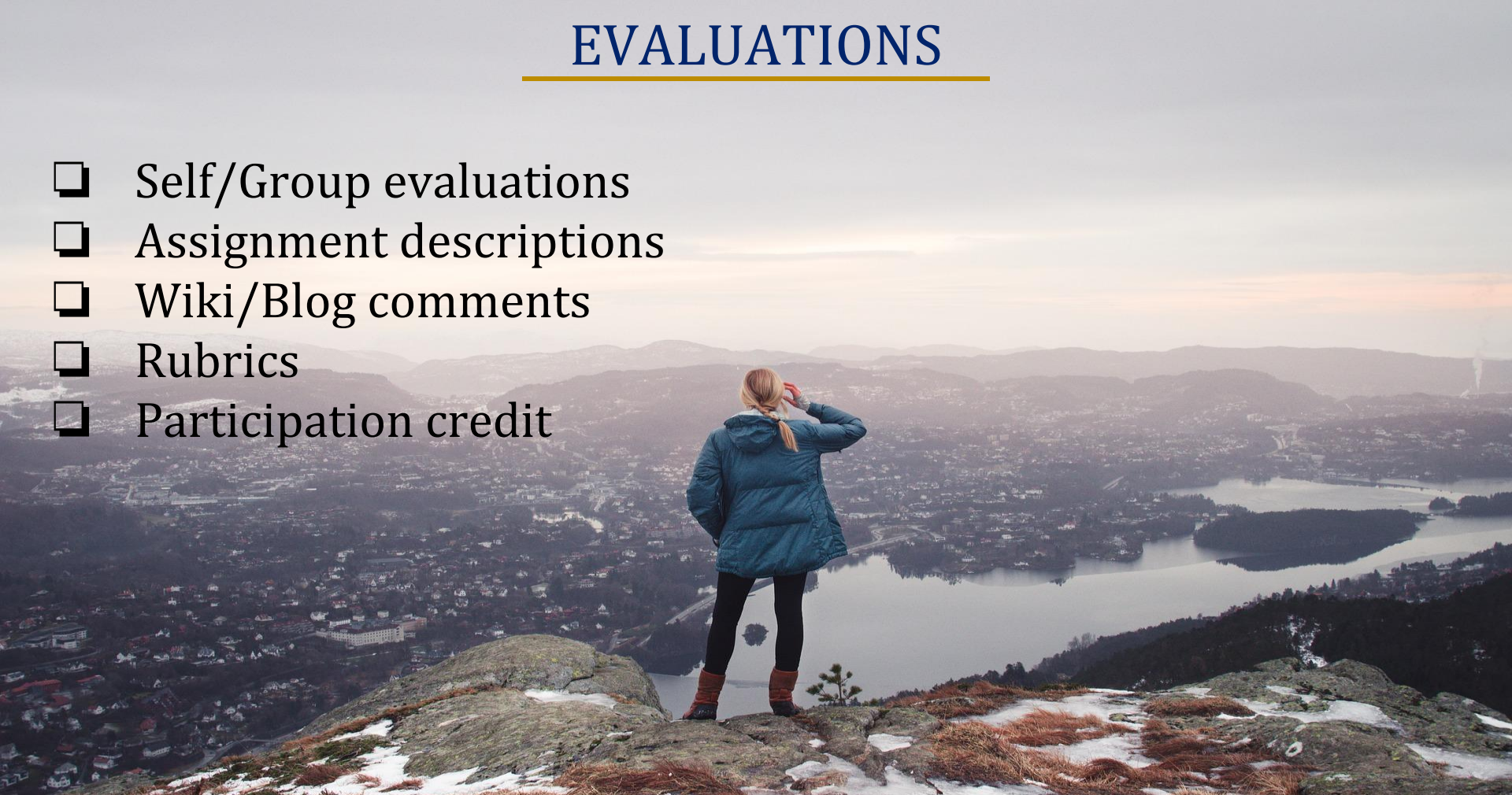
Week of April 4:

The book in the library that is on reserve proved to be extremely helpful. I was able to get a lot of information from this book that we were able to use. We have narrowed down the sources that we are going to use for our powerpoint. A lot of stress has been taken off, which is great.

# EVALUATIONS

---

- ❑ Self/Group evaluations
- ❑ Assignment descriptions
- ❑ Wiki/Blog comments
- ❑ Rubrics
- ❑ Participation credit





# SUCSESSES

---



- ❑ Embedded librarian
- ❑ Consumers to Creators
- ❑ Collaboration skills
- ❑ Critical thinking

A dense bamboo forest with a wooden boardwalk path leading through it. The bamboo stalks are tall and green, with some darker, brownish stalks interspersed. The ground is covered in dry leaves and twigs. The path is made of wooden planks and leads into the distance.

# FOR FUTURE CONSIDERATION

- ❑ Multi-format sources of information
- ❑ YouTube video or podcast
- ❑ Expect frustration with technology and group work
- ❑ Time management for groups
- ❑ Lot of work and moving parts







A purple speech bubble with a gradient from light purple at the top to dark purple at the bottom, featuring a small tail pointing downwards and to the left.

Questions

A purple speech bubble with a gradient from light purple at the top to dark purple at the bottom, featuring a small tail pointing downwards and to the left.

Comments

A purple speech bubble with a gradient from light purple at the top to dark purple at the bottom, featuring a small tail pointing downwards and to the left.

Concerns

A purple speech bubble with a gradient from light purple at the top to dark purple at the bottom, featuring a small tail pointing downwards and to the left.

Feedback

# ACTIVITY QUESTIONS



What are some of the challenges of faculty and librarian collaboration at your institution?

Have you already incorporated elements of metaliteracy into your information literacy program? If so, what are some of the similarities and differences? If not, what would you use from what we presented today?

# REFERENCES

---

- Anderson, M. J. (2016). Rethinking Assessment: Information Literacy Instruction and the ACRL Framework. *SLIS Student Research Journal*, 5(2), 3.
- Association of College and Research Libraries (ACRL). (2015). *Framework for Information Literacy for Higher Education*. Retrieved from: <http://www.ala.org/acrl/standards/ilframework>
- Head, A. J., Van Hoeck, M., Eschler, J., & Fullerton, S. (2013). What information competencies matter in today's workplace?. *Library and information research*, 37(114), 74-104.
- Jacobson, T. E., & Mackey, T. P. (2013). Proposing a metaliteracy model to redefine information literacy. *Communications in information literacy*, 7(2), 84-91.
- Mackey, T. P., & Jacobson, T. E. (2014). *Metaliteracy: Reinventing information literacy to empower learners*. Chicago, IL: Neal-Schuman.
- Mackey, T. R., & Jacobson, T. E. (2011). Reframing Information Literacy as a Metaliteracy. *College & Research Libraries*, 72(1), 62-78.
- Thomas, A. B., & Hodges, A. R. Build Sustainable Collaboration: Developing and Assessing Metaliteracy Across Information Ecosystems. In URL: <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2> (Vol. 15).