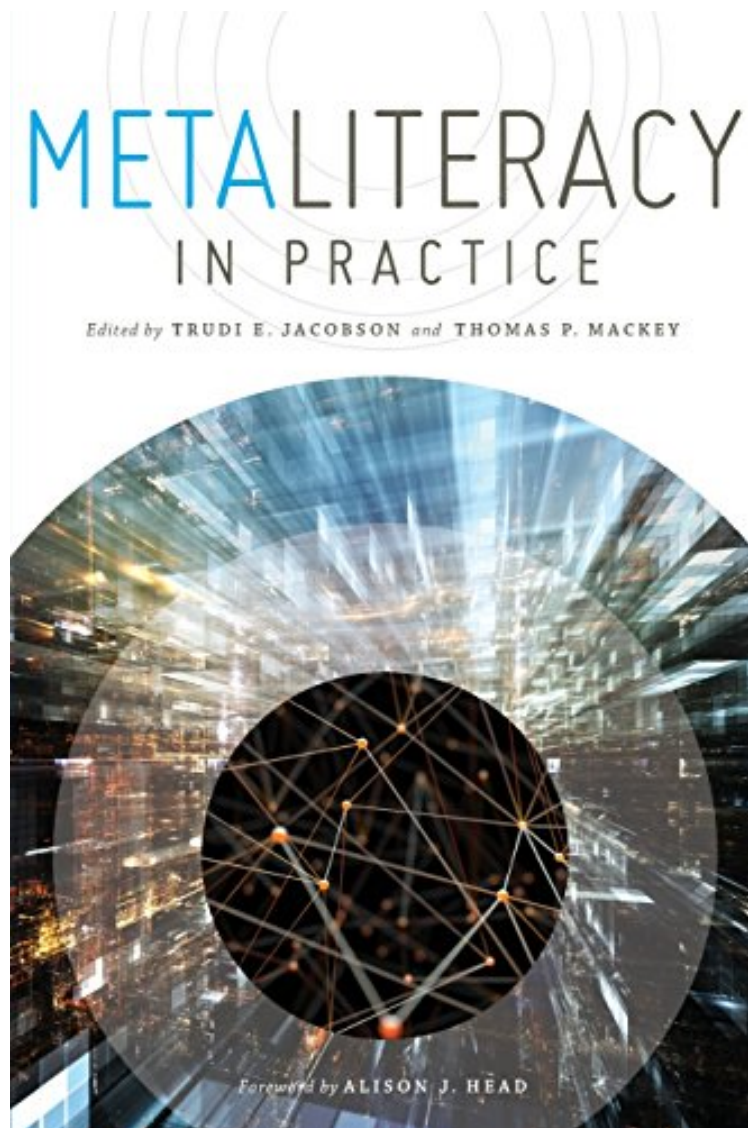


Metaliteracy in Practice

Trudi E. Jacobson, Thomas P. Mackey
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Trudi E. Jacobson, Thomas P. Mackey : Metaliteracy in Practice before purchasing it in order to gage whether or not it would be worth my time, and all praised Metaliteracy in Practice:

In their earlier book Metaliteracy, the authors offered an original framework for engaging learners as reflective and collaborative participants in today's complex information environments. Now, they move that comprehensive structure for information literacy firmly into real-world practice, highlighting the groundbreaking work of librarians and faculty

who are already applying the metaliteracy model in distinctive teaching and learning settings. Representing multiple disciplines from a range of educational institutions, this book explores relationships among metaliteracy, digital literacy, and multimodal literacy; incorporating the ACRL Framework for Information Literacy for Higher Education; the metaliteracy model and emerging technologies; flexible course design and social media; students as creators of information; application of metaliteracy in specialized environments, such as nursing education; metaliteracy and institutional repositories; LibGuides as a student information creation tool; the metacognitive dimension of research-based learning; metaliteracy as empowerment in undergraduate learning outcomes; agency and the metaliterate learner; and metaliteracy, agency, and praxis. The case studies presented in this valuable resource demonstrate how librarians and educators can help students effectively communicate, create, and share information in today's participatory digital environments.

This volume connects with the ACRL 2015 Framework for Information Literacy for Higher Education and includes examples of how academic librarians and teaching faculty have used the concept of metaliteracy in real life ... Paul Prinsloo's concluding essay suggests visualizing metaliteracy less as a collection of skills and more as a boundary activity that allows people to understand and be agents within their world. It is a healthy perspective for all who feel that literacies are spinning out of our control, a realization that we're all part of this maelstrom of change, and what we need to ride the whirlwind will be constantly changing." --Catholic Library World

A timely publication first, because the notion of metaliteracy has captured the attention of many academics, and second, because metaliteracy learning goals dovetail with the new ACRL Framework for Information Literacy in Higher Education. This book can be a source for inspiration and practical ideas to refresh the information literacy program of any academic library." --American Reference Books Annual

"A valuable contribution to the literature of library and information science and explores many of the salient questions and concerns of instruction librarians and other educators, including how we may help students explore the more complex, conceptual dimensions of information literacy, such as the social, political, and ethical dimensions of information creation, distribution, and use. The book's collected chapters may serve as catalysts for librarians to reexamine their work with students and to consider ways in which they may partner with other educators to integrate information literacy (including metaliteracy) into academic programs and curricula." --Communications in Information Literacy

About the Author Trudi E. Jacobson, Distinguished Librarian, is Head of the Information Literacy Department at the University Libraries, University at Albany. Her professional interests focus on team-based and other forms of active learning, learner motivation, digital badging, and, of course, metaliteracy, a concept Tom Mackey and she developed in response to inadequate conceptions of information literacy in a rapidly changing information environment. Thomas P. Mackey is Vice Provost for Academic Programs at SUNY Empire State College. His professional interests include open learning in innovative social spaces and critical engagement with emerging technologies. His collaborative work with Trudi Jacobson to originate the metaliteracy framework emphasizes the reflective learner as producer and participant in dynamic information environments. He appreciates all of their work together, especially the metaliteracy research, writing, editing, teaching, grant projects, and design of innovative learning spaces using competency-based digital badging and massive open online courses (MOOCs).