

Chapter 12

Metaliteracy in Academic Libraries: Learning in Research Environment

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ABSTRACT

Metaliteracy is very significant as it recognizes the conventional information skills. The framework of metaliteracy is staged on information literacy including new facets. The relevance of metaliteracy for the students is crucial in developing meta-literate learners. Discerning the goals and various learning objectives are concrete competencies and metaliteracy for the learning are the basic components. The elements of information literacy have been associated with social media in recent times. Digital literacy is accompanied with visual literacy as well as cyberliteracy in developing the metaliteracy resources and environment. In this current age, where the information has its own value in all the known and unknown contexts, the research is based on retrospective and the latest information. The discussion on the application of metaliteracy in learning and stake-holders considers as a reflective space with the analytical and observational thinking for the learning. The role of the librarian is instrumental while the creation of content takes place keeping the metaliteracy aspects in planning. The experiences of networked information, as well as engagement of students, are the stepping stones for the creation of learning spaces. The role of the learner as participants, contributor and metaliteracy and learner-centered design is associated with metaliteracy and course-design. In this context, the metaliteracy assignments are significant, the metaliteracy assignments are kind of a method to motivate the learners and find out hidden knowledge. The chapter provides an example of the Case of Jawaharlal Nehru University, New Delhi.

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Metaliteracy in Academic Libraries

It discusses the methods applied at Dr. B. R. Ambedkar Central Library, Jawaharlal Nehru University, New Delhi for inducing information literacy and metaliteracy among the scholars to include various training programs, workshops, etc. The details of various activities are discussed as various training programs which are focused on educating the users about library resources, accessing them, etc.

INTRODUCTION

The scholars are using various media such as blogging, digital devices, MOOCs etc. for creating and sharing of information. In this context the concept and term of ‘metaliteracy’ coined by experts Mackey and Jacobson understands the recognition of complex information literacy scenario. The metaliteracy recognizes the conventional information skills, given as following:

1. Determination
2. Access to information
3. Location of information
4. Understanding the process and information
5. Production of information output
6. Usage of information by the users.

The metaliteracy concentrates upon the role of participatory digital environments. The participation is established through collaboration among users, production of information and finally sharing of information for repeat of collaboration as well as generating information products. This collaboration and sharing of information involves:

1. Significance of media and visual literacy, digital literacy
2. Engagement of contributors in the technological niche
3. Understanding of technology spaces.

The framework of metaliteracy is staged on information literacy including new facets. The explanation of Metaliteracy reflects “learners to engage in the information environment as active, self-reflective, and critical contributors to the collaborative spaces” relate to the current virtual world (Mackey, & Jacobson, 2014, p.14). It is observed that metaliteracy has a significant component in the form of ‘metacognition’. The concept of metacognition makes us understanding and having the knowledge “about one’s own thinking.”

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