

# Information Literacy Beyond the Library: Theorising Inclusive Pedagogy Informed by Metaliteracy

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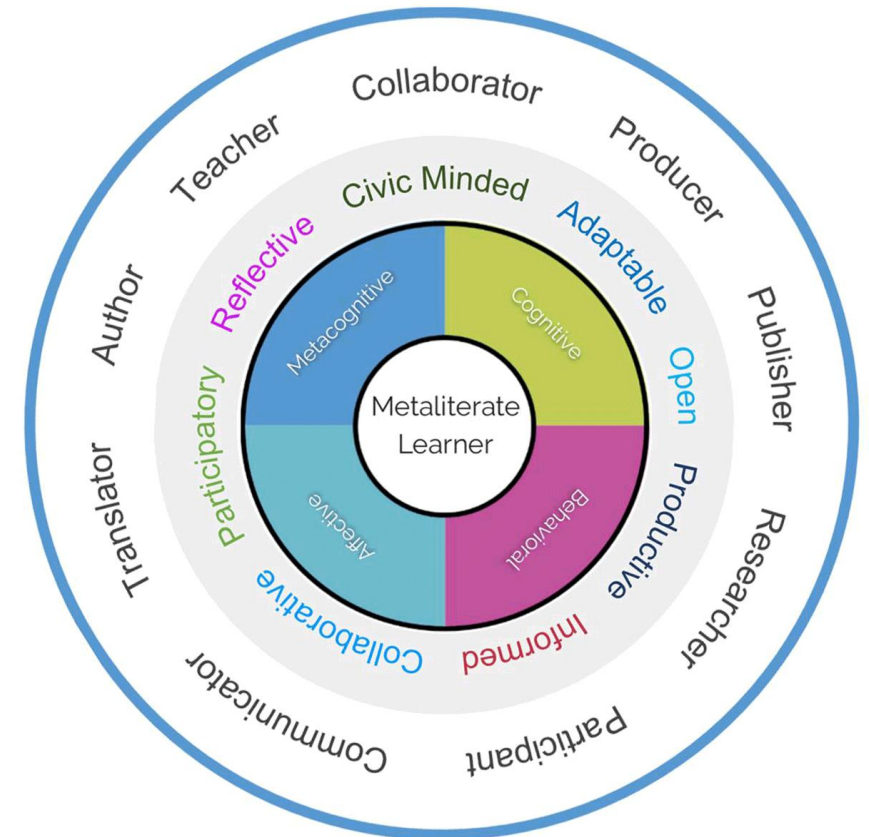
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# In this presentation, we will:

- Review the Metaliteracy Framework and draw connections to key debates about AI and student learning.
- Present two case studies that highlight the possibilities for creative, engaged and critical learning through the use of AI.
- Discuss strategies librarians and instructors can develop to use the Metaliteracy Framework in their own practices.

# Metaliteracy can:

- Encourage students to **develop reflective practices** that empowers them to ask questions and to challenge their instructor's assumptions about their prior learning
- Foster students' **participation in collaborative learning** through discussions about their knowledge and technical skills
- Empower students to **practice independent and self-guided learning** that allows them to identify skills and concepts they wanted to develop.



The Metaliteracy Model  
 (Mackey & Jacobson, 2022)



# Metaliteracy and Critical Approaches to AI in the Digital Humanities



- There are many different ways to engage in digital humanities research and practice. This makes it important to clearly articulate how we are developing digital literacies alongside other forms of learning.
- Metaliteracy can provide a model for scaffolding learning so that students are able to build skills that are relevant to their current interests and also transferable to future research and learning.
- What might this look like?

## Diary Christopher Columbus

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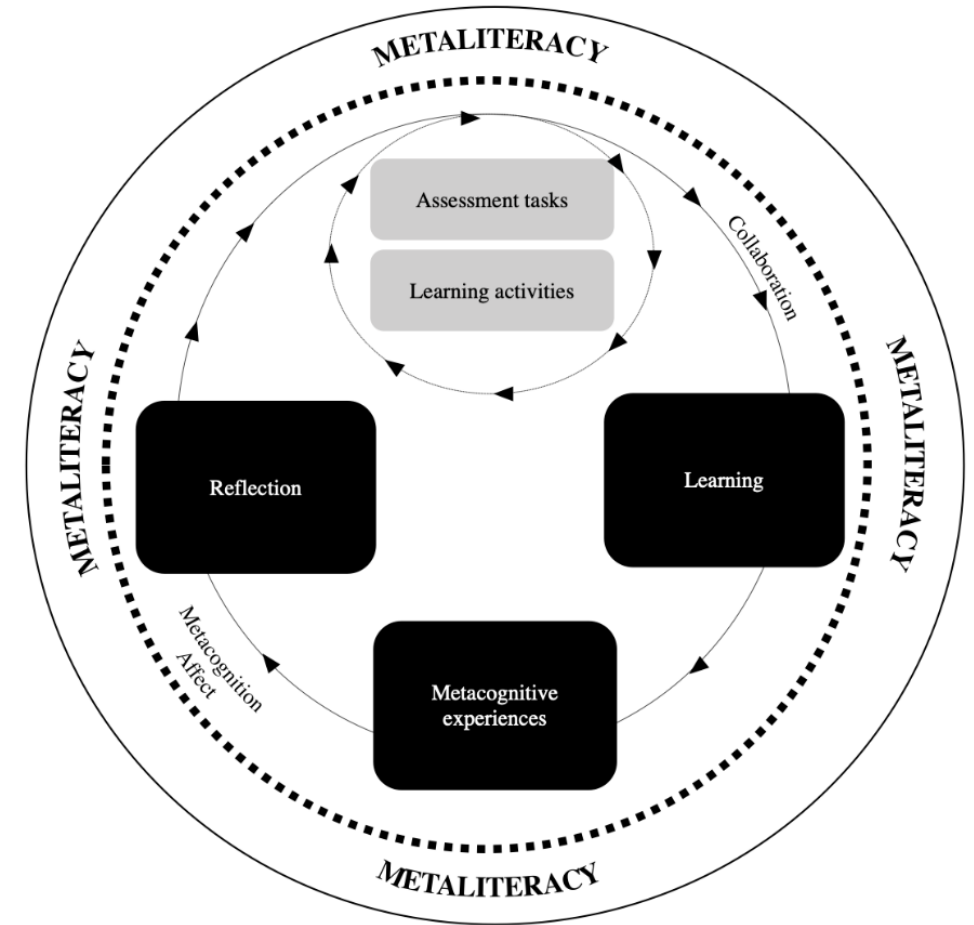


African Library & Information Associations & Institutions



# Integration of Metaliteracy with Pedagogical Models

- Clearly identifying **connections** between teaching materials and learning activities, provides the opportunity to discuss learning as an ongoing practice
- **Recognition** of metacognitive experiences
- Encourage **reflection** and ongoing practice of critical thinking



Integration of Metaliteracy with Constructive Alignment and LOA  
 (Schuster & Stewart, 2021)

# Metaliteracy and Critical Approaches to AI in the Embedded IL Classes

- We want students to use AI ethically, efficiently, and to their benefit.
- Metaliteracy provides a model to engage students in metacognitive experiences that develop learner roles *beyond* their role as consumers of information.
- Easily adaptable to different majors, interests, and in response to future roles and responsibilities.

*Note.* Images generated by *Stable Diffusion Online*, 2024 (<https://stablediffusionweb.com/>).



# Strategies for Integration:

- **Share learning outcomes and prompts in advance:** It is important to allow students time to prepare for class, materials to structure any notes they might take, and artifacts to help with revision and studying.
- **Make time for group work and discussions:** Allow students time to learn and engage with ideas outside of lectures or instructor led exercises
- **Ask leading questions to help students share their ideas:** Even eager and confident students might need help articulating new information.

# References

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# Thank You

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