

Intercultural Perspectives on Information Literacy and Metaliteracy:
A transnational online course in
WS 2022/23



Building Research Capacity through Information Literacy

Artifact “Intercultural Information Literacy Program Design”

How **metacognition** can be used in higher education,
to improve the quality of
research work and build research capacity.

GROUP 5

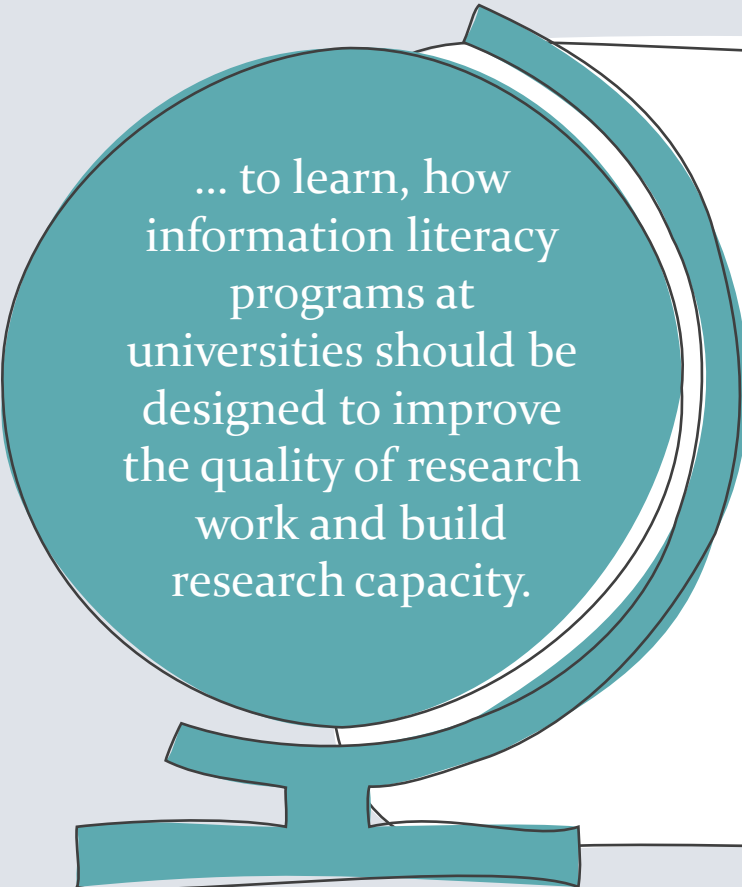
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Agenda

- 1** What is the goal of this learning task?
- 2** How we proceeded – our way to the Artifact
- 3** Results from intercultural case studies
- 4** Summary: Information Literacy Program Design

What is the goal of this learning task?

How
metacognition
can be used
in higher education,
to improve the
quality of
research work
and build research
capacity.



... to learn, how
information literacy
programs at
universities should be
designed to improve
the quality of research
work and build
research capacity.

From an
intercultural perspective

Serbia
Kazakhstan
Poland
India
Germany

How we proceeded – our way to this Artifact

1. RESEARCH

- Requirements for information literacy
- Requirements for research work



3. COMPARISON

Comparison of actual state (case studies) and target state (requirements for information literacy and research work)



2. ANALYSIS

- Identify deficits in: Germany, Serbia, Poland, India and Kazakhstan
- Based on case studies



4. RESULT: Artifact

- Summarize recommendations
- Suggest a program design
- Including the scientific and practical perspective
 - Focus: metacognition



3. DISCUSSION

What does it mean for the design of our information literacy program?





KNOWLEDGE

It is essential that new generations of researchers, lecturers and students:

- gain knowledge about all **available information resources**
- basic concepts of the **communication processes** in science
- familiarization with **terminology** and **professional expressions**

Regular **meetings** are recommended
in Academic **Library** Association

LIBRARIANS



METACOGNITION

Top-down approach based on metacognitions studies is needed for the learning areas:
Writing, Reading, Listening, speaking

Core components of metacognition studies:
Verbalization and **note-taking**

METACOGNITIVE APPROACH IS ESSENTIAL:

- to help researchers learn what are the causes of current deficiencies in their work
- how they can employ suggested changes

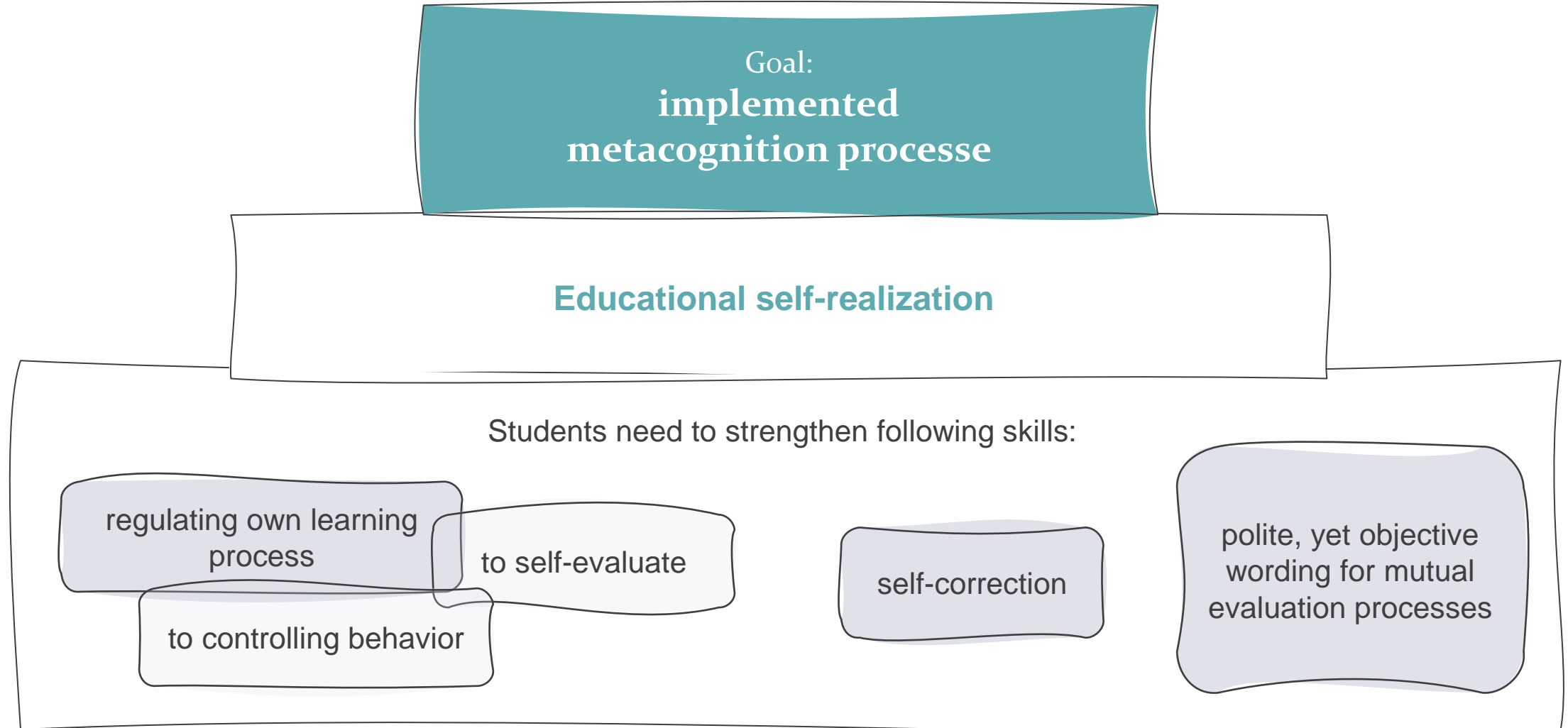
Teachers



Students

- **motivate** students to improve their metacognition
 - **assess** the completion of **metacognition** learning goals → critical self-evaluation, plagiarism-checking, meta-thinking process... by “Trello board”
 - need strong competences of externally assessing students’ metacognition involvement and outcomes
 - Promote metacognition processes (**managing cognition**)
- **Know** the answer “**Why**” they learn to assure high level of motivation
 - predict their place in the curve drawn by Dunning-Kruger effect:
→ perceived **level of knowledge** should be understood as rather **imprecise to prevent impasse** situation in learning
 - need to learn to better **assess** their own **level of knowledge**

Results from Polish case studies



Metacognitive Ability

Dissemination of information regarding the use of e-resources is not enough.

Methods & Strategies

- Information search studies, anti-plagiarism tools
- Learning and thinking **Journals**
- Self-directed learning (**brainstorming**)
- Mnemonics
- KWL charts

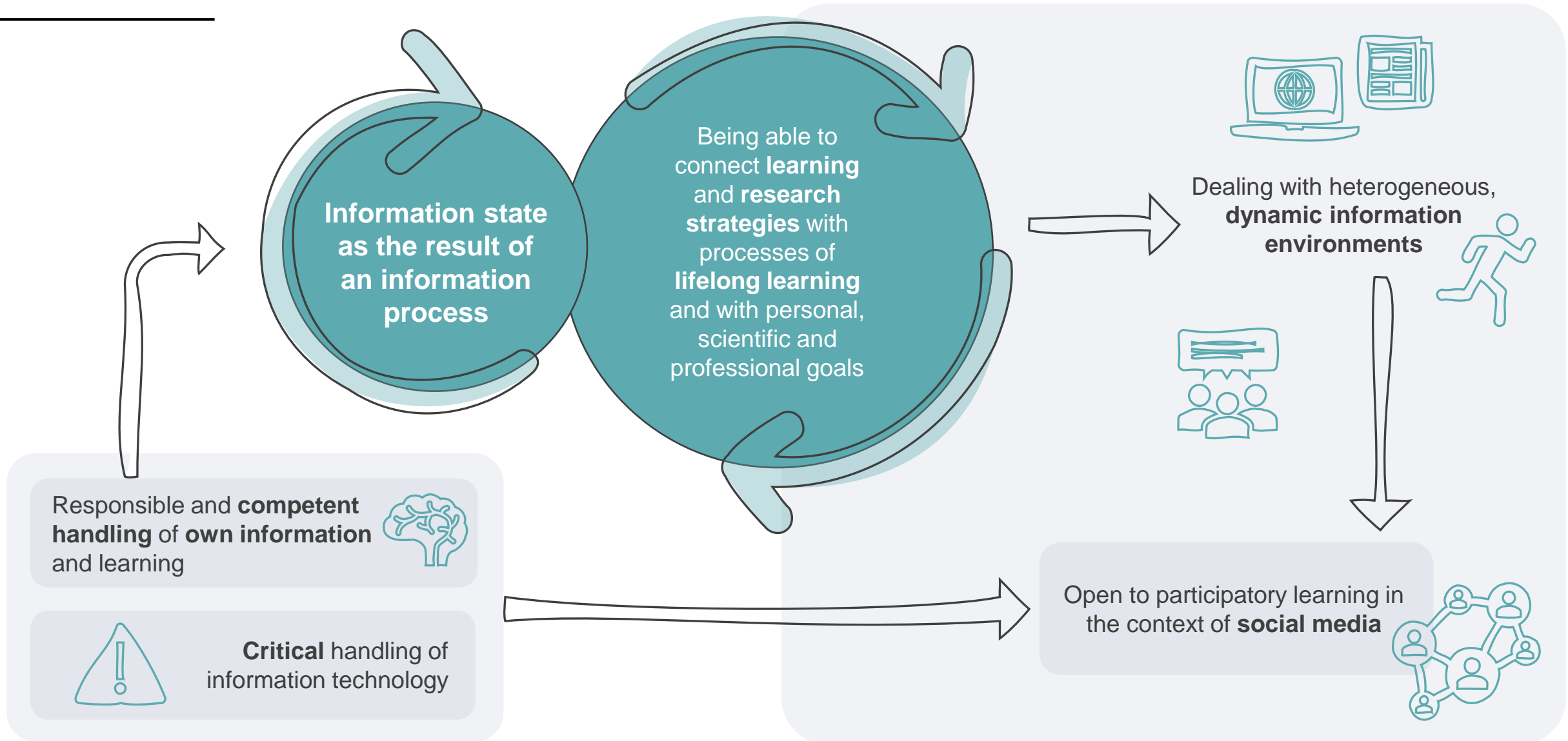
Reading Strategies

- Previewing
- Underlining unfamiliar words
- Re-reading difficult sentences
- Recalling summary

Education

- Teachers also need **education** regarding the use of **information technology** (Hassan, Mirza (2021), pp. 39)
- Metacognition and academic success correlate
→ **integrate metacognitive skills** into curricular components (Pradhan, Das (2021) pp. 388)
- Using a tool to **assess** the **metacognitive ability** can help adjusting metacognition teaching programs to make them more effective (Omprakash et al. (2021) pp. 5)

Results from German case studies



Information Literacy Program Design

How metacognition should be implemented

What should I do as a teacher?

- Externally **assessing** students' **metacognition** involvement & outcomes
- Assess the completion of metacognition learning goals
- **Motivate** students to improve their metacognition
- Promote **managing cognition**



How do I become a metacognitive learner?

- Gain **knowledge** about all **available information resources**
- Basic concepts of the **communication processes** in science
- Familiarization with **terminology** and **professional expressions**
- **Self correction**
- **Self-evaluate**
- **Know** the answer "**Why**" they learn to assure high level of motivation
- Learn to better **assess** the **own level of knowledge**
- Responsible and **competent handling of own information** and learning



Being able to connect **learning** and **research strategies** with processes of **lifelong learning** and with personal, scientific and professional goals.

How can I teach metacognition?

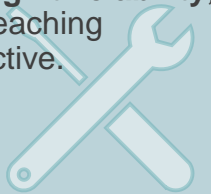
- **Workshops** with practical examples
- **Collaborative** learning in a team
- **Embed** Metacognition-components **into regular courses**
- Keep a self-reflection **journal**
- **Self-evaluation training**
- **Gamification**



Which Tools are helpful?

Using a tool to **assess** the **metacognitive ability**, can help adjusting metacognition teaching programs to make them more effective.

- **Trello Board**
- **Anti-plagiarism** tools



What my universities should do?

- **Integrate** metacognitive skills **into curricular** components
- Use **social media presence** to teach regular metacognition
- **Cooperation** with **libraries**

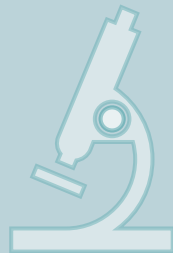


Which methods should I use as a teacher?

- Information search **studies**
- Self-directed learning (**brainstorming**)
- Mnemonics
- KWL charts

Reading Strategies

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- Recalling summary



References

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Thank you for listening!

✓ The Learning Task is successfully completed

“We hope that this learning task was interesting and helpful in learning how metacognition can be used to improve the quality of research work and build research capacity.”