Book review

Jacobson, T.E. and Mackey, T.P. (eds). 2015. *Metaliteracy in practice.* London: Facet. 224 pp. ISBN: 9781783300938 £49.95. Pbk.

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Thomas Mackey and Trudi Jacobson previously collaborated to originate the metaliteracy concept, as explored in their book, *Metaliteracy: reinventing information literacy to empower learners* (2014). This follow-on book is an edited selection of chapters from various librarians, academics and educators which for the most part root the original metaliteracy concepts in real-world examples of practice. This book also illustrates how the 2015 ACRL Framework for Information Literacy for Higher Education draws on the concepts of metaliteracy; Jacobson was co-chair of the task force behind the framework. The reflective nature of metaliteracy, in which people are recognised as both consumers and creators of information, is explored in line with the interconnected core concepts of the framework, making this collection a timely one for educator librarians.

The book contains nine chapters by various authors, some of which are collaborations between librarians and faculty members. Most chapters include substantial biographies and examine related literature. Although there is an assumption of a basic understanding of the concepts of metaliteracy by the reader, the learning goals or objectives developed by the Metaliteracy Learning Collaborative are frequently referred to and explained. The book also includes a foreword by Alison Head of Project Information Literacy.

In their 2014 book, Mackey and Jacobson presented a compelling case for metaliteracy that evolved traditional information literacy (IL) skills and associated literacies such as digital literacy into a fit-for-purpose series of learning goals that appreciate the modern information environment and emphasise students as creators as well as consumers of information. To be metaliterate as described by Mackey and Jacobson, is a lifelong reflective learning process, constantly evolving to fit changes in information environments. The book espoused IL being embedded in curriculums and for these to not be "fixed", but made up of openly accessible open education resources. The chapters in this book follow these main themes of metaliteracy to varying degrees.

This book, coming out just two years after the introduction of the concept of metaliteracy, comes too soon for any tried and tested teaching methods specifically designed around the framework and metaliteracy learning objectives; the majority of the examples in text are retrospective in nature, linking metaliteracy to already established practice.

Chapter 1 (Witek and Grettano, pp. 1- 22) shows how the course 'Rhetoric and Social Media', was adapted to include more social media products such as Instagram, Twitter and Pinterest, in the years 2012-2013. These changes were then examined through the lens of metaliteracy, and the course goals mapped to metaliteracy learning objectives taken from metaliteracy.org. This process demonstrated to the authors that metaliteracy was already "deeply and intentionally woven in to the course". Interestingly, this chapter views metaliteracy alongside the Ignation pedagogical paradigm, which is the founding pedagogical paradigm of the institution, the University of Scranton. This mapping of a culturally influenced pedagogy with metaliteracy could be greater explored in future literature.

Chapter 2 (Wallis and Battista, pp. 23-45), like chapter 1, also explores a credit-bearing class that taught beyond the traditional skills-based model of information literacy to focus on metacognitive skills that led to participatory metaliterate learners. This chapter clearly explains the course's design and content and gives some excellent ideas for librarians looking to include some critical

analysis of dominant information systems within their sessions, including a zine written by the authors of their own journey towards information questioning.

The course described in chapter 3 (D'Angelo and Maid, pp. 47-71), although again not initially mapped to the metaliteracy goals, already reflected concepts underpinning metaliteracy such as critical thinking and collaborative practice. In order to more specifically show how this course resulted in metaliterate learners the authors ran a coding exercise on assignments completed in 2014, to show the number of instances metaliteracy learning objectives were met.

Chapter 4, (Scull, pp. 73-89) is an extremely useful chapter for instructor librarians looking for easy ways of implementing metaliteracy in their teaching as it demonstrates alternative ways to teach the value and nature of information whilst showcasing library-curated content, in this instance institutional repositories and LibGuides. Mackey and Jacobson's 2014 book focussed on the importance of open access platform negotiation to metaliteracy and this is reflected within this chapter.

Chapter 5 (Cimbricz and Rath pp. 91-112) examines a course for trainee teachers on critical multiliteracies. The authors examine how metaliteracy is an effective way to frame and approach teaching for literacy and learning. This chapter was extremely reflective, demonstrating how metaliteracy allows teachers to develop themselves as well as their students.

Chapter 6 (Santamaria and Moncrief, pp. 113-134) analyses how metaliteracy learning goals could be applied to the international open access digital humanities project, the Map of Early Modern London. This project, that was part of Renaissance Drama students' class work, showed the value of collaborative research based learning that encouraged metaliterate practices.

A theme that runs throughout this book, especially within chapters 7 (Stewart and Broussard, pp. 135-158) and 8 (McGarrity, pp. 159-182) is the impracticality and outdated nature of one-shot sessions, with metaliteracy's learning outcomes requiring a period of time to be developed in students, working together collaboratively using active learning. Chapter 7 describes a course originally mapped to the ACRL's Information Literacy Competency Standards of 2000, the content of which had been adapted anyway to complement changes in needs of the learners. Chapter 8 focuses on learner empowerment through creating their own course content; this is an interesting idea but impossible to implement without a semester long programme that allowed for learner-centred collaboration.

Chapter 9 (Prinsloo, pp. 183-201) is very different in style, tone and content from the rest of the book, being a more theoretical exploration that results in the author proposing "metaliteracy-as-agency" as a model for praxis.

Teacher librarians looking for examples of designing and running sessions with metaliteracy learning objectives will find some inspiration from this book. However, a clearer and more practical guide to good practice within the classroom and online is still needed, with examples of practice that are designed initially with metaliteracy learning goals, rather than illustrating their value through retrospective application of the paradigm.