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## Book review

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Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

**Mackey, T. P. and Jacobson, T. E. (eds.) (2019).  
*Metaliterate Learning for the Post-Truth World*. Chicago:  
American Library Association. 256pp. 978-0838917763.  
£71.50. Pbk.**

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In a fast-changing world, the very concept of information literacy (IL) must adapt and grow, in order to ensure that we are developing learners to navigate the information landscape that they find themselves in, both during their studies, and beyond, as global citizens. Mackey and Jacobson have previously proposed the idea of metaliteracy, a framework which positions learners as collaborators and creators of content as well as consumers of information from a wide range of sources, mostly technological. As editors of this volume, they present a set of arguments for and examples of how the metaliterate approach can help people to engage critically and successfully with the information being produced in our 'post-truth' world, in which fake news and cognitive bias combined with the reach of social media make critical evaluation of content arguably more important than ever.

The chapters in the first half of the book address aspects of the theory of metaliteracy and how it relates to navigating today's world, looking at what it is that makes someone a metaliterate learner, and building on the notion of metaliteracy. One author examines the importance of documentation and how it fits into the framework. Another suggests ways in which inoculation theory – the idea that people can be made resistant to future threats through more gentle, pre-emptive versions of such attacks – can be combined with metaliterate approaches to create effective learning activities. A third author looks at how metaliteracy could be used to improve scientific literacy, whilst the final chapter in this theoretical section of the book analyses real-life examples of where text and image have been used together in such a way as to manipulate or falsify messages in the media, highlighting the importance of viewing news sources through a critical lens.

This first section of the book is helpful for defining what is meant by metaliteracy throughout the text, and for setting it within the context of its development as a framework, and of how it fits in with other theories and literacies. As busy Library and Information Science (LIS) practitioners, we may not always be able to spend as much time as we might like in thinking about the theoretical concepts behind the skills that we teach, and so it is useful to cast the mind over exactly what we are talking about and dealing with when it comes to metaliteracy.

In the second half of the book, real-life examples of the application of metaliterate approaches in the classroom environment are discussed. The first of these chapters discusses a 'Fake News Workshop' that was held at one institution, attended by LIS students, librarians from various sectors, journalism students and the general public, and how the issues raised during the workshop highlighted apparent gaps in the general populace's ability to navigate fake news, which in turn influenced the implementation of metaliteracy into the LIS curriculum there.

Next, the idea that we are now all creating information as well as consuming it is examined by an author who developed a seminar for first-year undergraduate students in which they are encouraged to take part in activities and reflect on getting things wrong, in order to demonstrate the responsibility that comes with sharing information.

The next example comes from a writing and literature instructor discussing how texts from fiction, non-fiction and digital genres were used to develop students' critical thinking skills and abilities to engage with information both inside and outside of the classroom environment, providing a viewpoint from someone outside of the LIS sector who is also interested in metaliteracy. Similarly, the final chapter comes from a professor in a university Theatre department who describes how a metaliterate, ethnographic approach was taken to an introductory module on performance studies, where students created their own content based on stories from the local community, returning to the idea of metaliterate learners taking responsibility for producing and sharing information as well as consuming it.

These examples from Higher Education institutions of putting the framework of metaliteracy into practice with students provide an illuminating insight into some of the many creative and effective ways that we could help learners to develop these skills to navigate the post-truth information landscape of today; it is interesting to read about what worked well with these courses and modules, and to hear from instructors within academic departments as well as academic librarians.

As a LIS practitioner, I would have appreciated a concluding chapter from the editors, pulling together some final thoughts on the topic and suggestions of where metaliteracy might be going next. However, each chapter includes a substantial reference list at the end, so there are plenty of suggestions for further reading within the text.

This book was an engaging and worthwhile read, offering a thorough introduction to the theory of metaliteracy and how it relates to other concepts, and providing several intriguing examples of how the framework has been utilised in university settings already. It will be of interest to anyone, whether a LIS student or an established practitioner, who is seeking to better understand how the field of information literacy has widened, and how we can best support our learners in developing the critical thinking and evaluative skills that they will need in order to make sense of the information flying around in the post-truth world.