



# SYMBIOSIS COLLEGE OF ARTS AND COMMERCE

An Empowered Autonomous College | Under Savitribai Phule Pune University

Reaccredited 'A+' with 3.51 CGPA For Third Cycle By NAAC | COLlege with Potential for Excellence

<b>Name of the Centre</b>	International Initiatives	
<b>Title of the Course</b>	Intercultural Perspectives on Information Literacy and Metaliteracy	
<b>Type of Course</b>	Online	
<b>Nature of Course</b>	Collaborative (5 countries – Germany, USA, Bosnia-Herzegovina, Austria, India)	
<b>Number of Credits</b>	2	
<b>Name of the Faculty</b>	Dr. Tessy Thadathil, Dr. Subarna Bhattacharya, Dr. Jini Jacob	
<b>Date of Approval by ACM</b>	25 <sup>th</sup> Nov 2020	
<b>No of hours for contact sessions</b>	30 hours	
<b>Course Outcomes</b>		
1	Students will be able to demonstrate understanding of information literacy and Metaliteracy as two essential domains in the current learning scenarios	
2	Students will be able to analyse the intercultural aspects of information literacy and metaliteracy in a connected world	
3	Students will be able to evaluate information as information-literate and meta-literate learners	
4	Students will be able to collaborate with culturally diverse international peer-groups	
5	Students will be able to design artefacts like an infographic and become successful producers of OER (Online Educational Resources)	
<b>DETAILS OF SYLLABUS</b>		
<b>UNIT NUMBER</b>	<b>DETAILS</b>	<b>NUMBER OF HOURS</b>
1	Introduction Ice-breaking activity in virtual live session, virtual get-together	
2		



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	Building inter-cultural skills, group-building Students' self – presentation – “Know my country”	
3	Basics of Scientific literacy, digital literacy, metaliteracy	
4	Group work on given topics - Evaluating resources, collaborating, discussing and preparing first draft of the info-graphic Artefact generation	
5	Students' group- presentations in virtual conference	
	<b>Assignment</b>	
	<b>Total</b>	<b>30</b>
<b>Teaching Methodology</b>	1. Synchronous and Asynchronous teaching	
	2. Students' Group-work and peer learning	
	3. Students' Group discussions, peer feedback and Mentor feedback	
	4. Conference presentation	
Recommended Reading:		
<ul style="list-style-type: none"> <li>• Anderson, T., &amp; Shattuck, J. (2012). Design-based research: A decade of progress in education research? <i>Educational Researcher</i>, 41(1), 16-25.</li> <li>• American Library Association. (2015). Framework for information literacy for higher education. Chicago, IL: Association of College &amp; Research Libraries, <a href="http://www.ala.org/acrl/standards/ilframework">http://www.ala.org/acrl/standards/ilframework</a></li> <li>• Fraillon, J., Ainley, J., Schulz, W., Friedman, T. &amp; Duckworth, D. (2020). <i>Preparing for life in a digital world</i>. Springer Cham. <a href="https://doi.org/10.1007/978-3-030-38781-5">https://doi.org/10.1007/978-3-030-38781-5</a>.</li> <li>• Hegarty, B. (2015). Attributes of open pedagogy: A model for using open educationalresources. <i>Educational Technology</i>, July/August 2015, 3-13.</li> <li>• Jacobson, T., T. Mackey, K. O'Brien, M. Forte, &amp; E. O'Keefe (2018). 2018 metaliteracy goals and learning objectives. Metaliteracy. <a href="https://metaliteracy.org/learning-objectives/2018-metaliteracy-goals-and-learning-objectives/">https://metaliteracy.org/learning-objectives/2018-metaliteracy-goals-and-learning-objectives/</a></li> <li>• Mackey, T. P., &amp; Jacobson, T. E. .. (2011). Reframing information literacy as a metaliteracy. <i>College &amp; Research Libraries</i>, 72(1), 62–78. <a href="https://doi.org/10.5860/crl-76r1">https://doi.org/10.5860/crl-76r1</a></li> </ul>		



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- Mackey, T. P., & Jacobson, T. E.. (2022). *Metaliteracy in a connected world: Developing learners as producers*. Chicago: Neal-Schuman ALA Publishers.
- Rubin, J. (2017). Embedding collaborative online international learning (COIL) at higher education institutions. *Internationalisation of Higher Education*