

# THREADING METALITERACY INTO TRANSLATION AND INTERPRETING UNDERGRADUATES' INFORMATION LITERACY TRAINING: A REFLECTIVE ACTIVE LEARNING APPROACH

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**Abstract:** Information competence is an essential component of translation competence and the basis for the lifelong learning of Translation and Interpreting trainees. This work describes the author's updated approach to an information literacy course for Translation and Interpreting undergraduate students implemented at the Universitat Jaume I (Spain), which, due to the health situation generated by the COVID-19 pandemic, had to be taught entirely online. The article gives an account of how metaliteracy has been integrated as a guiding thread to encourage reflection and critical thinking throughout the course and awareness of its importance. The students' feedback and the assessment results demonstrate that learning has been significant. Hopefully, the perspective, curricular proposal and experience analyzed here could be transferable to other discipline-based information literacy training programs.

**Keywords:** Information literacy; metaliteracy; Translation and Interpreting undergraduates; curriculum design; training experience; active learning.

**Título:** ENHEBRANDO LA META-ALFABETIZACIÓN EN LA FORMACIÓN EN ALFABETIZACIÓN INFORMACIONAL DEL ESTUDIANTADO DE TRADUCCIÓN E INTERPRETACIÓN: UN ENFOQUE DE APRENDIZAJE ACTIVO Y REFLEXIVO.

**Resumen:** La competencia informacional es un componente esencial de la competencia traductora y la base del aprendizaje permanente del estudiantado de Traducción e Interpretación. Este trabajo describe el enfoque actualizado de un curso de alfabetización informacional para estudiantado del grado en Traducción e Interpretación implementado en la Universitat Jaume I (España), que, debido a la situación sanitaria generada por la pandemia de COVID-19, tuvo que impartirse íntegramente en línea. El artículo da cuenta de cómo se ha integrado la meta-alfabetización como hilo conductor para fomentar la reflexión y el pensamiento crítico a lo largo del curso y la toma de conciencia de su importancia. El seguimiento del estudiantado y los resultados de la evaluación demuestran que el aprendizaje ha sido significativo. Se confía en que la perspectiva, la propuesta curricular y la experiencia aquí analizadas puedan ser transferibles a otros programas de formación en alfabetización informacional para disciplinas concretas, y que pueda ser adaptada a titulaciones específicas.

**Palabras clave:** Alfabetización informacional; meta-alfabetización; estudiantado del grado en Traducción e Interpretación; diseño curricular; experiencia formativa; aprendizaje activo.

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## 1. INTRODUCTION

Information overload and its complexity, information technologies and their continuous evolution make quality interaction with the information environment the cornerstone of all learning. Therefore, it is essential to promote it as part of the process of teaching to learn and to reflect. And all this without forgetting that technology is the vehicle, but the key is critical thinking. Indeed, the exercise of critical thinking to encourage reflective and conscious informational behavior is increasingly important and necessary in our globalized and hyperconnected world, in which the danger of disinformation is growing.

Living in contemporary society urgently calls for providing citizens with the autonomy and reflective capacity to make decisions, think and perform professional tasks based on critical thinking that guarantees both our freedom and informational rigor. It is necessary to live an informed life in order to form a critical, committed and empowered citizenry. Thus, information literacy (IL) is becoming an increasingly urgent need for all of us, in all walks of life, as citizens of today's information society (Goldstein, 2020). From a sociocultural perspective, it should be noted that IL develops in social contexts and is specific to particular communities (Grafstein, 2002; Lloyd, 2005a, 2010; Harris, 2008; Talja; Lloyd, 2010; Sales; Pinto, 2017). Also, it is still very necessary to remark that "a gradual but ultimately complete integration of information literacy instruction into the general education curriculum" should be desirable (Owusu-Ansah,

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2004, p. 11; Webber; Johnston, 2006). Nonetheless, despite the relevance of IL, in Spain much remains to be done to truly achieve curricular integration in higher education. In Spanish undergraduate university curricula, besides Librarianship and Information Science, there are only a few degrees that include some specific course on IL applied to their disciplines: Translation and Interpreting, Journalism, Audiovisual Communication, Advertising and Public Relations, Medicine, Nursing, Teaching, and Management and Public Administration. The leitmotiv of this paper is the awareness of the importance of the compulsory course *Documentación aplicada a la traducción y la interpretación* (hereafter translated as “Information literacy for translators and interpreters”), which in Spain is taught in the first cycle (first or second academic year) of the Bachelor’s Degree in Translation and Interpreting (TI). In the field of TI, IL is indispensable both for training purposes and for professional practice. Knowing how to discover, access, analyze, evaluate, manage, create, communicate, store and share information is key to the activities of this community, enabling its members to carry out the communicative activity of translation and interpreting. IL for translators and interpreters should be endowed with a critical and ethical dimension, since it promotes, above all, thoughtful decisions and responsible action in dealing with such a complex and living phenomenon as translation and interpreting. Its approach is therefore aligned with the relevance of critical thinking at the core of IL (Elmborg, 2006) that has been emphasized in recent years (ACRL, 2015; CILIP, 2018; Mackey; Jacobson, 2011, 2014).

In what follows, the experience of the development of the course “Information literacy for translators and interpreters” at the Universitat Jaume I (Spain) is analyzed: its structure, dynamics, contents, and a reflection on students’ feedback and assessment. First, the relevance of information competence in the context of TI competence is outlined, before focusing on the updated teaching experience, in these challenging times shaken by the COVID-19 pandemic. A discipline-based active learning approach to IL training is portrayed, in which the metaliteracy view has been interwoven as a common thread.

## 2. INFORMATION COMPETENCE AS PART OF TRANSLATION AND INTERPRETING COMPETENCE

Practically all pedagogical proposals for TI training reflect the relevance of information competence and include it as part of the degree curriculum (Kelly, 2005). In recent years, a number of studies (Massey; Ehrensberger-Dow, 2011; Olalla-Soler, 2018; Pinto; Sales, 2007, 2008; Sales, 2006, 2008; Sales; Pinto, 2011; Sales; Pinto; Fernández-Ramos, 2018) have dealt explicitly with information competence or information literacy in TI. In fact, nowadays, information literacy for translators and interpreters, information literacy skills, information competence, documentary research or documentary competence, among other names, are mandatory components in a number of bachelor’s, master’s and doctoral programs in TI studies around the world.

Acquiring the knowledge, skills and values needed to manage information is essential for any professional performance in TI. IL for TI also means becoming aware of the flexibility and diversity of information needs depending on the assignment. IL training of those who translate and interpret is a key factor for the interlinguistic and intercultural mediation of information that all translation and interpreting entails, and thus IL should be more explicitly and comprehensively reinforced in training (Gough, 2019).

Information needs in TI are linguistic and extralinguistic, multilingual, thematically and culturally specific in nature, and come from various fields of knowledge, depending on the text (translation) or oral discourse (interpreting) to be transferred. Therefore, due to the wide-ranging research needs, information research and management activities are a fundamental link in the mediation and knowledge transfer process at the core of TI know-how. Translation is mediating between languages and cultures, and implies a series of constant decision-making and problem-solving processes (Hurtado, 2001). Responsible decision-making should always be based on verified and appropriate information, which is also essential in interpreting.

Furthermore, the changing nature of the professional reality in TI underlines that information competence provides solid foundations and a flexible and critical working methodology to responsibly address challenges and constant evolutions in this multifaceted profession, in an attempt to develop students’ “resilience to change” (Gough, 2019, p. 354). It is a matter of understanding the importance of acquiring information competence as a vital basis that allows for further learning as required by the context and its evolving nature, in a constantly fast-changing information society.

TI trainees will have to develop information competence in addition to the other competences that make up TI competence. As summarized by Olalla-Soler (2018, p. 1295-1296), almost all translation competence models include information competence, though with diverse names: “Nord (1988) research competence, Hurtado (1996) professional competence, Kelly (2002) professional instrumental sub-competence, Shreve (2006) knowledge of translation, Alves & Gonçalves (2007) instrumental sub-competence, Katan (2008) professional/instrumental competence, EMT (2009)

information mining competence and technological competence, Göpferich (2009) tools and research competence". Although these proposals are generally defined for translation, they also apply generically to interpreting, in which information preparation is a predominantly anticipatory and proactive process. Interpreters have to acquire the necessary knowledge before starting their work, in the preparation phase, carrying out an efficient, targeted information gathering as part of their pre-process skills (Albl-Mikasa, 2013), such as preparing glossaries and other material for quick reference that can be referred to during the course of the interpreting intervention (Kalina, 2015).

One of the most highly valued models of translation competence is the one proposed by the PACTE research group. Succinctly: "PACTE considers that TC (translation competence) is the underlying system of knowledge, skills and attitudes needed to translate; according to PACTE TC is integrated by five sub-competencies (bilingual, extralinguistic, translation knowledge, instrumental and strategic) and by psychophysiological components" (Hurtado et al., 2019, p. 6). PACTE's holistic model highlights the interrelationship and mutual feedback of all the sub-competences and includes information competence as an essential part of the instrumental, the professional (translation knowledge), and the strategic sub-competences. Competence models have received considerably more attention in terms of translation than interpreting, but briefly it can be said that there is a common ground (for which the PACTE model is significant) and that in each case it would be supplemented by specific competences (Zinukova, 2016). Undoubtedly information competence is one of the key competences of this shared basis for both translation and interpreting, as it makes possible, encourages, and supports a self-aware and reflective translator and interpreter.

Despite the importance given to information competence in TI competence models, only one specific model has been proposed to date: INFOLITRANS (Pinto; Sales, 2008), devised from an information literacy approach. INFOLITRANS proposes that the person who translates or interprets needs to develop a multidimensional competence that brings together four facets or sub-competences: cognitive (contextualized integration of knowledge); informative-digital (mastery of information organization, processing and retrieval techniques, using technologies); communicative (knowledge transfer); and procedural-strategic (strategic application of knowledge and ability to anticipate needs).

### **3. METALITERACY IN TRANSLATION AND INTERPRETING UNDERGRADUATES' INFORMATION LITERACY TRAINING**

Any proposals on such an evolving training need as IL should be addressed as an ongoing task of reflective revision and updating. I have implicitly followed the INFOLITRANS model mentioned above, although this conceptual support has been rethought year after year to put it into teaching practice. Students' self-reflection has always been at the heart of my teaching approach and assessment of IL, but it has been made more explicit, to foster awareness and metacognitive learning. Thus, metaliteracy has been threaded into the course "Information literacy for translators and interpreters", embedded in the TI degree, taking into account that metacognitive aspects can open up the affective domain and favor learning.

Translation and interpreting is a complex cognitive and expert communication activity that requires constant information management. During the translation process (or before the interpreting intervention), translators identify their information needs, define information-seeking strategies, select the most useful information resources, assess the results of their strategies, and apply the results to their translation. Moreover, the nature of this information is multilingual and culturally specific, belonging to a range of disciplines and topics. For translation purposes, once the information has been obtained (generally decontextualized) we need to apply strategic capacity and critical thinking, for the constant process of decision-making and problem solving in translation practice. Therefore, researching for translation purposes does not consist in looking for "an answer" or much less "the answer" but in understanding and assessing the range of possible answers, in order to choose the appropriate ones for the text or discourse, the commission and the context in which each translation is framed. In short, deploying informational competence to translate is essentially to think critically and weigh up the options, assuming the underlying responsibility in every act of mediation.

Metaliteracy (Jacobson; Mackey, 2013, 2016; Jacobson et al., 2018; Mackey; Jacobson, 2011, 2014; Mackey, 2020) offers, from an inclusive multi-literacy perspective (information, digital, visual, media, etc.), an integrating conceptual view for IL to engage learners in the use, evaluation, production, and sharing of accurate and trustworthy information in today's open, networked, collaborative information environments and technology-mediated settings. It places the emphasis on metacognition, or critical thinking about one's own thinking. This approach encourages learners to engage fully, by being alert to the affective, behavioral, cognitive, and metacognitive domains, to develop a metaliterate mindset. All four domains enhance active roles while developing characteristics that reinforce participative and reflective learning, with the aim of generating critical engagement in learners. To really learn in a meaningful way, students should do so in a self-reflective manner, becoming aware of their own biases. In time, the importance of the affective factor in

learning needs to be emphasized, to encourage involvement and motivation. Recent IL proposals (ACRL, 2015; Mackey; Jacobson, 2014; Secker; Coonan, 2011) have recognized the affective aspects of learning, with the goal of preparing learners to cope with complex and changing information landscapes.

Metaliteracy reinforces lifelong learning among different literacy types (Mackey; Jacobson, 2011, p. 76) and “provides a reflective form of critical inquiry” (Mackey, 2020, p. 349) that has been used as an inspiration and guiding thread to reinforce the seed of awareness and critical thinking for the information literacy training of TI undergraduates. Metaliteracy envisions the learner as an ethical and reflective consumer, user, and producer of information, and this is especially important in a discipline such as translation and interpreting, where texts/speeches have to be rewritten or reverbalized, in a constant activity of interlinguistic and intercultural information transfer.

### 3.1. Course features

“Information literacy for translators and interpreters” is a first-year compulsory course (one semester) in the four-year Translation and Interpreting Bachelor’s Degree at the Universitat Jaume I. It is always a large group (i.e. 98 students enrolled in the 2020-21 academic year; 88% female, 12% male, all under 20 years of age). The overall purpose of the course is to prepare reflective learners to responsibly consume, manage, and ethically produce information in participatory environments, assuming their responsibility as future translators and interpreters. Briefly, the main learning objectives of the course are (Table 1):

Learning Objectives (LO):
<p>LO1. To promote students’ understanding of the information ecosystem, the changing digital environment and, thus, the relevance of information literacy.</p> <p>LO2. To help students understand the relevance of information competence as part of translation competence, especially by recognizing their roles as consumers, processors, producers, and disseminators of information.</p> <p>LO3. To improve students’ competence to identify the need for information and to access, retrieve, analyze, evaluate, produce, and share information critically and in an ethical way.</p> <p>LO4. To help students become aware that information literacy requires constant lifelong learning, both as future professionals and as informed and responsible citizens.</p>

**Table 1. Main learning objectives of the subject “Information literacy for translators and interpreters”.**

The fact that the course is taught at the very beginning of the degree curriculum has both its advantages and its disadvantages. It is an optimal way to make students aware of the relevance of IL as the basis of any translation task and to teach them the foundations. Though the course is compulsory in all TI degrees in Spain, it would nevertheless be necessary to reinforce this training with further courses or complementary seminars taught in later academic years. Unfortunately, this does not occur at present, as this is the only course on the topic that students have in the whole degree curriculum.

The complex moment we have been undergoing globally since March 2020 has brought the need for IL training to the forefront. The infodemic has advanced dangerously and interactions of all kinds have essentially been carried out by digital means. After the experience of the emergency remote teaching of the academic year 2019-20, I considered it essential to make the metacognitive component far more explicit. This will encourage learners to continuously reflect on their own thinking and information literacy development in networked spaces, and emphasize the affective component, which is crucial to address students and to produce meaningful learning. In some way, an “explicit instruction that fosters a meta-awareness in students” (Witek; Grettano, 2014, p. 191) has been sought.

As support for teaching development, the Universitat Jaume I uses a Moodle e-learning platform and Google Workspace. It is a face-to-face university that also uses ICT technologies and blended learning in various forms. Due to the pandemic, last academic year (2020-21), the university adapted the usual face-to-face schedules to a semi-face-to-face system and established that all teaching would be conducted in synchronous mode, according to these schedules. Thus, for this course, which has had to be taught entirely online as it is a large group (98 students), I decided not only to teach all the content but also to perform all assignments in-session, during class time, with the aim of fostering active learning (Brame, 2016), motivating and engaging students (Área; Pessoa, 2012; Sales; Cuevas-Cerveró; Gómez-Hernández, 2020), making use of teacher and peer-feedback and collaborative working elements, so that students

develop metaliterate practices of searching, retrieving, evaluating, creating, and sharing information in participatory digital environments.

In an integrated manner, the course addresses the four overarching goals of metaliteracy (Jacobson et al., 2018) (Table 2):

Metaliteracy goals:
<p>Goal 1. Actively evaluate content while also evaluating one's own biases.</p> <p>Goal 2. Engage with all intellectual property ethically and responsibly.</p> <p>Goal 3. Produce and share information in collaborative and participatory environments.</p> <p>Goal 4. Develop learning strategies to meet lifelong personal and professional goals.</p>

**Table 2. Metaliteracy goals.**

Furthermore, diverse metaliteracy learning objectives are manifested in the course, as indeed “many of the metaliteracy learning objectives are a natural fit both with today’s information environment and students’ experience of it” (Jacobson; Mackey, 2013, p. 90). The approach to the subject tries to make the student learning experience on IL both holistic and integrated, embedded in the degree curriculum, while at the same time highlighting the relevance of generating a basis of critical thinking that can help students understand the significance of IL beyond the classroom, beyond the specific moment in which they are taking the course. Because the purpose is not only to help students meet their immediate academic needs, but to help them become aware of what IL is, its importance, and its deep and transformational scope throughout their education, but also in their personal lives, as future TI professionals, lifelong learners, and citizens.

### 3.2. Course development and curricular proposal

All the tasks required for assessment (debates, practices and final project) seek to promote active and reflective learning, bearing in mind the need to maintain an alert and critical attitude, which ensures that the development of participatory methodologies in the classroom attends to the welfare and equitable inclusion of all students (Hicks; Sinkinson, 2021).

The syllabus is made up of seven modules, implemented through participatory classes by means of dynamic conversations, discussion seminars, practical tasks, and a final project in which all the contents are put into dialogue, and which also serves to promote extended writing (see Appendix for an outline of course modules, follow-up activities, tasks for assessment and related metaliteracy goals in the subject “Information literacy for translators and interpreters”).

All the modules are implemented in an interrelated way. In this holistic perspective, the first module is absolutely essential to lay the foundations for the whole course: introducing students to IL and why it is increasingly important. Based on the premise that the axis is to foster critical thinking and that technologies are an aid but not the backbone, I share the idea that: “It’s not wise to begin with the tools without understanding the underlying need for skill with information” (Badke, 2019, p. 56). In other words, in order to lay the basis, it is important to address at least in a succinct manner “a broader understanding of how information ‘works’ these days” (Fister, 2021).

Thus, in the first module, which, due to its strategic relevance, is described in more detail, students are introduced to key terms related to today’s information society (i.e. infoxication, infodemic, disinformation, fake news, post-truth, algorithms, filter bubble, big data, data privacy, etc.) (Lloyd, 2019). We also delve into what information literacy is, based on the updated definitions by ACRL and CILIP, and also the metaliteracy approach.

As part of the reflection, we talk about the dangers of misinformation, disinformation, malinformation and hate speech on the social media, and do small Google search tasks to gain a practical understanding of how the filter bubble works. It should be noted that as the subject is taught in the first year the vast majority of students are always 18-19 years old (last academic year indeed all of them were under the age of 20). This is substantially the first time they have heard about the concept of information literacy, as well as notions such as infoxication or information overload, algorithms and algorithms of oppression, or filter bubble. Concepts are introduced in a dynamic way, in participatory sessions for which examples of information needs in everyday life, the academic field in general, and translation or interpreting tasks in particular are used.

Also, diverse resources and collaborative spaces were used to generate activities that would serve as conversation starters to stimulate discussion. First, a triggering question (What does the word “Documentation” suggest to you?) was shared using a Mentimeter presentation to create a collective word cloud that initiated a reflection. We also developed a photo-narrative activity using a Padlet wall. Students were asked to share photos or short videos reflecting their information ecosystem, allowing them to tell their stories engaging with pictures as a door to a personal, narrative-based, self-reflective process, to allow us to explore a visual language (Hicks; Lloyd, 2018; Bedi; Webb, 2020). This activity was highly fruitful and provided feedback on learners’ interests and identities from the beginning.

We also carried out a task using Google Docs, in order to share an explicit reflection on metaliteracy: students were asked to reflect on the different roles that they as learners play in today’s information environment. They were organized into groups. Each group revised one of the metaliterate learner roles (we worked with a graph integrated with the elements of the metaliteracy framework – [http://alenaprojects.s3-us-east-2.amazonaws.com/Portfolio/MetaliterateLearner/story\\_html5.html](http://alenaprojects.s3-us-east-2.amazonaws.com/Portfolio/MetaliterateLearner/story_html5.html) – and they also read the information available at <https://metaliteracy.org/>) and prepared a short summary for the rest of the class. This was followed by a group discussion, on the basis of the guiding questions proposed for the debate (Table 3).

Reflecting on the metaliterate learner roles:
<ol style="list-style-type: none"> <li>1. With which role do you feel more identified right now, and why?</li> <li>2. Which one do you feel less identified with at the moment, and why?</li> <li>3. Which one has surprised you a bit because you hadn’t thought about it until now?</li> </ol>

**Table 3. Proposed guiding questions for discussion on metaliterate learner roles.**

This collaborative assignment was proposed with the following comment in mind: “While students may not necessarily relate to the full list of goals and learning objectives (Jacobson et al., 2018), the metaliterate learner roles translate these statements into a form that students can embrace and own” (Jacobson; Friedman, 2020). This activity was revisited after the seventh module, to allow a circular reflection from the beginning to the end of the course, as will be mentioned below.

As the assessment task for this first module, the students develop a group discussion, based on proposed readings and short videos and taking into account the activities previously carried out. This type of assignment is also used in the fourth and seventh modules, and it has three underlying purposes: to highlight the importance of reading and incorporate it in class time (Head, 2021), to encourage the free expression of opinions always in a reasoned manner, and to value the importance of sharing diverse viewpoints and opinions among peers.

In the second module, the objectives are essentially to introduce students to the basics of information management, to understand searching as a strategic process, and to teach them to get to know the university library and the number of resources it offers. To this end, the importance of document analysis, indexing languages, thesauri, keywords, and abstracts is explained, as these aspects are useful in TI training, in which terminology management is in fact essential and has its own subject in the second year of the degree program.

In the third module, students learn about their roles as creators, users, and disseminators of information and knowledge. They are introduced to scholarly communication as a process of ethical research and as a conversation with the ideas of others. The idea that authority is constructed and contextual is introduced. The importance of an ethical attitude is emphasized, and it is explained how plagiarism is intellectual theft and is regarded as academic misconduct. Students are also introduced to the relevance of the open access movement, open resources and Creative Commons licensing types, and learn to give credit to the ideas of others through attribution or formal citation conventions. In this regard, the desirability of always providing full first names (not only the initial) so as to contribute to a gender-inclusive language when crediting the authorship of the information is commented on.

The fourth module deals with the pivotal place of information competence within the framework of translation competence. The main models of translation competence and the elements that comprise them are explained, in order to understand and reflect on the place that information competence has in these models and what it implies. Before going into the contents, last year a starter activity was carried out by creating a word cloud with Mentimeter: students were asked to share what they thought they had to learn in order to translate and interpret. The results were used to relate the students’ preliminary ideas to the components that are actually part of the main translation competence proposals. This

basis is also used to enhance the global understanding of the responsibility underlying the profession of translator and interpreter, as well as for the students to reflect on the training needs required by this professional profile, for which information competence is essential.

The fifth module focuses on the Internet from both a reflective and a practical perspective. The origin of the Internet is explained in order to generate a critical debate on the role it plays today. In addition, practical strategies are shared to learn how to search on the Internet in a more effective and targeted way (to emphasize the idea that searching is a strategic process), how to fact-check information and, above all, how important it is to evaluate online sources in a critical way, using the CRAAP test (as a very basic starting point) and lateral reading techniques. This academic year an even more proactive evaluation approach will undoubtedly be explored (Bull; MacMillan; Head, 2021). Students also learn the relevance and strategy of searching with keywords and Boolean connectors, how to use advanced search techniques and practical tips that are useful for any translator and interpreter workstation. We also return to the reflection on the biases of Internet algorithms, of which we must be aware when using search engines and handling predetermined descriptors in the databases we consult. It is important for students to understand the intricacies of the web, to be aware that the results of our searches are closely linked to the keywords we use, and that these starting points are encoded with an algorithmic bias even before we start our search.

In the sixth module students are introduced to a range of sources for translation and interpreting, for use with all the specialties of the profession (literary translation, technical translation, scientific translation, legal translation, audiovisual translation, localization, conference interpreting, and public services interpreting, including interpreting for refugees and asylum seekers), in addition to specialized resources for research in this discipline. The objective is to show a selection of specialized information sources and resources for the students' needs as future translators and interpreters and to make them reflect on how to identify accurate information sources based on specific information needs. Students are shown real examples of information (re)sources used by professional translators and last academic year we had a guest visit by two renowned professional translators with whom the students shared a conversation-interview. Both guest translators have experience in various translation specialties and also in interpreting, and so their experience is wide-ranging and provided plenty of scope for the class.

Finally, the seventh module focuses on reflecting on information competence as part of translation ethics. The ideas raised in the first module on the need to exercise critical and ethical thinking in all informational behavior are taken up again, and this reflection is placed especially as part of the professional practice in TI. The collaborative document in Google Docs in which the students reflected on the metaliterate learner roles in the first module was revisited with the aim of revising it after the learning gathered throughout the course. Going back to this reflection, students felt that they now have the roles more internalized, and they understand better how they relate to each other and how they are present in their relationship with information, both in academic tasks and in everyday life.

After the development of the modules, we move into the preparation of the final task for assessment, consisting in writing a report on the process followed while conducting information research on a text, as a pre-translation stage, with the aim of promoting individual reading, reflection and writing. The text proposed is "The Necklace", a short story written in English (Kapur, 2005) – the first foreign language for these TI students –. This particular text has been chosen because it is short and complete, and because it presents a medium or medium-high degree of difficulty for students at the stage of training they are at when they take the course. The text is therefore not excessively simple and accessible, which ensures that the information research process to be followed poses a certain challenge for the students, as is usually the case in the world of professional translation. The text offers a variety of information needs, both in terms of textual (linguistic) and contextual (historical and cultural) aspects, so that it involves a realistic and meaningful task, aiming to somehow bring the possible professional world into the classroom, to promote situated learning (González-Davies; Enríquez-Raído, 2016) even if it is in just a preliminary way. The selected text also serves to return to reflections on gender equality, racism and social justice issues, which are introduced in the discussions and conversations developed in the first module, from an ethical perspective that is aware of how our informational behavior can contribute to a more equitable and inclusive society.

In the report, each student gives an account of his or her reading process, identification of information needs, selection of information sources to solve them, critical search and recording of relevant information, appropriate to the context of the text we are working with. Although the assignment is individual, in order to encourage dialogue and peer support, the task is carried out during class sessions, where the students are able to dialogue with each other and with me, and both group and personalized one-to-one mentoring support is held.

For IL training to be sustainable and transformative, it is essential to understand and learn to integrate the informal ways in which learners receive information (Lloyd, 2005b; Hicks; Lloyd, 2020). That is, we should also go to the spaces

where the students usually consume information, to help them see them critically, giving voice to the students to make them participants in their learning process, in a dialogic teaching approach (in line with one of the metaliteracy learning objectives: Recognize that learners are also teachers and teach what you know or learn in collaborative settings). Thus, in this final assignment, in which all the content of the course is put into play, the students are guided to critically use the sources to which they first turned to, such as blog entries, Wikipedia and social media, as well as to look for other sources using advanced search options.

### 3.3. On students' feedback and assessment

Students receive constant feedback and supervision as debates and tasks are carried out, following a collective participative and conversational dynamic. Also, there are several ways for students to provide their own continuous feedback and express themselves in written form and on a more individual basis: at the beginning (initial survey as a first shot), immediately at the end of each module, and in response to a final follow-up survey.

Inspired by the “minute paper” technique (Brame, 2016; Trowell, 2020), after each module students are asked to reflect by means of a brief survey entitled “A minute for reflection”, to encourage a flow of meta-awareness. The short questionnaire asks them to summarize in one sentence each of these four aspects: 1. What have you learned to do (or to start doing)? 2. What have you learned (concepts, ideas, etc.)? 3. How have you felt? and 4. Your overall reflection on this module. In some way, the aim is to gather the students’ thoughts regarding the metaliteracy domains: behavioral, cognitive, affective, and metacognitive. This served to take into account their perceptions as we were sharing the modules and provided valuable feedback also for the students themselves, to become aware of their own progress in the subject. Last academic course, in the final questionnaire, in fact, they valued very positively this space of reflective transit after each module, which seemed to them a useful self-assessment tool to stop and think about their learning at each step.

As for the formal assessment, the assignments proposed for each module (see Appendix), together with the final task, focus on promoting metacognitive reflection and practice, making students comprehend the importance of IL in context. From the beginning, students are encouraged not to worry about simply passing the subject, but to aspire to learn and get a good grade as a result of the process. The follow-up of the students (N=98) last academic year was very positive: no students failed and the final grades ranged from A to C (51% A, 34% B and 15% C).

It is worth taking a few quotes from the final feedback survey, just as a sample of students’ metaliteracy development:

*Now I am more aware of all the information that surrounds us, everywhere, and above all I have learned to value the information, I mean, not to believe everything I see or read but to know how to check it. (S1)*

*I examine much more cautiously the information I find and I am aware of the existence of algorithms. (S2)*

*It has made me more aware. In fact, I have taken many measures in this regard that I was unaware of or did not take before. So I can say that the course has totally changed the way I relate to information in everyday life. I have always been very aware of the issue of misinformation, but now I have learned ways to prevent this from happening. (S3)*

*It is always necessary to remember the dangers of this digital and networked world, the roles we play and our responsibility. (S4)*

*The debates have helped me a lot to get to see new points of view that my peers were thinking about and perhaps I would not have considered. (S5)*

*I like the variety of ways people express diverse opinions on a topic, arguing and reasoning, providing and sharing sources of information. And I have enjoyed interacting and working in a collaborative way on Drive. (S6)*

*Thanks to the debates I have been able to go deeper into the contents and I have also been able to see other points of view and opinions. (S7)*

*It seems to me that the questionnaire “A minute for reflection” should always be done and for all subjects. I think it is very important to give our opinion and reflect, especially for ourselves, because if we do not do it we pass it by and we do not stop to think what it has meant everything we are learning as the subject progresses. (S8)*

*I consider that I have learned something essential for my studies and professional future: information rigor and ethics. (S9)*

*In our degree, documentation is very important, because it is the step before and besides translation, and it can be crucial to make a good translation. It is very important that we know how to carry out the documentation process (tools, sources, risks, ethics, etc.), and I believe that I have learned the basics in this course. (S10)*

#### 4. CONCLUSIONS

The approach to encourage more conscious, deliberate reflection on the part of the students every step of the way has been very enriching. IL learning should be a process that focuses on a qualitative change in learners' awareness, rather than the measurement of skills and knowledge (Bruce; Edwards; Lupton, 2006). Taking into account both the results of the assessment and the students' feedback throughout the course, I humbly consider that this goal has been achieved. It is gratifying to perceive that the course has been a meaningful experience, at the beginning of the formative stage of a group of students who will hopefully become translators and interpreters who will carry information (meta)literacy as the backbone of their professional practice.

It is essential that students become aware of their strengths and weaknesses in IL, that they reflect and play an active role in their own learning process, embracing it as a constant journey. From the venue offered by the subject "Information literacy for translators and interpreters", the purpose is to nurture the critical spirit permanently. It seeks to transmit to the students the importance of being critical users of information in their daily lives – that is, in a holistic way –, the need to doubt in order to always deploy a reflective critical attitude, and to assume their responsibility as future translation and interpreting professionals, and therefore mediating agents in a society where information has value and its use has consequences, without forgetting that: "Perhaps the most important idea to instill in learners is that digital citizenship is a personal responsibility" (Hill; Mackey, 2021, p. 221).

All in all, teaching practices in higher education need to be continuously rethought and even more so in the case of IL instruction embedded in particular degrees. This endeavor requires an ethical commitment to teaching, and to democratic society as a whole. Certainly, the approach described here will therefore need to be revised in successive courses. Face-to-face on-campus teaching has started again during the current academic year. In any scenario, the aim is to continue exploring the explicit incorporation of the metaliterate perspective, as well as reflective active learning strategies to generate students' motivation and engagement.

This teaching experience and proposal could be hopefully useful and transferable not only for those who teach this subject of information in the degrees of Translation and Interpreting but also (with the appropriate adaptations for each community of practice) for other subjects of information literacy in diverse degrees. It is indeed important to emphasize the relevance of the information competence specifically required by various professional profiles, as is recognized by the inclusion of information literacy subjects in degrees as Translation and Interpreting, Journalism, Audiovisual Communication, Advertising and Public Relations, Medicine, Nursing, Teaching, and Management and Public Administration. These courses are a magnificent platform to highlight the need for information and media literacy for the students' future performance not only as professionals but also as citizens, and should be extended to all higher education, in the information society we are living.

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**Appendix: Outline of course modules, follow-up activities, tasks for assessment and related metaliteracy goals in the subject “Information literacy for translators and interpreters”**

<b>Module</b>	<b>Follow-up activities (all collaborative)</b>	<b>Task for assessment</b>	<b>Metaliteracy goal</b>
<b>1. Staying informed in the information age. Information literacy</b>	<ul style="list-style-type: none"> <li>- Preliminary question to create word cloud as starter discussion (Mentimeter)</li> <li>- Photo-narrative collaborative wall (Padlet)</li> <li>- Reflection on the roles of the metaliterate learner (Google Doc)</li> </ul>	Group discussion (Moodle forum) on information literacy in today's society and for us as part of the translation and interpreting community	Goal 1 Goal 3 Goal 4
<b>2. Basic concepts of information management. Let's meet our library</b>	<ul style="list-style-type: none"> <li>- Library tutorials: viewing and comments</li> <li>- Collaborative task related to the institutional repository, looking specifically for the works it contains related to the discipline of TI</li> </ul>	Individual task: searches on the library's website, in various sections (catalog, repository, audio library, journals, e-books, and databases)	Goal 1 Goal 2
<b>3. Scholarly communication</b>	- Annotated outline of the structure of an academic work and recommendations for its writing, as a follow-up to the teacher's explanations and to solve any doubts that arose	Individual task: elaboration of references and bibliographic in-text citations, specifically in APA format	Goal 2 Goal 3
<b>4. Relevance of information competence within the framework of translation and interpreting competence</b>	- Preliminary question to create word cloud as starter discussion (Mentimeter)	Group discussion (Moodle forum) on information competence as a key element for translation and interpreting competence	Goal 3 Goal 4
<b>5. Internet and critical assessment of online sources</b>	- Sample searches and discussion to solve doubts	Individual task on Google advanced search and databases especially relevant to translation and interpreting studies	Goal 1 Goal 2
<b>6. Information sources for translation and interpreting</b>	- Conversation-interview with professional translators and interpreters about, among other aspects, what information sources they use, how they evaluate their quality and adequacy, anecdotes about information challenges they have overcome and how they did it, and recommendations on information management	Individual task: Personal reflection on the importance of evaluating online information sources and resources. Each student freely selected a specialized information resource for translation and	Goal 1 Goal 2

<b>Module</b>	<b>Follow-up activities (all collaborative)</b>	<b>Task for assessment</b>	<b>Metaliteracy goal</b>
	- Group notes on the issues that most caught their attention during the course of the visit by these professional translators, (collectively shared Google Doc)	interpreting and made a short critical evaluation and personal reflection based on the criteria of quality and reliability seen in the previous module	
<b>7. Information competence as part of translation and interpreting ethics</b>	- Revision of the reflection on the roles of the metaliterate learner carried out in the first module (Google Doc)	Group discussion (Moodle forum) on ethics as an essential aspect in translation and interpreting, and the key role of information competence, as metaliterate learners, future TI professionals, and critical citizens in this information society	Goal 3 Goal 4
<b>Final task for assessment</b>	<b>Development</b>		<b>Metaliteracy goal</b>
“My information research process” report	<p>Follow-up: group Google Meet working sessions for shared doubts and comments. Both group and personalized one-to-one mentoring support was held.</p> <p>Assignment: Individual reflective report on the research process developed. Account of the reading process, identification of information needs, selection of information sources to solve them, critical search and recording of relevant information, appropriate to the context of the text.</p>		Goal 1 Goal 2 Goal 3 Goal 4