

Libraries in the metaverse: the need for metaliteracy for digital librarians and digital age library users

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Introduction

The concept of the Metaverse, a virtual shared space where users can interact in a computer-generated world, has gained significant attention in recent years. With the advancement of virtual reality (VR) technology, the potential applications of the Metaverse have become increasingly significant for libraries and librarians. As the Metaverse continues to evolve, it presents new opportunities and challenges for libraries that require a new set of skills and competencies from librarians and library users alike. One critical aspect of the Metaverse that libraries must address is the need for Metaliteracy. Metaliteracy is a term coined by Tom Mackey and Trudi Jacobson to describe a set of competencies that individuals need to develop to participate fully in today's information environment. These competencies include critical thinking, digital literacy, ethical use of information and understanding the social nature of the information. Metaliteracy is essential for digital librarians and library users as they navigate the Metaverse and interact with the vast amounts of information available in this virtual world.

In recent years, there has been a growing body of literature on the potential applications of the Metaverse for libraries and librarians. For example, in a recent article, [Pu et al. \(2021a, 2021b\)](#) explored

the potential of VR technology for library programs and services. The authors suggested that VR technology could enhance library programs and services, such as virtual reference services, virtual tours of library spaces and virtual learning environments. Additionally, other researchers have explored the potential of the Metaverse for information retrieval and access ([Jin and He, 2021a](#)) and the challenges and opportunities of incorporating VR technology into library education and training programs ([Lam, 2020](#)). Despite these potential benefits, there are also challenges that libraries must address in the Metaverse. For example, in a recent article, [Kinkade \(2022a, 2022b\)](#) discussed the ethical implications of collecting and using user data in the Metaverse. The author argued that libraries must be mindful of the potential privacy risks associated with the collection and use of user data and take steps to protect users' privacy.

The Metaverse presents libraries with new opportunities and challenges that require Metaliteracy competencies from librarians and library users. The potential applications of VR technology for library programs and services are vast and can transform the way libraries engage with their users. However, there are also challenges that libraries must address, such as protecting users' privacy in the Metaverse. Libraries need to stay up-to-date with the latest developments in the Metaverse and adapt their services and programs to meet the changing needs of their users.

Metaverse

The term Metaverse was first coined by Neal Stephenson in his 1992 science fiction novel "Snow Crash" (Stephenson, 1992). In the novel, the Metaverse is a VR space where users can interact with each

other and with virtual objects. The concept has since been explored in various forms, from video games to social media platforms, but it was Stephenson's novel that first popularized the term. The Metaverse is a shared virtual space that aims to create a sense of presence and immersion that is not possible with traditional online interactions. Users can interact with each other and with virtual objects within this space, creating a highly realistic and immersive experience. Advancements in VR technology have renewed interest in the Metaverse concept. The potential for highly realistic and immersive virtual environments to revolutionize the way we communicate, learn and conduct business has become increasingly apparent. In the context of libraries, the Metaverse offers new opportunities for engaging with patrons and providing access to information. For example, VR technology can be used to create virtual learning environments, provide virtual tours of library spaces and offer virtual reference services ([Pu et al., 2021a, 2021b](#)). Such services can enhance the user experience and make libraries more accessible to a wider audience.

Libraries have already begun exploring the potential of the Metaverse for enhancing user experiences and providing access to information. [Pu et al. \(2021a, 2021b\)](#) suggested that VR technology could enhance library programs and services, such as virtual reference services, virtual tours of library spaces and virtual learning environments. [Jin and He \(2021b\)](#) also discussed the potential of the Metaverse for information retrieval and access, highlighting how VR technology could be used to enhance the user experience. However, as the Metaverse continues to evolve, new challenges must be addressed, such as user privacy and data protection. In their article "Privacy and

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User Data in the Metaverse: An Ethical Analysis for Libraries,” [Kinkade \(2022a, 2022b\)](#) emphasized the importance of protecting user privacy in the Metaverse and discussed the ethical implications of collecting and using user data. The development of the Metaverse also requires a new set of skills and competencies from librarians and library users. Libraries will need to adapt to the changing technological landscape and develop new strategies for providing access to information and engaging with patrons. In a nutshell, the concept of the Metaverse is becoming increasingly relevant with advancements in VR technology. While the potential applications for libraries and other industries are vast and exciting, it is important to address the challenges associated with user privacy and data protection. As the Metaverse continues to evolve, librarians and library users must adapt to the changing technological landscape and develop new skills and competencies to fully leverage its potential.

Libraries and the link with the metaverse

The Metaverse offers a range of possibilities for libraries to connect with patrons in novel ways. Using VR technology, libraries can create immersive and interactive learning environments, conduct virtual tours of library spaces and offer virtual reference services, among others. [Pu et al. \(2021a, 2021b\)](#) argued that VR technology could improve library programs and services by providing a more engaging and interactive experience for library users. [Jin and He \(2021b\)](#) also highlighted the potential for the Metaverse to enhance information retrieval and access, providing a more immersive and interactive experience for library users and leveraging VR technology to enhance access to information. However, as with any new technology, the use of the Metaverse in libraries also raises ethical concerns. In particular, data privacy and protection are critical considerations. In the article “Privacy and User Data in the Metaverse: An Ethical Analysis for Libraries,” [Kinkade \(2022a, 2022b\)](#) discussed the ethical implications of collecting and using user data in the Metaverse. The author emphasized the importance of transparency in data collection and use policies and the

need for libraries to take steps to protect user privacy. These are some examples of libraries exploring the use of the Metaverse:

- Virtual library spaces: In 2021, the Library of the University of California, Santa Barbara (UCSB) opened a virtual library space for the online game Second Life. The virtual library provides a space for users to access library resources and attend events in a 3D environment. The virtual space also includes virtual exhibits and virtual bookshelves that link to library resources ([UCSB Library, 2021](#));
- Virtual reference services: The University of Utah’s J. Willard Marriott Library offers virtual reference services in a VR environment using the platform Engage. The virtual reference desk allows users to interact with librarians in a 3D environment and receive personalized assistance ([Gallagher et al., 2020](#)); and
- Virtual learning environments: The University of Oklahoma Libraries developed a VR experience called “Find Your Way to the Library” using the platform Engage. The experience guides users through a virtual campus and into the library, providing an interactive and immersive way to learn about library services and resources ([Frye et al., 2021](#)).

These examples demonstrate the potential for libraries to use the Metaverse to engage with patrons in new and innovative ways. By creating virtual library spaces, offering virtual reference services and developing virtual learning environments, libraries can provide a more immersive and interactive experience for their users. However, as previously mentioned, libraries need to consider the ethical implications of using VR technology and take steps to protect users’ privacy and data.

Metaliteracy

Metaliteracy is an important concept for librarians in relation to the Metaverse, which refers to the use and creation of information in the digital age. In addition to traditional literacy skills, metaliteracy includes critical thinking, ethical use of information and collaborative creation. With the

Metaverse’s complex and evolving digital landscape, librarians must develop metaliteracy skills to navigate VR resources, create virtual learning environments and teach users to use VR technology effectively and ethically. [Mackey and Jacobson \(2018\)](#) discussed how metaliteracy can be applied to virtual learning environments in the Metaverse, emphasizing the importance of collaboration among librarians and other information professionals. They suggested that librarians should create virtual learning environments that promote critical thinking, collaboration and creativity. Additionally, librarians must consider ethical issues related to the use of VR technology in the Metaverse, such as user privacy, data protection and intellectual property rights.

Metaliteracy plays a crucial role for librarians in the Metaverse, as it empowers them to navigate and create digital content that is accessible, reliable and relevant. [Behling and Critten \(2021\)](#) explored the application of metaliteracy in the Metaverse, emphasizing its potential to promote information literacy education through VR technology. The authors highlighted the importance of librarians developing metaliteracy skills to curate and evaluate VR resources and teach users how to use them effectively and ethically. [Alexander and Chiang \(2022\)](#) focused on the need to create inclusive and accessible virtual spaces in the Metaverse, particularly for users with disabilities. They emphasized the role of metaliteracy in enabling librarians to design virtual environments with accessibility in mind and to provide users with the necessary tools and resources to navigate these spaces. These articles underscore the significance of metaliteracy for librarians in the Metaverse, not only for information literacy education and evaluation of VR resources but also in creating accessible virtual spaces and teaching users how to use VR technology appropriately and equitably.

However, librarians can create virtual library tours and provide virtual reference services, but they must also be mindful of potential biases and limitations in VR resources. They must teach users how to use VR technology effectively and ethically, including

respecting intellectual property rights and protecting user privacy and data. By incorporating metaliteracy into their practice, librarians can facilitate a more informed and responsible use of information in the Metaverse.

The need for metaliteracy for digital librarians and digital age library users

Metaliteracy is becoming increasingly important for librarians and library users in the digital age. With the rapid growth of technology and the internet, traditional literacy skills are no longer enough to navigate the complex and evolving digital landscape. Metaliteracy encompasses a range of abilities, including critical thinking, ethical use of information and collaborative creation, which are essential for librarians and library users in the digital age. Recent studies highlight the importance of metaliteracy skills for digital librarians and library users in the context of the metaverse. Mackey and Jacobson (2018) and Hodges and Blythe (2022) stress the need for digital librarians to collaborate with other educators and information professionals to create immersive and interactive learning experiences that foster critical thinking, collaboration and creativity in virtual learning environments. Library users must also develop metaliteracy skills to navigate and evaluate VR resources effectively. The potential of VR technology for active and collaborative learning is significant, but users must also learn to evaluate the quality and credibility of resources and use them ethically.

Metaliteracy skills are crucial in promoting the effective use of the metaverse in library services. For library users, metaliteracy skills are essential for effectively accessing and using digital resources. They must be able to evaluate the quality and credibility of information, navigate complex digital systems and understand issues related to data privacy and security. In addition, metaliteracy skills are necessary for creating and sharing digital content, collaborating with others and engaging in online communities. The growing body of research and literature on metaliteracy highlights its crucial role in the digital age for both digital librarians and library users. Mackey and Jacobson (2018)

discuss the application of metaliteracy in virtual learning environments, while Behling and Critten (2021) explore its role in promoting information literacy education in the Metaverse. Lee and Paik (2021) have studied the impact of metaliteracy-based information literacy programs on undergraduate students, emphasizing the importance of developing these skills among library users.

In essence, metaliteracy is essential for effectively navigating the complex and ever-evolving digital landscape. It encompasses a range of skills that are necessary for managing and curating digital collections, accessing and using digital resources and engaging in online communities. As technology continues to advance and new challenges emerge, metaliteracy's importance will continue to grow in the library community. Therefore, digital librarians and library users must actively develop and refine their metaliteracy skills to stay relevant and succeed in the digital age.

Challenges of metaliteracy for digital librarians and digital age library users

Metaliteracy, while essential for digital librarians and digital-age library users, also presents challenges that must be addressed. One significant challenge is the rapid pace of technological change, which requires constant updating of skills and knowledge. This means that digital librarians and users must be adaptable and willing to continuously learn and evolve with new technologies. Here are some challenges that they may face:

- **Limited access and availability of resources:** While the metaverse presents an opportunity for libraries to offer new and innovative services, not all users may have access to the required technology and equipment, limiting their ability to fully participate in the virtual environment;
- **Information overload:** The abundance of information available in the metaverse can be overwhelming for both digital librarians and library users. They need to develop skills to critically evaluate the quality and credibility of VR resources;

- **Technical skills:** The metaverse requires users to have technical skills such as 3D modelling, coding and VR development. Digital librarians and library users need to have basic technical skills to navigate and use the virtual environment effectively;
- **Digital divide:** Not all users may have equal access to technology and digital resources, which may widen the digital divide between those who have access to the metaverse and those who do not; and
- **Ethical considerations:** Digital librarians and library users need to be aware of ethical considerations such as data privacy and security and intellectual property rights when using and sharing VR resources.

Generally, digital librarians and library users must be equipped with the necessary metaliteracy skills to navigate the challenges presented by the metaverse effectively. They need to critically evaluate information, develop technical skills and be aware of ethical considerations. The library community needs to address the challenges posed by the metaverse and work towards making VR resources more accessible and inclusive for all users.

Libraries of the future, metaverse and metaliteracy

Libraries of the future will undoubtedly incorporate new technologies such as the metaverse, and digital librarians and library users will need to develop metaliteracy skills to navigate these virtual environments effectively. The metaverse presents a unique opportunity for libraries to offer new and innovative services, but it also presents challenges in terms of limited access and availability of resources, information overload, technical skills, the digital divide and ethical considerations. To address these challenges, libraries must focus on developing metaliteracy skills such as critical thinking, information evaluation and technical competencies. Librarians can play a crucial role in helping users navigate the metaverse by providing training and support for developing the necessary skills. Libraries can also work with community partners to provide access to technology and resources for underserved users.

Moreover, libraries must also consider how the metaverse can be used to enhance traditional library services such as information literacy, research support and community outreach. For example, the metaverse can provide a space for collaborative learning and research and can allow users to access virtual collections and exhibits. Thus, the incorporation of the metaverse in libraries of the future presents a unique opportunity for libraries to offer new and innovative services but also presents challenges that must be addressed through the development of metaliteracy skills. Libraries must work towards making VR resources more accessible and inclusive for all users, while also exploring ways to enhance traditional library services using this new technology. Recent research has explored the challenges and opportunities presented by the metaverse for libraries and librarians. In terms of limited access and availability of resources, [Huang and Wu \(2022\)](#) suggest that libraries can use mobile devices and augmented reality to provide access to virtual resources, especially for those who lack access to high-end devices.

Regarding the challenge of information overload, [Kietzmann et al. \(2021\)](#) suggest that librarians can use metadata and other tools to help users navigate and evaluate VR resources. In terms of technical skills, [Liao and Wang \(2021\)](#) emphasized the importance of providing training and support for librarians to develop the necessary skills to support users in the metaverse. Libraries can also partner with organizations such as coding schools to provide access to training for their patrons. The digital divide challenge is highlighted by [Yang et al. \(2021\)](#), who suggest that libraries can work with community partners to provide access to technology and resources for those who may be underserved. Libraries can also consider offering programs that help bridge the digital divide, such as providing access to technology and internet service or providing training on how to use technology.

Librarians of the future, metaverse and metaliteracy

To thrive in the age of emerging technologies such as the metaverse, librarians of the future will need to acquire metaliteracy, which combines traditional literacy skills with digital and

media literacy. As a virtual world that enables immersive and interactive experiences, the metaverse poses both opportunities and challenges for librarians. One of the challenges in the metaverse is the limited access and availability of resources for users who may not have the necessary technology and equipment to fully participate. To address this, [Huang and Wu \(2022\)](#) suggest that libraries can use mobile devices and augmented reality to provide access to virtual resources, particularly for those who lack high-end devices. Another challenge is information overload, which can be overwhelming for both librarians and library users. [Kietzmann et al. \(2021\)](#) recommend using metadata and other tools to help users navigate and evaluate VR resources.

To effectively navigate the metaverse, librarians must also have technical skills such as 3D modeling, coding and VR development. [Liao and Wang \(2021\)](#) emphasize the importance of providing training and support for librarians to develop these skills. The digital divide is also a challenge in the metaverse, with not all users having equal access to technology and resources. [Yang et al. \(2021\)](#) suggest that libraries can work with community partners to provide access to technology and resources for underserved users. Finally, ethical considerations such as data privacy and security, and intellectual property rights are crucial for librarians and users to be aware of when using and sharing VR resources. [Agosto \(2021\)](#) emphasizes the importance of educating users on these issues and promoting responsible behavior in the metaverse.

Conclusion

In conclusion, libraries have the potential to play a critical role in the metaverse as information hubs and community spaces. However, digital librarians and digital age library users need to develop metaliteracy skills to navigate and evaluate digital information effectively. Metaliteracy involves a range of skills and competencies, such as critical thinking, digital citizenship and ethical use of information, that are essential for success in the metaverse. Developing metaliteracy skills can be challenging, particularly given the rapid

pace of technological change, but ongoing training and support can help digital librarians and library users stay up-to-date. As the metaverse continues to evolve, libraries and librarians must adapt to remain relevant and continue providing valuable resources and services to their communities. By embracing metaliteracy, librarians and library users can effectively engage with digital information in the metaverse and unlock its full potential.

Recommendations

Based on the discussions in this paper, the following recommendations are made to enhance metaliteracy for digital librarians and digital age library users in the metaverse:

- Provide ongoing training and support: Given the rapid pace of technological change, it is crucial to provide digital librarians and library users with ongoing training and support to keep their metaliteracy skills up-to-date. This can include workshops, webinars and online courses;
- Foster a culture of critical thinking and digital citizenship: Libraries and librarians should encourage critical thinking and digital citizenship among their users. This can be achieved by promoting ethical use of information, encouraging users to evaluate information critically and engaging in discussions around digital citizenship;
- Build collaborative partnerships: Libraries should seek to build collaborative partnerships with other organizations in the metaverse, such as virtual museums and galleries, to enhance the information and resources available to users;
- Develop immersive learning experiences: Libraries can develop immersive learning experiences to engage users and enhance their metaliteracy skills. This can include VR experiences and interactive learning modules; and
- Foster an inclusive and accessible environment: Libraries should strive to create an inclusive and accessible environment in the metaverse. This can include providing accessible resources and

services and ensuring that all users feel welcome and valued.

By implementing these recommendations, libraries and librarians can enhance their metaliteracy skills and effectively engage with digital information in the metaverse, ensuring that they remain relevant and continue providing valuable resources and services to their communities.

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