Abstract

The objective of this study was to evaluate the effectiveness of the Metacognitive Information Literacy (MIL) model for enhancing learners' critical thinking skills, and to assess the satisfaction of students with this model incorporated into their learning experience. To achieve this goal, a one-group pre and post-test purposeful sampling design was employed. Data was collected from 83 English-major undergraduates enrolled in a course for digital media literacy course. Critical thinking assessments were administered before and after the implementation of the MIL model. Additionally, a satisfaction survey was administered to gather feedback from the participants on the MIL model intervention, inquiring about their satisfaction with the teaching instruction, engagement, and collaborative activities. The findings indicated that the MIL model significantly enhanced the critical thinking of participants, as evidenced by the comparison of pre- and post-test scores. The survey results also revealed high levels of satisfaction with the model's strategies to foster a cooperative learning environment, promote metacognition, and develop critical thinking abilities. The results of this study suggest that the MIL model can be valuable, particularly in supporting learners as they develop their ability to critically assess online sources and materials, both for their classroom assignments and for their lifelong learning endeavors. However, the study's limitation of using a one-group pre- and post-test research design suggests that future research should employ a true experimental design to ensure the true process-oriented teaching practices are evaluated.