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Brief Reviews of Books and Products

Intersections of open educational resources and information literacy

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BRIEF REVIEWS OF BOOKS AND PRODUCTS

Cullen, M. A., & Dill, E. (Eds.). (2022). *Intersections of open educational resources and information literacy*. Association of College and Research Libraries. xxviii, 416 pages, softcover. ISBN-978-0-8389-3673-3. \$112.00. (open access edition: <https://bit.ly/ACRLOERInfoLit>).

Intersections of Open Educational Resources and Information Literacy bridges two critical areas in higher education: the open accessibility of educational resources and the cultivation of information literacy skills. Edited by Mary Ann Cullen, associate professor and Associate Department Head at Georgia State University's Alpharetta Campus, and Elizabeth Dill, Dean of University Library at California State University Long Beach, the book consists of 17 chapters, each shedding light on different facets of how open educational resources (OER) and information literacy intersect, complement, and enhance each other. Collectively, Cullen and Dill have decades of experience advocating for, using, and supporting OER in their respective roles, and they recently co-edited an issue of *Library Trends*, "OER and the Academic Library." *Intersections of Open Educational Resources and Information Literacy* presents a series of case studies, theoretical explorations, and practical applications, making a compelling case for the integration of these two domains by highlighting the potential for OER and information literacy to democratize education, foster critical thinking, and enhance pedagogical practices when considered in tandem.

One of the book's most significant strengths lies in the comprehensive and inclusive coverage of topics, ensuring accessibility to readers across all levels of expertise. *Intersections of Open Educational Resources and Information Literacy* starts the first section with foundational concepts, affirming its universality and the relevance to both novices and seasoned professionals. Indeed, regardless of our experience with OER and information literacy, a periodic refresher is often necessary to stay current and effective. The opening chapter, "An Open Primer: OER, Open Pedagogy, and Information Literacy," addresses the essential inquiries prevalent among librarians and higher education practitioners, such as "What is 'open'?", "Why OER?", and "What roles do librarians play?" More than a mere crossroads of concepts, the author portrays OER and information literacy as an iterative roundabout—a dynamic, continuous loop of interaction and mutual enhancement (p. 24). The apropos imagery not only enriches our understanding of the book's topics but also sets the stage for the exploratory and interconnected journey through the subsequent chapters. The remaining two chapters round out the foundations section, exploring the connections between open



education and information literacy (Chapter 2) and demonstrating the natural alignment between open pedagogy and the Association of College and Research Libraries' "Framework for Information Literacy for Higher Education" (Chapter 3).

Part 2, "Teaching Info Lit With OER," features three chapters that present case studies and practical applications of the intersection of information literacy and OER. Of note is Chapter 4, which presents an engaging approach to teaching academic composition through the integration of fairy tales and OER. This chapter demonstrates how leveraging open resources can enrich the teaching of information literacy and composition, using the familiar and engaging context of fairy tales to develop critical thinking and analytical skills.

Part 3, "Librarian Support of Open Pedagogy/OER," features four chapters that integrate open pedagogical practices with information literacy instruction to enhance student engagement, learning, and contributions to real-world knowledge. Each chapter illustrates a unique application of open pedagogy and OER; for example, Chapter 7 describes a collaboration between librarians and an English faculty member to develop multimodal classroom projects and library resource guides that go beyond traditional textual assignments to incorporate digital media, copyright, and source evaluation.

Part 4, "Social Justice/Untold Stories," features two chapters that emphasize the amplification of marginalized voices through the integration of critical information literacy, OER, and open pedagogy. For example, Chapter 11 seeks to address information injustice by encouraging students to challenge traditional narratives and correct misinformation, empowering students to contribute to a more inclusive and equitable information landscape. Chapter 12 describes how the authors facilitate student engagement through evidence-based strategies to encourage students to become active participants in the creation and dissemination of knowledge by engaging with untold stories and underrepresented perspectives.

Part 5, "Student Advocacy," features two chapters that position students as active participants and leaders in the OER community. These chapters share case studies from Salt Lake Community College and Connecticut College, two institutions that are both engaging students directly in OER initiatives, not just as beneficiaries but as advocates, creators, and communicators.

Part 6, "Spreading the Love: Training Future Advocates and Practitioners," features three chapters that place an emphasis on collaborative efforts and training programs aimed at empowering future educators, librarians, and students with the knowledge and skills needed to adopt, adapt, and promote OER. Of note is Chapter 16, which describes the creation of the Open Pedagogy Fellowship at the Graduate Center at the City University of New York

(CUNY). Directed at doctoral and master's students of color who serve as adjuncts, the Open Pedagogy Fellowship immerses its participants in open resources and pedagogies and challenges them to become open pedagogy champions in their teaching and academic work. Sometimes, all it takes is one person to lead the way, and more will follow.

Intersections of Open Educational Resources and Information Literacy is a promising contribution to higher education, offering rich insights, practical strategies, and a compelling vision for integrating OER and information literacy. Even though the foreword by Rajiv S. Jhangiani serves as the first work the reader encounters, readers should be encouraged to revisit the foreword after they have read the book in its entirety, or after digesting selected chapters. Jhangiani crafts a prologue that explicitly connects open education and information literacy by weaving together works contained in the book and reminds us that, to advance each of these movements, we must stay critical and curious, lest we risk remaining neutral and inequitable. While there are several OER about information literacy, there are few books or special issues of journals that bring these two topics together. The authors primarily span the United States and Canada, though many of the initiatives, programs, and outreach detailed in the chapters could be applicable to a global audience. A natural successor to this edited volume would connect OER and information literacy on a global stage. It should also be noted that *Intersections of Open Educational Resources and Information Literacy*, in keeping with the book's aim of open accessibility, underwent open peer review and is available as an open access edition, which can be accessed from the American Library Association store.