



Book Review

Review of *Intersections of Open Educational Resources and Information Literacy*

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ABSTRACT

Review of the book *Intersections of Open Educational Resources and Information Literacy*, edited by Mary Ann Cullen and Elizabeth Dill. Chicago: Association of College and Research Libraries. 416 pp. ISBN: 978-0-8389-3673-3 \$112 open access edition at <https://bit.ly/ACRLOERInfoLit>

KEYWORDS

open educational resources, information literacy, ACRL Framework, critical pedagogy

SUGGESTED CITATION

Nolte, A. (2023). Review of *Intersections of open educational resources and information literacy*, by M. A. Cullen, and E. Dill (Eds.). *Journal of New Librarianship*, 8(2), 74–77. <https://doi.org/10.33011/newlibs/14/8>

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Both academic librarianship and higher education feel to be at a crossroads. Whether individual practitioners view the current situation as a crisis or the typical growing pains of new terrain, most would be interested in a glimpse into the future. *Intersections of Open Educational Resources and Information Literacy*, edited by Mary Ann Cullen and Elizabeth Dill, is one such glimpse of what could be the priorities future of information literacy instruction on college campuses.

This book has much to offer the profession, both for practitioners who label their work as connected to open education and are looking for evidence to help argue why such programs should be located in and supported by campus libraries, as well as for practitioners who center the work of information literacy within more traditional librarian instruction.

This text looks at the overlap, distinctions, and synergies between information literacy and open education and can act as a thorough guidebook for any library looking to claim open education as an integral part of their information literacy offerings.

Mary Ann Cullen is an associate professor and Associate Department Head at Georgia State University's Alpharetta Campus. Elizabeth Dill is the Director of University Libraries at the University of Hartford in West Hartford, CT. The twenty-seven contribution authors span the ranks of academic librarianship, archives, and leadership, as well as faculty from a variety of disciplines and staff from different campus programs.

Each author has a unique orientation to Open Education Resources (OER) and information literacy (IL). Some see themselves as primarily oriented towards one or the other, which adds to the richness of the text. Each chapter is an entry point for a portion of the larger readership to enter this conversation about the intersection of OER and IL.

The book is divided into six parts: (1) Foundations, (2) Teaching Info Lit with OER, (3) Librarian Support of Open Pedagogy/OER, (4) Social Justice/Untold Stories, (5) Student Advocacy, and (6) Spreading the Love: Training Future Advocates and Practitioners. While these topics are helpful, most chapters could fit into multiple sections and lend themselves to conversation across divisions.

(1) "Foundations" offers an overview of both the OER and information literacy movements. While an experienced practitioner might find the content redundant, it still serves a beneficial role in sharing definitions and creating a reference for upcoming conversations. This section also begins to argue for the overlaps and connections of the two movements and clarifies how the ACRL Framework supports and empowers this synergy.

(2) "Teaching Info Lit with OER" provides practical examples of librarian and faculty collaborations in using and creating OER materials in information literacy instruction. All three chapters in this section provide different interactions with OER, whether it is finding and compiling public domain texts into an anthology for a course, creating and writing a new text to

be utilized cross-campus, or utilizing Open GLAM collections in primary source literacy instruction. These chapters could be used as a road map or inspiration for a new OER and IL mashup.

(3) “Librarian Support of Open Pedagogy/OER” offers three case studies on the impact of librarian advocacy of OER on classroom projects. In two of the three cases, this includes walking alongside classroom faculty in order to collaborate and support students in authentic learning experiences. The third case came about when a librarian chose to bring OER into a business course in which the librarian was an adjunct instructor. This section highlights the rich content knowledge a librarian advocate can bring to conversations about copyright and student-knowledge creation.

(4) “Social Justice/Untold Stories” highlights the undertones of social justice implicit in both OER and IL. By engaging in critical conversations about information justice and privilege and using those conversations to inform the creation of OER resources that combat inequities in information access, these chapters highlight the power of student-engaged pedagogy.

(5) “Student Advocacy” provides examples of ways to engage students in advocating for OER on their campuses. Whether creating OER training guides or serving as arms of a marketing initiative, both offer practical advice to inform a program wanting to engage students in the work.

(6) “Spreading the Love: Training Future Advocates and Practitioners” focuses on creating a support network for OER across campus. Likely candidates include librarians, instructional designers, user experience professionals, and professional education and distance education developers.

This text’s greatest strength is that no matter whether the reader’s role in the library is as a practitioner or as a friend of the library, there is a chapter dedicated to the pursuit of bringing open education to the workings of IL in libraries. Whether library administration, faculty liaisons, archivists and digital humanities librarians, instructional designers, or campus advocates, there is indeed an engaging chapter for all advocates for open pedagogy.

This book could also be an excellent resource for a group of librarians at an institution looking to define their services and program offerings and trying to decide where to put their ever-dwindling resources (both financial and temporal). If knowledge creation and the user as creator is a more explicit future of academic libraries, open pedagogy and engaging on issues of knowledge creation makes sense. The theoretical chapters offer the grounding for the conversations, and the more practical application and case study chapters give an excellent jumping-off point for pilot offerings.

Unfortunately, the weakness of this text is that in foregrounding open education and its pursuit as a social justice issue, tenants of information literacy take a backseat. Particularly if this text is

used to get librarians on board for a change in direction for their programs, information literacy deserves more foregrounding, focus, and argument for its importance. Most practical applications and case studies foreground the open pedagogy pursuit with mere nods to information literacy instruction. In this text, open education advocates work so hard to argue that OER can be a conduit for teaching IL that they have not spent enough time providing the same level of support for IL initiatives. Jhangiani's introduction is the most explicit argument for how open pedagogy can be the vessel by which a critical use of the ACRL Framework can move librarianship once and for all beyond the neutrality myth and into equity. While not all chapters keep this same goal at their center, the reader is perfectly capable of reading the entirety of this text with that lens, and both part (5) and part (6) keep this goal at the forefront of their arguments.

Overall, this book does an excellent job of offering one future that libraries can imagine for themselves. While in its entirety, its arguments for the importance for open education surpass the arguments for IL, as individual articles each geared toward a particular library or campus entity is where this book succeeds.