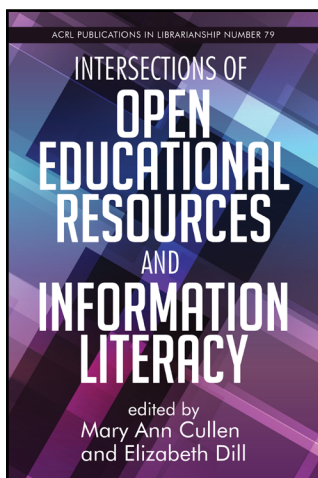


There is also real value in the reflective questions Alvarez poses at the end of each chapter. These questions force the reader to think critically, not only about their own understanding of the various topics but how library workers might address patrons and their various sexual and reproductive health information needs. Among the best questions Alvarez asks readers are “What different types of community groups does your library serve?” and “How can you ensure that sexual and reproductive health resources are inclusive to those groups?” (27). While these questions are primarily posed to public library workers, academic librarians will also benefit from reflecting on the question in the context of their own institutions, brainstorming potential campus partnerships for resource sharing.

Not to be overlooked, the appendix serves almost as its own resource guide for readers. Organized by themes such as Sexual Pleasure and Consent and Reproductive Justice, Alvarez supplies readers with books, articles, and organizations, encouraging readers to go beyond this pivotal text.

Alvarez, a 2022 *Library Journal* Mover & Shaker award recipient, will continue to make waves with this timely volume. Serving as a resource guide sprinkled with applicable tips, her book does not shy away from diving into topics currently under fire in libraries. Librarians looking for a title that will challenge and expand their knowledge of sexual and reproductive health information should add *The Library's Guide to Sexual & Reproductive Health Information* to their to-be-read list. — *Jasmine Shumaker, University of Maryland, Baltimore County*

Intersections of Open Educational Resources and Information Literacy. Mary Ann Cullen and Elizabeth Dill, eds. Chicago: Association of College and Research Libraries, 2002. 386p. Paper, \$112.00 (ISBN 978-0-8389-3673-3).



Open educational resources (OER), open pedagogy, and information literacy are increasingly important topics in academic libraries. This book connects these trends together in an approachable and inspiring volume that will be useful for both novices and those with years of experience. The book includes practical takeaways that can be implemented on a small scale, such as a one-shot library instruction session, or in larger projects that use open pedagogy in a semester-long course, or that advocate for OER use across campus.

The editors provide an excellent introduction and first chapter. Elizabeth Dill, Director of University Libraries at the University of Hartford, describes her personal experience as an “accidental OER practitioner.” She details her experience of teaching an introduction to theater course with very little advance notice or preparation. She used open pedagogical practices as well as OER texts to successfully engage her students. Mary Ann Cullen, Associate Department Head at Georgia State University’s Alpharetta Campus, also became involved with OER as a response to an immediate need on campus. She discusses her experience of volunteering to help with a campus-wide project to replace expensive course textbooks with OER. She not only helped faculty find OER but also advised on topics such as Creative Commons licenses and electronic publishing formats. These personal experiences frame a pragmatic and relevant approach to the subject matter. Chapter authors work in a wide variety of positions at institutions ranging from community colleges to research universities and

corporate libraries. The variety of experiences that the authors bring to this book strengthen its applicability to a wide audience.

The book is divided into six distinct sections: "Foundations," "Teaching Info Lit with OER," "Librarian Support of Open Pedagogy / OER," "Social Justice / Untold Stories," "Student Advocacy," and "Spreading the Love: Training Future Advocates and Practitioners." The first chapter provides ample definitions and background information to equip those new to the topic with confidence to read further. While several chapters promote the idea that open pedagogical practices that incorporate the use of OERs and information literacy concepts are best addressed over a semester-long course, there are several ideas for one-shot library instruction sessions. Topics discussed include ideas for specific lesson plans that address various aspects of the Framework for Information Literacy for Higher Education, methods for locating OER for courses, hiring and training interns or student staff to advocate for OER on campus, talking about OER with faculty, and assignment design concerning the use, evaluation, or creation of OER. Each chapter concludes with a lengthy bibliography, and some chapters also include appendixes with sample classroom materials.

The section that ties OER, open pedagogy, and information literacy in with social justice and critical librarianship is of particular interest. These two chapters are compelling and include both pragmatic examples from real life situations and theories that can help make these connections. Regrettably, this is one of the shorter sections of the book, but the chapters are substantial, leaving the reader with a lot to consider. The Student Advocacy section details two case studies that may influence and motivate those who seek to start wider discussions about OER on their campuses.

In keeping with the subject matter, the editors provide an open access version of the book, available via a link from the American Library Association's online store. *Intersections* is an excellent resource for those interested in open education and information literacy theory. Its practical takeaways and wide range of topics make it valuable for novices and experts alike.

— Laura Wilson, *College of the Holy Cross*