Libraries Unlimited Series for Teaching Information Literacy Today
Series editors, Lori Townsend and Silvia Lin Hanick

Keynote:

Books in this series connect theory and practice for those who teach information literacy; innovative and useful ideas for the classroom are grounded in theory that connects information literacy to the discipline of information science.

Description:

This series will publish works that combine practical and theoretical perspectives to explore topics related to information literacy. As defined by the series editors, information literacy is competence in working with organizing systems to discover, evaluate, manage, and use information effectively in context, informed by an understanding of the social, political, cultural and economic dimensions that affect the creation and dissemination of information within those systems. Authors address how librarians teach information literacy while also centering each book on the multidisciplinary, interdisciplinary, or information science theories that contextualize their practical work. Works in the series define, reconsider, or challenge the boundaries of information literacy to answer the question, "what do we teach when we teach information literacy?"

Potential subjects include:

- foundational concepts or new theories in information science and their use in the information literacy classroom
- connecting topics of current interest to information literacy, e.g. cultural humility, net neutrality, digital surveillance, algorithms and their applications, extreme content on social media, social justice & activism, Wikipedia, SciHub
- disciplinary and interdisciplinary approaches to information literacy, e.g. writing across the curriculum, STEM, digital humanities
- information literacy in diverse contexts (e.g. the workplace and the professions, special libraries, medicine/hospitals, prisons, public libraries, school libraries) or with different formats/genres (e.g. government documents, print or broadcast journalism, scholarly publishing, photographs, graphic novels, infographics)
- affective and psychosocial dimensions of information literacy
- student attitudes, skills, practices, and understandings in information seeking and use
- theories of teaching and learning and their application to information literacy, e.g. instructional design, critical/radical pedagogy, backward design, teaching with metaphors, transformative learning, andragogy
- connecting information literacy and instruction to other aspects of the academic library, e.g. learning commons, archives & special collections, student employees, scholarly communication, data services

Series editor biographies:

Lori Townsend is an associate professor and the learning services coordinator at the University of New Mexico University Libraries. She holds an MLIS from San Jose State University. She is a member of the Shoshone-Paiute Tribes of Duck Valley.

Silvia Lin Hanick is an associate professor and first year experience librarian at LaGuardia Community College (CUNY). She holds an MLIS from the University of Illinois at Urbana-Champaign and an MA in literature from the University of New Mexico.

With Amy R. Hofer, Lin Hanick and Townsend are the authors of *Transforming Information Literacy Instruction: Threshold Concepts in Theory and Practice* (Libraries Unlimited, 2018). They have published and presented since 2009 on threshold concepts, information literacy, library instruction, and the ACRL Framework for Information Literacy for Higher Education.

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