Amanda's Book
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A Guide to Adapting or Revising an Open Textbook

BCCAMPUS
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In October 2012, the BC Ministry of Advanced Education announced its support for the creation of open textbooks for the 40 highest-enrolled first and second year subject areas in the province’s public post-secondary system. BCcampus is tasked with co-ordination of the project because of our 10-year experience funding open educational resources (OER) through the Online Program Development Fund.

In the spring of 2014, BCcampus was asked to also add 20 textbooks targeting trades and skills training.

The goal of this Open Textbook Project is to provide flexible and affordable access to higher education resources in B.C. by making open textbooks available for use by B.C. faculty, and digital versions of the texts are free of charge to faculty and students. Printed copies are also available on demand for a low cost.

While the content is specific to the B.C. Open Textbook project and the PressBooks Textbook authoring platform, there is information here that will be useful for anyone working with open textbooks, open educational resources and Creative Commons material.

This guide is ever evolving and is designed to support faculty who wish to adapt an existing, open textbook.
PART 1

Why Adapt an Open Textbook

In addition to cost to students, one of the biggest advantages to choosing an open textbook is it gives faculty the legal right to add to, adapt, or delete the content of the textbook to fit their specific course without obtaining permission from the copyright holder. The reason this is possible is because the copyright holder has already granted permission by releasing their work using an open — or Creative Commons — license. This type of license gives users permission to use and reuse, share, copy, retain and modify the textbook without consulting the author.

But how do you go about adapting an open textbook? This guide offers tips on how to revise or adapt an open textbook.
Getting Started

One of the benefits of using an openly licensed textbook or other educational resource is that you are free to adapt it to your needs. In other words, you can adjust the educational resources to fit your course curriculum, not the other way around. So the first step is to locate an open textbook or other OER suitable for your course, and then decide what changes — if any — you’d like to make.

Before adapting an existing open textbook, read 6 Steps to Modifying an Open Textbook. This page outlines the basic workflow of an adaptation.

Figure 1. Native Peoples of North America, CC BY.
Permission to Adapt

When it comes to working with open textbooks (and open educational resources in general), one of the conceptual hurdles faced by most people is around the notion of adapting or changing someone’s work. What exactly can be adapted within the scope of an open textbook, and won’t the original author get upset if you change their work?

Changing someone’s work can feel uncomfortable. But rest assured that, if the author of the textbook has released their textbook under a Creative Commons license that allows for adaptation (which is any Creative Commons license that does not have a No Derivative (ND) attribute added to it) then they expect that you will change the content, providing that you give them the proper attribution (and we’ll get into this).

But what can you change?

Anything and everything in an open textbook can be changed as long as the conditions of the open license are met. The modifications or changes you make can be fairly minor or major depending on what you need to do to make the book work for you. That is the beauty and power of open textbooks. You are in charge of the resource. You have been given permission to change it ahead of time by the original author. Take advantage of it. They want you to.

Why you should use openly licensed materials

If you are looking for content to add to your textbook, you should look for and use Creative Commons licensed material. While you can use material that has not been released under a Creative Commons license, it does limit how others can use or reuse that material. As well, you must first obtain written permission from the copyright holder to use copyrighted material in the textbook, and you should clearly note in the textbook the specific material that is copyright so others using the book in the future know they cannot reuse that material.

Note

In short, using copyright material released with a restrictive license is a barrier to future reuse and limits the usage of the resource in the future. Therefore, BCcampus recommends using Creative Commons licensed material that can legally be shared and reused.
6 Steps to Adapting an Open Textbook

Once you have made the decision to adopt an open textbook, you may wish to adapt, or customize, that textbook to fit your specific needs.

The following list is a modified list that appears in the article Why Remix Open Educational Resources? created by Liam Green-Hughes. It is used under a CC-BY license and describes reasons why you may want to adapt an open textbook.

1. Adapt the material to make it more accessible for people with different disabilities
2. Insert cultural specific references to make a concept easier to understand
3. Translate it into another language
4. Correct any errors or inaccuracies
5. Update the book to add the latest discoveries or theories
6. Insert more media or links to other resources
7. Chop the book into smaller chunks that might be easier to learn from, or could be reused elsewhere
8. Adapt it for a different audience
9. Change the target educational level
10. Add input and participation from students who might be using the textbook
11. Expand the textbook by adding in other information
12. Insert a different point of view to that originally given in the material
13. Adapt it for different teaching situations

For example, maybe you find a textbook that is pretty good, but could be stronger with the addition of case studies, or maybe the case studies could use a Canadian perspective. Those would make great open textbook adaptations.

How easy or difficult this will be depends on a number of factors, including:

• How much content do you wish to change? Do you want to remove chapters, or rewrite entire chapters of content?
• What technical format is the original textbook in? A Word document is much easier to modify than a PDF
document.

- What type of license is the content released under? Does it have a Creative Commons license that allows for modification or adaptation of the content?
- How comfortable are you with using technology and creating content?

Some General Considerations

- Whatever tools you choose to work with, remember that students prefer format flexibility with their textbook. For the BCcampus Open Textbook project, each book adapted or created will be made available in PDF, ePub and HTML (website) formats. If you use a tool that does not output those formats by default, you will need to find additional conversion tools to convert your final textbook to those formats.
- If you wish to edit or create graphics, images, charts, and/or multimedia content, you will need to use additional, specialized tools to create those beyond the tools listed here. The tools listed here are primarily designed to modify text or (in the case of LaTeX) scientific or mathematical formulas.
- A good rule of thumb is to keep it simple, especially if you are approaching a remix project for the first time. While it may be tempting to make a number of major changes to a textbook before releasing it to your students, think of the textbook as a living resource that you can improve incrementally over time.

Here are 6 steps to consider before adapting an existing textbook.

Step 1: Check the license

First, check the license to make sure you have the permission to modify the contents. As long as the Creative Commons license does not have a No Derivatives clause, you are able to change the contents of the book. See Creative Commons for more information on licenses.

Note

For the B.C. Open Textbook project, we do not recommend textbooks that contain the No Derivatives (ND) restriction as part of the Creative Commons license, i.e., CC-BY-ND.

If you are unsure as to the license, please contact the BC Open Textbook project for assistance.

Step 2: The format of the textbook

If you wish to adapt an open textbook, you need to be able to have the textbook in a technical format that you can work with. This usually means the original source files used to create the textbook.

Common source formats for open textbooks that you should look for are:

- HTML files (webpages)
What tools you will use to create your version of the textbook will depend greatly on what format you find the original textbook in and what you feel comfortable working with.

**Avoid PDF documents.**

It is common that open textbooks may only be available as a PDF document. PDF documents are not editable. If you want to adapt an open textbook that is only available in PDF format, you will need to convert the PDF document to one of the formats above.

Before you consider converting a PDF version of the textbook, you should contact the original author and ask for a copy of the textbook source files.

**Step 3: Tools for editing an open textbook**

Once you have a source format that you can edit, you can then begin to adapt the textbook. What tools you will use to do this will depend greatly on what editable format you are working with, and your comfort level with working with that format.

**PressBooks**

One of the tools we recommend for the BC Open Textbook project is PressBooks. PressBooks is a web-based authoring tool based on the popular WordPress authoring platform. Working in PressBooks is similar to working within a Learning Management Systems like Moodle or Desire2Learn.

You can import a number of different formats into PressBooks for editing, including Word, ePub and HTML. PressBooks will output the textbook as a mobile-friendly website, an ePub document (for use in e-readers), and a PDF (for printing).

For the BC Open Textbook project, we are using a self hosted installation of PressBooks, but you can try out PressBooks for free using their hosted service.

**Other editing tools**

The chart below shows you some of the tool options you have for working with the various file formats. Note that
this is not an exhaustive list. You may have a tool that works for you that you wish to use to create your open textbook.

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<thead>
<tr>
<th>Original Format</th>
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<tbody>
<tr>
<td>Word or OpenOffice</td>
<td>Google Docs, PressBooks</td>
<td>Microsoft Word, OpenOffice</td>
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<tr>
<td>ePub</td>
<td>PressBooks</td>
<td>Sigil, Calibre</td>
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<td>ScribeTex</td>
<td>TeXworks, Texmaker</td>
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<td>HTML</td>
<td>Google Docs, PressBooks, MediaWiki</td>
<td>Dreamweaver, MS Expression Web</td>
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<tr>
<td>OpenStax College</td>
<td>Connexions</td>
<td>n/a</td>
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**Step 4: Choosing a license**

Once you have finished creating your own version (i.e. adapting an existing version) of the textbook, you should decide on which Creative Commons license you will use to license your book. This will depend a great deal on how the original textbook was licensed.

For example, if the original textbook was licensed with SA (Share Alike) license, then you must release your book with the same license as the original source material to ensure it is fully compliant with the original CC terms of use.

**Note**

CC licensing at this stage can be a complicated process. For assistance, feel free to contact the BC Open Textbook project for consultation on how the various CC licenses work together.

**Step 5: Output**

Students like flexibility when it comes to their textbooks. Some may prefer printed versions of the textbook, others will prefer using a website. Still others will like to use an e-reader or e-reading software.

To make your book as accessible as possible, consider making your textbook available in multiple formats so students have the ability to choose the format that works for them. At a minimum, the BCcampus Open Textbook project will make textbooks available as a website (HTML), ePub document for e-readers, and PDF document which students can print or choose to have printed via a print on demand service.
Step 6: Hosting your book (or how do my students get my textbook?)

Once you have adapted your version of the textbook, you will need a place to put your textbook where your students can access it.

If you are part of the BCcampus Open Textbook project and have used PressBooks to create your textbook then BCcampus will provide hosting for your textbook as part of the project on the open.bccampus.ca website. Simply direct your students to the URL for your book on the open.bccampus.ca website and let them choose which format is most convenient for them.

*Introduction to Psychology-1st Canadian Edition* is an example of how your open textbook would appear on open.bccampus.ca. This particular book is available in PDF, ePub (for most e-readers), and mobi (Kindle) formats. Additionally, there is a link to take students to a mobile friendly website version of this textbook.

If you have chosen not to use PressBooks for your adaptation and instead have chosen to use a different platform, your book page will look similar to the *Introduction to Psychology-1st Canadian Edition* page, minus the link to the website version. If you do have a website version of the book and have it hosted somewhere other than BCcampus, a link to that site can be included on the book page.
Editing

Keep a record of all changes and additions

As an author, you retain copyright of all new material you create. This means that even though the new material you create is released under an open license (CC-BY), as the author, you will receive attribution for your contribution.

As you edit and make changes (text and images) and/or add new material, such as a chapter or section within a chapter, please keep a list so these additions/changes,

- can be included as part of the adapted textbook when it’s posted on open.bccampus.ca
- can be accurately attributed to you, the author
- are easily identified by the copy editor and proof reader.

Minor changes, such as fixing grammatical or spelling mistakes, don’t need to be documented.

Copy editing and proof reading

At the end of each unit, your work will be reviewed by a copy editor. It is important that units are submitted on or before the assigned deadlines to allow sufficient time for your work to be reviewed before it is given to the copy editor. If the copy editor has questions, the project manager will contact you.

Once the entire modification and copy editing are completed, your work will be handed over to a proof reader. Suggested changes made by the copy editor and proof reader will be made at the discretion of the project manager.

If you have access to copy editing or proof reading services at your institution and prefer to use these, please discuss this with your project manager.

Content editing

Once a newly modified open textbook is completed, it will be posted on open.bccampus.ca and a call for peer reviews from B.C. post-secondary faculty with expertise in the textbook subject will be released. For more details on what gets reviewed, see our Open Textbook Review Criteria (PDF) and this example of a textbook that has been peer reviewed looks like on our site.
How to Create a Consistent Adaptation

Consistency

One of the challenges of adapting an open textbook is to create a final product that is consistent throughout. It is highly recommended that you assess the original textbook before you begin. Once this has been done, attempt to match all revised and new text, resources, layout and citation styles to that of the original work.

Assessing Language and one

Begin by assessing the style and tone of the original text. Here are some elements to be aware of:

- Is the tone of the language formal, or friendly and conversational?
- How does the author address the reader? From a distance? Or does the author include the reader with phrases such as “we learn” and “you will see”?
- How is punctuation used? For example, are serial commas used, i.e. a comma before “and” when listing three or more things: “the cat, the dog, and the horse” OR “the cat, the dog and the horse”.
- How long is the typical sentence? Paragraph?
- Pay attention to the word count for existing chapters (average and range). Try to maintain this count for both new and revised chapters. Ask your project manager for assistance, if required.

What is the layout?

As you review the textbook, take note of the following:

- Does each chapter contain specific pedagogical features such as Learning Objectives, Exercises, Summary, Suggested Readings, highlighted points of interest?
- Does the author use lists? If so, are bullets or numbers used or something else?
- How are headings used? Are sub-headings used? What is the highest heading level used?
- How long are sections under a heading or sub-heading?
How are resources used?

Resources refer to all items other than text, such as photos, graphs, diagrams and multimedia content (video or audio links). Pay attention to what types of resources the original author used, how often they are inserted and how they are labeled.

- Resources should have a caption (e.g. Figure 1 + description). See the Captions section for guidelines on how this are added and laid out.
- Differentiation between figures and tables. For example: Figure 1.2 or Table 1.2
- For adaptations, use the numbering system employed by the original author.
- For new creations, use a numbering system that incorporates the chapter number and image sequence. For example, for the first figure in Chapter 1 caption the figure, Figure 1.1.
- New types of resources can be added to the adapted version; however, keep the overall textbook in mind. When adding a new type of resource ensure that it enhances the flow of the book.
- In addition to the above, we will suggest the attribution be based on the layout recommended by Creative Commons (http://wiki.creativecommons.org/Best_practices_for_attribution)

References and citation style

When you assess the textbook, identify both the citation style, and how and where references are listed in the book (e.g., at the end of each chapter or at the end of the book), or as footnotes. Be sure to follow the same style. Note how in-text citations are used including the punctuation used.
Technical Platforms and Tools for Adapting

While there are a number of tools that can be used to modify an open textbook, depending on what format the original source document is in, the BCcampus Open Textbook project will be focusing primarily on 2 tools for modifying existing open textbooks PressBooks and OpenStax CNX (formerly Connexions).

PressBooks

PressBooks will be the primary tool used to create new textbooks as part of the project, and to adapt most of the textbooks in our collection that have been gathered from other sources. PressBooks is a web-based authoring tool based on the popular WordPress authoring platform. Working in PressBooks is similar to working within a Learning Management Systems like Moodle or Desire2Learn.

You can import a number of different formats into PressBooks for editing, including Word, ePub and HTML. PressBooks will output the textbook as a mobile-friendly website, an ePub document (for use in e-readers), and a PDF (for printing).

For the BC Open Textbook project, we are using a self hosted installation of PressBooks, but you can try out PressBooks for free using their hosted service. All open textbooks targeted for adaptation are uploaded to a platform, or online editing tool, that the author uses to adapt the textbook. The author requires an account to access the platform, which is set up by BCcampus. Individuals that support the author, such as the project manager and copy editors, will use an administrative account to access the author’s work as needed.

We have a few PressBooks tutorials.

For developers and technicians working in Pressbooks, here are some support communities,

- https://groups.google.com/forum/#!forum/pressbooks
- https://github.com/pressbooks/pressbooks/issues
- https://github.com/bccampus/pressbooks-textbook/issues

OpenStax CNX

OpenStax CNX (formerly Connexions) is a tool we recommend when modifying textbooks that are from the OpenStax College project. See OpenStax CNX tutorials.
Images

Images used in an open textbook project should be in either PNG, GIF or JPEG format. PNG is the preferred image type. If you use Visio to create images, you must export the images as one of these file formats.

Other useful platforms & tools for adapting open textbooks

If you wish to adapt an open textbook, you need to be able to have the textbook in a technical format that you can work with. This usually means the original source files used to create the textbook.

Common source formats for open textbooks that you should look for are:

- HTML files (webpages)
- Word or OpenOffice documents
- Text files
- ePub
- LaTeX files (if the original book includes math or science formulas and equations).

What tools you will use to create your version of the textbook will depend greatly on what format you find the original textbook in and what you feel comfortable working with.

PDF documents. Great to distribute, terrible for editing.

It is common that open textbooks may only be available as a PDF document. PDF documents are great formats to distribute the final version of the textbook to students in, but a terrible format for editing or adapting. If you want to adapt an open textbook that is only available in PDF format, you will need to convert the PDF document to one of the formats above. However, converting a PDF document to an editable format is a difficult, time consuming and an imprecise process that requires specialized tools that don’t always do the job. Therefore, if you are faced with the task of modifying a PDF document, before you consider converting that PDF to an editable document, you should contact the original author and ask for a copy of the textbook source files.

Other editing tools

The chart below shows you some of the tool options you have for working with the various file formats. Note that this is not an exhaustive list. You may have a tool that works for you that you wish to use to create your open textbook.
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A number of these platforms are free and can be used to modify existing open textbooks, or convert documents from one format to another. There are other tools that you might find useful when working with open textbooks.

- **Calibre** (Windows & Mac) an ePub reader & document conversion tool. The Swiss Army knife of conversion tools.
- **Sigil** – Open Source tool for creating and/or editing ePub books
- **eCub** – Another Open Source tool for creating and/or editing ePub books
- **pandoc** – powerful universal document conversion tool (LaTeX, Word, ePub, HTML & more)
- **Adobe Acrobat Pro** – Not free, but useful for converting PDF to other formats. PDF conversion is a tricky process and chances are you will have to do significant manual clean-up. But this is the best tool to get you started converting PDF documents.
- **PDFtoHTML** – Open source utility to convert PDF to HTML
- **TeXworks** (Win/Mac/Linux) – Open Source TeX editor
- **Texmaker** (Win/Mac/Linux) – Open Source TeX editor
Adapt a Book outside the OTB Project

Adapting a Book on your own

The BC Open Textbook project has, through our call for proposals, funded and supported the adaptation of several existing open textbooks. This call is now closed. However, anyone is welcome to take a textbook from our collection and adapt it as they wish. There is no need for us to be involved in the process. Take it and make it your own. There are a number ways you can do this.

Using the PDF

If you want to rearrange the chapters, you can download the PDF and divide it up however you like with a PDF splitter or PDF editor. If you do this, the table of contents will need to be reordered according to how chapters are reorganized, removed or if new chapters are added.

Other formats

Another option, if you wish to have a bit more granularity in your editing, is to download one of the other, more editable file format types available. This might involve working with someone with some technical knowledge, depending on your level of comfort working with technology.

For example, do you have access to a learning management system (LMS) on your campus? If so, one way to edit the book would be to upload the raw HTML file into your LMS and then use your LMS as the “book” platform. Another option is to edit the raw HTML file yourself using a tool like Dreamweaver.

If you have access to WordPress on your campus, you can download the WordPress backup file and import that into a WordPress site. There may be some technical work that you need to fix formatting on the import, but that is another way to go.

There are also epub files available which can be edited with an ePub editor, like Sigil, although the learning curve is a bit steep to use this tool required.
PressBooks

Finally, probably the best option is to take the backup file labelled Pressbooks and sign up for a free Pressbooks account at Pressbooks.com. We use Pressbooks as the authoring platform (we have the open source plugin running here), and the free version does add a Pressbooks watermark to the PDF and epub outputs (which can be removed for the nominal fee of $20). But that will give you the best editing environment that is closest to the environment the textbook was created in.

Where Are New and Future Adaptations Stored?

The BC Open Textbook project does not add textbook adaptations from outside the project to its collection. It is the responsibility of individual authors and their institutions to decide how new adaptations will be curated. The librarians at your institution may be able to guide you in this area. Visit the BCOER Librarian page for information.
Overview

On October 6, 2016, BCcampus hosted the first provincial Open Education Strategy Forum in Vancouver, B.C. The event sought to engage representatives from provincial post-secondary education (PSE) institutions in meaningful conversations about how open educational policy can pave the way for the continued practice of open pedagogy.

BCcampus’ Open Textbook project, funded by The Hewlett Foundation and the Ministry of Advanced Education, has saved students over $2,000,000.00 since its inception in 2012.

The number of open textbook adoptions continues to grow in the Province, along with the number of PSE institutions participating in the program, denoting both growing institutional and faculty support for the use of OER and Open Education practices in teaching and learning.

Although the integration of OER and Open Education practices has been gaining traction in the last few years in BC, the sustained integration of such practices is still wavering across most PSE institutions in the province. The Open Education Strategy Forum intended to facilitate a conversation between these institutions about strategic approaches to support sustained open practices. More specifically, the Forum intended to start up the dialogue about the establishment of open policy as a strategic pillar to cement open practices.

The following strategic directives emerged as the ones with the most institutional support and higher probability of implementation success:
• Create campus Open Working Groups with broad institutional representation and a clear mandate
• Encourage the embedding of OER into curriculum
• Showcase successes, how to’s and supports available
• Highlight the use of OER in course calendars

Open Education practices, including the integration of OER and the sustained integration of Open Textbooks in educational provision, will continue to impact the student experience and have the potential to be a catalyst to educational reform through the support of innovative practices aimed at enhancing teaching and learning.
Institutional Participation

The first Open Education Strategy Forum engaged representatives from 17 PSE institutions, as well as two guests from SPARC (Scholarly Publishing and Academic Resources Coalition):

- BCIT
- Camosun College
- Douglas College
- Emily Carr University of Art + Design
- Justice Institute of BC
- Kwantlen Polytechnic University
- Langara College
- North Island College
- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of British Columbia
- University of the Fraser Valley
- University of Victoria
- Vancouver Community College
- Vancouver Island University
Forum Format

The Open Education Strategy Forum included a few guest speakers, and actively involved institutional representatives in large and small group work.

Guest Speakers

The following experts in the field of Open Education participated in the Forum as guest speakers:

- **Cable Green**, Director of Open Education at Creative Commons, who set the stage with his inspirational talk about why Open Education policy matters. Cable also provided many examples and helpful resources to support BC institutions in moving forward with a more strategic approach to Open Education.
- **Mary Burgess**, BCcampus’ Executive Director, followed with a poignant presentation that highlighted the simplicity of aligning Open Education policy with existing institutional values, mission and vision. Mary included several examples of how to do this, using the institutional missions of a few of the participating institutions.
- **Daniel DeMarte**, Vice President for Academic Affairs & Chief Academic Officer at Tidewater Community College, who worked with our own Amanda Coolidge to develop the OER Policy Development Tool, closed the day with a great reminder that there’s no advantage to re-inventing the wheel when it comes to policy development. Daniel shared policy examples from Tidewater Community College and encourage everyone to use the OER Policy Development Tool to generate their own institutional policies with just a few mouse clicks.

The content from guest speaker’s presentations as well as links to resources mentioned during their presentations can be accessed from Appendix 1: Forum Resources.

Cross-Institutional Work

Following the initial presentations from Cable Green and Mary Burgess, representatives from participating PSE
institutions gathered in groups of 8 to discuss strategies that could support open educational practices in the BC educational context, guided by the following question:

Cable Green highlighted the importance of Open Education policy in post-secondary institutions. Thinking about your own institution, what strategies could be put in place to move the conversation forward?

Groups recorded the results of their discussion on post-it notes and placed them on flipchart paper on the wall under a section titled Strategies. Participants were given time to read all the ideas posted and use 4 voting dots to mark the strategies they thought were most significant and could have the biggest impact in moving the concept of “open” forward. The voting process was followed by a large group discussion about the 3 most voted ideas.

Institution-Specific Work

In the afternoon, the work sessions focused on each participating institution. Participants were grouped based on their institutional affiliation to work through two rounds of discussions aimed at addressing implementation issues related to Open Educational practices. In each round, they worked through the following questions:

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

As groups worked through the discussion points, they recorded key points and ideas to post on the wall, this time organised by institution. Similarly to the morning activities, participants were given time to read through each
institutional poster and encouraged to choose one idea from an institution other than their own which they thought might work well at their own institution. These activities were followed by a large informal group discussion centred about sharing those ideas that could work across institutions and identifying opportunities for collaboration.
The Results

This section outlines the results from the conversations that occurred during the Forum activities.

Strategies to Move Open Forward

The three strategies voted as most significant which could have the biggest impact in moving the concept of “open” forward were identified as follows:

- **Create campus Open Working Groups / task forces / sub-committees** with broad representation across the institution and with a clear mandate /charter – **19 votes**

- **Encourage the embedding of OER into curriculum** – **16 votes**

- Two strategies received the same number of votes:
Showcase successes, how to’s and supports available. Showcase open education practices’ champions, organise education campaigns for leaders, do workshops and bring champions into faculty council meetings to share their stories and experiences. – 12 votes

- Highlight the use of OER in course calendars. When an open textbook is used in a course, list it in the timetable and mark it as using OER or no textbook required. Advertise open courses in the calendar or timetable – 12 votes

Discussion

The discussion that followed the most voted strategies was guided by the following questions:

Why are these strategies significant?

What impact could they have if implemented?

Are there any opportunities for collaborative work across institutions to implement some of these ideas?

The strategies that received the most votes were seen as significant because they were perceived to be easy to implement and attainable in the short term. In fact, some institutions already have OER working groups in place, albeit at differing levels of operation, and have been diligently working towards developing awareness within their institution for all things “open”. Opportunities for cross-institutional collaboration emerged organically as representatives from institutions which do not yet have working groups in place inquired about the experiences and processes to form these groups in other institutions.

Institutions with working groups in place include:

- **KPU** – contact: Caroline Daniels or Rajiv Jhangiani
- **Douglas College** – contact: Debra Flewelling
Raising awareness for open practices among faculty, administration and students was by far seen as the immediate impact coming out of implementing some of these strategies. Implementation ideas around the OER groups included:

- Hosting 6 -7 workshops annually
- Promoting access to PressBooks to support the integration of OER into the curriculum
- Supporting pedagogical practices for integration of OER though Teaching and Learning Centres
- Working closely with students though student associations, etc.

Highlighting the use of OER in the course calendar was also seen as an implementing strategy. University of the Fraser Valley currently identifies courses that use OER in their course calendar. This was showcased to the group at the Forum and details can be found at http://www.ufv.ca/ar

Supporting documentation on the use of OER and how best to engage the institution in advancing open education can be found on the open.bccampus.ca website. For example- the following guides and toolkits currently exist to support institutions:

- BC Open Textbook Authoring Guide
- Institutional Guide
- BC Open Textbook Adaptation Guide
- BC Open Textbook Adoption Guide
- BC Open Textbook Pressbooks Guide
- BC Open Textbook Print on Demand Guide
- BCcampus OER Student Toolkit
- BC Open Textbook MARC Records
- OER Policy Development Tool

**Additional Strategies**

The spirited Forum conversations produced many more ideas that we couldn’t single out for discussion at the time. Some were voted as significant by participants and are listed below. There are some great ideas in this list that certainly deserve a follow up or even some discussion at an OER working group event:

- Engage articulation committees to support OER – **10 votes**
- Patience – small steps. Institutional support for small steps. Start from small projects and gain momentum –
8 votes

- Incentives: Provide incentives for open development. Offering incentives to faculty who want to make a change but may not have time/capacity. Time and Money. Provide environment of support – 6 votes

- Putting requirement for CC BY in contract deliverables and stipends. Explore CC BY for discretionary grants – 6 votes

- Design open pedagogy assignments – 6 votes

- Create a Teaching Innovation Fund – 6 votes

- Learn what OER activity is really going on at your institution – 4 votes

- **Identify and declare the resources available at the institution for OER (may be department level)** – 4 votes

- Focus on sharing rather than open – 3 votes

- Consideration on budget impact forms/templates for new/changed programs & courses & impact on students – 2 votes

- Timing and thoughtful strategy is essential – 2 votes

- Find out what faculty are passionate about and focus on that aspect when discussing OER – 2 votes

- Education opportunities: Curriculum conferences, hearing from those who have actually gone open. Educate, demonstrate quality issues as part of education programs – 2 votes

- **Openness as a program design foundation requirement** – support at the school and institutional level – 2 votes

- Work the levels: Dean’s councils, Articulation meetings, Faculty PD opportunities – 1 vote

- Building buy-in – working with TLCs – 1 vote

- Create Librarian Champion – 1 vote

- Don’t call not open stuff open! – 1 vote

- Tenure and promotion: value and support use and/or publishing of OER – endgame – 1 vote
• Clarify who owns what and communicate policy upfront – 1 vote
• Institutional policy: Develop common guidelines on what OER is for your institution. How does it fit with your mission, vision and strategic plans? Develop institutional policy on open technology – 1 vote
• Transparent list of adopters of OER at open.bccampus.ca – 1 vote
• Print copies of open textbooks for sale at institutional bookstores – 1 vote
• Host / create / support attendance at open access and open education week events, professional development workshops and conferences – raise awareness, provide training – 1 vote

The following ideas received no votes during the Forum, but are nonetheless worth considering as we move the discussion about Open Education practices forward:

• Use of OER as a part of program reviews
• Determine Sell-through rates for textbooks as part of rationale for using open textbooks
• Make OER conditional for research funding, release time, Professional Development, etc.
• Visibility on forms – i.e. course outlines, course / program approval.
• Initiate cross-functional team / working groups as focus for faculty, admin, etc to come to for information and support about Open
• Awareness – expanding scope of awareness, develop a strategy for building awareness
• Put on Department Chair Meeting agendas (awareness raising and support) Engage Deans.
• Working up and down to build awareness and create (OER)
• Draft policy using BC Campus Tool – then have that in hip pocket – not as “thou Shalt” but as a way to guide Deans
• Work with Departmental and educational plans to embed open as a larger concept
• Create e-text pilots to promote open textbooks to students and faculty
• Use champions (lead) to help the wood understand the value and that it is doable (pencil metaphor)
• Make loose policies that are unclear more explicit in regard to open
• Approach senior leadership and make a presentation to get feedback and strategize.
• Talk to the faculty union. (politics!)
Examine promotion and tenure policy and modify to raise profile of open and encourage practice.

- Small incentives work for people who really want to do the work.
- Have an OER champion who can facilitate discussions
- Email prompts to faculty prior to textbook order deadline
- Identification of OER in DQAB submissions and BCCATT
- BCcampus to keep visiting articulation committees
- Research on course throughput rates (eg. No/IRO)
- Support for adaptations (eg. Pressbooks)
- Strategic mandate / focus to improve affordability
- Create a grant program with BCcampus support

**Institutional Implementation Issues**

This section outlines the results from the conversations within each institutional group. These conversations were meant to focus on implementation issues that could be successful at each institution. In some cases, institutional groups were formed by faculty, librarians and administrators. This provided a good mix of perspectives from which to look at how open approaches can in fact be implemented.

The following pages show a listing of the results by institution:

**BCIT**

**Round 1: How does your institutional vision/mission align with Open Educational practices?**

How can
Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

- **Vision / mission**: Already aligned with the concept of “open”
- **Academic plan**: Part of the Learning and Teaching Framework (draft document) which BCIT community will discuss in Oct/Nov.
- **How to facilitate the process**: Continue to raise awareness and build support for OER and practices.

**Round 2:** What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

- Poor awareness and buy-in
- Misconceptions about open
- Lack of time for faculty to pay attention to open

**Strategies:**

- Continue to build OE working group capacity
- More awareness building and education for faculty and faculty support
- Working with student association

**Have:** An OE working group; Some enthusiastic faculty and open textbook authors; Support from some of the leadership team; Faculty grants

**Need:** More awareness, outreach, discussions with admin, faculty and students; Increased support; guiding policy
Camosun College & North Island College

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution's operational and academic plans? What could be done to facilitate that process at your institution?

Need to prepare the ground, and what grows needs to be nurtured by the institution

How to facilitate the process:

- Facilitate team approach, share and move forward
- One thing on a long list of things to be passionate about
- Creating a space for innovation (not everyone has to play)
Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

Barriers:

- Limited resources
- Keeping up with all the changes / options
- Differing positions
- Defensive mentalities – “loss of job as a result”

Strategies:

- Open discussion / communication – bottom up
- Support needs and provide the information
- Start with what you can do – not with why you can’t
Douglas College

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

**Purpose:** Providing educational experiences that challenge, enlighten and open doors to lives of passion and purpose

**Strategic Statements:** Inspiring and Relevant / Grounded and flexible / Practical and applied

**How to facilitate the process:**

- Develop a supportive Policy Statement (i.e. cannot be prescriptive)
- Practical support within Faculties through purchasing bound print copies as desk copies (encourages adoption)
Encourage collaborative projects for educational resources between institutions
Actively seek and support champions (faculty).

Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

Barriers:
- Inflexible faculty members
- Concern about a topdown approach (too directive)

Strategies:
- Encourage grassroots development of OER (Support promotion of OER and provide resources)
- Put a note in registration notes of course schedule to promote open text use (like UFV)
- Promote open textbooks with pilot technology initiatives. For ex: open textbooks in Texidium pilot projects
- (DSU) Get students involved – increase student awareness through involvement in OER working group

Implementation: Leverage existing structures for advocacy, education, policy development. Host an OER speaker series. Build an OER workshop into all new faculty orientation sessions.
ECUAD

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

How to facilitate the process:

• Working with the Library and Teaching and Learning Centre to develop OER resources, adoption support and dissemination
• Develop a pedagogy and OER group
• Display open textbooks and resources during Open Access Week.

Round 2: What are the barriers to developing an Open Education policy at your institution? What strate-
gies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

**Barriers:**

- Funding for adoption
- Lack of awareness of OERs by faculty and administrators
- Not a lot of open textbooks on Art & Design
- Hard to measure OER adoption by faculty and the respective impact on students

**Strategies:**

- Document faculty and student adoption of OERs through video and newsletters
- Create small faculty development grants
- Have patience with slow adoption
JIBC

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

- “Just society” social justice in the vision statement; “promoting financial sustainability”
- Academic Plan currently states: “Support the use of new educational technologies and open resources that align with and support student needs and realities”

How to facilitate the process:

- Champion people who have done it
- Show the...
Strategies:

• Have champions share an OER event at Dean’s council, faculty councils
• Incorporate faculty training, curriculum development renewal and policies in the business of the university.

How to facilitate the process:

• Align OER to goals of Education Plan & Strategic Enrolment Management Plan
• Link funding to open access, i.e. scholarly research (advances institution, not just faculty work)
• Provide info to specific students to mobilize a movement

Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?
**Barriers:**

- Faculty resistance (“academic freedom”, “It’s more work”, “If I create it, I own it”)
- Student skepticism (“free means it lacks value”)
- Perception re quality of OER (“if it is free, it can’t be good”)
- No policy of framework to guide open practices (“not named anywhere”)
- Collective Agreement
- Rank and Tenure protocols (new docs which don’t mention OER)

**Strategies:**

- Raise awareness via timetable (expand department to advertise free or open source on the timetable)
- Provide evidence about OER adoption, student success, etc. (share reports with Dean'/Provost council)
- Empower students to advocate for OE:
  - Connect to SPARC
  - Student union
  - Student newspaper
  - Build awareness
  - Educate re: quality
- Educate the leaders:
  - Bring together Deans, higher admin, IT, (bring someone to the senior administration meetings)
  - Suggest “open” as an agenda item
  - Showcase successes at these meetings (include those from other institutions, bring people in to share their successes, sometimes an outside voice is helpful and better heard) – this is already being done in-house: maybe Rajiv from KPU could come!!
  - Make use of meetings (department, faculty council, etc.) to actually review OER, open textbooks, etc. (suggest to department heads via Deans)
  - Emphasize the positive – already happening but needs a wider forum – maybe a workshop / conference / speakers.
- Aspirational
- Incentivize
- Support
UVic

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?

Strategies:

• Assignments in the public domain
• Open is an alternative – link the libraries

How to facilitate the process:

• Establishment of working groups (Hesitancy for our students) – some
• Advocate for support at all levels from Ministry of Advanced Ed, government leadership and students

Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

Barriers:

• Attitude (Fear)
• Money ($)
• Politics
• Time

Strategies:
• Help/support from colleagues

Implementation:

• Time and money – Establishment of community of practice
• Assess what is open and in use at institution
• Share what you produce and what you know
  
  Attend or host more conferences with others (BCTLC)

VCC

Round 1: How does your institutional vision/mission align with Open Educational practices? How can Open Education strategies be an integral component of your institution’s operational and academic plans? What could be done to facilitate that process at your institution?
College mandate includes flexible and responsive instruction. It champions a learning environment by continually improving resources.

**Strategies for academic plan:**

- Add OE strategies to academic plan
- Add to five year plan with small scale projects

**Strategies for operational plan:**

- Create teaching and learning centre to support OE
- Create technology infrastructure to support OE
- Create support structure to move forward OE (institutional support)

**How to facilitate the process:**

- Advocate with senior leadership
- Persistence and consistent message

Round 2: What are the barriers to developing an Open Education policy at your institution? What strategies could be used to manage those barriers? How could you implement at least one or two of those strategies at your institution? By when?

**Barriers:**

- Lack of resources
- Communication challenges

**Implementation:**

- Student union award for teaching or use of OER
• Speak with student union leader
Suggested Next Steps

Each institution will have its own priorities and decide on how much they wish to focus on Open Education practices. However, based on the “energy” felt at the Forum, and the ideas that emerged, we would like to suggest a list of next steps that each institution can consider to move the “open” agenda forward:

• Host an institutional discussion/forum on open education strategy and sustainability. Bring together all institutional stakeholders to discuss best practices and ways to continue the momentum of open education at the institution.
• Form an Open Education working group.
• Integrate OER and CC licensing workshops into new faculty orientation
• Host internal awareness raising workshops- respond to the common question: What are OER?
• Invite OER faculty champions both internally and externally to present at a Dean or Department meeting
• Invite and engage with BCcampus to speak at your institution about open education strategy
• Invite BCcampus staff to host a workshop on developing an open policy using the open policy tool

These suggested activities do not require huge budgets or time commitment, and can have the support of BCcampus. Please consider implementing one of these activities and contact Rosario Passos, Advisor, Open Education at BCcampus (Rosario.passos@bccampus.ca) for information on:

• The free and open resources we have available for workshops, such as slides, posters, etc.
• The free BCcampus-led awareness and training presentations
• How you can work with BCcampus to support your strategic work (free consultations for strategic planning)
• How you can get started with a simple policy development framework (OER policy tool training)
Appendix 1: Forum Resources
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<th>Activity</th>
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<td>Amanda Coolidge</td>
<td>OER Policy Tool</td>
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<td>Moving Open Education Forward</td>
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<td>Lunch Break</td>
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<td>Let’s Not Re-invent the Wheel: the Tidewater</td>
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<td>Event photos</td>
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Other links mentioned at the workshop event

- OER Policy Registry: https://wiki.creativecommons.org/wiki/OER_Policy_Registry
- GoOpen: http://tech.ed.gov/open-education/go-open-districts/
- OpenStax via Rice University: https://openstax.org/
- Open Policy Network: https://openpolicynetwork.org/
- Open Textbook Network via University of Minnesota: http://open.umn.edu/

Wording in BCcampus contracts

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Any existing content used in the development of the materials must have a Creative Commons License or be in the public domain. The use of the materials must comply with the original Creative Commons License attributed to the existing content, if applicable.
PART 2

PressBooks - Makes Adaptation Easy

PressBooks is a publishing platform that is built on the popular WordPress website publishing and blogging platform. If you have used WordPress in the past, PressBooks should feel familiar to you.

PressBooks allows you to create content once and publish it in many different formats, including as a website, PDF document, ePUB document (usable in most Read applications and devices), and MOBI (for Kindle specific applications). It is also a useful tool for making changes to an existing open textbook during the adaptation process. This section will describe how to use this publishing and editing platform.
Change your Password

Changing your password is located under the Users section of your book site. To access the change your password feature, click on Users > Your Profile.

Once you have entered the **Your Profile** page, do the following to change your password.

1. Scroll to the bottom of the page and find the **New Password** field.
2. Enter in your new password. Try to choose a password that includes numbers and/or symbols. See Selecting a Strong Password for more information on what makes a good password.
3. Re-enter the password in the **Repeat New Password** field
4. Click the **Update Profile** button.

Your password has now been changed.
Recover your Password

If you forget your password, you can request a new one to be generated and emailed to you.

1. Go to the login page for PressBooks. This page can be accessed by going to http://opentextbc/wp-login.

Underneath the login box, you will see a link called Lost your password. Click that link.

Recover your password step 1

Enter in your username or, if you cannot remember your username, you can enter your email address. Click Get New Password

Recover your password step 2

Check your email and follow the instructions in the email to change your password. If you do not receive an email within a few minutes, check your spam filters to make sure that the email has not been flagged as spam.
Can't Log into PressBooks

If you attempt to log into your PressBooks account five times without success, the system will lock you out. The lockout lasts for 15 minutes, after which you will be allowed another five attempts.

Note: your username should never change. The typical naming convention for username is First Initial+Last Name

If you forget your password, see Recover your Password
Book Structure: Parts and Pages

To structure your book in PressBooks, go to Text > Organize. If you are starting a book from scratch you will see an empty book structure that looks something like this:

PressBooks has four different types of content that you can use to structure your book.

- Front Matter: Includes pages like Acknowledgements, Dedication or Forward
- Back Matter: Includes content such as Appendix, Afterward, or Credits
- Parts: Organizational blocks that hold Chapters
- Pages (previously called Chapters; refers to a web page): The building blocks of your book

Parts and Pages

PressBooks is limited in how deeply you can nest your content. There are basically two levels: Parts and Pages. You can use Parts and Pages to break up your content into manageable and meaningful chunks. In fact, for some books you may find that your chapters (called Pages) are very long and may instead want to think of a PressBooks “Part” as your chapter, and PressBooks “Pages” as topics within that chapter.

Important Note

Do not add any content to a Part (text or images) as this will disrupt some of the functionality of your textbook.
Reordering Pages

Reordering chapters (called Pages) within a part can be done by dragging and dropping Pages. Moving a Page to a part can be done either through drag and drop in the Organize > Text area, or can be done on each individual post. The Part must be created first. Then, in the Part interface, on the top right you will see a Part dropdown. Pick the part you want the chapter to be in and off you go.
How to Remove Automatic Chapter Numbering

PressBooks automatically adds chapter numbers to each new chapter you create. However, there may be times when you want to turn off the automatic chapter numbering and manually add chapter number information to the chapter title. For example, you may want to structure your book using PressBook Parts as a container for the chapter, and then create chapters for each part to better structure your book. In this case, you might want to disable PressBook auto-numbering.

To disable auto-numbering chapters

• In the book administration area go to Appearance > Theme Options
• Under Global Options uncheck “display chapter numbers”
• Save changes

![Disable chapter numbers](image)
How to Import Content from MS Word

PressBooks does include a feature that allows authors to import content from MS Word into PressBooks, however it is not a precise import and chances are there will have to be work done in PressBooks to fix formatting issues, especially if the Word document was heavily formatted.

If an author edits a book in MS Word, she or he may want to copy and paste the final text into PressBooks but doing so won’t bring in images. Plus, each chapter/part must be created before it is copied/pasted which is time consuming. Therefore, we recommend using the import feature ahead of the cut and paste method.

The author can import the whole book or a ‘chapter’ (content between h1 headings). This is ideal when only certain portions of a book are revised/adapted.

To use the MS Word importer

1. Prepare your .docx file: Chapter headings in your docx **MUST** be tagged as **Heading1** (otherwise chapters won’t get recognized)
3. Select: File Type: .docx
4. Choose your file from your computer
5. Upload
6. Select which content/sections you want to import
7. Decide whether the content/sections are: front-matter, chapters, or back-matter
8. Import
9. Arrange your chapters in the right order
10. Test some exports, clean up markup, and off you go!

Notes:

- everything other than basic styling is stripped out by design… so fancy fonts and such won’t get imported. Italics, bold, etc should.
- all chapters are imported as DRAFTs. A quick way to get this listed as published is: mark all the chapters
Private, then revert to Public. This will make the “published”.

- all chapters assign a Chapter Author by default (usually, your username). You’ll have to edit each chapter and delete the Chapter Author the Chapter Metadata section.

**Prepare your .docx file**

*Note: Chapter headings in your docx **MUST** be tagged as **Heading1** (otherwise chapters won’t get recognized)*

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*Step 1. Set Up Your DOCX File*

1. Prepare your .doc file. ALL chapter titles must be styled as Heading 1s (This is VERY important: otherwise your whole book will be imported into one chapter!!)

Step 2. Go to the Import Tool in PressBooks
3, 4, 5: Select your filetype, choose file and upload

Steps 3, 4, 5: Select file type, select your file, and upload
6, 7, 8: Select your content, decide what it is, and import

Steps 6, 7, 8: Select which chaps to import, what kind of content they are, and then Start!

9, 10: Rearrange your chaps (if necessary), check them (!) and... tada!

Steps 9, 10: Rearrange your chaps if necessary… and off you go!
Working in Word

We highly discourage authors from writing in Word and then copying this material into PressBooks as this will both create more work for the author and can potentially create problems during the editing phase of a project. Instead, we ask that you work directly in PressBooks. Please see this chapter for instructions on how to work effectively in PressBooks. If you require a training session or have questions about PressBooks, please contact your project manager.

If you do have a large amount of material in Word that needs to be added to PressBooks, please see How to Import Content from MS Word.

If entering small amounts of material from Word to PressBooks, here are some other items to keep in mind.

- If working in Word, don’t format; keep it simple.
- Don’t copy from Word and paste into PressBooks.
- Don’t copy from PressBooks into Word (and back into PressBooks).
Math and Science Formulas Using LaTeX

PressBooks supports LaTeX code, a typesetting language that is often used to format complex science and math equations.

You can enter LaTeX code into the editor by putting $\text{latex}$ before your LaTeX code. At the end of your LaTeX code, add a dollar sign ($) to tell PressBooks that you are finished entering LaTeX code. Your LaTeX code should look like this:

$latex \text{enter-your-latex-code}$

This LaTeX code then gets converted to an image when viewed in a browser or exported to an ePub or PDF.

More resources

- LaTeX in WordPress
- LaTeX reference guides
Adding and Editing Images

How to Add an Image

To add an image to your textbook, begin by going to the web Page where you want to place the image. Select the spot where the image will go and mark with with your cursor. Then click on Add Media button.

![Image](image1.png)

Figure 1. Step one: find spot and click Add Media.

If you haven’t uploaded any files into the Media Library yet, click on the Upload Files tab in the upper left corner and “Select Files” in the middle of that page. This will allow you to search for image files to add.

**Note:** files must be JPG, PNG or GIF. Other file formats will produce an error message and will not be accepted.

![Image](image2.png)

Figure 2. Step two: Upload Media.

If you already have image files in your Media Library, simply select that tab and the image you want to add or
insert. The selected item will be encircled by a blue border and have a blue/white check mark in the top right corner.

Figure 3. Step three: select image from Media Library.

Complete this task by clicking on the Insert into post button in the bottom right corner.

Figure 4. Step four: Insert image into post (web page).

**Note:** an image file must be uploaded into the Media Library for use. You cannot add an image by linking to an external source.

Finally, make sure that your image is centred correctly and the right size. For the BC Open Textbook Project, we strongly recommend that:

1. All images are centred
2. The width does not exceed 500 pixels
3. The length does not exceed 500 pixels

See “Editing an Image” below for details on how to adjust an image.

Images that do not follow the above guidelines often produce PDFs that are less readable. A PDF file is one of the many formats offered for most textbooks in our collection. It is also used to created request print-on-demand copies.

**Editing an Image**

To change the placement or size of an image that has been added to a page, simply click anywhere on the image. You should see a pencil icon and an X. Use the pencil to edit the image and the X to delete the image.
After you click on the pencil icon, the Image Details box will appear. Here you can:

1. Enter text for the image’s caption. (See Captions and Image Attributions for details.)
2. Under DISPLAY SETTINGS, select “Center”
3. Using the “Size” dropdown list, determine if any of the sizes are the correct size for your image. If not, then select “Custom Size”…

3. Using the Width OR Height boxes, enter the correct number of pixels. Note that changing one of these parameters, e.g. Width, will automatically adjust the other, e.g. Height.

4. Ensure that “Media File” is selected by the “Link To” dropdown list.

5. Save changes by clicking the “Update” button in the lower right corner of the page.
Contributing to the Development of PressBooks Textbooks

PressBooks Textbooks is a plugin that extends PressBooks for textbook authoring. PressBooks is a content management and ‘one button publishing’ system for books.

PressBooks Textbook adds functionality to PressBooks to make it easier to author textbooks as well. The features it currently offers are:

- Textbook Theme
- TinyMCE table buttons
- TinyMCE textbook buttons
- TinyMCE spell check
- Search functionality
- Creative Commons attribution
- Prominent admin buttons (Import, Plugin)
- Annotation features
- Redistributing free electronic versions of your book
- A remix ‘eco-system’ — Search and Import chapters from the same instance of PressBooks

Primary Use Case

Textbooks have functional and styling considerations above and beyond regular books. Open textbooks are those that are licensed with a creative commons license. This plugin was built primarily to support the creation, remixing and distribution of open textbooks for the open textbook project in BC.

Get Involved

If you are a developer and are interested in contributing to the development of PressBooks Textbooks, you can
find all the code we use on our GitHub repository along with instructions on how to install a local version of PressBooks Textbooks on your own servers.
Linking Material

There are several ways that you can create a link between text, images or other resources:

1. Within a chapter (called a Page in Pressbooks, i.e., webpage)
2. Between chapters (or Pages)
3. From a chapter (or Page) to a website or source outside of Pressbooks

Let’s begin with the simplest method first: linking text from Pressbooks to an external source.

**How to link text from Pressbooks to an external source**

Begin by identifying the text you want to link and

- Highlight the text
- Click on the “paperclip” icon in the tool bar

When the “Insert/edit link” (paperclip) icon opens,
- Add the URL for the external source you want to link your text to
- Click on the Add Link button.
- Be sure to save (Update) this page.

**Note:** be sure that your URL includes `http://` at the beginning of the address. If the address you’re copying into the URL field already includes `http://`, make sure the final address does not have two `http://`’s.

To check your link,
- Click on the **Preview Changes** button (in the right-hand side Publish box) or
- “View Page” (in the red tool bar at the top of the page),

• And click on the link as it appears in Book view (what readers will see).
Once the entire modification and copy editing are completed, your work will be handed over to a proof reader. Suggested changes made by the copy editor and proof reader will be made at the discretion of the project manager.

If you have access to copy editing or proof reading services at your institution and prefer to use these, please discuss this with your project manager.

**How to link text within a chapter (Page)**

To link text to other text or even an image within a chapter or Page, you begin by adding an anchor.

- First, place your cursor by the text or image to which you want other text referred to
- Then click on the anchor icon (in the third line of the tool bar).

- Enter a word to describe your anchor (e.g., *proofreading*) in the **Name** field that appears and click the **OK** button.

- This action will produce an anchor.
Finally,

- Highlight the text that you want to link to the anchor
- Click on the “paperclip” icon in the tool bar

When the “Insert/edit link” (paperclip) icon opens,

- Add # (pound sign) and the word you used to describe your anchor (e.g., #proofreading)
- Click on the Add Link button.
- Be sure to save (Update) this page.

How to link text between chapters (Pages) within the same book in Pressbooks

Follow the same steps as for linking text within a chapter (Page), except
• The anchor and linked text will be on different chapters (Pages). Set these up as you would when linking text within a chapter.

• You must identify the URL for the chapter that contains the anchor.

• You must enter both the URL of the chapter (Page) additional information when the “Insert/edit link” (paperclip) icon opens.

Identify the URL for the chapter that contains the anchor

• Go to the chapter that contains the anchor

• Click on the Preview Changes button (in the right-hand side Publish box) or”View Page” (in the red tool bar at the top of the page),

• Copy the URL for the chapter

When you highlight the text that you want to link to the anchor

• Click on the “paperclip” icon in the tool bar

When the “Insert/edit link” (paperclip) icon opens,

• Add the URL for the chapter with the anchor with http:// (e.g., http://opentextbookca/opentextbook/chapter/linking-material/)

• After the forward slash (/), add # (pound sign) and the word you used to describe your anchor (e.g., #proof-
• With chapter URL and anchor word, the final URL would be, in this example:
  - http://opentextbookca/opentextbook/chapter/linking-material/#proofreading

• Click on the **Add Link** button.

• Be sure to save (Update) this page.
How to Search for a Word in an Entire Book

At times, you may want to search your entire book for a specific word or phrase. The best way to do this is to:

1. Go to Visit Page (book view) for any chapter or chapter section in your textbook

2. Type the word you want to locate throughout the book using the Search field in the top right corner and click “Search”.

Learning Objectives

1. Explain why using our intuition about everyday behaviour is insufficient understanding of the causes of behaviour.
2. Describe the difference between values and facts and explain how the
3. The result will be a list of all chapters or chapter sections (Pages) that contain this word.

If you want to make changes to any of these Pages, you then need to

1. Access the administrative (edit) view by clicking the Admin cog in the top right corner of this page
2. Go to the Dashboard
3. Search for your word using the Ctrl+F (Command+F on a mac)
4. Make changes and save.
How to Import a Textbook Using a Pressbooks File

If you have an account in Pressbooks and want to import an existing open textbook, the easiest way to do this is by importing it using a Pressbooks file of the textbook.

1. Begin by downloading the Pressbooks file of the textbook

2. Then, create a book in your Pressbooks account. Pressbooks automatically sets up an Introduction in the Front Matter, Chapter 1 in the Main Body and an Appendix in the Back Matter. Delete all of these from the Text view before beginning the import. If this is not done, then all items will import into the Main Body.

3. Go to the Dashboard of the new book and Import on the left-hand toolbar

4. From Type of file drop-down menu, select WXR (WordPress eXtended RSS)

5. Using the Browse button, select the downloaded Pressbooks file

6. Click the Upload file button

Once the import has occurred, you will land on a page that says “Import” at the top, and on the left-hand toolbar “Tools” will be highlighted, and “Import” under that.

1. To ensure that each item ends up in the right place in the book, confirm that the correct Part (Front Matter, Main Body, or Back Matter) is selected under each of those columns.

2. Select each item to be imported by clicking on the box in the Import column. There is a Select all option at the top of the list.

3. Scroll to the bottom of the page and click the red Start button.

4. Once this process has completed, you will be taken to the Text view.

5. If an extra (and empty) Main Body Part appears after the import, delete it from the Text view.
PART 3

Tools to Help Make Changes
Style Guide

Before adapting an existing book, or creating a new one, it’s important to establish a road map that will guide the style of the work. This Style Guide, developed by the B.C. Open Textbook project, will provide a framework from which to begin. In addition to this guide, you can create a Style Sheet that outlines the specific characteristics of your book.

Manuals and Dictionaries

2. Editing Canadian English, 2nd ed.

For in-text citations and reference lists, consult style manual particular to the discipline of the specific book (e.g., MLA Handbook, APA, Chicago Manual of Style). For further guidance, consult this Authoring Guide or email opentext@bccampus.ca

Citation Style

Select the citation style to be used for referencing material in your book and note this on your Style Sheet.

If you are writing for a specific discipline, select the citation style appropriate for your area.

If you’re creating a table, chart or graph, see “Citation vs Attribution” on Images: Captions, Attributions and Citations for information on how to add in-text citations

If you are adapting an existing book, use the citation style chosen by the original author.

Determine:

1. How in-text citations should appear
2. Be careful when inserting direct quotations; should a page number be used for the citation style you’ve chosen?
3. When listing multiple authors for an in-text or full reference entry, follow the guidelines for your citation style.
4. How and where will the reference list be placed?
5. Will you use footnotes instead of a reference list? (This is rarely used except by certain disciplines.)
6. Be sure that all in-text citations are noted in full in the reference list.
7. Be sure that only in-text citations are included in the reference list.

If you are adapting a work and remove an in-text citation, remove this reference from the Reference list at the end of the chapter.

If you want to indicate sources used for writing that have not been specifically cited in the text, add these items to a Bibliography at the end of the chapter.

Pay close attention to the punctuation used for the citation style you’ve chose, such as:

1. Where periods are used
2. Use of italics
3. Use of brackets
4. Use of quotation marks
5. Use of spaces

Note: No periods should be used after URLs when they end a reference list entry.

Captions

See Images: Captions, Citations and Attributions

Spelling

In general, Canadian spellings are used. Consult the Canadian Spellings list for first-choice spelling preferences. List exceptions in your Style Sheet.

Punctuation

Consider how punctuation will be handled in your book. Below is one standard. If you choose one or more different styles, enter these on your Style Sheet.

1. Standard usage for this Style Guide is a serial comma, i.e., a comma placed immediately before the coordinating conjunctive (and, or, nor).
   a. Serial comma: There were cows, horses, and pigs in the barn.
   b. No serial comma: There were cows, horses and pigs in the barn.
2. Use commas in numerals over 999 (e.g., 1,000; 45,000)

3. In displayed lists, always start items with a capital letter. Use end punctuation, such as a period, with full sentences only.

4. Do NOT capitalize the first letter of the first word after a colon unless the colon introduces two or more sentences.

5. With em dashes (inserted in PressBooks by adding two hyphens side by side), insert a space on either side.

6. Use North American system for quotation marks: periods and commas always go inside quotation marks; semi colons and colons go outside.

7. Use double quotes for all quoted matters. Single quotation marks should be reserved to enclose quotes within quotes. (e.g., Mark exclaimed, “You have driven a stake into my heart! Now I truly understand Caesar’s words, ‘Et tu Brute?’ How could you treat me so?”)

   a. Some exceptions to this system may be appropriate in specific disciplines. Please check with your project manager or copy editor.

8. Place footnote numbers outside punctuation (usually a comma or period).

9. Do not use periods in abbreviations, acronyms, and initialisms, except as noted in spelling list (e.g., et al., etc., i.e. are the most common that retain the periods).

10. Do not hyphenate Latin phrases used adjectivally: ad hoc proposal, post hoc analysis.

11. For hanging hyphen constructions (15- to 19-year-olds), do not hyphenate after “to.”

12. Do not use quotes with so-called (e.g., Her so-called friend left her standing in the rain.)

13. Use italics for words used as words (e.g., The term vocal cords is often misspelled. What do you mean by nexus?)

**Use of boldface**

Boldface is reserved for key terms within the text body. It should not be used for emphasizing a word or phrase.

**Use of italics**

1. Use italics for words used as words (e.g., The term vocal cords is often misspelled. What do you mean by nexus?)

2. The titles of movies, TV shows, and radio programs are italicized (e.g., The Grey Fox, Definitely Not the Opera). The names of bands and music channels are regular font not italic (e.g., Bob’s Your Uncle, Much-Music).

3. See Italics and Foreign Words.
Dashes

Em dashes ( — )

1. The em dash is the standard for breaking a sentence or setting off parenthetical statements.
2. With em dashes, insert a space on either side.
3. In Pressbooks, the em dash is created by using two hyphens. In the Book view, two hyphens will look like one long (em) dash.

En dashes (-)

1. Use an en dash when expressing a range of years such as birth to death, e.g., 1955-2001.
2. There should be no space on either side of the en dash.
3. In Pressbooks, use one hyphen to indicate an one short (en) dash.

Spacing

Use only one space after a period (i.e., between sentences) and after a colon ( : ).

Italics and Foreign Words

Often foreign words are italicized in a textbook. However, if you’re not sure whether to use them or not, consider the following:

1. If the word is not italicized in the dictionary, then italics shouldn’t be used
2. “Common” foreign words do not take italics (e.g. ad hoc, vis-a-vis)
3. In Canadian English, many French words are not italicized.

If you’re not sure whether to use italics or not, do your best. Any errors will be picked up during the copy editing and proofing process.

Emphasizing Words with Punctuation

Sometimes an author will want to stress or emphasis a word or phrase. While acceptable, this practice should be kept to a minimum. In most cases, the word(s) should be written in a way that the stress or importance of a word or term is clear in context. Follow these guidelines:

1. Do NOT use boldface or quotation marks for emphasis. Boldface is reserved for key terms within the text body.
2. Use italics for words used as words (e.g., The term vocal cords is often misspelled. What do you mean by nexus?)

3. Words that are meant to alert the reader that a term or word is used in nonstandard, ironic, or other special sense should be marked off with quotation marks (e.g., “Child protection” sometimes fails to protect).

4. Words that are common expressions and figures of speech should NOT be set off in any way (and in this text, sometimes they are).

**Measurements**

Metric measurements are used, i.e., km not miles; mm, cm and metres, not inches, feet or yards; kg not lbs; Celsius (C) not Fahrenheit (F).

If an existing book is being revised, convert imperial measurements to metric and round off the result. For example, 10 inches equals 25.4 cm. Record this as 25 cm.

**Numbers**

1. Spell out numbers from one to nine and use arabic numerals for numbers greater than nine, except as indicated in checklist below.

2. For ordinals, spell out first through ninth unless they are part of an array that includes a higher ordinal. Ordinals greater than ninth are expressed as numerals unless they occur at the beginning of a sentence (…in the 12th century but Twelfth-century monks…). Acceptable suffixes are 21st, 32nd, 43rd, 54th.

3. For fractions, spell out in running text with a hyphen (e.g., two-thirds).

4. Use commas in numbers greater than 999.

5. For percentages, use arabic numbers and the % symbol, closed up. The symbol should be repeated with each number in a range or series (the incidence varied from 1% to 4%; 6% to 7% of cases). If a sentence begins with a percent value, spell out both number and percent.

6. For temperatures, use arabic numerals and the degree symbol (37.8°C).

7. For times of day, use a colon only when a fraction of an hour is indicated (9:05 a.m.; otherwise 2 p.m.). With 12 o’clock, specify noon or midnight.

8. For number ranges in text, use “to” (50 to 100 mg) except for years (1998–99, 1999–2013) and pages (213–223), which take en-dashes.

9. For number ranges in tables and parentheses, use an en dash (50–100 mg).

10. Always use numerals with school grades (e.g., Grade 6).

11. Use digits and abbreviations in measurements (e.g., puzzle boxes were 50 cm long, 38 cm wide, and 30 cm tall).
Use numerals rather than words

1. In addresses (Suite 2, 400 West Hastings)
2. For dates (17 May 1948)
3. As designators (day 8, chapter 10, page 9, protocol 5)
4. In figure and table designations (Figure 3, Table 6)
5. For money ($14, $9.97, 6 cents, US$200)
6. For temperatures (20°C)
7. For time of day (11 p.m., 2:45 a.m., 07:30–13:00)
8. With units of measure (2 m, 7.2 kg)
9. With percent symbols (0.02%, 99%)
10. With “million” and “billion” ($1 million, 9.4 billion units)

Layout

Book

When you first begin working with your project manager, you’ll be asked to create an outline of your book. This outline should include a list of all chapters and their topics, as well as any front matter (introduction, preface) and back matter (appendices, glossary) to be included. Determining the outline, or layout, of the book helps to organize the subject matter and create a project timeline so the book can be appropriately managed.

Chapters and Boxes

Once you’ve created a book outline, consider the framework for each chapter and what is needed to address pedagogical concerns. The following items must be identified for your Style Sheet.

Use the boxes features only as labelled:

1. Learning Objectives
2. Key Takeaways (can be relabelled as Key Terms)
3. Exercises (or related items such as Answers, Questions)

For other items, such as References, Further Research, Case History, use:

1. Heading 2 title
2. You can also highlight this information with a Text box (shaded or plain), found under Formats
Learning Objectives

The Learning Objectives function is found at the top of the editing page. Merely click on “LO” to insert this box.

This is what the LO box looks like:

Key Takeaways

The Key Takeaways function is found at the top of the editing page. Merely click on “KT” this box.

This is what the KT box looks like:

Key Terms (Glossary)

Typically, key terms are highlighted as bold or italicized in the text body and then added to the KT box. The term is set as bold in the KT box; the definition is in plain text.
The KT box function can be used to list Key Terms. Just relabel the box as so:

![Key Terms Box](image)

Type your key takeaways here.

- First
- Second

**Exercises**

The Exercises function is found at the top of the editing page. Merely click on “EX” to insert this box. The “Exercises” label for this box can be renamed using other synonyms for exercises that are descriptive of the type of exercises included such as “Short Answers”, “Exercises and Critical Thinking”, “Essays”.

![Exercises Box](image)

This is what the EX box looks like:

![Exercises Box](image)

**Headings**

PressBooks provides a variety of heading levels beginning with Heading 1 (the most prominent and largest) down to Heading 6.

1. If you decide to use, as your highest heading, any level other than 1, note this in your Style Guide.
2. Decide how words in headings will be capitalized.

This is what the six different headings look.
Style Sheet

Below is an example of a style sheet and what it should contain. Remember, list only exceptions and additions to the Style Guide. An area for pedagogical features has also been included.

<table>
<thead>
<tr>
<th>Style Item</th>
<th>Exception</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other style points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical Features</th>
<th>Placement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key takeaways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key terms/glossary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In general, use Canadian spellings. Consult this list for first-choice spelling preferences for Canadian and other words and terms.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

a.m./p.m.
Aboriginal (preferred to “Indian” and “Native”)
acknowledgment (no “e”)
Act (of Parliament; u.c., roman)
AD/BC (small caps, no periods; AD 5, 12 BC) [Note, however, that in most current texts CE and BCE are preferred style.)
advisor (not -er)
aging
AIDS (no need to spell out)
Alzheimer’s disease
analgesics
analogue
analyze
anti (close compound except when word begins with an i or capital letter, or if word may be unclear or looks awkward)
anti-anxiety
anti-inflammatory
attention deficit disorder, ADD
attention deficit hyperactivity disorder, ADHD
attorney general (no hyphen; u.c. when used as title)
audioconferencing
axe
B
baby boomers
barbecue
backup (n. and adj.)
B.C. (the province)
behaviour
benefited
benzodiazepine
best-seller list
Bill (u.c. when referring to legislation)
breastfeeding, breastfed
breast milk
burnout (n.)
bylaw
bypass
by-product

C

Cabinet (l.c.)
café
calibre
caregiver, caretaker
catalogue
CD-ROM
cellphone
centre
chair (not chairman or chairperson)
checkup (n.), check up (v.)
cheque, chequebook
child care
childbearing
cigarette
clawback
cleanup (adj., n.)
clear-cut (adj.)
co-author
co-chair
co-director
coexisting
co-founder
cognitive-behavioral therapy, CBT
co-infection
colour
co-management
common sense (n.), commonsense (adj.)
cooperate
coordinate
co-payment
cost-effective, cost-effectiveness
counselling, counsellor
co-worker
Criminal Code
cross-examine
cutoff (adj.)

D
data (may be plural or singular, but be consistent)
database
data set
day care (n.), day-care (adj.)
decision-maker (n.)
decision making (n. phrase)
decision-making (adj.)
de facto (no italics)
defence (n.)
dependant (n.)
dependent (adj.)
desktop
diarrhea
dietitian
dos and don’ts
dropout (n.)

E
e.g. (follow with comma)
e-learning
e-mail
emphasize
endeavour
endpoint
end-stage (adj.)
end-user
enroll, enrolled, enrolling, enrollment
F
favour
fetus
fibre optic
field test
fieldwork
first aid supplies
First Nations
firsthand
flare-up (n.), flare up (v.)
focused, focusing
…fold (close compound and spell out number used, “twofold,” “twelvefold”)
follow-up (n., adj.), follow up (v.)
front-line (preceeding adj.)
fuelled
fulfill
full-time
fundraising

G
glamour
governor general (no hyphen; u.c. as title)
Grade (1, 2, etc.)
grey

H
halfway
hand washing (v.), hand-washing (adj.)
hands-on (adj.)
health care (n. or adj., open)
HIV (human immunodeficiency virus; never HIV virus)
HIV/AIDS (no need to spell out)
HIV-positive
honorary
honour
hotline

I
i.e. (follow with comma)
Indian (see “Aboriginal” “Non-Status” and Status”)
Indo-Canadian
inpatient
in-service
instalment
Interior, the (of B.C.)
Internet
intra (close compound except when word begins with a or when word may be unclear or looks awkward)
intranet

J
judgment

K
kg (sing. and pl.), but use only with measurements; otherwise spell out as kilograms

L
labelled, labelling
labour
layperson
legislature (but B.C. Legislative Assembly)
licence (n.), license (v.), BUT: when referring to a formal open license agreement note the use of “s”
lieutenant governor (u.c. when used as title)
life cycle
lifelong
lifesaving
life stage
lifestyle
lineup (n.), line up (v.)
litre
login (n.), log in (v.)
long-lasting
long-standing
long-term, longer-term (adj.)
Lower Mainland

M
makeup (n.)
manoeuvre
medallists
mental health (n. or adj., open)
meta-analysis
Métis
metre
mg (sing. and pl.), but use only with measurements; otherwise spell out as milligrams
midlife
Ministry of Health, MOH (not “MoH”)
modelling
mL (sing. and pl.), but use only with measurements; otherwise spell out as millilitres
multi (close compound when word begins with consonant, “multidisciplinary,” “multispecialty”; hyphenate with vowel, “multi-authored”)

N
nationwide
Native people (“Aboriginal” and “First Nations” preferred)
neighbour
neonatal
non (close compound except when word may be unclear or looks awkward)
non-Aboriginal
nonprofit
nonresidents
nonsmoker

O
offence (n.)
ongoing
online
on-site (adj.)
oriented (not “orientated”)
outpatient
overeating
overprotective
overrepresented
overuse, overused

P
Parliament
payoff
per se (not ital.)
percent
policymaker
post (close compound except when word may be unclear or looks awkward)
Post-it Notes
postgraduate
postsecondary
post-traumatic
PowerPoint
practice (n.), practise (v.)
pre (close compound except when word begins with e or if word may be unclear or looks awkward)
predeceased
pre-existing
preventive (not “preventative”)
prioritize (not “priorize”)
program, programmed, programming
province-wide
publicly (not “publically”)

Q
quasi- (hyphenate compound except in rare cases—“quasicrystal”)

R
raison d’être (no ital.)
randomized controlled trial, RCT
re (close compound except when word may be unclear or looks awkward; re-emerge, reissue)
reassessment
real-time (adj., no quotation marks)
rebuild
re-create (as in “create anew”)
re-evaluate
reinstate
risk-benefit ratio

S
seatbelt
Sea-to-Sky Highway, corridor
secondhand
Section (of legislation)
sexually transmitted infection, STI (preferred to “sexually transmitted disease, STD”)
shock wave
shortcut
shortsighted
side effect (always open)
sizable
skeptical
skillful
SkyTrain
smart phone
sociocultural
socioeconomic
specialized
spinoff (n.)
Status Indian
sub-Arctic
sub-Saharan Africa
subspecialties
subtypes
sulphur

T

telehealth, telemedicine
time frame
toward (not “towards”)
travelled, travelling
T-shirt
tumour
TV
type 1 and 2 diabetes

U

under way (adv., two words; adj., one word)
underfunded
under-represented
underserviced
up-to-date (adj.)
U.S. (when used as an adj. or in a table/figure; otherwise spell out)
usable
user name

V

videoconferencing
video-imaging (n.)
vis-à-vis
vitamin C
voicemail

W

wait list (n.), wait-list (v. and adj.)
walk-in clinic
wavelength
web, the
website
well-being
West Nile Virus, WNV
West Side (of Vancouver)
Western society, Western world, Western Canada
widespread
Wi-Fi
workday
workforce
workload
workout
workplace
workup
World War I, II
World Wide Web
worldwide

X
X-ray

Y

Z
Images: Captions, Attributions and Citations

How to add a Caption to an Image

All captions should be added to an image (photo, chart, graph, table, etc.) using the PressBooks caption button. (Figures and tables should be named separately.) Doing this places the caption underneath the image, be it a figure or a table.

Add captions using the Pressbooks caption button as follows:

1. Left-click anywhere on image
2. Locate and click on the pencil icon in the upper left corner
3. Enter description in the Caption field. (See Figures and Tables: labels, numbers and descriptions)

Add a clear description of the image in the Alternative (Alt) Text field for accessibility purposes
In general, an image should be no wider than 500 pixels, and the Height should be no bigger than 600 pixels. Use the Custom Size feature to adjust this, if needed.
Use “Align” to position the image.
Make sure the “Link to” dropdown list points to “Media File”. Adjust if needed.
Click on “Update” to save.

Tools to help

There are a couple of browser add-ons that can help you capture the correct information for web-based Creative Commons licensed material. If you work with CC material often, it might be useful to take a look at these tools as browser add-ons to make attributing content easier.

1. Open Attribute – a browser plugin for Firefox and Chrome that grabs the CC license metadata on a web page and turns it into an attribution for you
2. Commons Machinery – a suite of plugins for Firefox and open office tools that enables copying and pasting images with the attribution info already attached
Figures and Tables: labels, numbers and descriptions

When adding the caption, be sure to use a numbering system that incorporates the chapter number and image sequence to the Figure or Table label.

After numbering the Figure or Table, provide a description of the figure or table. As a general rule, do not use the title given to the image by the artist for your description. There should be no punctuation (period or comma) between the label/number (Figure 4.3) and description (The green discus fish shown in its natural environment).

1. Figure with number and label
   a) Number format is “Figure” = chapter number + dot + position number
   b) Example with number and label: Figure 4.3 (The third image in chapter 4.) See sample below.

   ![Figure 4.3](image)

   Figure 4.3 The green discus fish shown in its natural environment.

1. Table
   a) Format is “Table” = chapter number + dot + position number
   b) Example: Table 3.1 (The first table in chapter 3.)

Citation vs Attribution

When adding images (photo, chart, graph, table, etc.), the question often arises: When should I cite? and When should I attribute?

The rule-of-thumb is you should use an attribution for photos or drawings. Whereas, a resource that contains words (table, graph, chart) should be cited and only if the words from this resource are used and placed within a newly created structure, i.e. you make a new table, graph or chart.

Cite an image as you would text within the body of your work using the in-text method designated by the citation style chosen for your book.

Place the in-text citation (or citations, if drawn from several sources) at the end of your resource preceded by the words: “Data source:”. See examples below. In these examples, the citations are highlighted in blue.
Table

Table 2.3 Hotel revenue in British Columbia

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Annual Revenue ($ millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motel ABC</td>
<td>23.4</td>
</tr>
<tr>
<td>Hotel DEF</td>
<td>54.2</td>
</tr>
</tbody>
</table>

Data source: Johnson, 2013

Graph

Graph 2.3 Hotel revenue in British Columbia

Data source: Johnson, 2013

Chart

Chart 2.3 Hotel revenue in British Columbia

Data source: Johnson, 2013

Who Gets Attribution for an Image

It is important to understand WHO to give credit to for an image. Frequently, especially for a work in the public domain, it is not the artist or photographer who created the original work. Instead, you must attribute the individual who created the version of the work that you are using in your book or educational resource. In other words, you are giving attribution to, for example, a photograph of an original painting.

Below is a photograph of the famous painting, Mona Lisa, by Leonardo da Vinci. In the attribution statement, credit is given to the photographer, not da Vinci.
This image was found on Wikimedia Commons. Below is information about the “author” or photographer.

The attribution statement should say: Mona Lisa by Dcoetzee is in the public domain.

**Image Attributions**

**Citing Government Websites and Publications**

If using images from a government publication or website, see Citing Government Websites and Publications for details about attribution.

**Placement of attributions**

The caption for each image should only contain the figure or table label and number, and description. This keeps the caption clean and uncluttered.

1. The attribution for each image should be placed in a list at the end of the chapter, after the References list
2. The list is called Attributions or Image Attributions (depending on whether other attribution types are included)
3. Heading 2 is used for this label
4. The format for each attribution in the list are noted below.
Source of image: source statement

Sometimes it is significant to the textbook subject matter that the source of an image, e.g., a museum collection, be noted as part of the attribution statement. If required and available, a source statement can be included at the end of the attribution statement.

Source statement example: This image is available from the Toronto Public Library under the reference number JRR 1059.

Full attribution statement with source statement: Toronto Rolling Mills public domain. This image is available from the Toronto Public Library under the reference number JRR 1059.

Attribution statement, standard – open license

Use the attribution layout recommended by Creative Commons.

Format: Image Type Number. ‘Title’ (Source URL, e.g., original flickr page – linked) by ‘Artist’ (profile page of artist URL – linked) is used under ‘license’ (license URL – linked; make sure the version type is included in the statement, e.g., CC-BY 2.0 not just CC-BY)

Example: Figure 4.3 Dallas – Green Discus Fish by Neil Bird is used under a CC-BY 2.0 license.

If you have modified the image in some way, you must indicate this in your attribution statement. See the example below. (Note that if an image includes “ND” (no derivative) as part of the CC license, the image cannot be changed. This includes cropping.)

Example (when image has been modified): Figure 4.3 Dallas – Green Discus Fish by Neil Bird has been modified (cropped) and is used under a CC-BY 2.0 license.

Attribution statement, standard – public domain

Use the attribution layout recommended by Creative Commons.

Format: Image Type Number. ‘Title’ (Source URL, e.g., original flickr page – linked) by ‘Artist’ (Image URL – linked) is in the public domain (link to page describing public domain: http://creativecommons.org/publicdomain/zero/1.0/)

Example: Figure 13.1 Walter Cronkite by NASA/Bill Ingalls is in the public domain.

If you have modified the image in some way, you must indicate this in your attribution statement. See the example below. (Note that if an image includes “ND” (no derivative) as part of the CC license, the image cannot be changed. This includes cropping.)

Example (when image has been modified): Figure 13.1 Walter Cronkite by NASA/Bill Ingalls has been modified (cropped) and is in the public domain.
Attribution statement, standard – no known copyright restrictions

Use the attribution layout recommended by Creative Commons.

**Format:** Image Type Number. ‘Title’ (Source URL, e.g., original flickr page – linked) by ‘Artist’ (Image URL – linked) is in the public domain (link to page describing “no known copyright restrictions”: https://www.flickr.com/commons/usage/)

**Example:** Figure 13.1 C.P.R. Mount Stephen House, Field, BC, 1909 by Musée McCord Museum has no known copyright restrictions.

**Extra steps to take**

To ensure that a resource with “no known copyright restrictions” are equivalent to a CC-BY license, do the following before posting an image:

1. Go to https://www.flickr.com/commons/usage/
2. Scroll down to “Participating Institutions”
3. Locate the institution to which the photo is credited and click on the “Rights Statement”
4. Ensure that there are no restrictions in the Rights Statement that would not comply with a CC-BY license. For example, if a photo does not allow commercial use, then do not use the image.

**Attribution Tools**

Attributions for images can be added manually, as described above. However, there are also tools that can help you with this task.

**Open Attribute – an add-on**

One tool, called Open Attribute, is a browser add-on. After installing this add-ad, a small CC logo will appear in your address bar when you go to a web site that has CC licensed content on it (and – importantly – the correct metadata).
If you click on this CC logo, a dropdown menu will appear that allows you select and then copy the attribution for that item in either HTML or plain text.

The advantages of this tool are:

1. there is no need to go to another web page and manually enter data into text fields
2. it is quick
3. it tracks all of the elements required for a complete attribution
4. it responds to the correct metadata connected with CC licensed content.

The disadvantages:

1. you must install the add-on
2. if a website does not use CC metadata, this add-on will not work.
OPEN Attribution Builder

This tool was built by the Washington State Board for Community and Technical Colleges and can be found at OPEN Attribution Builder.

It is simple to use and provides descriptions of each field through the “?” icon.

The advantages are:

1. no installation required
2. licenses and versions can be chosen with dropdown menus
3. includes option to attribute work that is a derivative (adaptation)
4. provides attribution statement as both plain text and HTML
5. if a CC resource is found that doesn’t have the correct metadata, it works well to create a well structured HTML attribution

The disadvantages are:

1. must go to a separate website to use
2. doesn’t include CC metadata
Citation and Reference Guide and Tips

Citations and Attributions: Is there a Difference?

“Citation” and “Attribution” are often used as synonyms, but they mean two different things.

**Citation** is a scholarly practice for tracking the ideological underpinnings of a work, usually referencing sources like published books, articles, government documents, primary sources, etc. For example, using the citation style of APA, MLA, or Chicago; dependent on each discipline.

**Attribution** is about crediting a copyright holder according to the terms of a copyright license, usually crediting artistic works like music, fiction, video, and photography.

Adapted from: Cite & Attribute Your Source from Open.Michigan and used under a CC-BY 3.0 license.

Citation Styles

If you are creating an adaptation, we suggest that you follow the citation style used by the original author to maintain consistency throughout the open textbook.

If you are creating a new work, then use the citation style of your choosing. This may depend on your discipline.

Like any academic work, it is important to cite new information added to an existing open textbook. Refer to SFU’s Writing & Style Guides for citation style guides and tips on how to cite.

For information on citing and attributing images, see Images: Captions, Attributions and Citations.

Reference Lists

Reference lists are typically laid out in alphabetical order by the last name of the primary or first listed author. This, however, does depend on the citation style that you choose.

If the title of a publication is used instead (no author listed), then entries that begin with “The” should be alphabetically sorted by the word after “The” (e.g., The Economist should be sorted in the Es).
Copy editors add an important element to the creation or revision of a textbook. They are the objective set of eyes that ensures grammar and spelling are correct, the style laid for a textbook is followed (see Style Guide), and that the book’s language is suitable and understandable to the students reading it.
Guideline for Copy Editors

While the basic rules of copy editing apply whether working on a traditional or open textbook, there are some differences in process.

• For books that are web-based, writing and editing will likely occur in an online platform such as Pressbooks. It’s important that editors, authors, and other participating parties agree to and understand how changes in the textbook and platform will be made.

• Like print books, starting with a standard style guide is important. As the project progresses, be sure to record styling exceptions for the textbook on a style sheet. You might find that an openly licensed textbook has special requirements such as ensuring that all images are properly licensed and correctly attributed.

• Be sure that you are familiar with or receive training about editing web-based textbooks in the online platform.

• A web-based textbook will likely make use of live links (in the body and possibly reference lists), and multimedia. Determine at the outset how, as an editor, what you’re responsible for.

• A web-based textbook, online platform, and other technical elements introduce additional challenges. Clarify at the beginning of an editing project
  ◦ If you should report technical problems in the textbook
  ◦ Who is responsible for fixing technical problems (the author?, the project manager?, or the managing editor?)
  ◦ To whom you should report technical problems about accessing or using the online platform or textbook.

• Clarify, at the beginning of an editing project, who will receive your editing notes and how issues will be addressed. Will you contact the author directly or through an intermediary such as a project manager?
PART 5

Copyright and Licensing

If you are creating a new, or adapting an existing, open textbook please use Creative Commons licensed material. You can use copyright material in a textbook you adapt or create, but you must first obtain written permission from the copyright holder to use the copyrighted material in the textbook. You must also clearly note in the textbook that the material used is copyright.

The implication of using copyright material means that anyone who wishes to use the textbook in the future must either remove the copyright material and replace with something they find, or obtain copyright permission from the original copyright owner. Using copyright material is a barrier to future reuse and limits the usage of the resource in the future. Therefore, BCcampus recommends using Creative Commons material that can legally be shared and reused.

This section only applies to content that is not an academic citation (see Citation Guides and Tips). Note that charts, tables, figures, etc used in academic journals are often copyrighted by those journals and should not be used unless the journal uses an open access license. In that case, open access journal content can be used and cited under the terms of the CC license of that journal or book.

License types used for the B.C. Open Textbook project

Both modifications of an existing work and newly created textbooks will be released with a CC-BY license.

Ideally, resources added to an existing textbook as part of a modification or newly created textbook should use a CC-BY license. However, other CC licenses are acceptable EXCEPT for the CC-BY-ND and CC-BY-NC-ND licenses as these do not allow faculty to revise the textbook.

Description of open licenses

For a description of the various types of Creative Commons licenses, go to Open Licenses.
Concerns about Plagiarism

If you have concerns about plagiarism when using open educational resources (OER), please read Permission to Adapt.
Finding Openly Licensed Content

If you are adapting an existing open textbook or creating a new one, you may want to find additional resources to use. Ideally, content licensed with a CC-BY license provides the most flexibility for reuse, so we recommend trying to find content for reuse with that specific CC-BY licenses. If you are planning to make adaptations to the resource, you will want to avoid any CC material that has the -ND (No Derivative) attribution as this content can be reused, but not adapted.

If you are looking for Creative Commons licensed content, you can try the following services and search engines.

- Creative Commons’ Content Directories: a list of organizations and projects powered with Creative Commons (CC) licenses.
- Search Google using the Advanced search and limit the search to only return CC licensed material
- Search in The Commons on Flickr launched January 16, 2008 in partnership with The Library of Congress. Participants are cultural heritage institutions who share publicly held photography collections. There are “no none copyright restrictions” on the photographs in this collection. See their Rights Statement for more information.
- Use the Flickr Advanced Search to more easily find images with a Creative Commons license
- Flickr: Internet Archive Book Images
- Use the Creative Commons search engine to search for images & photos on the following websites:
  - Europeana (photos)
  - Flickr (photos and short videos)
  - Google Images
  - Jamendo (music)
  - Open Clip Art Library (clip art)
  - Wikimedia Commons (photos, images, charts, graphs)
  - YouTube (video)

  - Alternatively, you can search for a video on YouTube and include “CC-BY” in the search field. Youtube videos can be licensed with either a “Standard YouTube License” (covered in their
Terms of Service) or a Creative Commons license. Use videos with a CC license.

- Also see YouTube’s article on how to add a CC license to a video.

- Pixabay (photos and clip art)
- Soundcloud and CCmixter (audio)

To use the Creative Commons search engine:

1. Select website you want to search. It will highlight in blue when selected. Only one site can be chosen at a time.
2. Enter key term in Search field
3. Click “Enter”.

- Search open academic journals for CC licensed material such as:
  - PLOS (Public Library of Science)
  - BioMedCentral
  - Other science journals

- Art and History resources:
  - British Library
  - Metropolitan Museum of Art
  - Museum of New Zealand (images available for reuse under a CC BY-NC-ND licence)
  - New Old Stock (vintage images)
  - Smithsonian – Free Sackler Gallery (images)

- Science resources:
  - BioMed Central (open access biology and medical journals; figures and graphs in articles are CC licensed and available for reuse)
  - Morphbank (biology images)
• NASA Images
• Science Image

• Other websites:
  • Bing (photos, videos)
  • Wikipedia (photos within articles)
  • Foodies Feed (free food photos). Photos are licensed under CC License Zero.
  • Gratisography (photos). Photos are licensed under CC License Zero.
  • IM Free (photos, vector images, videos)
  • ISO Republic (photos, vector images, videos)
  • Noun Project, The (icons and symbols)
  • Open Culture (cultural and educational media)
  • Open Street Map (maps)
  • Picjumbo (photos)
  • Picography (photos)
  • Pixabay (photos and clip art)
  • Startup Stock Photos (photos)
  • Stokpic (photos)
  • Superfamous Studios (images)
  • Travel Coffee Book (travel photos)
  • Unsplash (photos)
  • Wellcome Images (images of human culture: current and historic)
  • Wikimedia Commons (photos, images, charts, graphs)

• Search open educational repositories like:
  • SOL*R (B.C. higher education and government material released under CC licenses)
  • Connexions
  • Merlot
  • OERCommons
  • Internet Archive
  • National Science Digital Library

There are many more places to find open resources. A comprehensive list of openly licensed repositories is located in the OER Handbook for Educators, including some subject area specifics.
Creating New Images and Copyright

It is the responsibility of the author to ensure that the images added to an open textbook or OER (whether newly created or modified content, such as images, data or multimedia) do not infringe or induce the infringement of any third-party intellectual property rights. For assistance in this area, please consult with an intellectual property/copyright expert at your institution or elsewhere.
Screenshots of Software

If you want to use a screenshot of software for an openly licensed work, as a general rule, check the terms of a website as they may spell out the rules of how to use screenshots of their products. Many companies are ok with using screenshots of their software or products for training. There are many “how to” websites that use screenshots as there is a financial incentive for companies to have training material created for them by others. (The more people who learn to use their product, the better).

If the software is open source or released under a free software license, it is usually fine to use screenshots.

Microsoft spells out how you can use screenshots of their products as follows:

• You may not use screen shots of Microsoft product boot-up screens, opening screens, “splash screens,” or screens from beta release products or other products that have not been commercially released.

• You may use other screen shots in advertising, in documentation (including educational brochures), in tutorial books, in videos, or on Web sites, provided that, in addition to the requirements above, you:
  ◦ Do not alter the screen shot except to resize it.
  ◦ Do not use portions of screen shots.
  ◦ Do not include screen shots in your product user interface.
  ◦ Do not use screen shots that contain third-party content.
  ◦ Do not use screen shots that contain an image of an identifiable individual.

Google allows use of screenshots of their products.

Others, however, such as Yahoo, requires that you to ask permission.

Bottom line: check the website for terms of use.
Citing Government Websites and Publications

**Canadian Government Websites**

Most government of Canada websites and publications are covered by the open government license. Here is an example of Statistics Canada data license

Source: Statistics Canada, name of product, reference date. Reproduced and distributed on an “as is” basis with the permission of Statistics Canada.

However, when using a resource from a Canadian government website or publication, always check the Terms of Use, Copyright or similar page for details.

Often, images and other resources from a Canadian government website stipulates that the reused image or resource not be used for commercial purposes. If this is the case, then add this line to your attribution: “This image cannot be used for commercial purposes.”

**U.S. Government Websites**

Often the information and images found on U.S. government websites are in the public domain. However, when using a resource from a U.S. government website, always check the Terms of Use, Copyright or similar page for details.
Licensing an Adaptation

If you are adapting an existing open textbook, the adaptations you make will be released with a CC-BY license, while the rest of the book will be released under the license of the original book. In other words, you need to respect the license of the original work. You cannot license what you do not create. You can only attach a CC-BY license to the parts of the book you have created that are new.

However, there is a caveat. If the textbook you are adapting has a Share-Alike license attached to it, then you can only release the book with the same license that it was originally licensed as. The Share-Alike clause means that you must use the exact same license that was used in the original for ANY adaptation.

The license should be noted in a few places in the book.

1. In the preface of the book there should be a statement that makes it clear that this book is a derivative of an original textbook.
2. There should also be a list of what changes were made in the book from the original version so people can know exactly what bits are newly created and what are from the original source.

So, in the preface of the book, you could say:

This version of Collaborative Statistics is a modified version of Collaborative Statistics by <authors name>. Changes to the original version of the book are listed at <url or page number with a summary of changes>. The original version of this book was released under a <insert license here> and is copyright by <if original has copyright include that here>. The changes to this book listed on <insert location of summary of changes> are released under a CC-BY license and are copyright by <authors name>. You are free to use, modify or adapt any of this material providing the terms of the Creative Commons licenses are adhered to.

Here is what a license might look like from a textbook that was modified. This was taken from the Modern Philosophy textbook in the open textbook collection. The only change that BCcampus made to the textbook was to create a version of it in PressBooks (a format change). However, the BCcampus format change into PressBooks was based on a modified version of an original work, meaning we have to give created to both the original author, and to the person who did the first modification.

Here is what the preface copyright notice looked like.
This version of Modern Philosophy is a derivative copy of Modern Philosophy created by Alex Dunn, who based his work on the original Modern Philosophy book create by Walter Ott. This version of Modern Philosophy is released under a Creative Commons Attribution NonCommercial ShareAlike 3.0 Unported license. The only modifications made to this version from both the original and the modification done by Alex Dunn the original is the format has been changed. No content has been modified. The original version of Modern Philosophy was created from public domain resources by Walter Ott with contributors from Antonia LoLordo and Lydia Patton. Contributions not in the public domain and created by Walter, Antonia or Lydia for the original were released under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Alex Dunn’s derivative version was also released under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Remember to include a summary of the substantial changes you made to the textbook. You don’t have to note minor things, like fixing spelling mistakes, or minor stylistic changes (although if you wanted to be thorough you could note these details). Concentrate on acknowledging the substantial changes. An example might look like:

The modifications from the original textbook include:

- A new chapter (chapter 4) was added covering Feminist Theory
- Chapter 2 was rewritten to remove references to American data and replace with Canadian data
- The topic “Unusual Behaviour” in Chapter 8 was modified to remove references to dyslexia

Keep in mind that the person reading this book could be viewing a printed copy with page numbers, or an electronic version with no page numbers, so do not use page numbers as references. Instead, use topics and chapters as reference points within the book.
PART 6

Learning More about Open
Creative Commons Licenses

CC-BY
Attribution – This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.

CC-BY-SA
Attribution Share Alike – This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.

CC-BY-ND
Attribution No Derivatives – This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

CC-BY-NC
Attribution Non-Commercial – This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don’t have to license their derivative works on the same terms.

CC-BY-NC-SA
Attribution Non-Commercial Share Alike
This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.

CC-BY-NC-ND
Attribution Non-Commercial No Derivatives
This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the “free advertising” license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can’t change them in any way or use them commercially.

(Adapted from 2010 Erik Christensen © CC-BY 3.0)
Creating OER and Combining Licenses

Creating OER and combining licenses
Game Changers: Why Openness in Education?

In this article, part of the Educause Game Changers series, Dr. Cable Green of Creative Commons and Dr. David Wiley, Shuttleworth Fellow discuss the rationale for openness in education.

Creative Commons Information Pack

The National Copyright Unit and Creative Commons Australia have jointly developed the Creative Commons Information Pack for teachers and students on Creative Commons (CC). The pack explains what CC is, how to find CC material and the best way to attribute CC material.
OER Myths: Basic Guide to OER

For responses to myths about open educational resources (OER), take a look at the OER Mythbusting website. Some of the concerns addressed by this site include:

• OER are too complex and scattered for teachers to use

• OER are not really free

  • OER are not able to generate revenue so they cannot be a business model
  • OER are not sustainable

… and more.
OER FAQ Resources

See the CCCOER (Community College Consortium for Open Educational Resources) website for these resources:

Learn about OER

Campus Promo Toolkit Beta


**adaptation (adapt):** A work that has been revised or adapted.

**attribution:** Giving credit to the creator of an original work; the most basic requirement of a CC license, i.e., CC-BY, where BY indicates that attribution of a work by the creator is required.

**caption:** Text that accompanies a figure, table or other image within a work; a caption may include the image type, image number, description of image and possibly attribution statement.

**citation:** A prescriptive process by which the information cited from a copyrighted work is attributed.

**Connexions:** A repository of open educational resources started at Rice University, now called the the OpenStax CNX or OpenStax College. See https://www.openstaxcollege.org/.

**copy editing:** The act of reviewing and correcting the grammar, spelling, punctuation, clarity, and consistency of a written work (the “copy”.

**copyright:** The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, musical or other creative material, and to authorize others to do the same.

**copyright license:** A license by which a licensor can grant additional copyright permissions to licensees and in which either the licensees or both the licensees and licensors are unlimited.

**Creative Commons (CC):** a non-profit organization devoted to expanding the range of creative works available for others to build upon legally and to share. For more information see creativecommons.org

**derivative:** see *adaptation*

**ePub:** An ebook format type that can be downloaded and read on a device such as a smart phone, tablet or computer.

**five Rs:** The five tenets of the open movement – redistribute, remix, retain, reuse, revise.

**LaTeX/Mathematics:** An application used to typeset mathematical notation correctly.

**license:** see *copyright license*

**mobi:** The format type used to read books and other written works on a Kindle book reader. See *ePub*.

**open:** A general term used to describe any work (written, images, music, etc.) that are openly licensed and available to the general public to reuse; see *Creative Commons*.

**open pedagogy:** See *What is Open Pedagogy?*
open peer review: See What is open peer review?

OpenStax College: See Connexions

open textbook: A textbook that is generally free or very low cost to students and instructors; a textbook that is open and available for adaptation.

platform: An online software system or website.

PressBooks: a platform used to create and edit books; the platform used by the B.C. Open Textbook Project.

proof reading: The last stage in the copy editing process to ensure that all errors have been corrected; this can be a one-time step or iterative.

redistribute: Any of the five Rs of open; to distribute or share a work with others.

remix: One of the five Rs of open; to take several open works and mix them together so a new work is created.

reuse: one of the five Rs of open; to use a work again

retain: One of the five Rs of open; to keep or store a work.

revise: One of the five Rs of open; to change or adapt a work; see adaptation and derivative.

style guide: A guide that outlines the elements that an author should follow when creating or adapting a book, or other work or resource such as spelling, punctuation, citation style, measurements and layout.

style sheet: A list or sheet that contains the elements of a book, or other work or resource, that differ from the standard style guide.