The cover features a light gray background with a subtle checkerboard pattern. A horizontal band of green and yellow pixelated squares runs across the middle. The title is centered in a large, green, sans-serif font. At the bottom, a solid green bar contains white text and the university logo.

# USask Open Textbook Authoring Guide

This book is an adaptation based on the  
B.C. Open Textbook Authoring Guide  
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Adapted by the **Distance Education Unit (DEU)**, U of S



# USask Open Textbook Authoring Guide – Ver.1.0

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## *A Guide to Authoring & Adapting Open Textbooks at the University of Saskatchewan*

*Distance Education Unit (DEU), University of Saskatchewan*

*Jordan Epp, M.Ed., Kristine Dreaver-Charles, M.Sc.Ed., Jeanette McKee, M.Ed.*

*Open Press DEU, Usask  
Saskatoon*

This book is an adaptation based on the B.C. Open Textbook Authoring Guide created by BCcampus and licensed with a CC-BY 4.0 license.

Changes to the BCcampus Authoring Guide for this University of Saskatchewan adaptation included:

- Changing the references from BCcampus Open Project to be more relevant to the University of Saskatchewan's open textbook development.
- Creation of a new title page and book title.
- Changing information about Support Services to be University of Saskatchewan specific.
- Performing a general text edit throughout the guide, added image captions, and updated most images to remove the BCcampus branding.
- Updating Pressbook platform nomenclature to be consistent with the current version of Pressbooks.

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# Introduction

Open Educational Resources and Open Textbooks have been gaining traction here at the University of Saskatchewan over the past several years. Faculty and departments are independently supporting their use, adoption and even adaptation through grassroots initiatives. In 2015, the University of Saskatchewan made available \$83,000 for use during the 2015-2016 academic year to support the use, adaptation, and creation of open textbooks at the university. The [Open Textbook Creation/Adaptation Fund](#) is provided for projects involving U of S instructors adapting existing open textbooks, creating new ones, or developing supporting resources (e.g. test bank questions, slides, etc.) needed to facilitate the use of an open textbook in place of a commercial textbook. This funding is available through an application process managed by the **Gwenna Moss Centre for Teaching Effectiveness (GMCTE)**.

As a result of this funding opportunity and the growing demand for Open Textbooks and their ancillary resources, the **Distance Education Unit (DEU)** has been designated as the key support unit for the project based development of these resources. This unit has extensive experience with online and distance delivered course design and development projects and maintains a development team. This team of development professionals includes Instructional Designers, Copyright Staff, a Text Editor, an Instructional Technologies Coordinator and program support staff.

DEU also maintains the Open Textbook authoring platform, **Pressbooks**, which has quickly become the standard authoring tool for Open Textbook development and adaptation used by institutions world wide. DEU can provide you with the training, tools and personal support to complete your Open Textbook adaptation or development in this innovative authoring environment.

This Authoring Guide provides content to help facilitate the process of adopting, adapting, or developing an open textbook specifically at the University of Saskatchewan using Pressbooks Textbook authoring platform. However, there is information here that will be useful for anyone working with open textbooks, open educational resources and Creative Commons material.

This Authoring Guide is ever evolving. It is being designed to support faculty who wish to create a new, or adapt an existing, open textbook.



# Adopt an Open Textbook

If you are an instructor looking for an open textbook to assign to your class, here are some resources for finding open textbooks.

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## *BCcampus Open Textbook Project*

<http://open.bccampus.ca/>



This project out of British Columbia currently lists more than 60 open textbooks from twenty-four disciplines including Accounting, Biology, Chemistry, English, Math, and Psychology. Textbooks listed there can be used by anyone free-of-charge (digital versions) and instructors are free to make any modifications they wish to the text, as long as they

attribute the source and, in turn, make available the revised work with an open license. Texts available through the site go through a peer review process.

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## *OpenStax College*

<http://cnx.org/>



OpenStax College is a nonprofit organization committed to improving student access to quality learning materials. Their free textbooks are developed and peer-reviewed by educators to ensure they are readable, accurate, and meet the scope and sequence requirements of your course. Through their partnerships with companies and foundations committed to reducing costs for students, OpenStax College is working to improve access to higher education for all. OpenStax College is an initiative of Rice University and is made possible through the generous support of several philanthropic foundations.

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## *Open SUNY*

<http://textbooks.opensuny.org/>



Open SUNY Textbooks is an open access textbook publishing initiative established by State University of New York libraries and supported by SUNY Innovative Instruction Technology Grants. This pilot initiative publishes high-quality, cost-effective course resources by engaging faculty as authors and peer-reviewers, and libraries as publishing service and infrastructure.

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### *Open Textbook Library*

<http://open.umn.edu/opentextbooks/>



This library is a tool to help instructors find affordable, quality textbook solutions. All textbooks in this library are openly licensed.

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### *Open Learning Initiative (OLI)*

<http://oli.cmu.edu/>



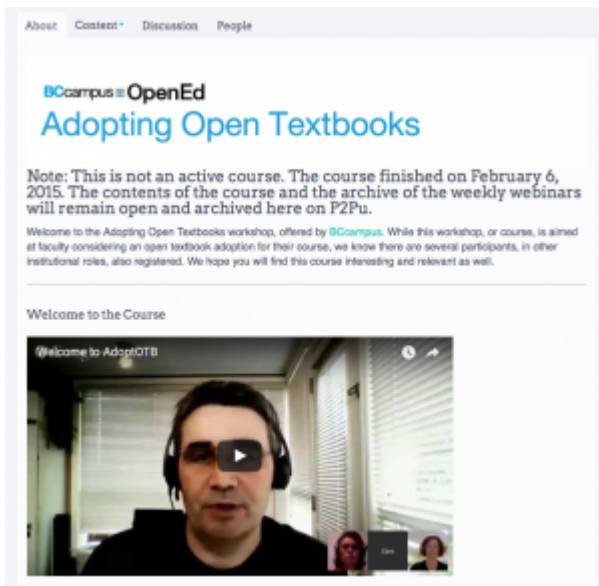
**Open Learning Initiative**  
Carnegie Mellon University

Transforming higher education through the science of learning.

OLI is an innovative platform that provides online interactive course materials.

# The Adopting Open Textbooks Workshop

The 4-week [Adopting Open Textbooks workshop](#) from the BCcampus Open Textbook project (originally offered Jan 12-February 6, 2015) remains online and available to anyone who would like to learn more on this topic.



## Find and Distribute an Open Textbook from BCcampus

[Open Textbook Tutorial – Find and Distribute Open Textbook](#) from [BCcampus](#) on [Vimeo](#).

# Using an Open Textbook for your Course

## *Find a textbook*

A good place to start would be to search the [B.C. Open Textbook collection](#). Many of the books in the collection have been reviewed by B.C. faculty. Read the reviews. Some of the books in the BC collection have come from other open textbook projects. For these books, you will see a link back to the original site where the book came from. Follow the link and learn more about where the book came from and how it was created.

## *Decide if you want to use as is or modify it*

One of the benefits of open textbooks is flexibility to modify and customize them for specific course designs as much or as little as you desire. If you want to make edits or append content, make sure the [Creative Commons license](#) allows for that (every CC license except the non-derivative license allows for modifications). If you are interested in adapting an open textbook, check out our next section on Adapt an Existing Open Textbook.

## *Distribute to your students*

There are a number of ways in which you can do this.

- If you're using an open textbook, provide the link to the textbook to your students. They will have the option to select which file type they would like to download.
- Alternatively, you can download copies of the book and put them on another site. Some examples of where you could put your own copies of the book files are:
  - In your Blackboard course. Load the book files into your Blackboard site and make the books available to your students via the Learning Management System (LMS).
  - Use an online file sharing service like Dropbox or Google Docs. Upload a copy of the book files to Dropbox or Google Docs and send your student the link to that copy.
  - If you have a faculty website, put copies of the files on that website and send students to your website to download your copy of the textbook.

## **Print copies**

While most students will choose a free electronic version of the textbook, some may prefer a print copy. If you wish to make print copies of your book available, check with the U of S Bookstore.

Keep in mind that textbooks that have a specific non-commercial clause (CC-BY-NC) cannot be sold with a markup or at a profit. However, charging a cost-recovery fee for print textbooks is considered reasonable.

# Adapt an Existing Open Textbook

In addition to cost to students, one of the biggest advantages to choosing an open textbook is that it gives faculty the legal right to add to, adapt, or delete the content of the textbook to fit their specific context without having to get additional permission from the copyright holder. The reason this is possible is because the copyright holder has granted permission using an open license known as a [Creative Commons license](#). The license gives people the right to modify and reuse the textbook without the need for further permission.

But how do you go about adapting an open textbook?

In this section, we'll give you some tips on how to adapt an existing open textbook.

## Getting Started

Open textbook adaption at the U of S has been funded using various models. If you are interested in adapting an open textbook for use with your University of Saskatchewan course, first talk to the head of your department. You may also want to contact the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) for information on their Curriculum Innovation Fund or other open textbook development sources of funding. Another option is to contact the Distance Education Unit (DEU) to discuss getting started.

# 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 tone*

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 these 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](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.

# Six 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;

- Appropriately incorporate Indigenous content and perspectives
- Adapt the content for a more Canadian focus
- Chunk the book into smaller sections to make it easier to learn
- Re-sequence content to better reflect your teaching preferences
- Update the book to add the latest discoveries or theories
- Insert more media or links to other resources
- Adapt the material to make it more accessible for people with different abilities
- Insert cultural specific references to make a concept easier to understand
- Correct any errors or inaccuracies
- Adapt it for a different audience

For example, you may wish to add case studies to a textbook for a Canadian perspective.

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 U of S open textbook projects, each book should 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*

It is not recommended to adapt 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 Distance Education Unit 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)
- 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.

#### ***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.

#### *Note*

Converting a PDF document to an editable format is a difficult, time consuming and an imprecise process.

### *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 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 (LMS) like Blackboard or a Content Management System (CMS) like WordPress.

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).

The Distance Education Unit uses a self hosted installation of Pressbooks at [openpress.usask.ca](https://openpress.usask.ca), 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.

<b>Original Format</b>	<b>Possible Editing Tools (Web-based)</b>	<b>Possible Editing Tools (Desktop)</b>
Word or OpenOffice	Google Docs, Pressbooks	Microsoft Word, OpenOffice
ePub	Pressbooks	<a href="#">Sigil</a> , <a href="#">Calibre</a>
Text	Google Docs, Pressbooks	Word, OpenOffice
LaTeX		TeXworks, Texmaker
HTML	Google Docs, Pressbooks, MediaWiki	Dreamweaver, MS Expression Web
OpenStax College	<a href="#">Connexions</a>	n/a

#### *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 DEU 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 DEU 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.

The U of S has 4 options for sharing your open textbook:

- in the public folder of your Blackboard course
- on your faculty web page

- on your department web page
- emailed to students

### *Note*

How you share your open textbook can be, in part, determined by the open licenses applied to it. Consult with the DEU for assistance or if you have questions.

# 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. It is recommended to use [Creative Commons](#) licensed material that can legally be shared and reused.

# 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 completed
- can be accurately attributed to you, the author
- are easily identified by the copy editor and proofreader.

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

## *Instructional design and text editing*

When working with the DEU you are given access to an instructional designer and text editor who can review each unit of your work. It is important that units are submitted on or before the assigned deadlines to allow sufficient time for your work to be reviewed.

An instructional designer can make recommendations on aligning curriculum, chunking and sequencing, and general design principles for an effective textbook. Your instructional designer will work collaboratively with you throughout the process to help source and/or create media, identify gaps in content, ensure clarity for the readers, and provide best practices and current trends.

Once the entire modification and instructional design review are completed your work will be reviewed by a text editor. The text editor will review your work for formatting, accurate grammar, spelling and punctuation, and general proofreading.

Suggested changes made by the instructional designer and the text editor will be handed over to the author for final consideration.

# 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 DEU will be focusing primarily on modifying existing open textbooks in Pressbooks.

## *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 Blackboard.

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).

The DEU uses a self-hosted installation of [Pressbooks](#); contact the unit for an account. All open textbooks targeted for adaptation are uploaded to this platform, which the author uses to adapt the textbook. The author requires an account to access the platform, which is set up by the DEU. The instructional designers and text editors will use an administrative account to access the author's work as needed.

Here are a few [Pressbooks tutorials](#) from BC Campus.

## *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 are using a photo editing program, you must export the images as one of these file formats.

## *Other useful platforms and 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.

Table 9.1 Editing tool options for working with various file formats

<b>Original Format</b>	<b>Possible Editing Tools (Web-based)</b>	<b>Possible Editing Tools (Desktop)</b>
Word or OpenOffice	Google Docs, Pressbooks	Microsoft Word, OpenOffice
ePub	Pressbooks	<a href="#">Sigil</a> , <a href="#">Calibre</a>
Text	Google Docs, Pressbooks	Word, OpenOffice
LaTeX		TeXworks, Texmaker
HTML	Google Docs, Pressbooks, MediaWiki	Dreamweaver, MS Expression Web
OpenStax College	<a href="#">Connexions</a>	n/a

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
- [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 DEU

## Adapting a Book on Your Own

Outside of working with the DEU, there are a number of ways you can adapt a book on your own. Follow the instructions for finding an open textbook earlier in this guide to get started.

### *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, in Blackboard you can upload the raw HTML file and then use Blackboard as the “book” platform. Another option is to edit the raw HTML file yourself using a tool like Dreamweaver.

If available you can download the WordPress backup file of your chosen textbook and import that into a WordPress site at [words.usask.ca](http://words.usask.ca). There may be some technical work that you need to fix formatting on the import, but that is another way to go.

There are often ePub files available which can be edited with an ePub editor, like [Sigil](#), although the learning curve is a bit steep for using this tool.

### *Pressbooks*

Finally, the best option is to take the backup file labelled Pressbooks and sign up for a free Pressbooks account at [Pressbooks.com](http://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.

# Create a New Open Textbook

Open textbooks are open educational resources (OER); they are instructional resources created and shared in ways so that more people have access to them. This is a different model than traditionally copyrighted materials. OER are defined as teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others ([Hewlett Foundation](#)).

Open textbooks are openly licensed using a [Creative Commons license](#), and are offered in various e-book formats free-of-charge, or as printed books that are available at cost.

The following chapters detail the elements that go into building a textbook.

# Structuring your Open Textbook

There are five rules that guide the development of a good textbook;

## **1. Rule of frameworks**

Memory and understanding are promoted by the use of a structure that mimics the structures we all use within our minds to store information. Before we can use or master a subject, we have to have a mental road map that allows us to navigate within and through the subject domain. The text can best aid understanding by making this framework visible early on within each section or topic. The extent to which the student understands that they are using a framework, and knows what that framework is, is important as they internalize and make use of the material presented.

## **2. Rule of meaningful names**

Everything we know is tagged with an index or a title. These indices are critical to the ability to recall or retrieve the things we know and remember. Each concept, process, technique or fact presented should aid the student to assign a meaningful name for it in their own mental organization of the material. To be most useful, these names shouldn't have to be relearned at higher levels of study. The names assigned by the text should be useful in that they support some future activities: communication with other practitioners, reference within the text to earlier mastered material, and conformity to the framework used for the subject. Each unique element of the subject domain should have a unique name, and each name should be used for only one element.

## **3. Rule of manageable numbers**

When we learn from an outline, an illustration, or an example; most of us are limited in our ability to absorb new material. As we become familiar with part of a subject domain this number expands, but for new material four to six new elements is a reasonable limit. If a chapter outline contains 12 items, the student will have forgotten the outline before getting to the last item. When a text fails to support this rule, it requires even a diligent student to needlessly repeat material.

## **4. Rule of hierarchy**

Our mental frameworks are hierarchical. Learning is aided by using the student's ability to couple or link new material with that already mastered. When presenting new domains for hierarchical understanding, the rules for *meaningful names* and *manageable numbers* have increased importance and more limited application. A maximum of three levels of hierarchy should be presented at one time. The root should be already mastered, the current element under consideration clearly examined, and lower levels outlined only to the extent that they help the student understand the scope or importance of the current element. This area is supplemented by two more rules within this rule: those of Connectivity and Cohesion. Connectivity requires consideration of what the student likely knows at this point. The more already mastered elements that one can connect with a new element, the easier it is to retain. Cohesion requires that the characteristics of new elements as they are presented be tightly coupled.

## **5. Rule of repetition**

Most people learn by repetition, and only a few can achieve mastery without it. There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory. Implementations of this rule may mean that frameworks and important hierarchies are repeated as many as five or six times, while frequently used elements are repeated three or four times, and elements of lesser utility may not be repeated at all. The first repetition should normally occur within a day of first presentation, followed by a gradually decreasing frequency. Exercises and review sections ideally contribute to a designed repetition pattern.

# 5 RULES OF TEXTBOOK DEVELOPMENT

- 1 Rule of Frameworks
- 2 Rule of Meaningful Names
- 3 Rule of Manageable Numbers
- 4 Rule of Hierarchy
- 5 Rule of Repetition

## RULE OF FRAMEWORKS

Maintain a consistent structure.

The text can best aid understanding by making this framework visible early on.



The framework acts as a **mental roadmap** that allows learners to navigate within and through the subject domain.

## RULE OF MEANINGFUL NAMES

Create and use consistent titles and terminologies.

These names are critical to the ability to recall or retrieve the things we know and remember.



Use terminology that is **common in your discipline**.

## RULE OF REPETITION

Repeat important concepts.

There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory



frameworks and important hierarchies are repeated as many as **five or six** times



frequently used elements are repeated **three or four** times



elements of lesser utility **may not be repeated** at all

## RULE OF HIERARCHY

New knowledge builds on learned knowledge.

The student needs to understand the foundational knowledge before being introduced to a new concept. When new concepts are introduced they should be explicitly connected to the foundational material.



When introducing new material, only refer to foundational material if it is **relevant** to the new material.

## RULE OF MANAGEABLE NUMBERS

Limit the amount of new information introduced at one time.

Most of us are limited in our ability to absorb new material. As we become familiar with part of a subject domain, this number expands



For new material, **four to six** new elements is a reasonable limit

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Figure 11.1 Five rules of textbook development

# Open Textbook Formats

You will notice that open textbooks are available in a number of different technical formats, some of which may not be familiar to you. The reason for this is that research into student preferences around textbook formats shows that students want flexibility. You may have students who prefer physical textbooks, while others will want their textbook delivered to their favorite eReader software. Still others prefer the familiarity of PDF or a website.

Here is a brief guide to the different common types of document formats that open textbooks are available in.

## *ePub*

ePub is a standard format for ebooks. You will need an eReader to use ePub files. eReaders are available as stand alone devices (such as a Nook or Kobo reader) and as software packages that you can install on your PC, Mac, tablet or mobile phone.

There are a number of eReaders available for free, and many have features such as cloud syncing, which allows you to read your book on a tablet, PC and phone and keep the book in synch. Many also offer annotation and note-taking capabilities.

ePub is superior to PDF in that the text in ePub readers is responsive and reflows content based on the size of the device you are reading on, giving you a smooth side-to-side reading experience. You can also resize the text.

Use ePub if you have a Nook, Kobo or other dedicated eReading device or have downloaded and installed eReader software on your tablet, PC, or mobile device. Note that Kindle does not support ePub. Instead you will want to use the .mobi format (see below).

Table 12.1

<b>Software</b>	<b>Supported Platforms</b>	<b>Available as eReader device?</b>	<b>Requires Registration?</b>
<a href="#">Adobe Digital Editions</a>	PC, Mac, Android, iOS	No. Software only	No
<a href="#">Sony eReader</a>	PC, Mac, Android, iOS	Yes	Yes
<a href="#">Kobo</a>	PC, Mac, Android, iOS	Yes	Yes
<a href="#">Nook</a>	PC, Mac, Android, iOS	Yes	Yes
<a href="#">Google Play Books</a>	Android	No	Yes – Google account
<a href="#">iBooks</a>	iOS	No	Yes

These are just a few of the many ePub readers available. Wikipedia has [an extensive comparison list of eReaders](#).

## *MOBI*

Students should choose the MOBI format if they have an Amazon Kindle or use the Amazon Kindle software. You do not need to have a Kindle device to use the Kindle software. [Kindle apps and software](#) are available for download on Mac, PC, Android, BlackBerry, Windows OS and iOS.

### *Website/HTML*

Wherever possible, open textbooks at the U of S will make a web version of the textbook available that can be accessed with a standard web browser. An HTML website is a good format to use to distribute your textbook to students as it is a universal format that does not require any additional software beyond a web browser. HTML is also a good format to distribute your textbook in if you want others to be able to edit or customize your book. If possible, you can create a zip file of your HTML documents and make those available for other instructors to download, edit and host on their own websites.

### *PDF*

PDF is a common file format that requires a PDF reader. It lacks the text reflowing capabilities of ePub. Free PDF readers include [Adobe Reader](#), [Foxit](#), and [Nitro](#). PDF is a good format to distribute a textbook to students as it is common and most students will know how to work with a PDF document. However, if you have created a textbook and make it available for other instructors to modify as they see fit, you should also make your source files available so they can edit the book; PDF files are very difficult to edit.

### *Word/OpenOffice*

Some open textbooks are available as Word/OpenOffice documents. These file formats will have the .docx or .odt file extensions. You will need [Microsoft Word](#) or [OpenOffice](#) to view these files. Word/OpenOffice documents can be used to distribute a textbook to students as it is a common file format. However, it is more common that you would convert the Word/OpenOffice document to PDF, ePub or HTML for distribution to students and provide Word/OpenOffice as a source file for others who may want to edit or adapt the textbook.

### *LaTeX*

LaTeX is a document format often used when complex scientific or mathematical equations and notations are required. [LaTeX](#) requires [special software](#) to read and edit. These files are not recommended for students and are primarily provided as source files for instructors who wish to modify or customize a textbook.

## Pressbooks - Online Platform

Pressbooks is an editing 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 eReading applications and devices), and MOBI (for Kindle specific applications).



## 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.

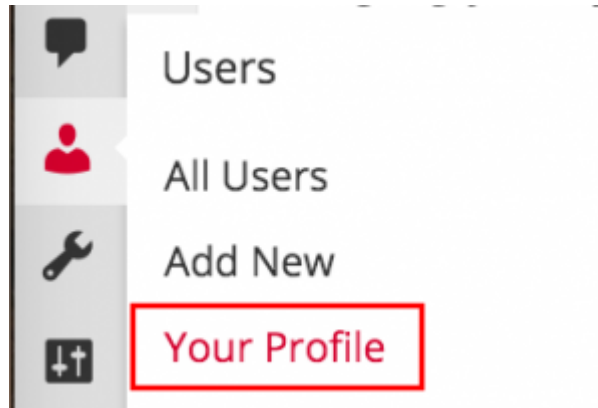


Figure 13.1 Change your password is located under Users > Profile

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

Scroll to the bottom of the page and find the **New Password** field.

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.

Click the **Update Profile** button.

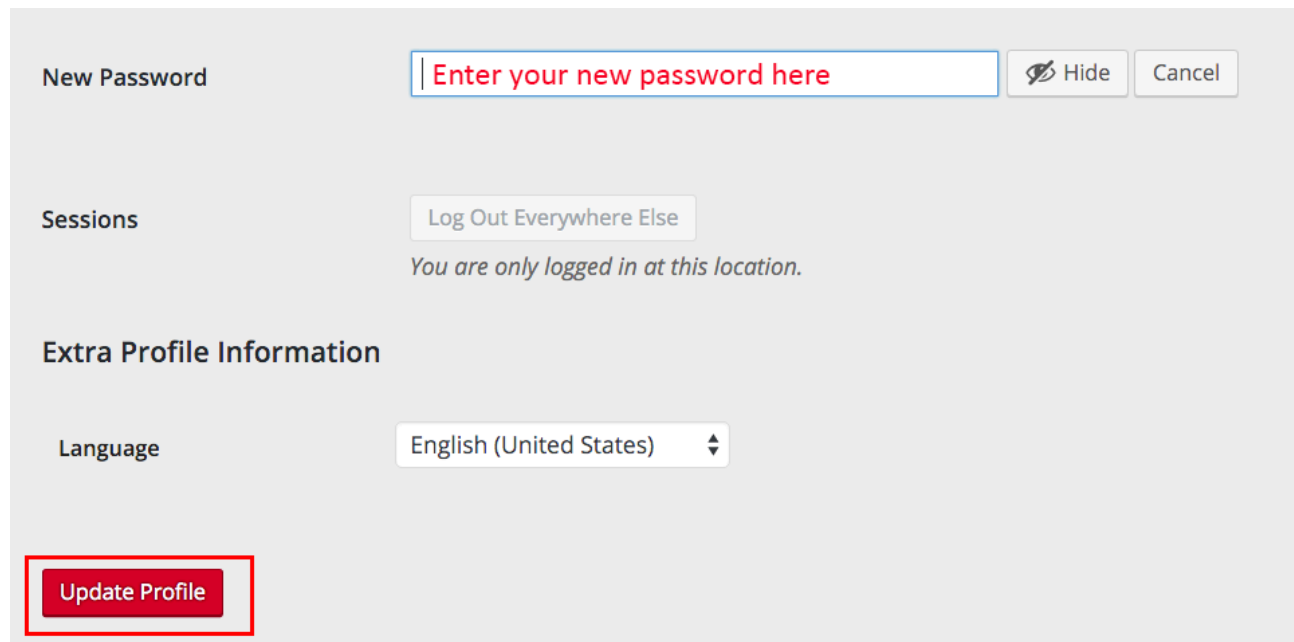
A screenshot of the 'Your Profile' page. The page has a light gray background. At the top, there is a 'New Password' section with a text input field containing the placeholder text 'Enter your new password here' in red. To the right of the input field are two buttons: 'Hide' (with an eye icon) and 'Cancel'. Below this is a 'Sessions' section with a 'Log Out Everywhere Else' button and the text 'You are only logged in at this location.' Below that is an 'Extra Profile Information' section with a 'Language' dropdown menu currently set to 'English (United States)'. At the bottom left, there is a red 'Update Profile' button with a white border.

Figure 13.2 Enter your new password and click update

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.

Go to the login page for Pressbooks. This page can be accessed by going to [openpress.usask.ca/wp-admin](https://openpress.usask.ca/wp-admin).

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

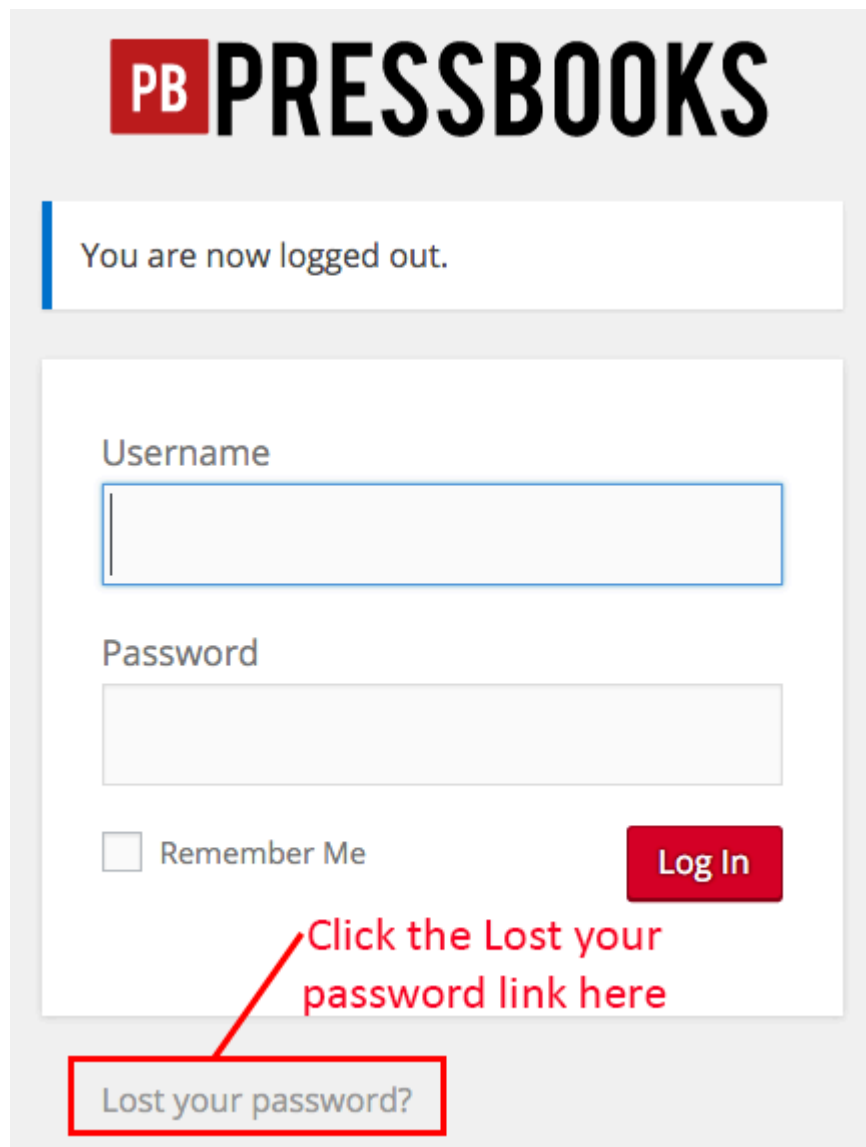
The image shows the Pressbooks login interface. At the top is the 'PB PRESSBOOKS' logo. Below it is a message box stating 'You are now logged out.' The main login area contains a 'Username' label above a text input field, followed by a 'Password' label above another text input field. Below the password field is a checkbox labeled 'Remember Me' and a red 'Log In' button. At the bottom of the login area is a link that says 'Lost your password?'. A red arrow points from the text 'Click the Lost your password link here' to the 'Lost your password?' link, which is also enclosed in a red rectangular box.

Figure 14.1 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**



Please enter your username or email address.  
You will receive a link to create a new password  
via email.

Your password reset link appears to be invalid.  
Please request a new link below.

Username or Email:

Get New Password

*Figure 14.2 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

## 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:

Front Matter	Author	Comments	Status	Private	Show Title	Export	Edit
Introduction		0	Draft	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Edit — Delete

To organize the content

To add new content

Add Front Matter

Add Chapter

Add Back Matter

Figure 16.1 Empty book structure

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**

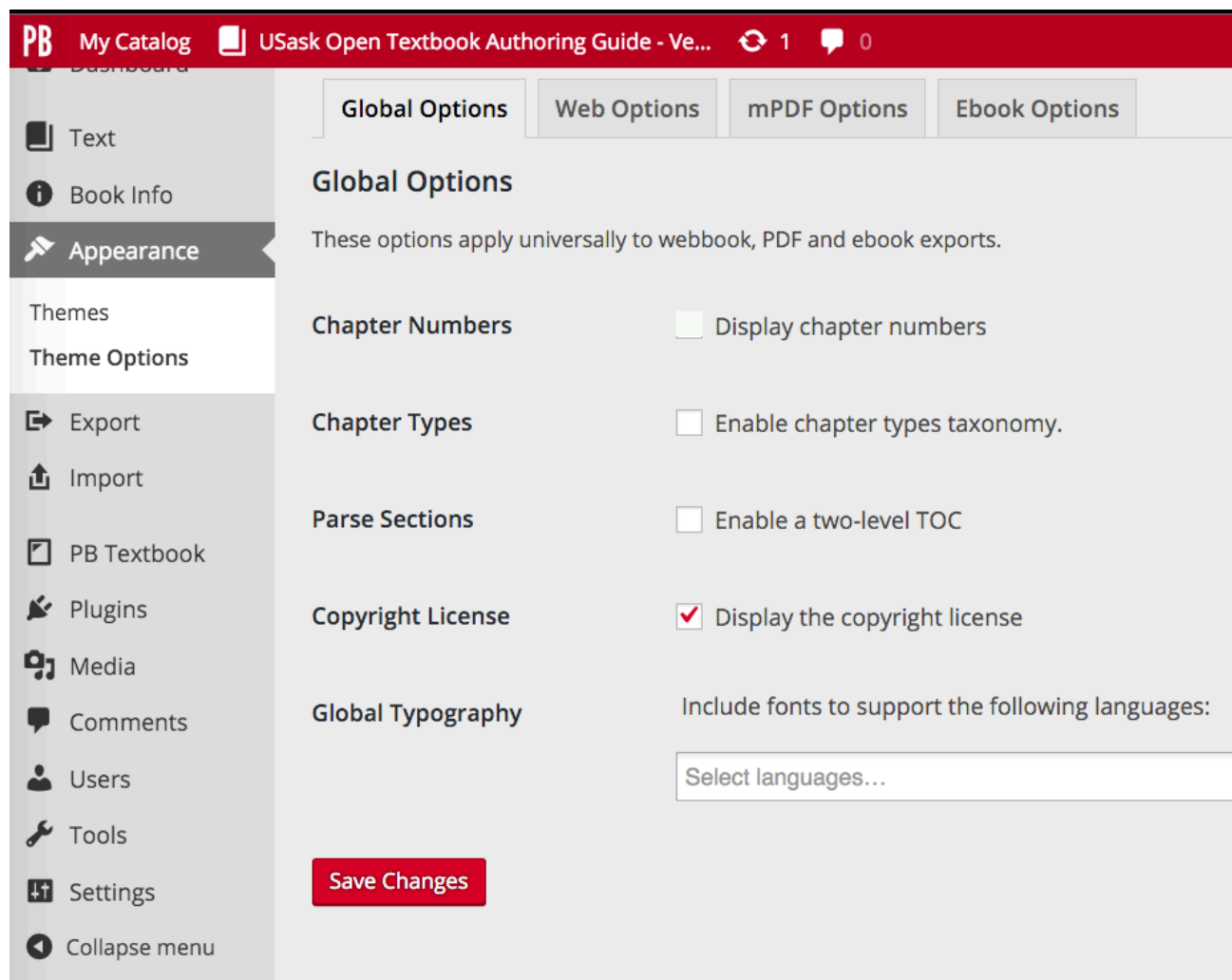


Figure 17.1 Disable chapter numbers

- Under **Global Options** uncheck “display chapter numbers”
- Save changes

# 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 MS 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 rather than 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;

- Prepare your .docx file: Chapter headings in your docx MUST be tagged as **Heading1** (otherwise Chapters won't get recognized)
- In Pressbooks, go to: Left Menu/Utilities —> Import.
- Select: File Type: .docx
- Choose your file from your computer
- Upload
- Select which content/sections you want to import
- Decide whether the content/sections are: front matter, chapters, or back matter
- Import
- Arrange your chapters in the right order
- Test some exports, clean up markup, and off you go!

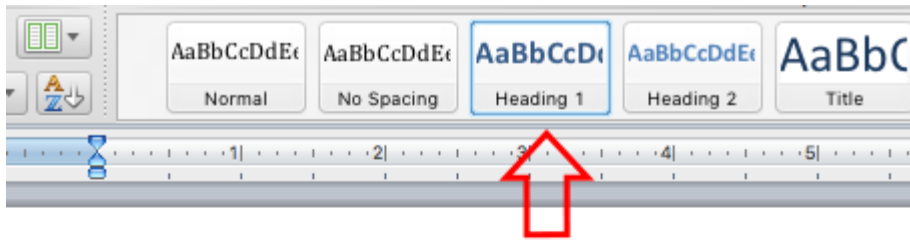
Notes:

- 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 to mark all the Chapters Private, then revert to Public. This will make all Chapters published.
- all Chapters assign a Chapter Author by default (usually, your username). You'll have to edit each Chapter and delete the Chapter Author in the Chapter Metadata section.

## *1. Prepare your .docx file*

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





Open Educational Resources and Open Textbooks have been gaining traction here at the University of Saskatchewan over the past several years. Faculty and departments are independently supporting their use, adoption and even adaptation through grassroots initiatives. In 2015, the University of Saskatchewan made available \$83,000 for use during the 2015-2016 academic year to support the use, adaptation, and creation of open textbooks at the university. The Open Textbook Creation (Adaptation Fund) provided for

Figure 18.1 Step 1 Set up your docx file

2. In Pressbooks, go to the Left Menu/Tools > Import.

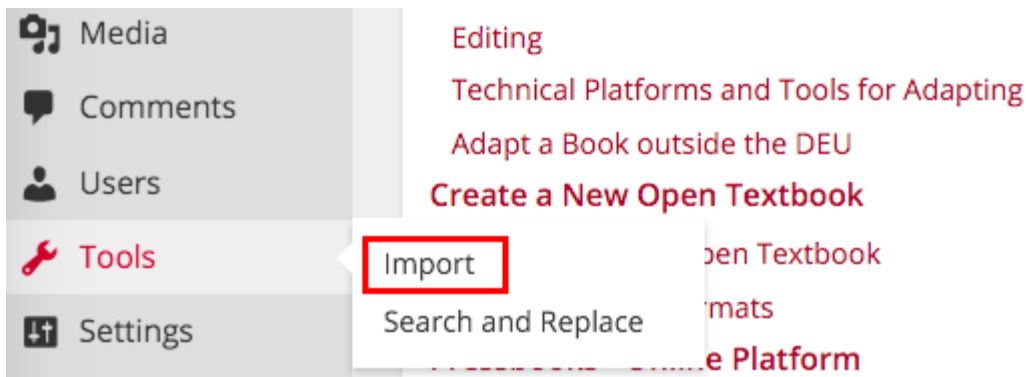


Figure 18.2 Step 2 Go to Tools > Import in Pressbooks

3. Select your File Type, choose File and click Upload file.

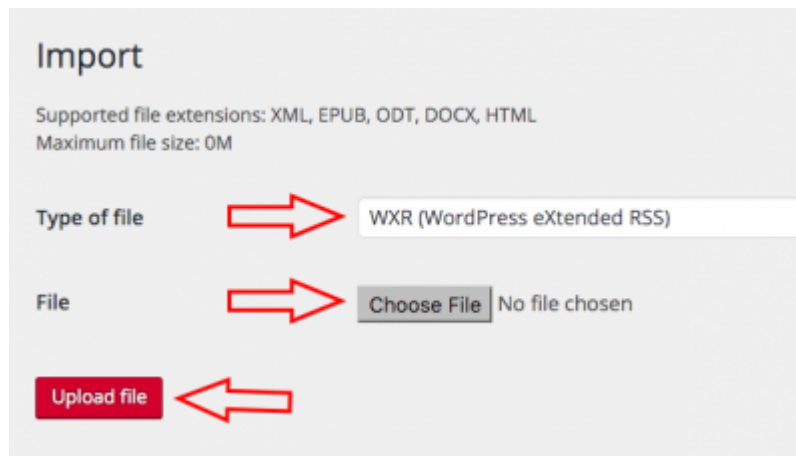


Figure 18.3 Step 3 Select file type, select your file, and press upload file

#### *4. Defining your uploaded content.*

You will be able to decide what chapters you want to import and you can also decide whether each chapter is *front matter*, a *chapter* or *back matter*. Press the *Start* button when you are finished.

#### *5. Rearrange your Chapters (if necessary) and check them.*

Your chapters can be rearranged by dragging and dropping them into the order desired. You should always check your chapters to make sure everything is in the correct place.

## Working in MS Word

We highly discourage authors from writing in MS 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 a DEU instructional designer.

If you do have a large amount of material in MS Word that needs to be added to Pressbooks, please see [How to Import Content from MS Word](#).

If entering small amounts of material from MS Word to Pressbooks, here are some other items to keep in mind;

- If working in MS Word, don't format; keep it simple
- Don't copy from MS Word and paste into Pressbooks
- Don't copy from Pressbooks into MS 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 `$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:

`$latex enter-your-latex-code$`

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 Page where you want to place the image. Select the spot where the image will go and mark it with your cursor. Then click on **Add Media** button.

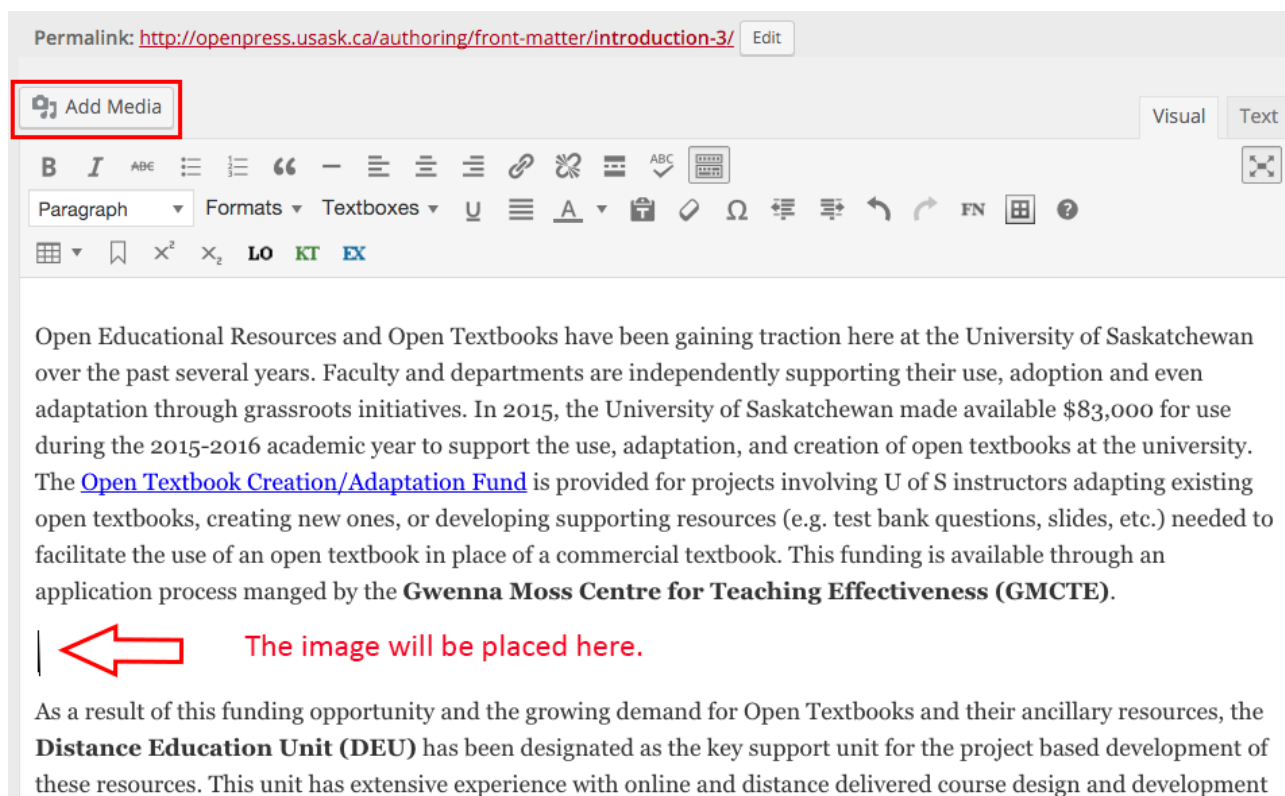


Figure 21.1 Step 1 Place your cursor in the desired spot and click Add Media

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.

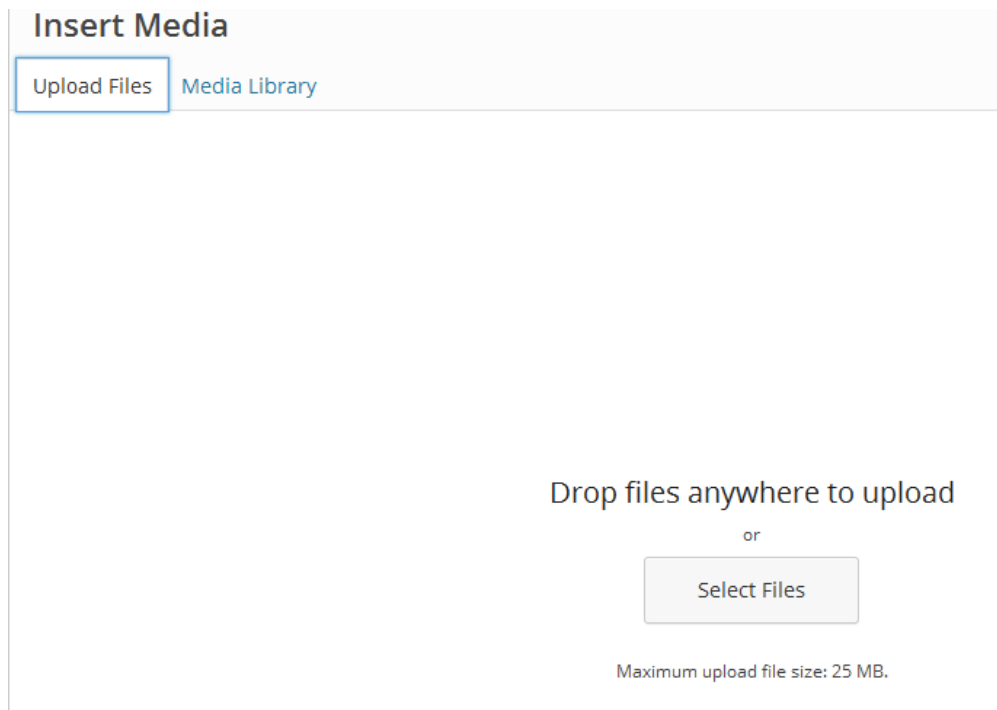


Figure 21.2. Step 2 Upload media

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.

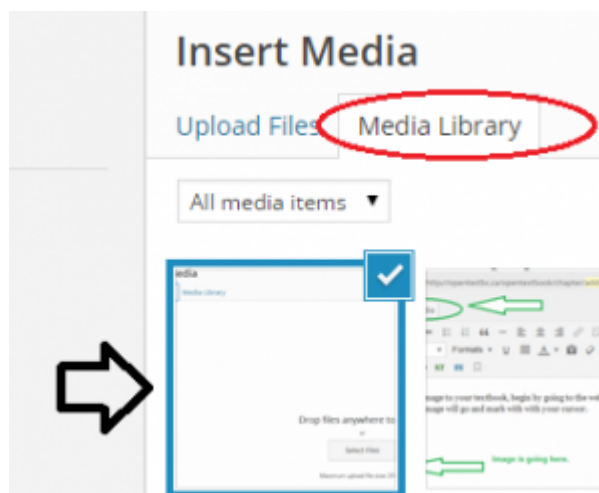


Figure 21.3 Step 3 Select image from Media Library

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



Figure 21.4 Step 4 Click the Insert into post button

**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 is the appropriate size. We strongly recommend that;

- All images are centred
- The width does not exceed 500 pixels
- 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 create requested 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.



Figure 21.5 Use the pencil icon for editing an image

After you click on the pencil icon, the **Image Details** box will appear. Here you can;

Enter text for the image’s caption. (See [Captions and Image Attributions](#) for details)

Under **DISPLAY SETTINGS**, select **Center**

Using the **Size** dropdown list, determine if any of the sizes are the correct size for your image. If not, then select **Custom Size...**

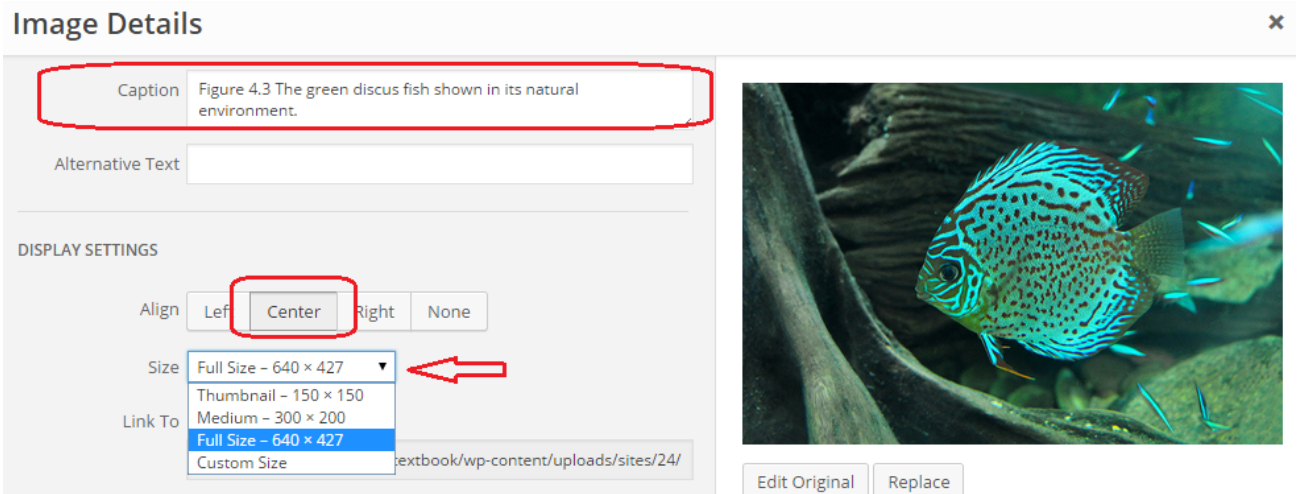


Figure 21.6 Select placement and image size

4. 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.

5. Ensure that **Media File** is selected by the **Link To** dropdown list.

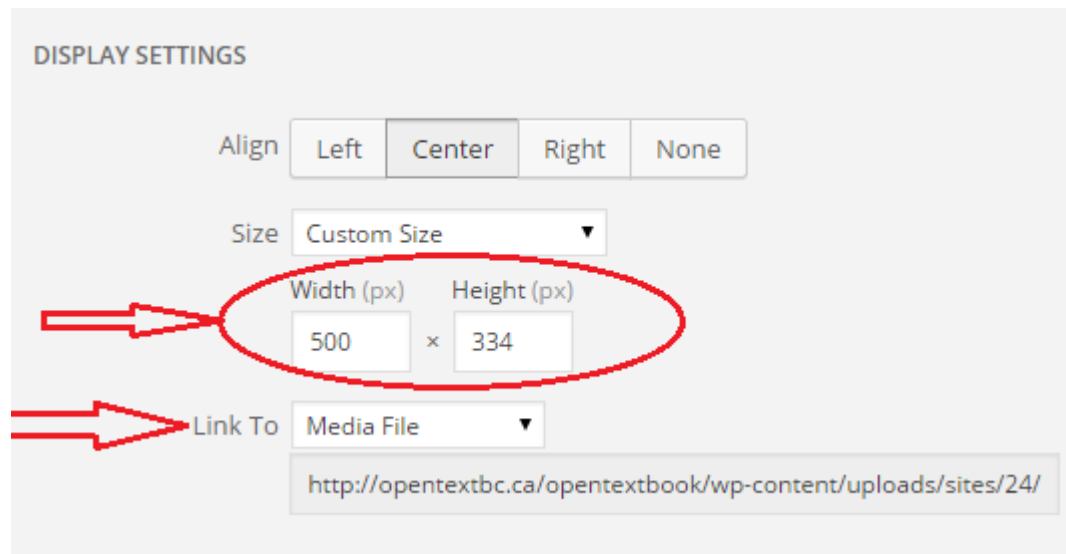


Figure 21.7 Customize the size and make sure the image is linked to its Media File

6. Save changes by clicking the **Update** button in the lower right corner of the page.

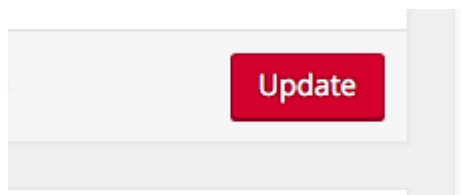


Figure 21.8 Save with the Update button



# Contributing to the Development of Pressbooks Textbooks

Pressbooks Textbooks is a plugin that extends Pressbooks for textbook authoring.

**Pressbooks Textbooks** 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, Plug in)
- 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](#) and will now also be used for open textbooks at the University of Saskatchewan.

## *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;

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

Let's begin with the simplest method first: linking text from PressbBooks 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

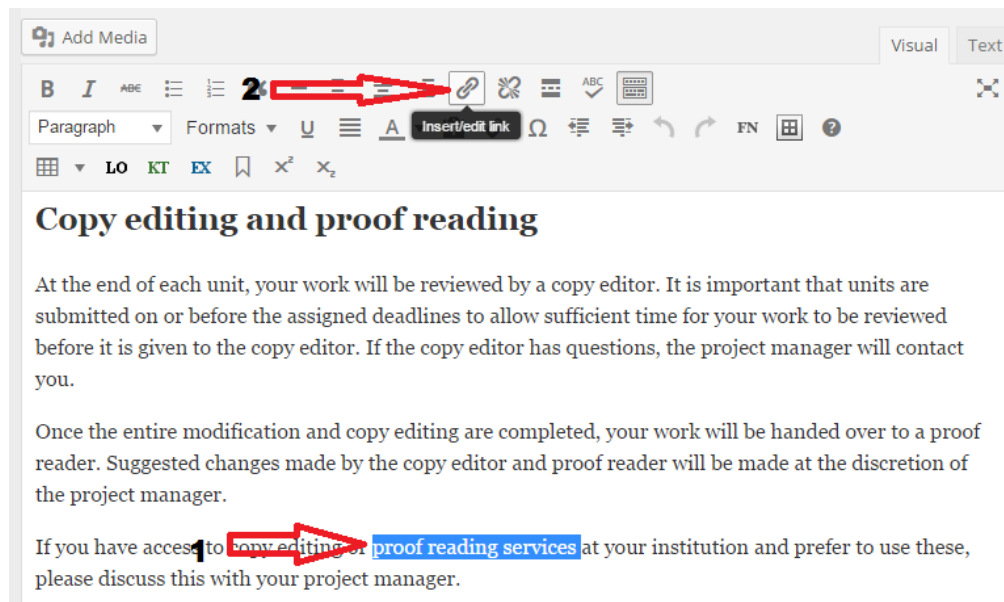


Figure 23.1 Highlight the text and click on the paperclip icon in the tool bar

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.

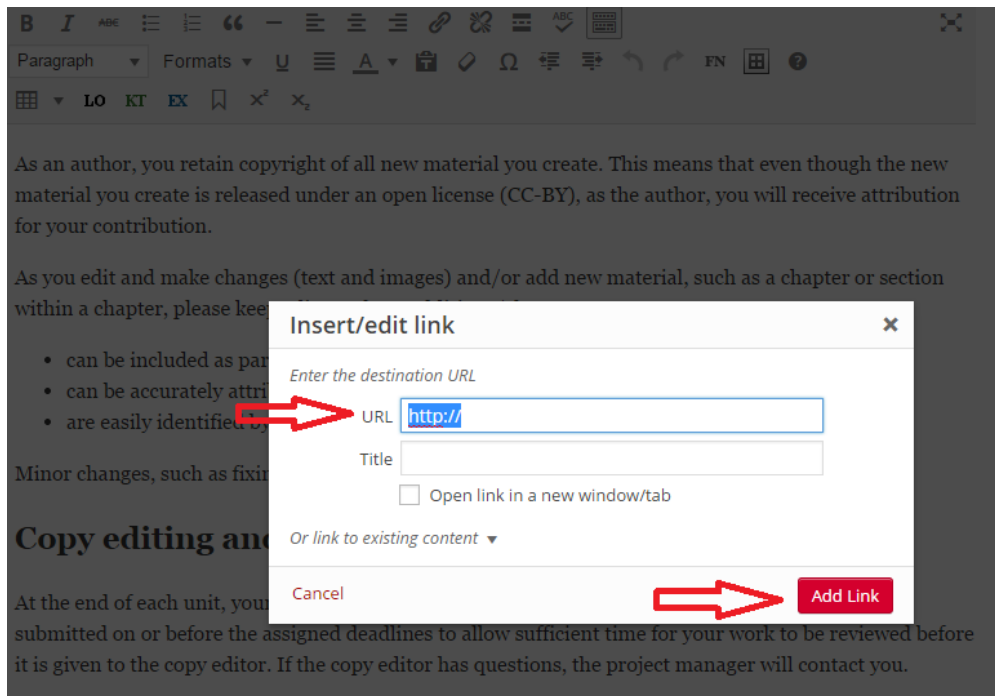


Figure 23.2 Add the url and click on Add Link button

To check your link;

Click on the **Preview Changes** button (in the right-hand side Publish box) or **View Chapter** (in the tool bar at the top of the page)

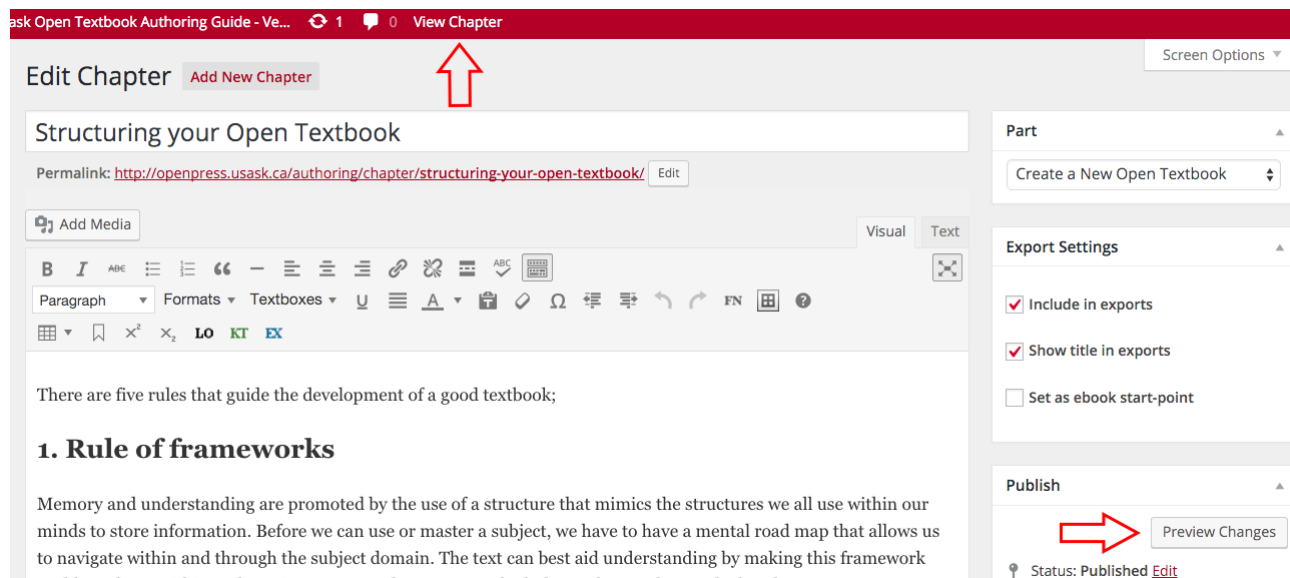


Figure 23.3 In order to check your link click on the Preview Changes button or click View Chapter

- 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.

Figure 23.4 A link within the text of a document

### 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).

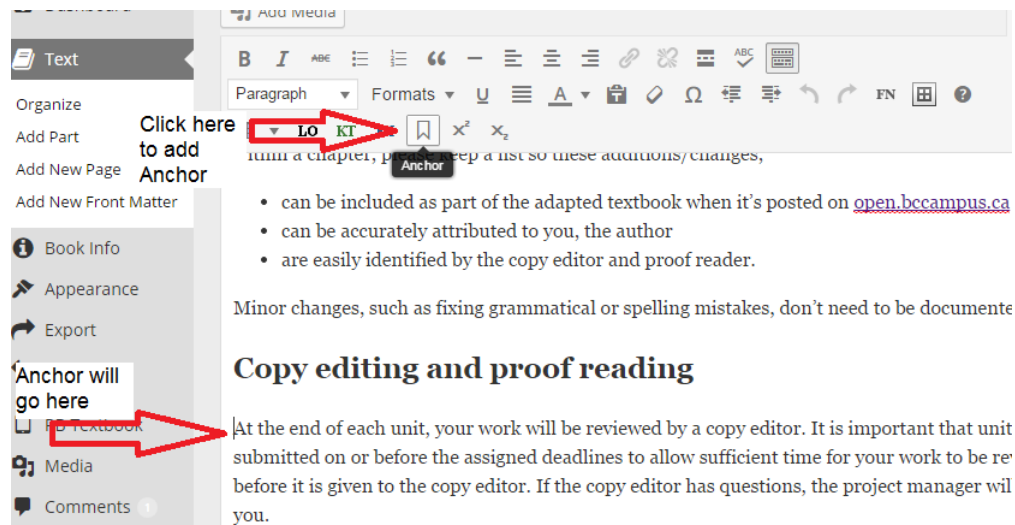


Figure 23.5 Place your cursor in the desired location then click on the Anchor icon

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

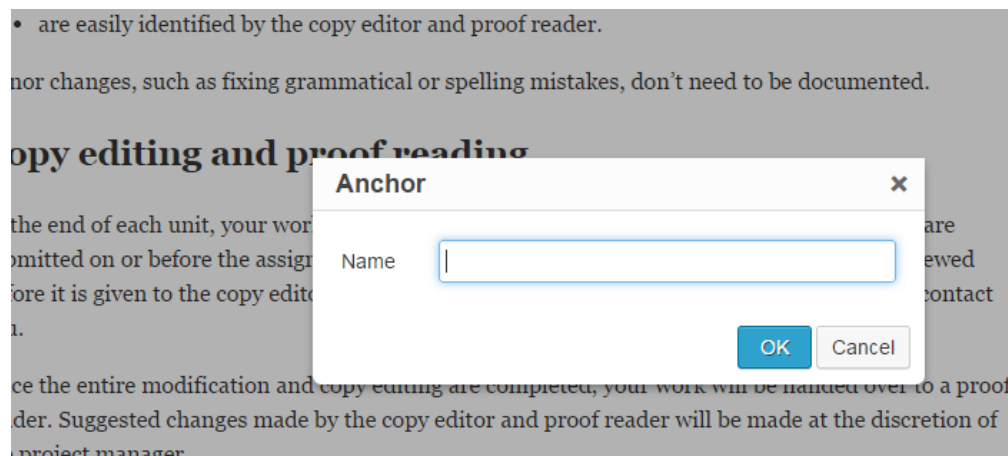


Figure 23.6 In the Name field enter a word to describe your anchor and click OK

- This action will produce an anchor.

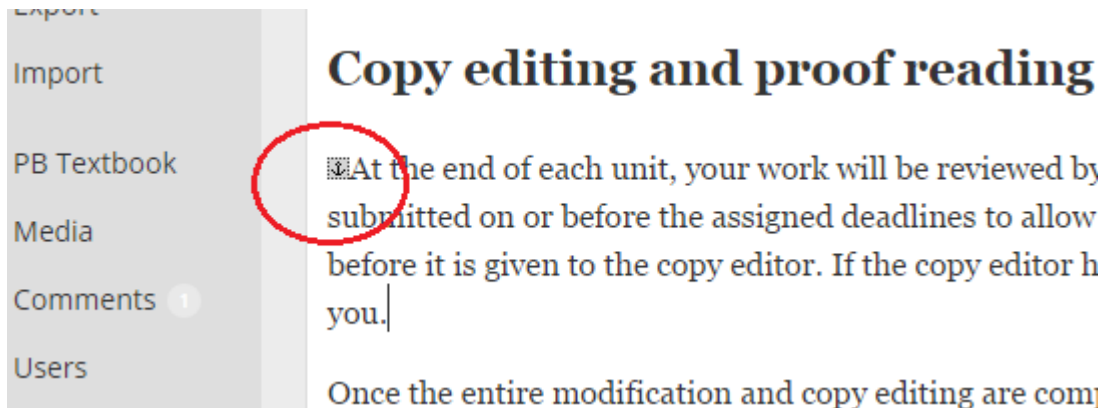


Figure 23.7 You will now see the Anchor icon in the text

Finally;

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

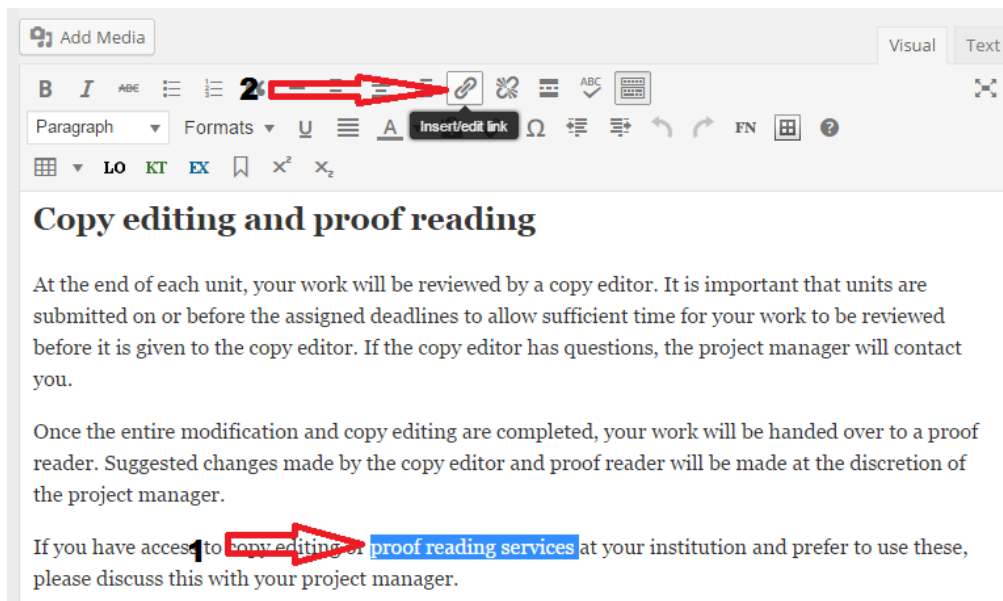


Figure 23.8 Highlight the text and click on the Paper Clip icon

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

Add # 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 Chapter** (in the tool bar at the top of the page).

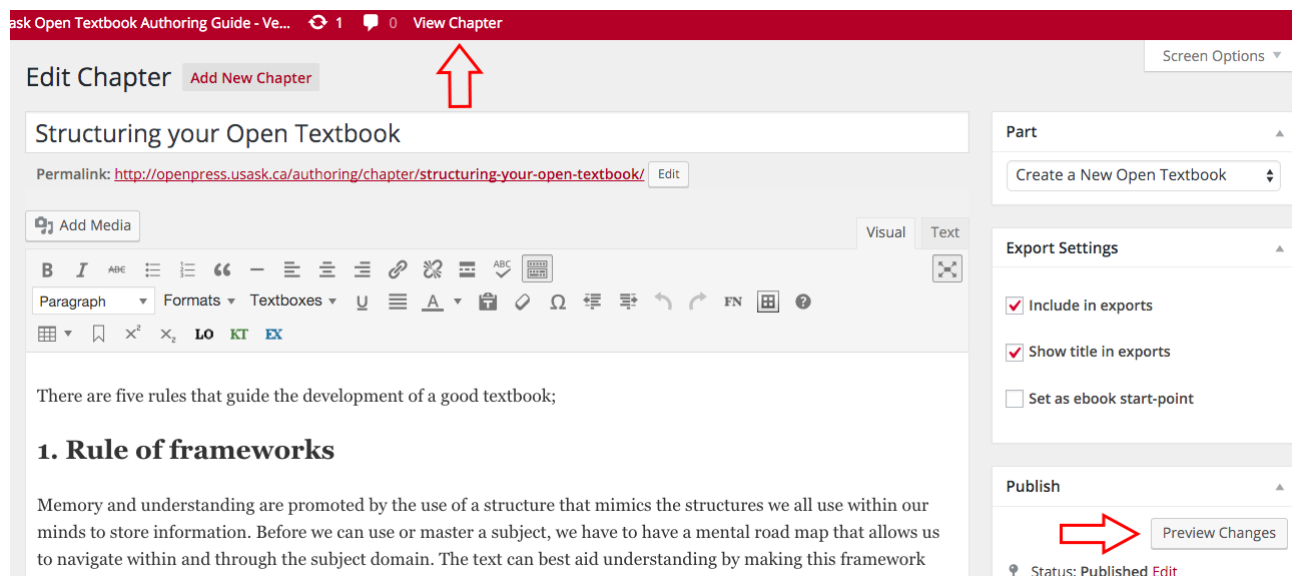


Figure 23.9 Click on the Preview Changes button or View Chapter

- 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 **#** and the word you used to describe your anchor (e.g. #proofreading)

With chapter URL and anchor word, the final URL would be, in this example:

- <http://opentextbookca/opentextbook/chapter/linking-material/#proofreading>

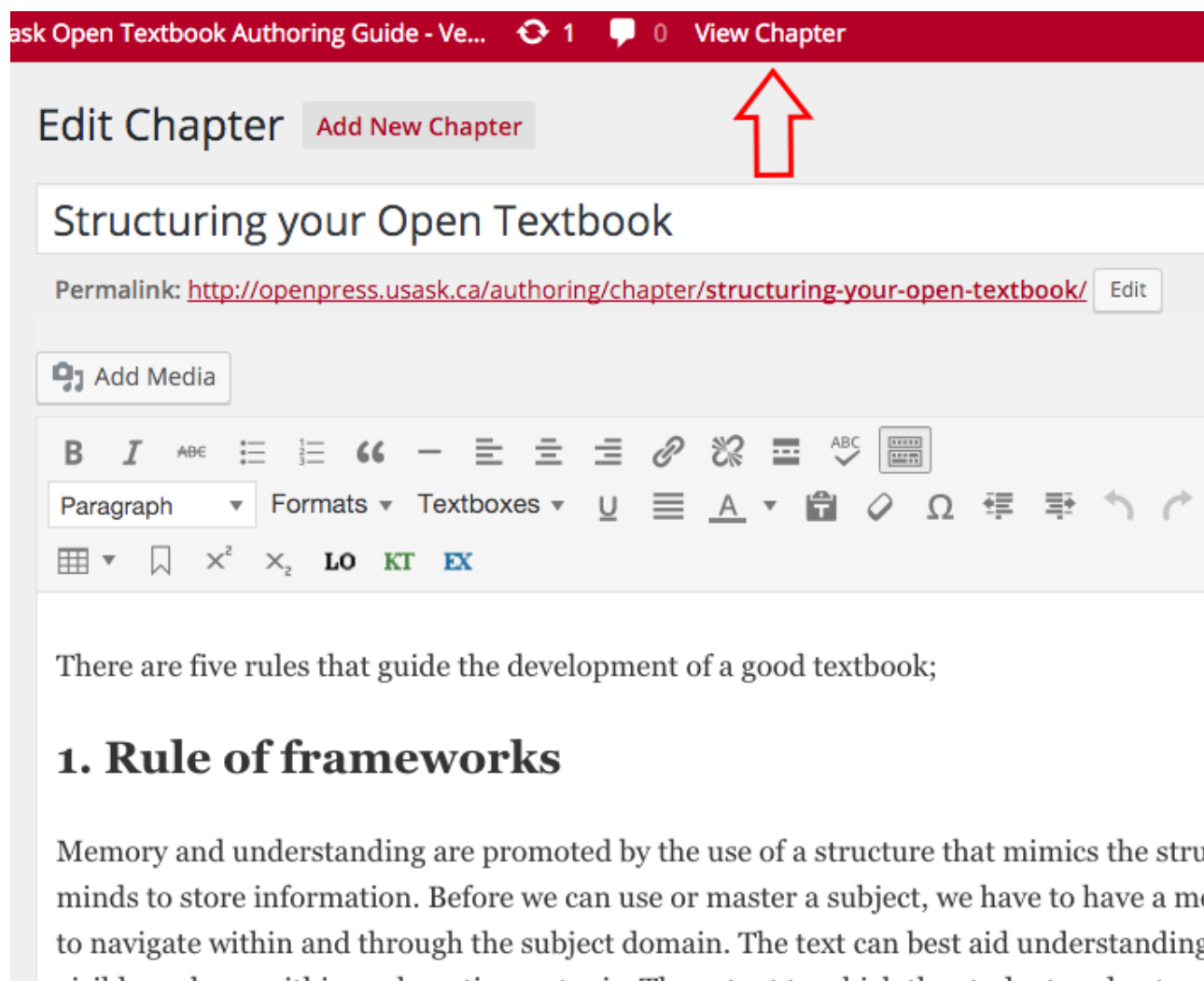
Click on the **Add Link** button.

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 **View Chapter** (book view) for any chapter or chapter section in your textbook



The screenshot shows the top navigation bar of the USask Open Textbook Authoring Guide. The title is "USask Open Textbook Authoring Guide - Ver. 1.0". To the right of the title are icons for a refresh button, a counter showing "1", a comment icon, and a counter showing "0". Further right is a "View Chapter" button. Below the navigation bar is a header area with "Edit Chapter" and an "Add New Chapter" button. A red arrow points to the "View Chapter" button. Below the header is the chapter title "Structuring your Open Textbook". Under the title is a permalink: <http://openpress.usask.ca/authoring/chapter/structuring-your-open-textbook/> with an "Edit" button. Below the permalink is an "Add Media" button. Below that is a rich text editor toolbar with various icons for bold, italic, text color, background color, bulleted list, numbered list, quote, link, unlink, table, and other formatting options. Below the toolbar is the chapter content, which starts with the text "There are five rules that guide the development of a good textbook;" followed by a section heading "1. Rule of frameworks". The content continues with "Memory and understanding are promoted by the use of a structure that mimics the structure of the human mind to store information. Before we can use or master a subject, we have to have a map to navigate within and through the subject domain. The text can best aid understanding".

Figure 24.1 Go to View Chapter

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



Search

Adopt an Open Textbook

# TEXTBOOKS



Admin



Home



Table of  
Contents

Figure 24.2 Type the word in the Search field in the top right corner and click Search

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;

Access the administrative (edit) view by clicking the “Admin” cog/gear icon in the top right corner of this page

Go to the **Dashboard**

Search for your word using the Ctrl+F (Command+F on a mac)

Make changes and save.



## Writing Tools

# 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, originally 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

- *Canadian Oxford Dictionary*, 2nd ed.
- *Editing Canadian English*, 2nd ed.

For in-text citations and reference lists, consult the style manual particular to the discipline of the specific book (e.g., *MLA Handbook*, *APA*, *Chicago Manual of Style*). For further guidance, consult the U of S Library [Citation Style Guides](#).

## 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 are 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.

Consider the following;

- How in-text citations should appear
- How a page number is used for the citation style you've chosen; be careful when inserting direct quotations
- How to list multiple authors for an in-text or full reference entry
- How and where the reference list will be placed
- If you should use footnotes instead of a reference list.

Also ensure that;

- All in-text citations are noted in full in the reference list
- 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.

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;

- Standard usage for this Style Guide is a **serial comma**, i.e., a comma placed immediately before the coordinating conjunctive (*and, or, nor*)
  - **Serial comma:** There were cows, horses, and pigs in the barn
  - **No serial comma:** There were cows, horses and pigs in the barn
- Use commas in numerals over 999 (e.g., 1,000; 45,000)
- In displayed lists, always start items with a capital letter. Use end punctuation, such as a period, with full sentences only
- Do NOT capitalize the first letter of the first word after a colon unless the colon introduces two or more sentences
- With em dashes (inserted in Pressbooks by adding two hyphens side by side), insert a space on either side
- Use the North American system for quotation marks; periods and commas always go inside quotation marks; semi-colons and colons go outside
- 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?”)
  - Some exceptions to this system may be appropriate in specific disciplines. Please check with your project manager or copy editor
- Place footnote numbers outside punctuation (usually a comma or period)
- 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)
- Do not hyphenate Latin phrases used adjectivally; ad hoc proposal, post hoc analysis
- For hanging hyphen constructions (15- to 19-year-olds), do not hyphenate after “to”
- Do not use quotes with so-called (e.g., Her so-called friend left her standing in the rain.)
- 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*

- Use italics for words used as words (e.g., The term *vocal cords* is often misspelled. What do you mean by *nexus*?)
- 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, MuchMusic)
- See [Italics and Foreign Words](#)

## Dashes

### *Em dashes ( — )*

- The em dash is the standard for breaking a sentence or setting off parenthetical statements
- With em dashes, insert a space on either side
- 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 (-)*

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

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

## Emphasizing Words with Punctuation

Sometimes an author will want to stress or emphasize 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;

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

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

- For fractions, spell out in running text with a hyphen (e.g., two-thirds)
- Use commas in numbers greater than 999
- For percentages, use arabic numerals 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
- For temperatures, use arabic numerals and the degree symbol (37.8°C)
- 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
- 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
- For number ranges in tables and parentheses, use an en-dash (50-100 mg)
- Always use numerals with school grades (e.g., Grade 6)
- 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*

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

## Layout

### *Book*

When you first begin working with your instructional designer, you'll be expected 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;

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

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

- Heading 2 title
- 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. Click on “LO” to insert this box.

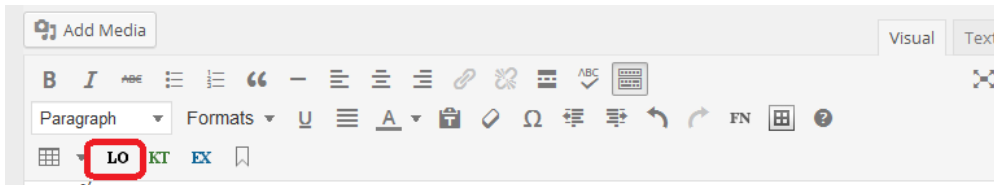


Figure 25.1 Click on Learning Objectives (LO) button to insert the box

### Learning Objectives

Type your learning objectives here.

- First
- Second

## Key Takeaways

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

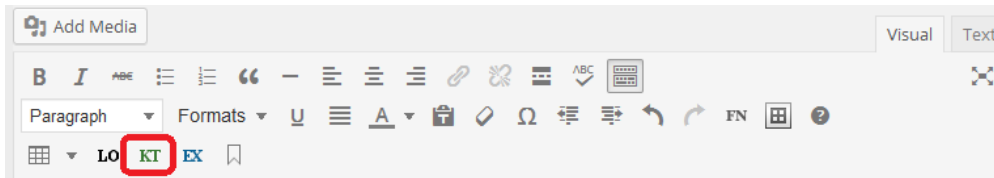


Figure 25.2 Click on the Key Takeaways (KT) button to insert the box

### Key Takeaways

Type your key takeaways here.

- First
- Second

## 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 re-label the box as follows;

### Key Terms

Type your key takeaways here.

- First
- Second

## Exercises

The Exercises function is found at the top of the editing page. 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, and Essays.

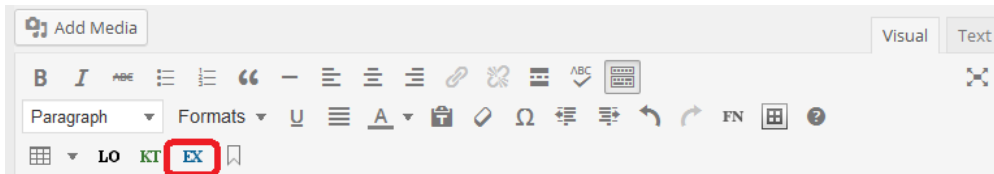
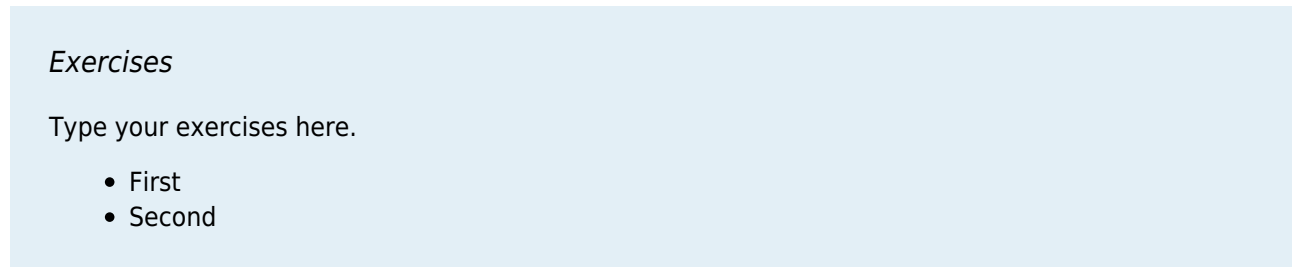


Figure 25.3 Click the Exercise (EX) button to insert the box



## Headings

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

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

This is what the six different headings look.

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Heading 6

## Style Sheet

Below is a template of a style sheet. Remember, list only exceptions and additions to the Style Guide. An area for pedagogical features has also been included.

Table 25.1 Template of a style sheet

Style Item	Exception	Notes
Citation style		
Spelling		
Punctuation		

Other style points		
Pedagogical Features	Placement	Notes
Learning objectives		
Key takeaways		
Key terms/glossary		
Exercises		
Reference list		
Suggested readings		
Attributions		
Appendices		



# Canadian Spellings

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 dont's  
dropout (n.)

## *E*

e.g. (follow with comma)  
e-learning  
email  
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 (preceding 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)  
Indigenous (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”, “Indigenous” or “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  
underserved  
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-? -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;

- Left-click anywhere on the image
- Locate and click on the pencil icon in the upper left corner
- Enter the 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.

- [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
- [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).

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 The green discus fish shown in its natural environment

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 italics.

### Table

Table 2.3 Hotel revenue in British Columbia	
Hotel	Annual Revenue (\$ millions)
Motel ABC	23.4
Hotel DEF	54.2
<i>Data source: Johnson, 2013</i>	

## 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.



Figure 42.3 Mona Lisa painting by Leonardo da Vinci photograph by Musée du Louvre is in the public domain

This image was found on [Wikimedia Commons](#). Below is information about the “author” or photographer.

The attribution statement should say: [Mona Lisa](#) by [Musée du Louvre](#) 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.

- The attribution for each image should be placed in a list at the end of the chapter, after the References list.
- The list is called Attributions or Image Attributions (depending on whether other attribution types are included).
- Heading 2 is used for this label.
- 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 [Drriss & Marrionn](#) 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:** 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 [Drriss & Marrionn](#) 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:** 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;

Go to <https://www.flickr.com/commons/usage/>

Scroll down to “Participating Institutions”.

Locate the institution to which the photo is credited and click on the “Rights Statement”.

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-on, 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).

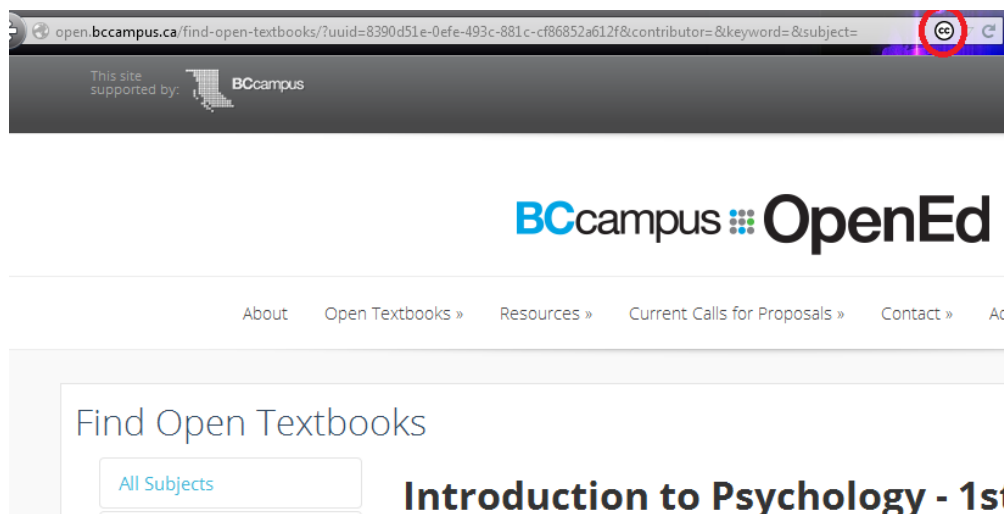


Figure 27.1 Small CC logo in address bar with Open Attribute add-on installed

If you click on this CC logo a window will appear. Click the *Copy Attribution* button.

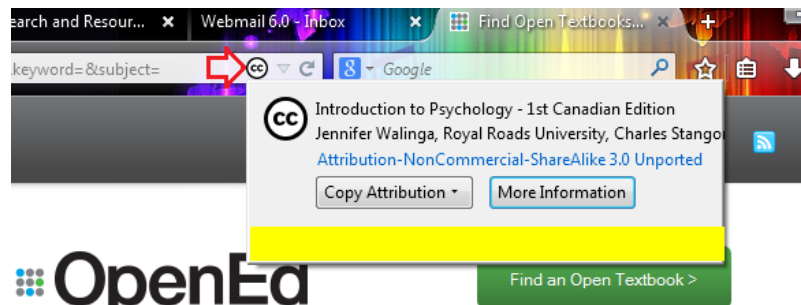


Figure 27.2 Click on the CC logo and click the *Copy Attribution* button

A dropdown menu will appear that allows you to select and then copy the attribution for that item for either HTML or Plain Text.

The advantages of this tool are

- There is no need to go to another web page and manually enter data into text fields
- It is quick
- It tracks all of the elements required for a complete attribution
- It responds to the correct metadata connected with CC licensed content.

The disadvantages are

- You must install the add-on
- 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

- No installation required
- Licenses and versions can be chosen with dropdown menu.
- Includes option to attribute work that is a derivative (adaptation)
- Provides attribution statement as both plain text and HTML
- 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

- That you must go to a separate website to use it.
- That it 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 4.0](#) 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).

# Text Editors

Text 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.

# Guidelines for Text Editors

While the basic rules of text 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 understand and agree to 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, as an editor, what you're responsible for.
- A web-based textbook, online platform, and other technical elements introduce additional challenges. Clarify the following 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 instructional designer, or the text 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 an instructional designer?



# Copyright and Licensing

If you are creating a new, or adapting an existing, open textbook please use [Creative Commons](#) licensed material. You can use copyrighted 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 copyrighted.

The implication of using copyrighted material means that anyone who wishes to use the textbook in the future must either remove the copyrighted material and replace with something they find, or obtain copyright permission from the original copyright owner. Using copyrighted material is a barrier to future reuse and limits the usage of the resource in the future. Therefore, it is recommended to use 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 an 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 [Creative Commons 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 re-use, so we recommend trying to find content for re-use with that specific CC-BY license. 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 re-used, 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. Watch the video [Searching for OER Images on Google](#) for more information
- 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 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;
  - [Flickr](#) (photos and short videos)
  - [Google Images](#)
  - [Jamendo](#) (music)
  - [Open Clip Art Library](#) (clip art)
  - [Wikimedia Commons](#) (photos, images, charts, graphs)
  - [YouTube](#) (video), [YouTube Audio Library](#)
  - [Pixabay](#) (photos and clip art)
  - [Soundcloud](#) and [CCMixter](#) (audio)
  - **To use the Creative Commons search engine;**
    - Select the website you want to search. It will highlight in blue when selected. Only one site can be chosen at a time
    - Enter key term in Search field
    - 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 re-use)
  - [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 our institution.

# 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 okay 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 websites, 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.

However, others such as Yahoo, require 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 from the 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 stipulate 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 for a Newly Created Open Textbook

If the open textbook you are working on is a new creation, it will be released with a [CC-BY 4.0 International](#) license.

The instructional designer you are working with will add a page called “About the Book” to the Front Matter of your final work. It will include the following sentence about licensing:

Our open textbooks are openly licensed using a [Creative Commons license](#), and are offered in various e-book formats free of charge.

Information about licensing is added, by the instructional designer, to the book information section of Pressbooks. This information appears at the bottom of each web page of the online version.



# 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;

- 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
- There should also be a list of substantive changes that were made in the book from the original version so people can know exactly what sections 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 copyrighted 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 copyrighted 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 credit 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 created 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 is that the original 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. Concentrate on acknowledging the substantial changes. See the following example:

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 was replaced 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.

## Waivers or Release Forms

For information about intellectual property rights see the U of S Copyright Office [Rights & Responsibilities of creators, authors & researchers](#)

If you are including interviews, profiles or photographs of individuals in your textbook, contact the Distance Education Unit (DEU) for general information on how to handle the waiver or release of rights in connection with personal information or images.

## Accessibility Toolkit

# Open Textbook Accessibility

The practice of web accessibility allows all users, including those with disabilities, to access complete website content. Web accessibility encompasses all disabilities, including visual, auditory, physical, speech, cognitive, and neurological disabilities. For more information visit [Usability and Accessibility](#) of the ICT website.

Another excellent resource included here is the *BC Open Textbook Accessibility Toolkit* which supports the creation of a truly open and accessible textbook – one that is free and accessible for all students.

## *Organizing Content*

<input type="checkbox"/>	Content is organized under headings and subheadings
<input type="checkbox"/>	Headings and subheadings are used sequentially (e.g. Heading 1, heading 2, etc)

## *Images*

<input type="checkbox"/>	Images that convey information include Alternative Text (alt-text) descriptions of the image's content or function
<input type="checkbox"/>	Graphs, Charts, and Maps also include contextual or supporting details in the text surrounding the image.
<input type="checkbox"/>	Images do not rely on colour to convey information.
<input type="checkbox"/>	Images that are purely decorative contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information).

## *Tables*

<input type="checkbox"/>	Tables include row and column headers.
<input type="checkbox"/>	Table includes title or caption.
<input type="checkbox"/>	Table does not have merged or split cells.
<input type="checkbox"/>	Table has adequate cell padding.

## *Weblinks*

<input type="checkbox"/>	The weblink is meaningful in context, does not use generic text such as “click here” or “read more”.
<input type="checkbox"/>	Weblinks do not open new windows or tabs.
<input type="checkbox"/>	If weblink must open in a new window, a textual reference is included in the link information.

## *Multimedia*

<input type="checkbox"/>	A transcript has been made available for a multimedia resource that includes audio narration or instruction. Transcript includes: <ul style="list-style-type: none"> <li>• Speaker's name</li> <li>• All speech content</li> <li>• Relevant descriptions of speech</li> <li>• Descriptions of relevant non-speech audio</li> <li>• Headings and subheadings</li> </ul>
<input type="checkbox"/>	Captions of all speech content and relevant non-speech content are included in the multimedia resource that includes audio synchronized with a video presentation.
<input type="checkbox"/>	Audio descriptions of contextual visuals (graphs, charts, etc) are included in the multimedia resource.

### *Formulas*

<input type="checkbox"/>	Formulas have been created using MathML.
<input type="checkbox"/>	Formulas are images with alternative text descriptions, if MathML is not an option.

### *Font Size*

<input type="checkbox"/>	Font size is 12 point or higher for body text.
<input type="checkbox"/>	Font size is 9 point for footnotes or end notes.
<input type="checkbox"/>	Font size can be zoomed to 200%.

*Figure 38.1 [B.C. Open Textbook Accessibility Toolkit](#) by Amanda Coolidge, Sue Donner, and Tara Robertson used under a [CC-BY 4.0 International License](#)*

If you are looking for more technical descriptions of how to make your work accessible, we suggest you review the [WCAG \(Web Content Accessibility Guidelines\)](#).

If you have comments, suggestions, or questions about accessibility please contact the DEU.

## Learning More

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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. Recommended for maximum dissemination and use of licensed materials.

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This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses.

All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

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# 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.

<http://net.educause.edu/ir/library/pdf/PUB72036.pdf>

# 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](#)

# Glossary

## Glossary

**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 OpenStax CNX or OpenStax College. See <https://www.openstaxcollege.org/>

**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](https://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, re-use, 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 works (written, images, music, etc.) that are openly licensed and available to the general public to re-use; 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.

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

**redistribute:** One 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.

**re-use:** 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.

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