

Fanshawe OER Development Guide

Fanshawe OER Development Guide

For Authors

FANSHAWE OER DESIGN STUDIO

FANSHAWE COLLEGE PRESSBOOKS
LONDON ONTARIO



Fanshawe OER Development Guide Copyright © 2023 by Fanshawe College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

Contents

Acknowledgements	ix
About this Guide	x
Introduction to Open Educational Resources	1
 <u>OER Design Studio: An Overview</u>	
Introduction to the Studio	7
Studio Mission, Vision and Values	10
Studio Service Offerings	14
Studio Process	17
 <u>Find Existing OER</u>	
Process: Find Existing OER	21
Connect and Learn	24
Scan and Evaluate	26
Adopt	30
 <u>Create Your Own OER</u>	
Process: Create Your Own	33
Expectations and Guidelines	36
Team Roles	38
Communication	40
A Note About Publishing	41
 <u>Define Your OER</u>	
Project Type	45
Adaptation Considerations	48
Project Scope - Development Plan	51
Start Small Think BIG	53
Five Rules of Textbook Development	55
Diversity, Equity and Inclusion	59
Accessibility	62
Copyright	64

Develop Your OER

Getting Started with Pressbooks	69
Project Design Considerations - Questions	72
Pressbooks Themes	74
Book Structure and Headings	76
<i>Heading 1</i>	77
Pedagogical Elements	79
Reference Citation Style	81
Citation vs. Attribution	83
Attributions	85
Key Terms and Glossary	91
Colours	94
Textboxes & Custom Headers	96
Ancillary Resources	101
Media Resources	103

Review and Publish Your OER

Front Matter	109
Land Acknowledgements	112
Back Matter	114
Peer and Student Review	115
Description and Metadata	119
Distribute	122

Add Interactivity to Your OER

H5P: What, Why, and When	125
--------------------------	-----

H5P Content Types & Examples	129
<i>Audio and Recorder</i>	129
<i>Accordion</i>	130
<i>Agamotto (Image Blender)</i>	130
<i>Branching Scenario</i>	131
<i>Column</i>	131
<i>Course Presentation</i>	131
<i>Dialogue Cards</i>	132
<i>Documentation Tool</i>	132
<i>Drag and Drop</i>	132
<i>Drag the Words</i>	133
<i>Fill in the Blanks</i>	133
<i>Flashcards</i>	133
<i>Image Juxtaposition</i>	134
<i>Interactive Book</i>	134
<i>Interactive Video</i>	135
<i>Mark the Words</i>	135
<i>Single Choice Question Set</i>	135
<i>Multiple Choice Question Set</i>	136
<i>Quiz (Question Set)</i>	136
<i>Summary</i>	136
<i>Timeline</i>	137
<i>Speak the Words</i>	137
H5P: Finding Existing Content	138
H5P, Accessibility and Copyright	143

Appendices

Appendix 1: Learning Objectives Guide	147
Appendix 2: List of Pedagogical Elements	152
Appendix 3: Visual Identity - Standard Icon Sets	153
Appendix 4: Visual Identity - Custom Icon Sets	188
Appendix 5: Unique and Custom Design Elements	193

Versioning History	205
References	206

Acknowledgements

This open guide was developed by the [Fanshawe College OER Design Studio](#). This guide is part of the FanshaweOpen learning initiative and is made available through a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#) unless otherwise noted.

The following pages/sections are licensed [CC-BY-NC](#)

- [Getting Started with Pressbooks](#)
- [Description and Metadata](#)
- [H5P: What, Why, and When](#)



Contributors

- Shauna Roch, Project Lead
- Andrew Stracuzzi, Faculty Design Lead
- Catherine Steeves, Instructional Designer
- Robert Armstrong, Graphic Designer
- Wilson Poulter, Copyright Officer
- Jason Benoit, Instructional Design Student
- Freddy Vale, Graphic Design Student
- David Giesbrecht, Instructional Design Student

The OER Design Studio was initiated in the spring of 2021 and has since collaborated with Fanshawe faculty and staff to complete more than 60 open educational resource projects. Our approach to assisting subject matter experts has evolved over time, and this guide showcases our current processes and supporting resources. We are privileged to partner with committed educators driven by their desire to benefit their students. We trust you'll find this guide valuable.

- The OER Design Studio Team

About this Guide

This guide is a comprehensive roadmap and resource hub for educators and content creators working with Fanshawe's OER Design Studio to create, adapt, and share high-quality open educational materials. This guide offers instructions, best practices, and insights on designing, developing, and distributing OER.

This guide is a work in progress and will be continually updated. This guide is one of a series of resources to support the development of OER at Fanshawe. See our other publications below.



[OER Prep Course](#)

A six-module introduction to open educational resources. This is the place to start if you are new to OER.



[The Journey to Open](#)

The Journey to Open is a resource cataloging the development and implementation of Fanshawe College's Open Educational Resource initiative.

Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and offline access.

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [Accessibility Toolkit – 2nd Edition](#).

In addition to the web version, additional files are available in several file formats, including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you have problems accessing this resource, please contact us at oor@fanshawec.ca.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

Feedback

Please share any feedback you have about this guide with us at oyer@fanshawec.ca

Introduction to Open Educational Resources

OER stands for Open Educational Resources. OERs are teaching and learning materials provided openly and without cost to students; OERs can be open textbooks, courses, learning modules, digital learning objects, open-access journals, streaming videos, and more.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1585#oembed-1>

Video: [What are Open Educational Resources \(OER\)?](#) [2:00] by Fanshawe College. Transcripts and captions are available on YouTube.

OER – An Overview

Below is a more detailed account of the history of OER, its use in education, and its benefits for students and faculty.



Review the [Connect and Learn section](#) of this guide for information about our OER Prep Course, which provides a more formal introduction to open educational resources (OER) and open licensing in preparation for working with the OER studio.

Background

The open-source software community initially inspired the open education movement, focusing on broadening access to information through free, open content. OER has always been a grassroots initiative, with many individuals and organizations contributing to its development. One of the first major initiatives was MIT's [OpenCourseWare](#) Initiative, founded in 2001. As Bliss & Smith (2017) explain in their breakdown of the history of open education:

Much of our attention focused on OER's usefulness at providing knowledge in its original form to those who otherwise might not have access. The implicit goal was to equalize access to disadvantaged and advantaged peoples of the world – in MIT's language, to create 'a shared intellectual Common(Bliss & Smith, 2017).¹

However, OER is not an exclusively North American movement. For example, significant growth occurred after the [UNESCO Forum on the Impact of Open Courseware for Higher Education in Developing Countries](#) convened in 2002. In part, the final declaration at the forum stated that participants “expressed their... wish to develop together a universal educational resource available for the whole of humanity, to be referred to henceforth as Open Educational Resources” (UNESCO, 2002, p.6).²

Following the rise of open education in the early 2000s, growing interest in open courseware (particularly open textbooks) catapulted the movement to new heights; however, the movement toward greater OER awareness among instructors is growing slowly and steadily. A survey done in the U.S. in 2018 indicated that 47% of instructors had never heard of OER, while the remaining instructors had some degree of familiarity with the concept. There is still a large number of instructors who are unaware of OER, but the percentage has shrunk by 19% since 2014, showing that awareness is growing (Seaman & Seaman, 2019).

Defining OER

The Hewlett Foundation provides the most comprehensive definition of OER available today:

Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (Hewlett Foundation, n.d.).

So, Open Educational Resources (OER) are openly licensed, freely and easily accessible educational materials that users can adapt and redistribute. While many think of OER as referring predominantly to open textbooks, OER includes a wide variety of resources, such as videos, images, lesson plans, coding and software, and even entire courses.

The 5R's of OER

For a resource to be considered open, it must fulfill the following criteria called the 5Rs:

- **Reuse** – take a resource and use it in any context that you want
- **Remix** – take multiple resources and mix them to create a new resource³
- **Revise** – take a copy of a resource, change it and adapt it to the local context⁵
- **Retain** – take a copy and have control of that copy forever
- **Redistribute** – the right to share what you have created

1.

2.

3.⁴

4. The resource must explicitly state that it is available for remixing and redistribution by others. Some open licences may include restrictions on how others may use the resource. You can read about this more in the Copyright & Licensing chapter

5.⁶

6. Although all OER are openly licensed, many are released in formats that do not easily allow for adaptation.

With a broad definition that includes any educational material so long as it is free to access and open, it might be easier to ask, “What isn’t an OER?”

What is Not an OER?

If a resource has a traditional copyright licence or requires a fee to be accessed, it is not considered an OER. For example, most materials accessed through the library’s subscriptions cannot be altered, remixed, or redistributed. Therefore, these materials require special permission and are not “open.” Similarly, YouTube’s standard license includes a traditional copyright statement that does not allow videos to be retained (saved), altered, or remixed.

Benefits for Students

Cost Savings

One of the often cited benefits of OER is the cost savings for students. Alongside tuition fee increases at Canadian institutions of about 3% yearly, compulsory fees can set students back nearly \$1,000 a year and are often not covered by student loans. According to Statistics Canada, the average Canadian undergraduate student paid approximately \$1,091 in compulsory fees during the 2023/2024 school year. (Statistics Canada, 2023). This price was up 4.5% from the previous school year.

The cost of textbooks impacts college students, who must wait to purchase their course materials until well into the semester or choose not to purchase them (Florida Virtual Campus, 2018). A 2018 survey of SAIT students found that over 90% of respondents were very concerned about textbook costs (Southern Alberta Institute of Technology, 2018). In 2019, 25% of SAIT students reported never or rarely purchasing textbooks for their course, citing the cost (Southern Alberta Institute of Technology, 2019). The cost of textbooks might not be a significant issue, but it can be an insurmountable hurdle for students struggling to get by. A recent study at the University of Manitoba indicated that 35.3% of students experienced some degree of food insecurity throughout their degree (Entz et al., 2017).

Access to a Quality Education

When you share course materials openly, you allow students to engage with your content before, during, and after your course. Because OER is always free to access online, students interested in taking a course you teach can read up on the course beforehand and ensure they are ready and interested in the material. Moreover, students who have already taken your course can rely on the fact that their course materials will not evaporate at the end of the semester and that they can continue to review the materials you provided for years. With increased inclusive access models from publishers, temporary access to educational materials is becoming more common. This type of access may reduce the entry cost for students to access a textbook for one semester, but this access is typically limited and comes with other hidden costs.

The students who benefit from access to OER are not just the ones in your classroom. OER is free for anyone worldwide to access, whether they have a university affiliation or not.⁷ This encourages learners and students

7. Although OER is free for anyone to access, this access is still limited by who has access to the Internet. Still, since OER can be freely redistributed, some individuals have printed OER for dissemination in areas that do not have Internet access.

to explore educational content without committing the time and money they might not have to attend post-secondary.

Benefits for Faculty

Although cost savings are a major talking point in favour of open educational resources, instructors can integrate OER into their courses without removing the paid resources they find helpful (SUNY OER Services. (n.d.).). While creating an entire OER textbook can seem daunting, the gradual integration of small OER as supplementary resources can be built up over time. Over a few years, instructors may find that they have tailored so many small OERs to their course content that these resources are more effective in supplementing the course than the paid resources they previously used. The freedom to adapt OER to instructional needs is often the most attractive aspect of OER. Since OERs are openly licensed, educators can edit, reorder, and remix OER materials in various ways.

Use, Improve, and Share

Many instructors report using their required course textbooks in different orders than suggested or skipping entire portions of the textbook altogether (Lieberman, 2019). Using OER allows instructors to adapt and revise existing versions of openly licensed books to fit their course material better. Supplementary resources may be added directly to the text, streamlining resource access for students and giving a clear course outline that aligns with the syllabus. Instructors may also update an existing OER to provide modern and culturally relevant examples.

Network and Collaborate with Peers

A significant concern with open resources is that they may be seen as less reliable than traditionally published materials that go through rigorous editing processes. However, opening up resources makes it easier for peers across institutions to review and edit each other's work. The ability for others to edit and re-share work also allows you to explore the reviews and gain a deeper understanding of the available resources. Not to mention, creating open resources is a great chance to build a team of peers to help develop a new and valuable learning tool.

Lower Costs to Improve Access to Information

One of the most popular reasons for creating and reusing OER is that it allows every student easy access to course resources. This, in turn, benefits instructors, for all of their students will have all the tools needed to succeed in the course, regardless of financial or accessibility barriers. Open course resources may also lead to more passionate and engaged students, as students can explore course material before enrolling.

"[Introduction to Open Educational Resources](#)" in [Foundations of Open Educational Resources](#) Copyright © 2022 by Southern Alberta Institute of Technology is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

OER DESIGN STUDIO: AN OVERVIEW

OER Design Studio

1. [Introduction to the Studio](#)
2. [Studio Mission, Vision and Values](#)
3. [Studio Service Offerings](#)
4. [Process Overview](#)

Introduction to the Studio

The [Fanshawe OER Design Studio](#) supports faculty and staff in researching, adopting, and creating open educational resources (OER) to be used by the Fanshawe community. The goals of the Studio are to provide accessible, high-quality learning materials to the college community while offering practical learning opportunities to students.



All materials created by the Studio are shared under an open license. Products include textbooks, ancillary materials, H5P interactives, videos, software tools and open courses in [Fanshawe's Open LMS](#). Explore our OER collection and GitHub Site at the links below.



[Fanshawe's OER Collection](#)



[Fanshawe's OER GitHub](#)

Team Members

The Studio is comprised of faculty and staff who not only fulfill their roles in the creation of OER but also help to develop the policies and procedures to ensure sustainability in the long term. The studio team also includes students working in different capacities as part of their educational experience at Fanshawe.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=653#h5p-1>

OER Design Studio Team Members Summer 2021

Current Team Members

Jessica Bugorski	Director, Library Learning Commons
Shauna Roch	Project Lead
Catherine Steeves	Instructional Designer
Andrew Stracuzzi	Faculty Design Lead
Melanie Mitchell Sparkes	Instructional Design Student
Jason Benoit	Instructional Design Student
Freddy Vale Zerpa	Graphic Design Student
Stephany Ceron Salas	Ancillary Resource Student

Library & Media Partners

Wilson Poulter	Copyright Services Officer
Maddy Richard	Media Technician
Raghav Bali	Data Specialist
Carlie Forsythe	Data & Reference Specialist
Mary Ryan	Reference Specialist
Emmalyn Latigay	Librarian
Paula Parlette	Librarian
Megan Anderson	Librarian

Former Team Members

Robert Armstrong	Graphic Designer	Sept 2021-Sept 2023
Raghav Bali	Project Coordinator	Dec 2022-April 2023
Davandra Earle	Copyeditor Student	Sept 2021- April 2023
Michele Halle-Shook	Instructional Designer	Sept 2021 - April 2022
Connor Betts	Instructional Design Student	May - August 2023
Joel Mattinson	Instructional Design Student	May - August 2023
Yue Yuan	Ancillary Resource Student	May - August 2023
David Geisbrecht	Instructional Design Student	Sept 2022-Aug 2023
Salma Habib	Graphic Design & Instructional Design Student	Nov 2022-Feb 2023
Liya Treesa Joseph	Work Study Student	May - August 2022
Hadeel Abuhajer	Computer Programming Student	May - August 2022
Alyssa Giles	Graphic Design Student	May - August 2022
Fere Zohari	Instructional & Graphic Design Student	May - August 2022
Amandeep Kaur	Instructional Design Student	May - August 2022
Aman Kaur	Instructional Design Student	Jan - April 2022
Lavisha Asija	Instructional Design Student	Jan - April 2022
M.J. Idzerda	Photography Student	Sept 2021 - April 2022
Lauren Rowe	Graphic Design Student	Sept - Dec 2021
Meagan Tuckey	Graphic Design Student	Sept - Dec 2021

“[The OER Design Studio](#)” from [The Journey to Open](#) Copyright © 2022 by Fanshawe College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

Studio Mission, Vision and Values



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=2135#oembed-1>

Video: [Fanshawe OER Design Studio – Mission, Vision and Values](#) [1:03]. Captions and Transcript available on Youtube. [CC BY 4.0](#).

On this page:

[Our Philosophy](#) | [Our Mission](#) | [Our Vision](#) | [Our Values](#) | [Our Approach](#) | [Our Aspirational Goals](#) | [Our Design Process](#) | [Generative AI](#) | [Promotional Downloads](#)

The OER Design Studio: Our Philosophy

We believe knowledge should be freely accessible, shared, and co-created to transcend barriers. The Fanshawe OER Design Studio is committed to supporting the Fanshawe community and its partners by providing high-quality, accessible, and openly available learning materials.

We envision open education as a catalyst for innovation, where the free exchange of ideas and resources sparks new ways of thinking and solving problems. This approach to education supports lifelong learning, adapts to the needs of diverse learners, and prepares individuals to thrive in a rapidly changing world.

Our Mission

To transform teaching and learning through open practices.

Our Vision

“Open learning, leading change.”

Our Values

We work to:

- **Promote** the use of open resources to educators,
- **Create** high-quality, learner-focused materials,
- **Reduce** barriers through equitable access,
- **Foster** a sense of community and collaboration, and
- **Provide** experiential learning opportunities for students.

Our Approach

We pursue excellence and access informed by the resources and supports available to us at a given moment. We embrace the idea of “not yetness” as our touchstone: open educational practice is never closed, unchanged, and complete. We believe the spirit of open education requires us to be flexible, adaptive, and proactive in our approach to continuous improvement and growth.

Our Aspirational Goals

We envision a future where OERs are pivotal in shaping the teaching and learning landscape. As a studio, we will strive to:

- **Enhance Our Institutional Impact and Influence:** We aim to increase institutional awareness of open education practices and how we can support the adoption and creation of innovative educational resources, curricula, and methodologies.
- **Expand Our Footprint:** The Studio aspires to grow its presence within the college ecosystem. We aim to create a vibrant hub for educational experimentation, research, and development by collaborating with various departments, faculties, and student bodies.
Increase Our Community-Centric Impact: We envision a future where we extend our reach beyond campus boundaries. We aspire to actively engage with external Fanshawe partners, local businesses, and the wider London community.
- **Empower Student Creators:** We aspire to inspire students to publish their own work, share their insights, and contribute to the broader educational landscape. By fostering a culture of collaboration, creativity, and openness, we envision students as consumers and active creators, shaping the future of learning resources.
- **Pursue Sustainable Funding:** Recognizing that financial stability is crucial for long-term success, the studio sets its sights on securing ongoing funding opportunities. It actively seeks grants, partnerships, and endowments to support its initiatives, ensuring continuity and future growth.
- **Emergence as Provincial Leaders:** The studio dreams of becoming a beacon of educational innovation within the province. By fostering strong ties with other institutions, policymakers, and industry stakeholders, it aims to lead conversations, drive policy changes, and shape the future of education.

Our Design Process

The following tenets inspire the OER Design Studio's resource creation:

- **Agile Project Methodology:** We embrace an agile approach to resource creation. Projects are broken down into manageable chunks; for instance, we work on a chapter-by-chapter or module-by-module basis when creating a textbook. This allows us to focus on specific content areas and ensures that each section is thoroughly developed. By doing so, we can iterate and refine as

needed.

- **Creator-Centric Focus:** The studio's design process is tailored to meet the needs of creators. We recognize that everyone has varying levels of expertise and available time. Whether you're an experienced author or a novice, our approach accommodates your abilities and constraints.
- **Learner Impact:** Our primary goal is to create resources that impact learners most. We create zero-cost resources that prioritize pedagogical effectiveness, engagement, and accessibility. Content should be inclusive, equitable, and resonate with diverse learners to enhance their understanding.
- **Timeliness and Efficiency:** We recognize the importance of delivering resources promptly. Our priority is to meet the curricular needs of Fanshawe College. We streamline processes, leverage existing materials, and collaborate efficiently to achieve quick turnarounds.
- **Flexibility and Adaptability:** Our approaches and the educational landscape are evolving. We remain flexible and nimble. We adapt swiftly, whether a sudden curriculum change or emerging technologies.

Generative AI in Open Educational Resources

We recognize emerging AI technologies have immense potential for creating sustainable and accessible resources. As such, we approach the use of AI with the following considerations always in mind:

1. **Purposeful and Careful Use:** We commit to using generative AI thoughtfully and purposefully. Our intention is not to replace human creativity but to augment it. We employ AI to expedite routine tasks, streamline processes, and enhance efficiency within our studio.
2. **Respecting Copyright and Authorship:** We remain vigilant about copyright and intellectual property rights in the use of AI-generated content. Generative AI has the potential to reproduce substantial parts of works protected by another's copyright. Recognizing this, we take all reasonable steps to prevent the publication of AI content that infringes copyright. This reflects our general commitment to the balance of copyright owners and users in Canada. Likewise, the use of AI as a tool to remix and create derivative works does not affect our commitment to an author's moral rights, such as the attribution and integrity of their work.
3. **Navigating Legal and Ethical Implications:** As the AI landscape evolves, so do legal and ethical debates. We stay informed about developments, engage in ongoing discussions, and adapt our practices accordingly. Our commitment extends beyond compliance to proactive engagement with the broader discourse.

Promotional Downloads

The following downloads are branded versions of the content found on this page:

- [OER Design Studio – Mission, Vision, Values](#) Handout (PDF – 3MB)
- [OER Design Studio – Our Design Process](#) Handout (PDF – 4 MB)
- [OER Design Studio – Service Offerings](#) Handout (PDF – 4 MB)
- [OER Studio – MMV and Design Process Accessible](#) Handout (PDF – 269 KB)

Studio Service Offerings

In conjunction with Fanshawe's Library Learning Commons, the [OER Design Studio](#) provides the following support related to OER creation:



Publishing

- Publishing educational content in Pressbooks
- Publishing educational content in the Open LMS
- Support content creation in other open platforms, including the My Open Math platform.



Research and Copyright (Library Partners)

- Research Assistance
- Environmental scans of existing teaching resources
- Copyediting
- Copyright Compliance



Promotion and Training

- OER promotional campaigns and awareness initiatives
- Training and support for OER creation
- Training for faculty on using AI in resource creation
- Educational grant support

- Facilitate cross-collaborative projects (internal and external partners)



Instructional Design and Accessibility Support

- Course and book authoring support
- Accessibility support for OER creation
- Ancillary teaching material support
- Support for EDI-inclusive content creation
- Support for OER inclusion in the classroom (i.e student projects and summative evaluation opportunities)



Graphic Design and Multimedia Creation

- Creation of graphics (icons, vectors, infographics)
- Search for open images to be used in educational content
- Creation of graphs and diagrams based on data provided
- Custom photography
- Video creation to support OER development
- Development of Interactives for student engagement (H5P)



Student Opportunities

As part of our commitment to student success and inclusion, the OER design studio provides student work opportunities through [cooperative education](#) and [work-study positions](#).

Studio Process

The Studio's process involves first searching for existing OER with the support of the library. If there are OER resources that meet your needs you can adopt and use them. If you cannot find anything existing, you can create your own with the support of the ODS team.

See the process graphic below. Click on the plus symbols to link to the corresponding sections in the guide related to that step.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=655#h5p-30>

Image Description

Are you Interested in Open Educational Resources?

There are two options: finding existing OERs and creating your own

Finding Existing OER Steps

Step 1: Connect: Contact the OER Design Studio to chat about options.

Step 2: Learn: Complete our OER Prep course and learn about OER and open licensing.

Step 3: Scan: Work with the library to create an environmental scan of OER for your course.

Step 4: Evaluate: Check the scan. Are there resources that meet most of your needs?

If your answer is "Yes" then you can adopt the existing resource(s).

If no OER exists that meets your needs, then you can create your own.

Creating Your Own OER Steps

Step 5: Define: Outline the scope, structure and style of your new resource.

Step 6: Develop: Work with the studio to build your content.

Step 7: Review: Engage your colleagues, students and other users in reviewing your new resources.

Step 8: Publish/Maintain: Publish your new resource, share and update accordingly.

Source: OER Design Studio. "Are You Interested in Open Education" Process Flow Graphic by Freddy Vale is licensed under a Creative Commons Attribution license unless otherwise noted. A Fanshawe Open Resource.

FIND EXISTING OER

Find Existing OER

1. [Process: Find Existing OER](#)
2. [Connect and Learn](#)
3. [Scan and Evaluate](#)
4. [Adopt](#)

Process: Find Existing OER

To find existing OER, you will need to connect with the Studio at oyer@fanshawec.ca and have an environmental scan completed. The following sections will explain this process in more detail.

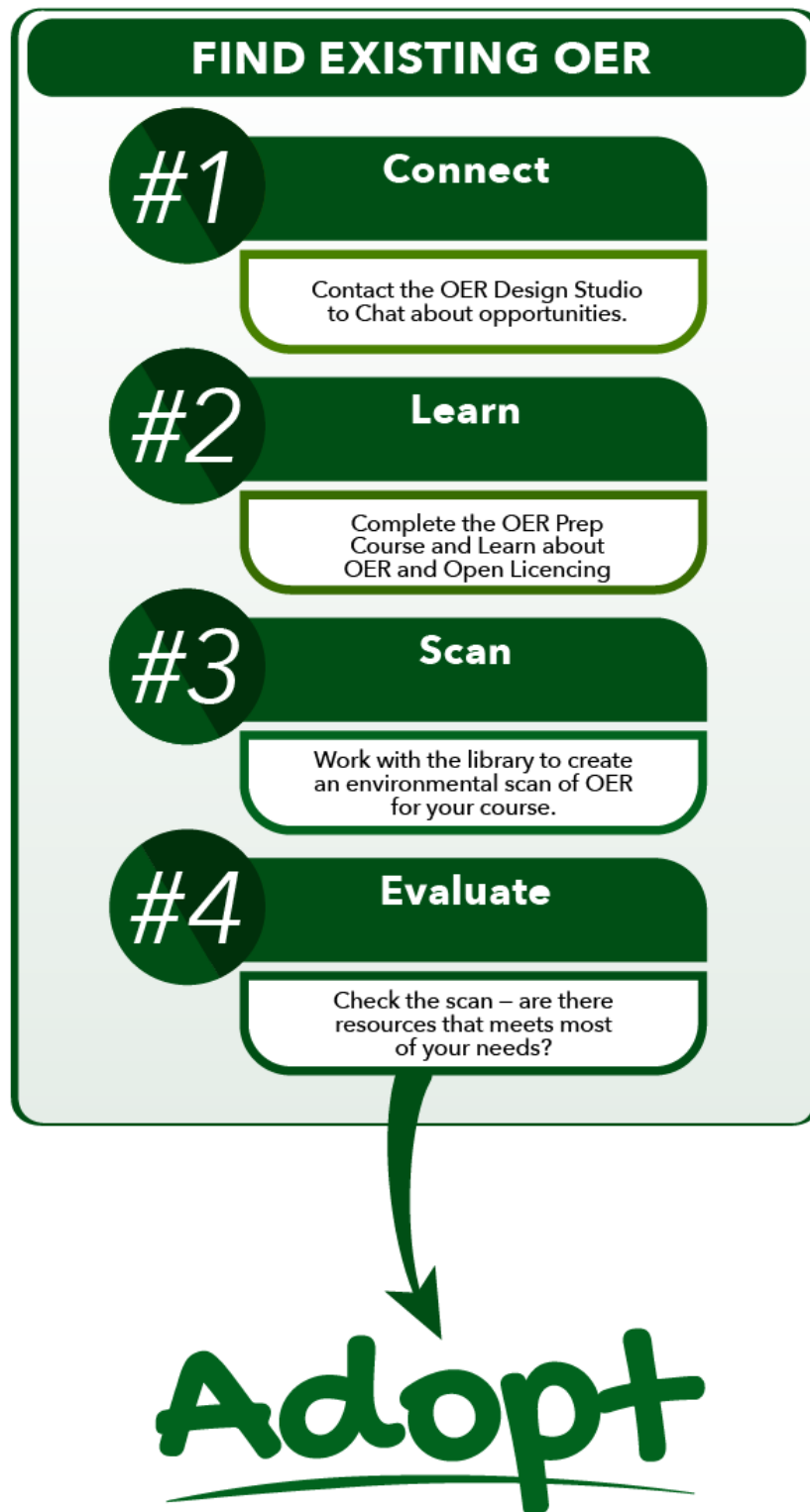


Image Description

Finding Existing OER Steps

Step 1: Connect: Contact the OER Design Studio to chat about options.

Step 2: Learn: Complete our OER Prep course and learn about OER and open licensing.

Step 3: Scan: Work with the library to create an environmental scan of OER for your course.

Step 4: Evaluate: Check the scan. Are there resources that meet most of your needs?

If your answer is “Yes” then you can adopt the existing resource(s).

Connect and Learn

To support the environmental scan process, it may be helpful to learn more about OERs and open licensing. The [OER Prep Course](#) contains self-paced learning modules designed to provide an introduction to open educational resources (OER) and open licensing.

Throughout the modules, there are opportunities to check understanding and explore concepts further. The modules can be followed in any order, but it is recommended to start with **Module 1** and progress through in order. The final product is the course map (environmental scan).

OER Prep Course Learning Objectives

By the end of this course, you should be able to:

- Define Open Educational Resources
- Explain the rationale for OER adoption and use
- Explain the differences between the Creative Commons licenses
- Identify repositories and other resources for finding relevant OER
- Use tools and criteria to evaluate OER

Course Modules

- [Go to Module 1: Introduction to OER](#)
- [Go to Module 2: Why OERs?](#)
- [Go to Module 3: Open Licensing](#)
- [Go to Module 4: Creative Commons](#)
- [Go to Module 5: Finding OER](#)
- [Go to Module 6: Evaluating OER](#)



To understand the differences between the digital educational resources available through commercial publishers and OER, please see our [Digital Education Resources Infographic Guide](#).

“[OER Prep Course](#)” from [The Journey to Open](#) Copyright © 2022 by Fanshawe College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

Scan and Evaluate

The library will support you in finding open educational resources that are a fit for your course and learning outcomes. The results of an environmental scan will be shared in the Course Map (Google Doc). Review the resources discovered and evaluate if they fit your course.



Download the [OER Course Map Template Google Link](#) to make a copy. Please see Google Doc Sharing Help if you require assistance.

The course map document contains the following:

Course Information

Course Name:	
Course Code:	
Faculty Name:	
School:	
Research Deadline:	
Date Compiled:	

Learning Outcomes

List your course-level learning outcomes in the space below. This will help to better focus research efforts.

OER Resources

Include the information related to the open resources in the table below. Be sure to include links to the resources, CC licensing, and specify the resource type. You can review the [OER Prep Course](#) for more information. If you have any comments or specific needs, please make a note of it. Your library partner will assist you with this.

[illegible]

Non-OER Affordable Resources

The resources listed below are available to Fanshawe students under a library license. These resources cannot be revised or included in an adapted OER. They can only be used within a Fanshawe Online Course for Fanshawe students.

Non-OER Resources (Title & Link to Resource)	Resource Type (book, course, case etc.)	License	Notes

Gap List

Based on the research you have done for your map above, what gaps exist in open content? List all gaps below

OER Course Map Template by S.Roch (2021) is available under a [Creative Commons Attribution 4.0 License](#).

“[Open Educational Resources Course Map](#)” from [The Journey to Open](#) Copyright © 2022 by Fanshawe College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

Adopt

If you have found an OER after going through the environmental scan process then you can adopt it for your course. It is important to record your adoption in the [Course Outline Mapping and Management System \(COMMS\)](#). It is also important to communicate your adoption with the Studio. Follow the adoption steps below.

1. Fill out the [OER Adoption Form](#)
2. [Complete COMMS](#): add the adopted OER to the required resource for your course. Please make sure you reference the OER in either the ISBN or Title area. See the examples below in the shaded box:

Textbook(s)/Bundle/Digital	Textbook(s)/Bundle/Digital
ISBN/SKU: 88870035698 (Open Resource – OER)	ISBN/SKU: 88870035698(Open Resource – OER)
Title/Description: Information Systems for Business & Beyond	Title/Description: Information Systems for Business & Beyond
Required/Recommended: Recommended	Required/Recommended: Recommended
Fanshawe's OERs do not usually have ISBNs associated with them. A SKU number may be assigned if there is a print version available in the bookstore.	

3. If you would like to request a printed copy of your OER to be available to students, please contact the bookstore. They can provide binder-ready printed copies in black and white.
4. Provide the URL link of the book to your students in FOL. You can also link to the chapters in the modules.

CREATE YOUR OWN OER

Create Your Own OER

1. [Process: Create Your Own](#)
2. [Expectations and Guidelines](#)
3. [Team Roles](#)
4. [Communication](#)
5. [A Note About Publishing](#)

Process: Create Your Own

If after going through the “[Finding OER process](#)” you did not find an OER that meets your needs, you can start *The OER Development Process*. This process includes the steps outlined in the graphic below. The following modules of this book provide content and resources to support each step.



If you are a Fanshawe faculty (full-time, part-time, or partial load) you can apply for a Fanshawe OER grant for development time. See more information at the [OER grant website](#).



Image Description

Creating Your Own OER Steps

Step 5: Define: Outline the scope, structure and style of your new resource.

Step 6: Develop: Work with the studio to build your content.

Step 7: Review: Engage your colleagues, students and other users in reviewing your new resources.

Step 8: Publish/Maintain: Publish your new resource, share and update accordingly

Adopt the existing resource(s).

The OER Development process includes four steps and forms the structure of this guide:

1. Project Definition
2. Project Development
3. Project Review
4. Publish and maintenance

Expectations and Guidelines

Following is a list of project expectations when working with the OER Design Studio. If you have any concerns at any time, please reach out at oer@fanshawec.ca

Project Expectations

We expect that you will work collaboratively with the studio and meet the following:

- Complete the project plan (provided) prior to the start of the project.
- Complete work as outlined in the project plan as agreed upon.
- Provide notification for missed deadlines.
- Meet with the instructional designer or project manager/coordinator regularly as agreed upon.
- Work with the studio team in a respectful manner.



The Studio team will not tolerate disrespectful behaviour including harassment in any form. If someone engages in harassing behaviour, the work with the Studio will be suspended until a resolution can be found.

Please see our community guidelines below.

Community Guidelines

Respect and Kindness: treat everyone with respect and kindness.

Open-Mindedness: embrace diversity and be open to different perspectives, ideas, and opinions.

Collaborative Environment: create opportunities for everyone to be heard and share ideas.

Constructive Feedback: feedback is provided constructively and respectfully. Feedback should aim to improve and support each other's growth. Be open to feedback, willing to admit mistakes, and committed to learning from them.

Learning and Growth: embrace a culture of continuous learning and personal growth. Help others learn and grow by providing guidance and support.



Photo by M.J. Idzerda CC-BY-NC-SA

Team Roles

OER development projects involve working with the OER Design Studio team and relying on each member's expertise and contribution. The roles that each team member plays are outlined below.

Review the [OER Design Studio introduction](#) page to meet the OER Design Team team.



Photo by M.J. Idzerda CC-BY-NC-SA

Roles

Project Lead	Provides the day-to-day management of the Studio and manages the team workload. Meets with all SMEs to discuss the viability of project ideas. Also responsible for managing and communicating progress on projects.
Faculty Design Lead	Works with SMEs and assists in developing content and ensuring the quality of published work. Supports pedagogical decisions.
Instructional Designer	Works with SMEs and supports instructional design students. Builds content and conducts quality assurance reviews.
Graphic Design Student	Sources and creates images to be used in OERs.
Instructional Design Students	Works with SMEs to build content, ensuring accessibility and copyright.
Ancillary Resource Students	Search and create supplementary content such as slide decks.

SME – subject matter expert

Role Expectations

The expectations of the Studio and SME on a project can be found in the following drop-downs.

Studio

The Studio team members will:

- Provide resources or direct faculty to the librarians for support with research.
- Format content in Pressbooks based on the work provided.
- Suggest openly licensed images or create images where needed based on a design submitted by the faculty.
- Create graphs or tables based on the data provided.
- Provide resources or direct faculty to support with referencing and attributions

Subject Matter Expert (Faculty or Staff)

The SME will:

- Identify gaps in content or topic areas that require additional research.
- Provide content weekly per the Project Plan for formatting in Pressbooks.
- Provide suggestions for graphics and images.
- Provide data for any graphs that need to be developed.
- Add references for copyright works used in APA format, and provide proper citations.
- Create chapter summaries.
- Create a key terms list, or review list generated by the Studio.

Communication

Microsoft Teams

The Studio uses Microsoft Teams to communicate during the project. This method provides a communication trail that is easy to follow. You can message your instructional design contact anytime during the project. If you are not comfortable with Microsoft Teams you can also send an email. For a quick overview of Microsoft Teams see the video – *Welcome to Microsoft Teams* Below, or review the LinkedIn Learning Course (available to Fanshawe users) [Microsoft Teams Quick Tips](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=197#oembed-1>

Video: [Welcome to Microsoft Teams](#) by [Microsoft 365](#) [2:30] Transcripts available on Youtube.

You will meet with your instructional designer **weekly** to communicate any changes or updates on the project. All meetings are conducted virtually through Zoom.

Schedule

- Chapter content is due to the instructional designer on **Fridays**.
- For fall and winter developments, 1 chapter is due each week, and for summer developments, two chapters per week.
- The Studio takes an agile approach to development, focusing on one chapter or module at a time and incorporating any feedback into future modules/chapters.
- Content schedules will be set in the Development Plan for each project, and progress will be tracked.
- Check-in meetings with the instructional designer will happen weekly or bi-weekly.

A Note About Publishing

Note

If publishing is new to you, here are some things to keep in mind:

- There are lots of ways to publish. You can decide what's possible.
- You can always change how you do something for the next project or iteration.
- Making a book is a creative endeavour and, therefore, may involve a lot of subjective decisions.
- Try to seek collaborators who can work with uncertainty, especially initially.
- Take a break when you need to.
- Don't try to accomplish all your goals the first time around.
- Go easy on yourself, especially if you're new at this!
- Ask others for help.



In the OER Design Studio, we use [Pressbooks](#) for creating and publishing OER resources. In the development phase of your project, you'll become more familiar with Pressbooks and how it works.

“[Note of Encouragement](#)” from [Open Textbook Publishing Orientation \(PUB 101\) Modules](#) by [the University of Minnesota](#) is offered under a [Creative Commons Attribution license](#)

DEFINE YOUR OER

Define Your OER

1. [Project Type](#)
2. [Adaptation Considerations](#)
3. [Project Scope](#)
4. [Start Small Think BIG](#)
5. [Five Rules of Textbook Development](#)
6. [Diversity, Equity and Inclusion](#)
7. [Accessibility](#)
8. [Copyright](#)

Project Type

The type of OER project you will engage in will become clear after reviewing the list of existing open resources ([OER Course Map](#)) and identifying the gaps or lack of alignment with your teaching practice.

Two types of OER projects are an adaptation and a collection. An **adaptation** also called a derivative, mixes or remixes a copyrighted work to create a new original copyrighted work. A **collection** is the assembly of separate and independent works into a collective whole. These two types are discussed more below.

Adaptation

The term **adaptation** is commonly used to describe the process of making changes to an existing work. We can also replace “adapt” with revise, modify, alter, customize, or other synonym that describes the act of making a change. This concept can be illustrated with a smoothie. Individual fruits are blended together and result in a new creation. The individual ingredients are no longer distinguishable. Nevertheless, attribution for the individual works is still required.

Some Creative Commons licenses allow others to make adaptations or remixes. It's important to understand what an adaptation is and to review the licensing of materials before deciding to [adapt \(see next section\)](#). [The Creative Commons FAQs provide examples and explanations](#).



Using information and media from an open textbook or other open educational resource is NOT considered plagiarism.

Examples of adaptations include:

- a screenplay based on a novel
- a book translated from one language to another
- a chapter in an open textbook that blends multiple open educational resources.

The new work must be derived from the copyrighted work.

Adapting open resources can be a good place to start, and there are many reasons why you would revise existing work:

Reasons for Adaptation

- Address a particular teaching style or learning style
- Adjust for a course level.
- Customise for your curriculum
- Adapt for a different discipline.
- Address diversity needs.
- Customize for a Canadian audience, or perhaps for students in Ontario.
- Make the material more accessible for people with disabilities
- Add material contributed by students or material suggested by students
- Translate the material into another language
- Correct errors or inaccuracies
- Update the book with current information
- Add more media or links to other resources
- Use only a portion of the book for a course

Collection

A **collection** is the assembly of separate and independent works into a collective whole. Each work in a collection retains its copyright protection and licensing terms. Each individual work in a collection must have attribution and licensing information.

While an adaptation can be compared to a smoothie, a collection is more like a fruit salad. Each work — the strawberries, blackberries, apples, etc. — is part of the collection which is the fruit salad.

While a separate copyright exists for the collection, it only applies to the new contributions to the work such as the cover, the introduction, and the actual arrangement of the selected works (think about the fruit choices you might make for a fruit salad to create your own unique combination of flavors).



Examples of collections include:

- anthologies of writings by various authors; encyclopedia;
- a coffee table book featuring photographs by various photographers; and,
- an album compilation of '80s pop hits.

As with adaptations, the licensing of a collection must be compatible with the copyrights and licenses of the individual works. The license for the collection does not alter the licenses for the works in the collection. For more information, consult the [Creative Commons FAQs](#)

“[Creative Commons: Understanding Adaptations & Collections](#)” from [Creative Commons Libguide](#) by the [College of Coastal Georgia](#) is licensed under an [Attribution-NonCommercial-ShareAlike 4.0 International License](#)

“[1. Definition of Adapt](#)” & “[2. Reasons to Adapt an Open Textbook](#)” from [Adaptation Guide](#) by BCcampus is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Adaptation Considerations

When it comes to working with OER, one of the conceptual hurdles faced by most people is the notion of adapting or changing someone's work. What exactly can be adapted within the scope of an open textbook? Won't the original author get upset if you change their work?

Changing someone's work can feel uncomfortable. But rest assured, if the author 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 you give them the proper attribution (and we'll get into this). Using information and media from an open textbook or other open educational resource is NOT considered plagiarism.



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.

Compatible Licenses

Keep in mind that when you are mixing different resources you need to be cognizant of the licenses as some of the Creative Commons licenses are incompatible. See this graphic below for more information.

	PUBLIC DOMAIN	PUBLIC DOMAIN	CC BY	CC BY SA	CC BY NC	CC BY ND	CC BY NC SA	CC BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
CC BY	✓	✓	✓	✓	✓	✗	✓	✗
CC BY SA	✓	✓	✓	✓	✗	✗	✗	✗
CC BY NC	✓	✓	✓	✗	✓	✗	✓	✗
CC BY ND	✗	✗	✗	✗	✗	✗	✗	✗
CC BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
CC BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

*"CC License
Compatibility Chart"*
by [Mzeinstra](#) [CCO](#)

- [Public Domain](#) means that permission is not required to use it or make changes to it.
- Also, note that a license with a [No Derivative \(ND\)](#) attribute means you are not able to change the contents.
- See [Creative Commons](#) for more information on licenses.

When the adaptation includes more than one CC-licensed work, the licensing compatibility also must be observed before a creator can choose a license for her own contribution (the "adapter's license"). The chart below describes which CC licenses can be chosen as an adapter's license. The licenses in green are fully compatible, while the ones in grey are not. Choosing a license corresponding to the yellow boxes is not recommended, though technically allowed by the terms of the license.

Adapter's license chart		Adapter's license						
		BY	BY-NC	BY-NC-ND	BY-NC-SA	BY-ND	BY-SA	PD
Status of original work	PD							
	BY							
	BY-NC							
	BY-NC-ND							
	BY-NC-SA							
	BY-ND							
	BY-SA							

"Adapter's license chart" extracted from [Creative Commons FAQ](#)

Recording Your Changes

As the author, you retain the copyright of all new material you create. This means that even if the new material you create is released under an open license, 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, keep a list of the additions/changes. This information can be included in the front matter of the book under the acknowledgments or copyright information. Minor changes, such as fixing grammatical or spelling mistakes, don't need to be documented. If you add material from another openly licensed work to your adaptation, especially text, record the source and where it is used in your adapted version. This information is needed for the wording and placement of each attribution statement required for each open CC BY (Creative Commons Attribution) licensed work you use. For more information, see [Attribution Statements](#) or the [OER Prep Course](#).

"3. Permission to Adapt" from [Adaptation Guide](#) by BCcampus is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

"4. Licensing considerations for remixes/adaptations" from [Collections and remixes by agoncavles](#) is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Project Scope - Development Plan



Before beginning any new OER development project, you must have a completed [environmental scan \(OER Course Map\)](#). The OER Course map identifies any existing OER materials that can be repurposed. You can begin to populate some of the resources you will reuse or re-mix in the [OER Development Plan](#).

Development Plan Purpose

Defining your project is essential because it helps you understand what you're working towards, but also because it helps provide information about the project to the team you are working with. The OER Development Plan provides a road map for the project and may evolve over time. It is meant to help identify the following:

- How many chapters are there, and what topic are the chapters on? Learn more in the section on [Book Structure](#).
- What are the learning outcomes for each chapter?
- Do the learning outcomes align with your course-level outcomes and assessments?
- How will your content be organized?
- What OER material currently exists that can be repurposed ([OER Course Map](#))
- Are there any gaps?

Sample development plan section:

Chapter	Chapter Name	Learning Outcomes	Resources	Changes to Resources
1	Human Resources Strategy and Planning	1. Define HRM and explain its evolution over the years. 2. Explain the role of HRM in organizations. 3. Define, discuss and explain the significant HRM activities.	• Human Resources Management- Chapter 1 • HRPA Professional Competency Framework	• Build in theoretical content that supports and provides evidence of the HRPA competencies.



The development plan should provide the overall proposed structure of your new book. We will use a [backward design approach](#) starting with the learning objectives/outcomes.

The learning outcomes MUST be measurable. [See Appendix 1: Learning Objectives Guide](#) for sample verbs requiring cognitive outcomes.

Start Small Think BIG

The OER writing process can be time-consuming and difficult. Scope creep can be common. To prevent you from falling into this trap, consider starting small. If you are adapting a book consider the types of changes you can make:

Small Changes

- Changing titles of the book or chapters.
- Adding new images.
- Removing a chapter that isn't pertinent to your course.
- Chapters might be reordered to more accurately fit the order in which material is presented in a course.
- Add examples of content written by your students.
- Adding context to your discipline.

Big Changes

- A significant number of chapters might be removed, changed or added.
- Re-writing the book from an equity lens. Adding in different perspectives.
- New material is written to fill in the gaps of an existing textbook.
- Resources added, such as new examples or exercises.
- Creating ancillary resources for a book.

Considerations

If you are starting from scratch, consider the following:

- Think about your audience. Students do not enjoy reading long chapters. Keep things concise and focus on the key concepts and takeaways.
- Add in links for those students who may want to delve deeper into the subject.
- Engage your students in co-creation activities as part of their assessment.
- Remember you can always build on to the resource at any time!

Think of the huge pedagogical potential hidden away in an open textbook. Plan and dream and scheme about what could be done with this book. When you're bursting at the seams with ideas and enthusiasm, write down all of the wonderful things you want to change, when both you and the textbook are ready, on your Bucket List – [Scope Document](#).





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=427#oembed-1>

Video: "[The Secret to My Productivity](#)" By [vlogbrothers](#) [3:56] Transcript Available.

"5. Start Small" from [Adaptation Guide](#) by BCcampus is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Five Rules of Textbook Development

The below list provides five rules that help guide the development of a good textbook.

1. Rule of Frameworks

Memory and understanding are promoted by using a structure that mimics the structures we use to store information. Before we can use or master a subject, we must have a mental road map to navigate the subject domain. The text can best aid understanding by making this framework visible within each section.



This can be achieved by establishing a consistent organizational structure, format, and design elements. See [Design & Structure Considerations](#).

2. Rule of Meaningful Names

Everything we know is tagged with an index or a title, which allows us to recall what we know and remember. Each concept, process, technique, or fact presented should aid the student in assigning a meaningful name for their mental organization of the material. The names assigned by the text should help support future activities: communication with other practitioners, reference within the text to earlier mastered material, and conformity to the framework used for the subject.



Use consistent titles and terminologies. Use terminology that is common in your discipline. This can be achieved by including glossary/key term pages, planning your content structure, and reviewing for consistency. See [Key Terms & Glossary](#)

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. This number expands as we become familiar with part of a subject domain, but four to six new elements for new material is a reasonable limit. If a chapter outline contains twelve items, the student will have forgotten the outline before getting to the last item. When a text fails to support this rule, a diligent student must repeat the material needlessly.



Limit the amount of information introduced at one time. This can be achieved by breaking chapters into smaller sections, focusing on learning objectives at a higher concept level and planning your content structure. [See Appendix 1: Learning Objectives Guide](#) for more details.

4. Rule of Hierarchy

Our mental frameworks are hierarchical. Learning is aided by 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 mastered, the current element under consideration examined, and lower levels outlined only to the extent that they help the student understand the scope or importance of the current element. Two more rules within this rule supplement this area: Connectivity and Cohesion. **Connectivity** requires consideration of what the student likely knows at this point. **Cohesion** requires that the characteristics of new elements as they are presented be tightly coupled.



The text should build on learned knowledge. When introducing new material, only refer to foundational material if it is relevant to the new material. The student must 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.

5. Rule of Repetition

Most people learn by repetition, and only a few with native genius 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. Implementing this rule may mean that frameworks and important hierarchies are repeated as many as five or six times. In comparison, frequently used elements are repeated three or four times, and elements of lesser utility may not be repeated. The first repetition should typically occur within a day of the first presentation, followed by a gradually decreasing frequency. Exercises and review sections ideally contribute to a designed repetition pattern.



Repeat important concepts. Review the content to determine which information should be repeated and how often.

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

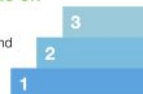


elements of lesser utility **may not be repeated** at all

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

This work is licensed under a Creative Commons Attribution 4.0 International License. <https://creativecommons.org/licenses/by/4.0/>



5 Rules of Textbook Development

5 Rules of Textbook Development long description:

1. The rule of frameworks means maintaining a consistent structure. The text can best aid understanding by making this framework visible early on.
2. The rule of meaningful names means to create and use consistent titles and terminologies. The names are critical to the ability to recall or retrieve the things we know and remember.
3. The rule of manageable numbers means limiting the amount of new information introduced at one time.
4. The rule of hierarchy means 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.
5. The rule of repetition means repeating essential concepts. There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory.

[“Five Rules of Textbook Development”](#) from [Self-Publishing Guide](#) by Lauri M. Aesoph is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted. Modified for brevity.

Diversity, Equity and Inclusion

One of the basic premises of open education is access. The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes:

...that universal access to high quality education is key to the building of peace, sustainable social and economic development, and intercultural dialogue. Open Educational Resources (OER) provide a strategic opportunity to improve the quality of education as well as facilitate policy dialogue, knowledge sharing and capacity building.¹

Access in this context refers to the ability of students, instructors, and others to obtain access to education. Releasing textbooks and other educational resources with open-copyright licenses is a big step toward removing barriers, as it makes these materials free of cost and free to use, distribute, and change. But there is more that goes into accessing a resource than it is just being free and online. For a textbook to be truly accessible, people of all abilities need to be able to access the content. This means designing a textbook that accommodates people with diverse learning styles and ensuring the content can be accessed by all, regardless of disability. It also means creating materials that include diverse viewpoints and voices. As you plan your textbook, contemplate how to design it so it is *accessible, diverse, and inclusive*.

Some benefits are:

- Engaging more students because they recognize themselves or their life experiences in the material
- Appealing to instructors in a variety of educational settings
- Creating a more interesting reading and learning experience

Diversity

Diversity refers to having a range of people across gender identities, racial backgrounds, geographic locations, socioeconomic backgrounds, ages, abilities, sexual orientation, and other characteristics represented and participating in a community. Diversity has to do with whose perspectives are being heard, who gets to make decisions, who gets to meaningfully engage at all levels of the community, and more.

Equity

There are systemic barriers people face based on their gender identity, race, geographic location, class, age, ability, sexual orientation, and other factors. Equity recognizes that people need a variety of resources and support to overcome these barriers and succeed. Open textbooks designed with an equity mindset reduce barriers and facilitate a deeper engagement with the course material.

Inclusion

Inclusion is about making a resource, location, or event welcoming and inviting so that people from different backgrounds feel that they belong. Inclusive design means that you're creating a lot of different ways for

1. "Open Educational Resources," UNESCO, <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/> (accessed September 20, 2017).

people to participate in an experience and make a decision.

Embedding equitable and inclusive practices into our work requires an open and curious mindset. It can be helpful to continuously pause and ask ourselves: what are we missing? This can be hard to do, but it's critical to take the time to investigate and include others in the inquiry.

Equitable and Inclusive Practice Content Considerations

Here are some questions for authors, and those supporting authors, to consider throughout the content development process:

- Whose voices or perspectives are missing?
- Does this material reflect the students who will use it?
- Is this resource relevant and reflective of students' lived experiences?
- Does this resource reflect privilege that may be invisible to the author?
- Who can't access or will struggle to access this material?
- Are we providing clear language about how to use the resource?

Tips

- Including a variety of pronouns and gender expressions to describe people in your text
- Using images, examples, and case studies that depict Indigenous, Black, and other people of colour without perpetuating stereotypes
- Using images, examples, and case studies that depict people with disabilities, and bodies of all sizes, without perpetuating stereotypes
- Using images, examples, and case studies that depict 2SLGBTQIA+ people without perpetuating stereotypes
- Including Indigenous territories and place names in addition to, or in lieu of, colonial place names



Resources

- [Diversity, Equity and Inclusion in OER Rubric & Guide](#) [Links to an external site.](#)
- [Online Equity Rubric](#)
- [Guiding Authors Toward Inclusive Content Creation](#)
- Read what your colleagues are saying about [Equity, Diversity, Inclusion & Open Education](#)

“[Accessibility, Diversity, and Inclusion](#)” from [Self-Publishing Guide](#) by Lauri M. Aesoph is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

“[Equitable and Inclusive Practices](#)” from [Open Textbook Publishing Orientation \(PUB 101\) Modules](#) by [the University of Minnesota](#) is offered under a [Creative Commons Attribution license](#)

“[Accessibility, Diversity, and Inclusion](#)” from [UBC Open Text Publishing Guide](#) by Erin Fields; Amanda Grey; Donna Langille; and Clair Swanson is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Accessibility

As an open textbook author it is important to consider how all students will engage with the content. Listed below are some of the barriers students face during their education, as well as some solutions and examples.

Reducing Barriers to Access			
Barrier Type	Challenge	Solution	Example
Physical Impairments	Low vision or blindness	Use alternative text (alt-text) to describe an image's content or function that can be read by a screen reader.	All images in Introduction to Psychology – 1st Canadian Edition have alt-text.
	Hearing impairment or deafness	Add transcripts and captions to all audio content.	The instructional videos created for Concepts of Biology-1st Canadian Edition are all captioned.
	Motor-skill impairment, immobility	Provide file formats that can be uploaded into a variety of mobile devices.	Introduction to Tourism and Hospitality in BC has a number of file types available.
Learning Disabilities	Difficulty absorbing information via reading or difficulty concentrating (ADHD)	Add audio clips to printed text that student can listen to while reading along.	Common Core Trade series (23 books) has audio files that accompany the text content.
Language Comprehension	Low literacy: adult basic education (ABE) student or English language learners (ELL)	Provide a print copy with increased font size or provide formats that allow the font size to be adjusted.	The PDF of BC Reads: Adult Literacy Fundamental English – Reader 1 uses large text.
Limitations of Time and Place	Working, parenting, or live far from a college or university	Provide a version of the textbook that can be accessed from anywhere online.	All books in the B.C. Open Textbook Collection can be accessed online.
	Unreliable or no access to the Internet	Set up a service that can supply a print-on-demand copy.	See the print-on-demand option for Principles of Social Psychology – 1st International Edition .

Tips for Accessibility

Here are some accessibility tips:

- Use clear, straightforward *language*. Make the content understandable.
- Provide *multiple formats* whenever possible. This will allow different users to access the resource in different ways.
- Use a clear *organizational structure* to guide readers through the resource.
- Provide proper information and resources to make the content readable and *understandable* for users (ie. Glossary, Abbreviation list).
- Develop an *accessibility statement* to show ways that the resource has been made more

accessible and a way for users to contact you with suggestions to improve accessibility.

- When requesting peer reviewers, make sure to highlight the importance of accessibility, diversity, and inclusion.

Universal Design

Universal Design is the process of creating products (devices, environments, systems, and processes) that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations (environments, conditions, and circumstances). Universal Design emerged from the slightly earlier concept of being barrier-free, the broader accessibility movement, and adaptive technology and assistive technology. It also seeks to blend aesthetics into these core considerations.

Resources



- Refer to the BCcampus Open Education [Accessibility Toolkit](#) for information on how to make sure you create an accessible textbook.
- The [National Center on Universal Design for Learning](#) also offers guidelines on how best to design educational resources so that students with a variety of learner styles benefit.
- Survey your syllabus and course design with the [Inclusive by Design survey](#)

“[Accessibility, Diversity, and Inclusion](#)” from [Self-Publishing Guide](#) by Lauri M. Aesoph is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

“[Accessibility, Diversity, and Inclusion](#)” from [UBC Open Text Publishing Guide](#) by Erin Fields; Amanda Grey; Donna Langille; and Clair Swanson is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Copyright

When individuals create open educational resources they are creating educational materials that are intended to be shared broadly with a global audience with minimal restrictions or requirements. Since these educational materials are shared beyond the school's learning management system and with an audience beyond our registered students, the use of copyright-protected content will often require permission for use. Educational exceptions that allow the use of copyright-protected content in the classroom do not necessarily apply to their use within open educational resources.

Copyright Considerations

Consider the following while you are writing or creating new open educational resources:

- **Avoid where possible the use of copyright-protected content in your OER.** It is acceptable to refer to and link to the copyright-protected content if it is publicly accessible online but avoid copying or incorporating copyright-protected content in whole or in part within open educational resources. Choose to use content that has already been openly licensed or that is available from within the public domain (public domain content is content that has been previously protected by copyright but that copyright protection has lapsed, expired, or been waived).
- **Fair Dealing:** If you need to include copyright-protected content within your OER, the possibility to do so may be available within the scope of fair dealing. The fair dealing exception from the *Copyright Act* does not waive the copyright protections of a work, therefore, materials included under fair dealing need to include a notice that the open license is not applicable to that content. Therefore, you must take care when using fair dealing within open educational resources.
- **Permission:** If you would like to include copyright-protected content within an open educational resource, but your intended use does not fit within the scope of fair dealing, you will need to obtain permission from the copyright owner before the copyright-protected content is included in an open educational resource. This may also apply to adapting other's OERs that include copyright-protected content, as their permissions to use the content may not extend to you, especially if the content is included as an exception to the open licence.

What Copyright Law Allows You to Copy

With these considerations in mind, here are some clear-cut situations where you can use copyright-protected content without needing to obtain the copyright owner's permission, including:

1. **Your Own Work** – Copying and distributing your own work is up to you. Please note, however, that permissions may be nonetheless required if (1) the work contains third-party copyright-protected content, or (2) you've transferred your copyright in the work to a third party, as is often the case with published works such as books and articles.
2. **Insubstantial Portions of Works** – Copying quantitatively and qualitatively insubstantial amounts of a

work does not require permission or payment for use in the classroom or course site. Examples of insubstantial use in an open educational resource would be referring to a copyright-protected work or linking out to a publicly accessible online site or source. If quoting more than a few sentences at a time, consider whether the amount copied is substantial and obtain the necessary permissions.

3. **Material in which Copyright Cannot Exist** – Copyright does not protect facts and ideas, it only protects an copyright owner's expression and publication of those facts and ideas. The novel 'Harry Potter and the Philosopher's Stone' is protected by copyright. The idea of a child wizard who confronts an evil wizard is not. Similarly, a textbook on geology may be protected by copyright but the facts in it (about sedimentation, magma, tectonic plates, etc.) are not.
4. **Material no Longer Protected by Copyright** – In Canada, a work's copyright protection typically ends 70 years after the death of its author, regardless of the citizenship of the author or where the work was originally published. When a work's copyright protection ends, the work is said to enter into the public domain. See [UBC's Public Domain Guide](#).
5. **Openly Licensed Works** – material that has been licensed by a Creative Commons license or other open, free-for-use licences can be used with minimal restrictions. Note, it is important to review the terms of the license that has been applied so as to ensure that you comply with those minimal restrictions.
6. **Government of Canada Works** – Government of Canada material may be reproduced for personal or public non-commercial purposes unless there is a specific indication to the contrary attached to the work. Permission is required to reproduce, revise, adapt or translate a work for commercial distribution. Permission is also required to incorporate Government of Canada works and other governments in Canada's works into open educational resources. Materials produced by other governments around the world are subject to similar rules. It is best to include links to government works within open educational resources rather than incorporating government works into open educational resources.
7. **Hyperlinks** – Providing an Internet link to a work is not generally considered to be the same as making a copy, so it does not trigger the requirement to obtain permission or pay licensing fees.



You can also reach out to Fanshawe's Copyright Officer at copyright@fanshawec.ca

Adapted from "[Open Course & Educational Resource Guidelines](#)" by the [University of British Columbia](#) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

DEVELOP YOUR OER

Develop Your OER

1. [Getting Started with Pressbooks](#)
2. [Project Design Considerations – Questions](#)
3. [Pressbooks Themes](#)
4. [Book Structure and Headings](#)
5. [Pedagogical Elements](#)
6. [Reference Citation Style](#)
7. [Citation vs. Attribution](#)
8. [Attributions](#)
9. [Key Terms and Glossary](#)
10. [Colours](#)
11. [Textboxes](#)
12. [Ancillary Resources](#)
13. [Media Resources](#)

Getting Started with Pressbooks

Now that you have mapped out your project, it is time to start getting familiar with the tool that will be used to publish your project.

Pressbooks is an open-source, web-based authoring platform. The “*Press*” portion refers to the fact it is built on the [WordPress](#) web content creation platform, and the “*Books*” portion refers to the intention to use the tool for publishing open online books. Let’s look at some of the key features of Pressbooks.

Key Features

- Write once, publish many: Pressbooks make it easy to export well-formatted publications in multiple outputs (PDF, EPUB, and more)
- WYSIWYG (What You See Is What You Get) Editor for familiar creation: Creating right in Pressbooks is similar to creating a Word document with a bit more fun added to the mix
- Easily clone other openly licensed content created in Pressbooks to adapt for any teaching and learning context.
- Accessible: By default, web-based resources built in Pressbooks are designed to be accessible and compatible with screen readers and other assistive technologies. Remember, there are other key elements you need to consider when creating to make your resource more accessible and inclusive.
- Easily add users with various roles and permissions to enable collaboration on a resource.
- Familiarity with the traditional textbook, but with the ability to move the medium forward and become more of a learning environment

Create an Account

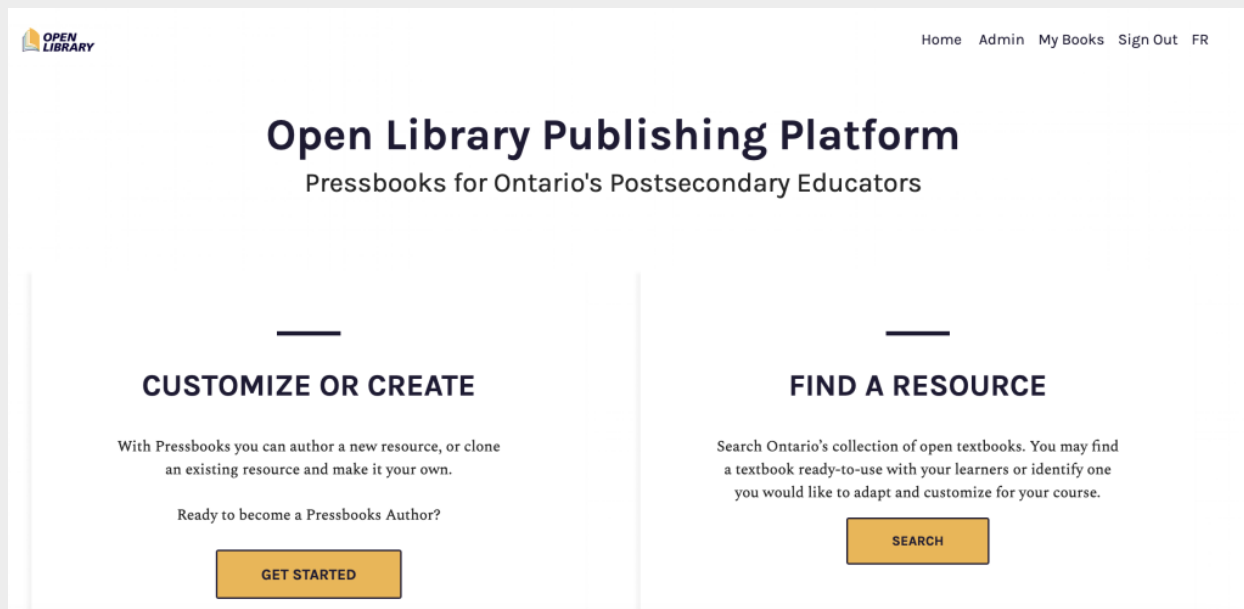
Pressbooks is a centrally managed network of individual books hosted by [eCampusOntario](#) and available for free to educators, students and staff at Ontario colleges, universities, and Indigenous institutes. This is [Ontario's Pressbooks homepage](#) – and each book you create will have a home page on this network.

Pressbooks Account Activation

If you don’t already have an account, there are two pathways to get one. Either way, start by:

1. Navigate to the [eCampus Ontario Pressbooks login page](#)
2. Select “institutional login” and click Fanshawe College from the list.

3. You will be directed to Fanshawe's login page. Enter your credentials, and you should be able to access Pressbooks upon completion of authentication.
4. Once successfully logged in, you'll be presented with a page like the one you started with, but with "Admin" and "My Books" options (seen in the image below).



eCampus Ontario's Pressbooks Platform landing page.

If you want to test Pressbooks out, you can create a sandbox book. Complete the steps below to create a Pressbook from scratch.

1. Click on "Create a New Book".
2. Create your URL: the URL for all your resources will start with ecampusontario.pressbooks.pub/, and you'll be asked to fill in the remainder. Choose wisely because you won't be able to change it later. For this Activity, call it "My Sandbox". Add a title – we suggest "My Sandbox".
3. Choose the language of the book (this corresponds to the language of the reader's interface).
4. Set Privacy: Choose "No" for this purpose as you don't want your "My Sandbox" book to be visible to anyone but you.

If you want to learn more about Pressbooks, check out this resource: [Pressbooks Building Blocks](#)

[“Introduction”](#) and [“Getting Started”](#) from [Mastering Open Ed: Licensing, Accessibility, Creation, and Publishing OER](#) Copyright © 2023 by eCampusOntario is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Project Design Considerations - Questions

Before adapting or authoring a book, it's important to establish a plan that will guide the style and design of the new work. The following questions will help to outline the specific characteristics of your book. Each question includes a link to a section in this guide for more information

Design Questions

1. What is the **name** of your new resource?
2. What [Pressbooks Theme](#) would you like for your book?
3. How will your content be [structured](#) in Pressbooks? See Development Plan
4. What [pedagogical elements](#) do you want to open and close your chapters?
5. Which [citation style](#) will you use?
6. How do you want to handle [key terms](#)?
7. What [colour scheme](#) do you want to use in your book?
8. How do you want to use [text boxes](#)?
9. Do you want to include any [media](#) in your book?
10. Do you want to include any [H5P interactives](#) in your book?
11. Do you want any [ancillary resources](#) included



Notes

- In general, Canadian spellings should be used. Consult [Canadian Spelling](#) for first-choice spelling preferences. List any exceptions in your **Style Guide**.
- **Boldface** is reserved for key terms within the text body, not for emphasis.
- Italics are 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).

“[Style Guide](#)” from [Ryerson Open Textbook Authoring Guide](#) Copyright © 2017 by Ryerson University is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Pressbooks Themes

Themes are the base of the design for your book. Pressbooks offers 20 different themes, tailor-made to suit a wide array of specific genres. For instance, if you're creating a textbook, you may want to choose Jacobs or Andreessen — themes with a more minimalist design, sans serif fonts, and other qualities typically found in educational texts. However, if you're publishing a romance novel, you might choose Bronte or Christie, which are more decoratively designed. Your choice of theme should be one of the first decisions you make when you start creating your book in Pressbooks.

The elements directly impacted by your choice of theme include but are not limited to:

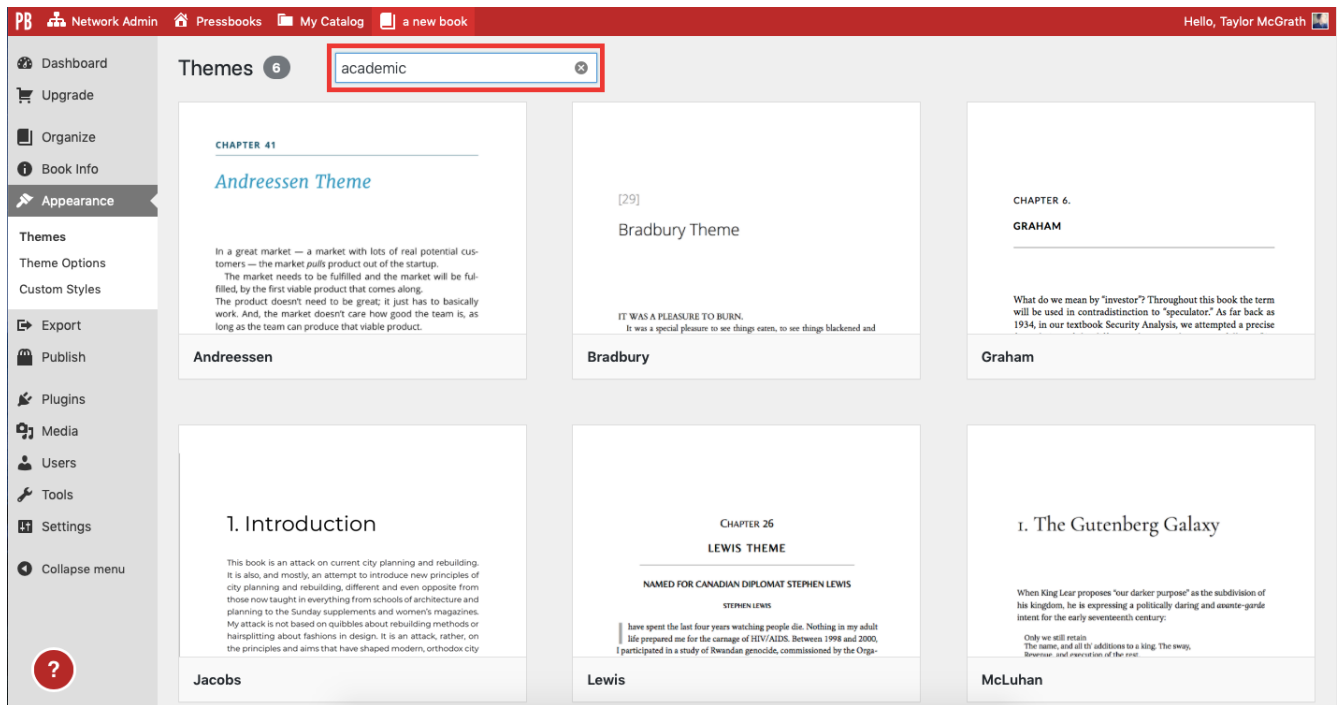
- Chapter title designs
- Running content
- Fonts
- Heading styles
- Pullquotes
- Textboxes
- Blockquotes
- Title page layout
- Copyright page layout
- Table of contents layout

The theme you choose sets the tone of the design for the entire book and will apply to every supported file format you choose to publish, including EPUB, MOBI, PDF, and webbook. The design will look as similar as possible across all formats. When you first create a book, a theme will already have been applied to the book. For most networks, the default theme is McLuhan.

Before activating a theme, you may want to know more about it. You can hover over any theme on the Themes page and click the Theme Details button to see more information about the theme. This will include details about the theme, the version number of the theme installed on your network, and any tags that have been used to categorize the type of publications the theme was designed for.

Themes are tagged with one or more of the following searchable attributes:

- Academic
- Literary
- Nonfiction
- Textbook
- Genre fiction



[Appearance](#) from [Pressbooks User Guide](#) Copyright © 2012 by Pressbooks is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

“[Appearance](#)” from [Pressbooks User Guide](#) Copyright © 2012 by Book Oven Inc. (Pressbooks.com) is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

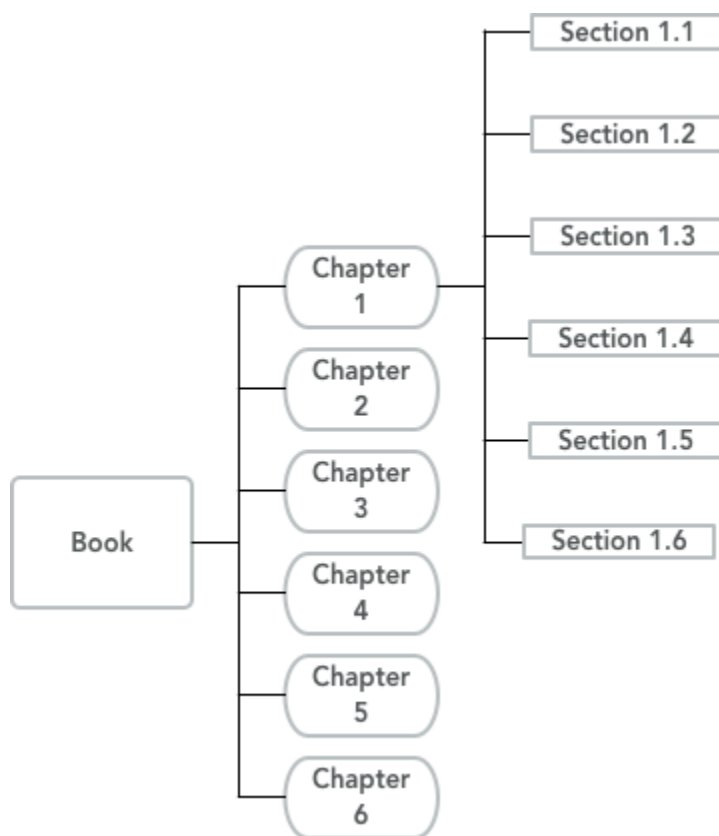
Book Structure and Headings

Authors and collaborators often start a project by determining a textbook's structure, or a consistent way to organize content. The textbook structure may take a variety of forms depending on the course content, learning context, pedagogical approach, and other factors.

Below are three typical textbook structures:

1. Example 1: Book◊Chapter◊Section
2. Example 2: Book◊Chapter◊Section◊Subsection
3. Example 3: Book◊Unit◊Chapter◊Section◊Sub-section

For our example, let's say an author decides to organize their book according to example 1, i.e. Book◊Chapter◊Section. The book structure would look something like this (showing chapter one sections only):



Often a book's structure is described using terms like “parts” or “levels”. It may be useful to map the book's structure, thereby creating a basic outline, before beginning to write.

Pressbooks provide Parts and Chapters as a way to structure your book. Parts are the containers for the chapter content, and Chapters contain the content.

[Read more – Creating Parts and Chapters](#)

Headings

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

1. The default setting in Pressbooks defines the chapter title as H1, therefore all subsequent headings within a chapter should begin with H2.
2. Create a hierarchy for the sections in your chapters and note which headings you've assigned to each in your Style Sheet.
3. Decide how words in headings will be capitalized and record this decision in your Style Sheet as well.

Headings are important for accessibility, which we will explore more in the [Accessibility Toolkit](#).

This is what the six different headings look like.

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Heading 6

[“Developing Textbook Structure”](#) from [Open Textbook Publishing Orientation \(PUB 101\) Modules](#) by [the University of Minnesota](#) is offered under a [Creative Commons Attribution license](#)

[“Style Guide”](#) from [Ryerson Open Textbook Authoring Guide](#) Copyright © 2017 by Ryerson University is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Pedagogical Elements

Now that we have considered common textbook structures, we can look at the pedagogical elements often used in textbook design. These elements are designed to provide context, overview, motivation, review, and other useful functions for learning. They are usually found within chapters or sections. They can be organized into three categories: 1) openers, 2) closers, and 3) integrated pedagogical devices.¹

Openers

Openers are pedagogical elements that come before the main content. Their role is to lead the learner into the content and provide motivation or a preview. For example:

Examples

- Learning objectives (LOs)
- Introduction/Overview paragraph(s)
- Focus questions
- Thought-provoking quote/Image
- Short case study or example

Closers

Closers are pedagogical elements that come after the main content. Their role is to help learners review or reinforce their learning. Closers aim to help students summarize, review, or practice what they have learned. Examples include:

Examples

- Key takeaway statements

- Key terms list
- Review questions
- A section/chapter summary
- Self-assessment
- Audio/visual interactive element

Integrated Pedagogical Devices

Integrated pedagogical devices are elements incorporated into the main content. For example, each chapter in a mathematics textbook might include:

Examples

- a “Biography” element that highlights the biography and accomplishments of a famous mathematician.
- a “Case Study” element that illustrates the concepts by describing a real-world application.
- vocabulary words in bold.
- illustration of geometric figures or graphs.

Often, these pedagogical elements are highlighted through design. For example, biographies may always appear inside a text box, accompanied by a photo. This visually distinguishes the pedagogical elements from the other content and makes the element recognizable through consistent use in each chapter, section, etc.



[Appendix 2: List of Pedagogical Elements](#)

“[Structuring a Textbook with Pedagogical Elements](#)” from [Open Textbook Publishing Orientation \(PUB 101\) Modules](#) by [the University of Minnesota](#) is offered under a [Creative Commons Attribution license](#)

Reference Citation Style

Before beginning writing, it is important to determine the reference citation style. References can be listed at the end of each chapter, at the end of the book, or as footnotes. Note how in-text citations are used including punctuation. **Authors are responsible for adding in any references used in APA format, and properly citing work used.**

Citing, Referencing, and APA Formatting

This video contains information that will help you understand what citing and referencing are, how they are used, and why they are required to ensure academic integrity. Please see the additional videos below for more information.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=51#oembed-1>

Video: [Writing Tips | What is APA Documentation and How to use it](#) by [Fanshawe Institute of Indigenous Learning](#) [4:03]

Transcript available.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=51#oembed-2>

Video: [Writing Tips: How does APA Documentation Work?](#) by [Fanshawe Institute of Indigenous Learning](#) [4:15] Transcript

available.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=51#oembed-3>

Video: [Writing Tips | How to do In-Text Citations in APA Formatting](#) by [Fanshawe Institute of Indigenous Learning](#) [3:42]

Transcript available.

It is important to keep track of all copyrighted works that are used in your writing. A reference management tool can be helpful.



You may find it helpful to use a reference manager tool. See below for some examples.

- [Mybib APA Citation Generator](#)
- [Zotero Reference Manager](#)
- [Scite.ai](#)



The [college's faculty librarians](#) offer research and citation help. For urgent citation help, faculty can drop by the library or reach out through [Live Chat](#) 8 a.m. to 8 p.m. weekdays and 11 a.m. to 5 p.m. on weekends.

Citation vs. Attribution

Even though they share characteristics, citations, and attributions play different roles and appear in different places. A strong textbook will show the reader where information and ideas that do not originate with the open textbook author come from. This should be done for both restricted and open works through citations and attribution statements.

Use this as an opportunity to show students by example how a scholar respects and shares information from other sources.

Citation

A **citation** allows authors to provide the source of any quotations, ideas, and information that they include in their own work based on the copyrighted works of other authors. Excluding resource citations in your own work places you at risk of plagiarizing. Plagiarizing is the act of passing another individual's ideas or work as your own.

Citation is a common and long-time practice among scholars used to indicate where a resource is from and who the author is. Unlike an attribution, citation is typically used for copyrighted works with restricted rights or "all rights reserved." In other words, it is used in works for which broad permissions have not been granted.

As a scholar and potential author of an open textbook, we assume that you are familiar with the rules around citation. However, the article [Warning: When You Must Cite](#) from the Yale Center for Teaching and Learning provides some guidance about how, what, and the amount of work that can be cited.

Attribution

Attribution is the cornerstone condition when using a resource or text released with an open-copyright license. This legal requirement states that users must attribute — give credit — to the creator of the work.

An **attribution statement** is used to provide credit to the original creator; its purpose is similar to a citation. Best practice says that the statement should include the title of the work, name of the creator, and license type (with links to each). When using text from another open educational resource, be clear in your attribution statement what section of your textbook contains this information.

Differences

Citation and attribution serve different purposes. The following table summarizes the differences between citations and attributions.

Citation vs. Attribution

Citation

Academic and legal purposes (plagiarism and copyright infringement).

The rights of the copy (meaning copyright) are **NOT** shared with the general public by the copyright holder.

Protects an author who wants to refer to a restricted work by another author.

Used to quote or paraphrase **a limited portion** of a restricted work.

Can paraphrase, but cannot change work without permission.

Many citation styles are available: APA, Chicago, MLA.

A reference list of cited resources are typically placed at the end of the book.

Attribution

Legal purposes (e.g., rules of Creative Commons licences).

Copyright **IS** shared with the general public by the copyright holder by marking the work with an open-copyright licence.

Author of an open work has given advanced permissions to use their work.

Used to quote (or paraphrase) **all or a portion** of an openly licensed work.

Author has give advanced permission to change work.

Attribution statement styles are still emerging, but there are some defined best practices.

Attribution statements are found on the same page as the resource.



For more information please see the [Citation vs. Attribution](#) section in the [Self-Publishing Guide](#)

Adapted from “[Citation vs. Attribution](#)” from [Self-Publishing Guide](#) by Lauri M. Aesoph is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Attributions

When writing an OER, most authors rely on openly available content as a starting point. It is essential when building your OER that you keep track of all the resources used (those that are copyrighted and those that are open). Using the [Project Development Plan](#) can be helpful, or you can keep a list in Word or Google, or list the resources on each page in Pressbooks.



NOTE: The attributions should be as close to the content used as possible, therefore the preference is to attribute on each page/section. [Record the changes](#) made to the adapted content. In Canadian English, the words license and licence are both used: license (verb), and licence (noun).

For example, this work is **licensed** under a CC BY 4.0 **licence**.

Text Attribution Instructions

All text attributions need to be in one of the following forms:

1. **Title of Work (w/ hyperlink to work)** by **Author Name (w/ hyperlink to author)** is licensed under a **Licence Name (w/ hyperlink to licence)**.
2. **"Title of Section (w/ hyperlink to section page)"** in **Title of Work (w/ hyperlink to work)** by **Author Name (w/ hyperlink to author page)** is licensed under a **Licence Name (w/ hyperlink to licence)**.

Where the bolded terms are to be replaced with their corresponding information. The choice of the above format is based on the nature of the attribution at hand. If you are referring the reader to the entirety of a work, then #1 should be used. This will often be the case on the OER's Acknowledgements page. However, if you are only referencing a particular section of a work, then #2 should be followed so that the reader knows exactly where the content and information come from.

Text Attribution Examples

[Principles of Management](#) by the [University of Minnesota](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence](#), except where otherwise noted.

By contrast, [Section 1.3](#) of the same book contains the following attribution:

“Who Are Managers?” in [Principles of Management](#) by the [University of Minnesota](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence](#), except where otherwise noted.

Where multiple sections from the same work are reproduced in a single section of the OER you are working on:

“5.1 Price Elasticity of Demand and Price Elasticity of Supply” and “5.2 Polar Cases of Elasticity and Constant Elasticity” in [Principles of Economics 2e](#) by [OpenStax](#) are licensed under [Creative Commons Attribution 4.0 International Licence](#).

AttributionBuilder

[AttributionBuilder](#) composes a standard attribution string for an online OER (Open Education Resource) and is primarily geared toward those resources available on the Pressbooks platform or through OpenStax. A downloadable standalone version and an online version are available.

Example:

Copy in a URL to the AttributionBuilder: <https://ecampusontario.pressbooks.pub/fanshaweoerdesignstudio/chapter/open-initiative-at-fanshawe-college/>

AttributionBuilder will provide the code that will display like this:

“[Open Initiative at Fanshawe College](#)” from [The Journey to Open](#) by Fanshawe College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

Image Attribution Instructions

All images require attribution in the following form: **“Image Name (w/ hyperlink to image)” by Author Name (w/ hyperlink to author page), Licence Abbreviation/Name (w/ hyperlink to licence).**

Where the bolded terms are to be replaced with their corresponding information, note that for images, an abbreviation of the licence name may be used. However, these abbreviations should be recognizable to readers outside of the Studio.

Keep in mind that [Pixabay](#), [Unsplash](#), and other online image repositories may have their own licences that are different from the Creative Commons licences. Nonetheless, the above format for attribution should still be followed for images from these sources.

Image Attribution Examples

Note that although this photo does not have a title, we still include a hyperlink to its source, using a placeholder name that describes the media type. Here, the placeholder Photo is used. Other examples of media could include graphic, image, figure, graph, table, animation, etc.



Photo by [Matt Howard](#), [Unsplash License](#).



This image has a title, so it is included in the attribution. If the title of the image is long, it can be shortened. Ideally, no longer than 10 words. Also, because the CC0 1.0 Universal license has a common abbreviation as CC0 1.0, it may be used here.

[“Ghanaians working in Agbogbloshie”](#) by [Marlene Napoli](#), [CC0 1.0](#).

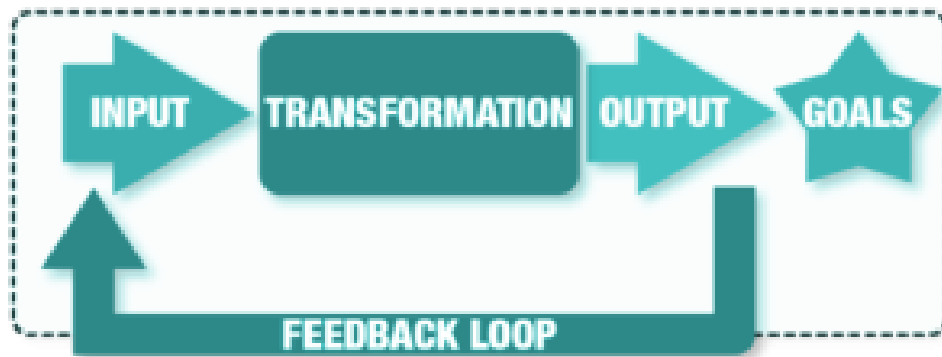
CAUTION

If you are linking to a source of an image where the URL ends in an image file (i.e. .jpg) you will need to add in the code a # or ? at the end of the URL or the source, the link will not display correctly in Pressbooks when the lightbox feature is turned on in the book's theme appearance settings.

For example, links to resources on Wikimedia Commons by default end in the name of the image file.

Attributions for Image Adaptations

Adaptations must include a note about what was changed in the image.



Adapted from “[Systems Thinking Diagram](#)” by [Hardball5](#), [CC BY-SA 4.0](#). Colour altered from original.

Government of Canada images

Non-commercial reproduction

Unless otherwise specified you may reproduce the materials in whole or in part for non-commercial purposes, and in any format, without charge or further permission, provided you do the following:

- exercise due diligence in ensuring the accuracy of the materials reproduced
- indicate both the complete title of the materials reproduced, as well as the author (where available)
- indicate that the reproduction is a copy of the version available at [URL where the original document is available]

Images Used with Permission

Sometimes, OERs will include content that does not have an open license attached to it, but which we may nonetheless use because we have arranged a closed license with the copyright holder to include it in the resource. To indicate this, it is essential to mark the rightsholder as well as include the phrase “used with permission. All Rights Reserved” in the place where the license would usually be marked. The format for this is as follows:

“Title of Image (w/ hyperlink to source)” by Author (w/ hyperlink to author page), © Rightsholder Name (w/ hyperlink to rightsholder page), used with permission. All Rights Reserved.

As an example, see the below where an image from a London business was included in the OER:



“[Disability Management: Accommodation, Prevention and Support for Recovery](#)” by the Government of Canada, reproduced for [non-commercial purposes](#).



"East Park Gokarts" © [East Park](#), used with permission. All Rights Reserved.

In the example above, the hyperlinks and the author have been omitted where that information is unavailable.
Images Used without Permission – Fair Dealing

It may be difficult to obtain permission for all materials that you would like to include in your OER. In these circumstances, fair dealing may apply if sharing the image will not impact the rightsholder too negatively. Attributions for material used under the fair dealing provision follow the same format as those with permission, except for a notice that tells the reader the material has been used under fair dealing for educational purposes. The format for this is as follows:

"Title of Image (w/ hyperlink to source)" by Author (w/ hyperlink to author page), © Rightsholder Name (w/ hyperlink to rightsholder page), used under fair dealing for educational purposes. All Right Reserved.

As an example, see the below where the Nike logo is included in an OER:

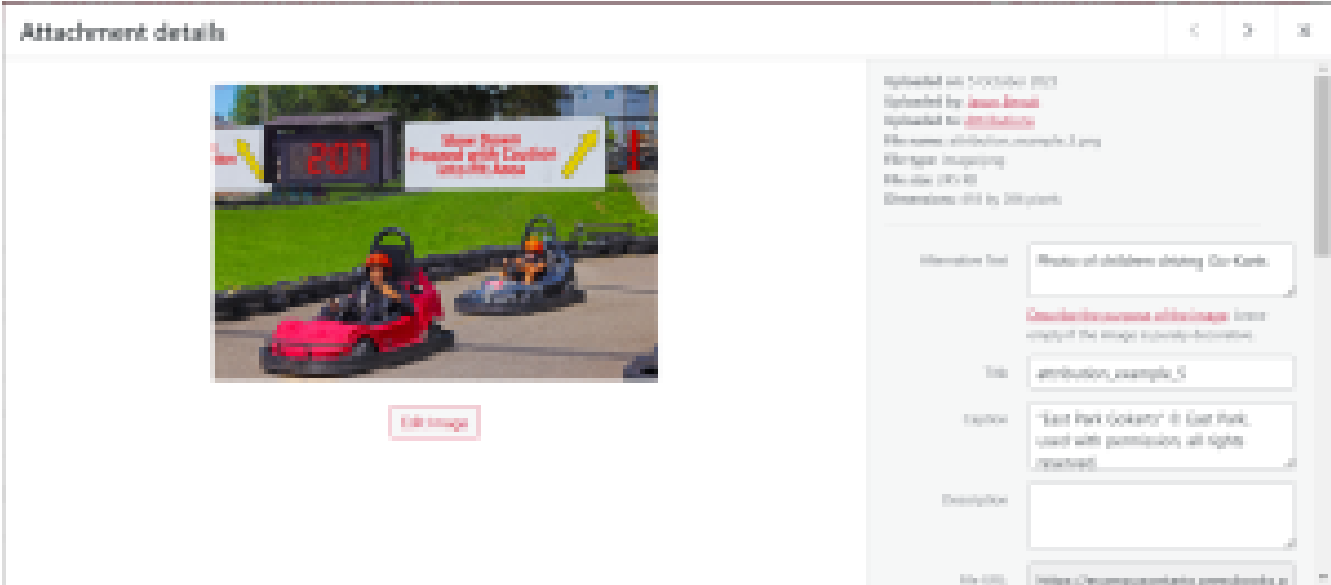


"Swoosh" by Carolyn Davidson, © [Nike, Inc.](#), used under fair dealing for educational purposes. All Right Reserved.

Image Metadata in Pressbooks Media Library

When adding images to the Pressbooks Media Library, metadata should be provided. To ensure that the textbook meets accessibility standards it is especially important to include meaningful alternative text for the

image. The screenshot below shows the Pressbooks Attachment Details screen, with the various metadata input fields on the right, followed by a table describing these fields.



“Pressbooks Image Metadata” by Fanshawe College, [CC-BY-NC-SA 4.0](#)

Alternative Text (mandatory)	Be succinct (less than 100 characters) and accurately describe the image.
Title	Provide the image title
Caption	Can include the attribution or the name of the image
Description	If the alternative text is longer than 100 characters
Author	If us – Fanshawe College

Key Terms and Glossary

Key terms are the “means of exchange” in disciplines. You gain entry into the discussion by demonstrating how well you know and understand them.

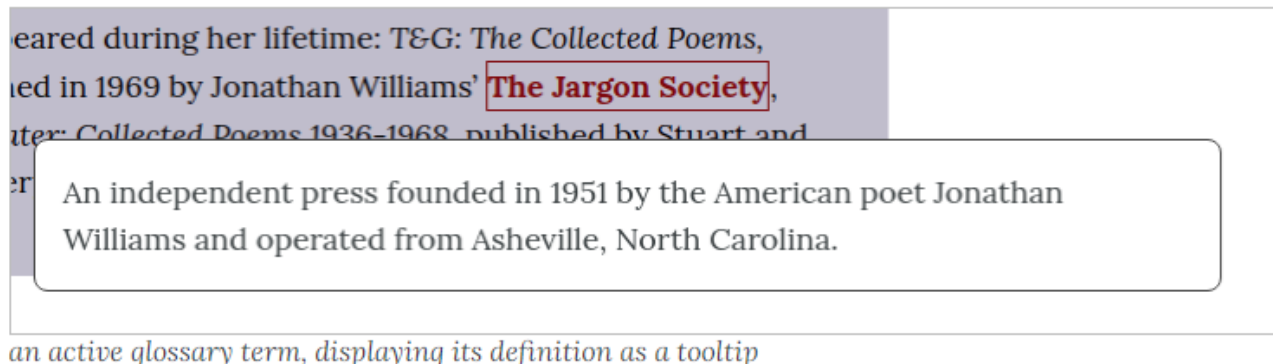
A **glossary** is a list of key terms in a book that are listed alphabetically.

There are two different approaches to creating and emphasizing key terms in your book in Pressbooks.

1. Use the Glossary feature that allows the **key terms** to have a hover-over feature.
2. Bold the key terms in the content and add a list of the terms and definitions elsewhere in the book.

Approach 1: Glossary Feature (Tooltip Hover)

In Pressbooks, there is an option to add a glossary feature to each word in the content so that a tooltip appears with the definition. For these words, Pressbooks will also compile a list of all words in a glossary in the back matter of the book.



Example 1: Tooltip enabled directly in the content. [Building a Medical Terminology Foundation](#)

The glossary feature can also be used at the end of a chapter to highlight the keywords that were contained within the chapter.

Key Terms



Key terms from this chapter include:

- Psychology
- Research psychologist
- Psychologist-practitioner
- Organizational behaviour

Example 2: Tooltip at end of the chapter. [Psychology, Communication and the Canadian Workplace](#)

Approach 2: Traditional Key Term List (no Tooltip hover)

With this approach, you can link the definition to the page it is found on so the students can easily find the description within the text.

1.7. KEY TERMS

Agile project management: A broad term for project management techniques that are iterative (repetitive) in nature (divided into specific periods of time). [1.3](#)

Closure Phase or Completion Phase: the emphasis is on releasing the final deliverables to the customer, handing over project documentation to the business, terminating supplier contracts, releasing project resources, and communicating the closure of the project to all stakeholders. [1.5](#)

Compliance Projects: Must be done in order to comply with industry or governmental regulations or standards. [1.3](#)

Cost: The budget approved for the project includes all necessary expenses needed to deliver the project. [1.4](#)

Example Book where used: [Strategic Project Management](#)

Definitions

Discipline-specific language and any language outside the standard vocabulary of a student audience should be defined in context within the sentence or written in more straightforward language. These terms do not receive special typographic treatment unless considered a key term. Authors should use [best practices in defining terms](#). In brief, best practice recommends the following:

- Avoid defining a term with a variation of the term itself. For example, “conflict theory is a theory that states society is in perpetual conflict” → “conflict theory is a sociological framework that explores the tensions that arise from competition for resources.”
- Use nouns to define nouns and verbs to define verbs.
- Provide a three-part definition (the term, the classification of the term, and the definition characteristics of the term).
 - For example, “Power: The ability of an individual, group, or institution to influence or exercise control over other people and achieve their goals despite possible opposition or resistance.”
- Use simple and familiar terms.
 - For example, “Member: An individual that belongs to a group.”

Using your own words to define your key terms is best, but if you choose to use openly licensed content for a definition, you will need an attribution.

“[Defining Key Terms](#)” from [Strategies for Conducting Literary Research](#) Copyright © 2021 by Barry Mauer & John Venecek is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

“[Definitions](#)” [Targeted Pathways Guidelines for Key Terms and Definitions](#) by Chemeketa Press has licensed this resource under [CC BY-NC-SA 4.0](#).

Colours

Colour is an important design choice in your project. Colour can convey meaning and assist with the framework for the project. However, it is important to consider colour contrast. When documents or web pages do not provide enough contrast between foreground elements (e.g., text, images) and background elements (e.g., colour, watermark images), some students will have difficulty reading the content.

Web Content Accessibility Guidelines (WCAG 2.0) require that for level AA, “the visual presentation of text and images of text has a contrast ratio of at least 4.5 except for the following: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1.”¹ The image below presents four different foreground/background colour-contrast examples to illustrate insufficient and sufficient colour-contrast ratios.

Pressbooks theme: It's important to note that within the Pressbooks platform, the default templates used to display your core content (text size and font) will conform to [WCAG 2.0 level AAA](#), as demonstrated in the last image below:



The image displays four examples of foreground (text) colour against background colours; only the example on the far right presents combinations with sufficient colour contrast.

In addition, because Pressbooks is web-based, resizing text is possible. “Except for captions and images of text, text can be resized up to 200 percent without assistive technology and without loss of content or functionality (Level AA).”²

However, you should not rely on colour as the sole means of conveying information. If the point you are making depends on colour to be understood, you will need to edit your materials so that concepts presented in the visuals are not lost to those who are colour-blind or who require high contrast between colours.³

1. Web Content Accessibility Guidelines (WCAG) 2.0, Guideline 1.4.3 Contrast (Minimum. Accessed from: <https://www.w3.org/TR/2023/NOTE-UNDERSTANDING-WCAG20-20230921/visual-audio-contrast-contrast.html>
2. Web Content Accessibility Guidelines (WCAG) 2.0, Guideline 1.4.4 Resize text Accessed from: <https://www.w3.org/TR/2023/NOTE-UNDERSTANDING-WCAG20-20230921/visual-audio-contrast-scale.html>
3. Web Content Accessibility Guidelines (WCAG) 2.0, Guideline 1.4.1 Use of Color Accessed from: <https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html>

Design Studio Colour Palettes

Below is a selection of colour themes created by the Studio to help enhance the instructional design of your book as well as to provide readers with helpful visual cues to important information you may want to highlight. These themes are used in Pressbooks for the following preformatted textboxes: **Learning Objectives**, **Examples**, **Exercises**, and **Key Takeaways**, as well as any custom textboxes and elements (such as drop-down accordions) we may create for you.

The colour palettes below have been designed with at least Level AA accessibility in mind. To review the full-colour contrast of each theme's colour on a webpage, select the corresponding hyperlink in the box directly below each theme. The contrast ratio numbers are also listed for reference. Note that textboxes within Pressbooks will always have a font size of at least 18. pts.

- [Download a PDF copy of the colour palettes](#) (11.4 MB)



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=435#h5p-31>

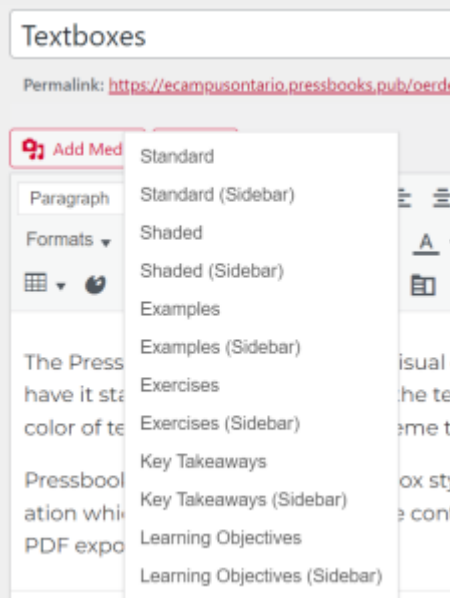
“[Colour Contrast](#)” from [Queen's Open Textbook Authoring Guide](#) Copyright © 2017 by Queen's University is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Textboxes & Custom Headers

The Pressbooks textbox tool in the visual editor allows you to place text with frames to have it stand apart from the rest of the text in the body of your book. The structure and colour of textboxes may vary from theme to theme.

Pressbooks include six preset textbox styles. Each of these also features a 'sidebar' variation, which will display at 25% of the container width by default and was defined for PDF exports.

To add an empty textbox to your post from the visual editor, click on the Textboxes dropdown and select your desired textbox type. If you do this with a selected text already highlighted, this text will be placed within the newly created textbox.



Textbox Examples

Standard: This is a standard textbox.

Note: Standard and shaded text boxes were designed to include a single paragraph. If you'd like to have multiple line breaks within these text boxes, you can simply press "Shift+Enter" in the visual editor to create a 'soft return'.

This will add line breaks without breaking the textbox (it's what we did in this standard textbox, for example). If you feel confident in your ability to edit HTML tags, you can also switch to the Text Editor and edit a textbox's `<div>` element directly.

Shaded: This is a shaded textbox.

Learning Objectives

Type your learning objectives here.

- First
- Second

Key Takeaways

Type your key takeaways here.

- First
- Second

Exercises

Type your exercises here.

- First
- Second

Examples

Type your examples here.

- First
- Second

Sidebar Textboxes

Examples (Sidebar)

Type your examples here.

- First
- Second

All textboxes are available in the Textboxes drop-down list of the WYSIWYG toolbar is also available as sidebars. Here are characteristics to take note of:

- The sidebar aligns to the right side of the page.
- Text placed below the sidebar will wrap around the sidebar in the **webbook** and export formats.
- The sidebar occupies 25% of the page width by default. You can change this setting with the Custom Styles feature. (See [Custom Styles](#).)
- This feature works best with the Open Textbook theme. (See [Themes](#).)

If you want your book to have a Fanshawe look and feel, review the [Fanshawe College brand guidelines](#)

Textbox Colors

Each text box has a preset colour palette set by the book's theme. Most themes include a Global Setting, which allows you to change the color scheme for the textbox types globally. We can change the textbox colours to match the theming of your book. Below is a sample of the textboxes included within Pressbooks.

Icons in Textboxes

You can add icons to your textboxes to help signify the box's purpose to the reader. See some of the sample icons available in [Standard Icons Sets](#). See some examples below.

Icon in Header to the Left

 In Perspective

Consider some of the choices you face. Would you like better grades? More time to relax? More time watching movies? Getting better grades probably requires more

Icon in Header to the Right

Learning Objective

To interpret and examine the role of reflective practice in early years education.



Instructor Preparation and Summary

To prepare for this discussion, ask the students to use the daily time log sheet provided in ["Instructor Tools" below](#) to fill out what they do with their 24 hours for 2 consecutive days. Then ask them to bring it into the next class. You can print off paper copies or have a fillable PDF for them to use electronically. Students needs will



Icon in the Header

[LEARN MORE](#)

Read and Reflect on the questions asked in the following Practice Guideline to understand more about the importance of building responsive relationships with children and families in the early years profession.
[Practice Guideline Supporting Positive Interactions with Children](#)

Icon in the Content

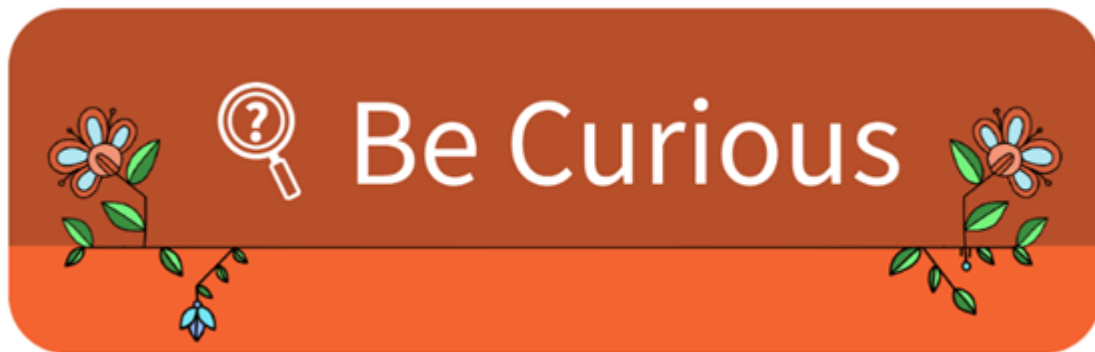
Learning Outcomes

Upon successful completion of this chapter, you will be able to:

- Define what an information system is by identifying its major components.
- Discuss the role information systems play in organizations.



Custom Headers



[Pressbooks User Guide](#) Copyright © 2012 by Pressbooks is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

[Pressbooks Guide](#) Copyright © 2016-2018 by Lauri M. Aesoph is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Ancillary Resources

Open textbook authors should consider adding ancillary resources to their textbook whenever possible. Traditional textbooks often provide instructors with ancillary resources like slides, test banks, image banks and videos.



A [BC Faculty Survey on Open Educational Resources](#) found that 12% of faculty wouldn't adopt an open textbook that was not accompanied by ancillary resources, and 28% reported that they felt they didn't have the time to experiment with OER in their classroom.

Adding features that will make it easier for instructors to integrate your book into their teaching will increase the likelihood that it will be adopted or adapted. Ancillary resources that can be created with the help of the OER Design Studio are:

- Slide decks
- Instructors guide
- Chapter summaries
- H5P formative assessment tools

Slide Decks

Slide decks are created using [Microsoft 365](#) and then downloaded and checked for accessibility before being loaded to the back matter of the book. The Studio uses a standard template for slide decks. The slide decks created are basic and take into consideration the learning outcomes and key points of the chapter. Faculty are able to customize the decks to suit their needs.

Instructors Guide

An instructor's guide can be developed to include ideas for in-class activities, or assessments. The Studio can assist in collating additional resources to be included in the instructor's guide.

Chapter Summaries

The Studio can create quick chapter summaries to be added to the end of each chapter. The summaries created will need to be reviewed by the book's author.

H5P

The Studio will create H5P interactives based on content provided by the book's author or other faculty. See the [H5P: Enhancing Interactivity in Pressbooks](#) section in this book for more information.



The author or other faculty can create test banks for the book. The Studio does not create test bank questions. However, the Studio can provide step-by-step instructions on leveraging technology to create and use test banks.

Media Resources

Media resources refer to all items other than text, such as photos, graphs, diagrams, and multimedia content (video or audio links). Decide what media resources you want to include in your book and where. It is essential that all media resources carry an open license or are in the public domain.

Media Considerations

Consider the following as well:

- Resources should have a caption (e.g., Figure 1 + description). See this [Resource: Captions and Attributions](#)
- Differentiate between figures and tables (e.g., Figure 1.2 or Table 1.2).
- For adaptations, use the numbering system employed by the original author. Use a numbering system for new creations that incorporates the chapter number and image sequence. For example, for the first figure in Chapter 1 caption the figure, Figure 1.1.
- If you want graphs created, you **MUST** provide the data for the graph. If you need support searching for data, please contact your [faculty librarian](#).

Photos & Graphics

Many open-source photos and graphics are available online to use in your OER. Use the suggestions below to find open-source images and photos.

Using and Finding Open-Source Images

There are many places to find free and open images. However, some images may require us to give credit to the creator or may not allow us to use them for commercial purposes. If unsure about the

rules, please contact the Studio or the Copyright Officer to verify. Review the [attributions](#) section to make sure you are meeting the attribution requirements.

- [Unsplash](#): Offers a vast collection of high-quality, royalty-free images.
- [Pixabay](#): Provides free images, illustrations, vector graphics, and videos.
- [Pexels](#): Offers a wide range of free stock photos and videos.
- [Freepik](#): Provides free and premium graphics, including images, vectors, and PSD files.
- [Wikimedia Commons](#): A database of freely usable media files, including images.
- [Flickr](#): Search for images using the “Creative Commons” licence to ensure you find content that can be reused and modified under an open-source licence.
- **Icons**: Check out the appendices on Visual Identity in this guide for standard and custom icon sets that can be re-used.

Refer to the [OER Prep Course](#) for more assistance finding open images and graphics.

You can also use any photos from the [Fanshawe Marketing Hub](#) with permission.

Alternatively, you may want to modify an existing open resource to fit your content, or you may want to request brand-new graphics/images for your content. If you want graphics or images, please consult with your instructional designer.

Optimal Image Resolution, Colour Space, and Formats for OER Images and Graphics

When creating images and graphics, or sourcing existing images, it's essential to consider the proper image resolution, colour space, and formats. We can ensure our OER images and graphics are visually appealing and optimized for their intended use.

- 72 to 150 DPI – Modern displays use higher pixel density more often, so greater than 72dpi is permissible.
- RGB Colour Space
- Minimum 1200 pixels wide

- Photos: JPEG – Exported as medium to high quality, depending on the photo and the resulting file size.
- Illustrations or other graphics: PNG – Transparent background depending on the graphic.
- Cover Photos: Images should be in Portrait orientation. High-quality, large images are ideal.

Videos

Video resources can provide an alternative delivery of content to students and end-users while providing opportunities to share different contexts and perspectives. Videos are available in the digital format of the book only.

Finding Video Resources

- [YouTube](#): YouTube authors can license their videos for reuse. Use the filters available to locate Creative Commons-licensed videos. See this Open Washington [tutorial on finding YouTube videos with Creative Commons licenses](#).
- [Vimeo](#): Vimeo, like YouTube, is a video-sharing site. Search filters allow users to find Creative Commons-licensed videos.
- [TED](#): All TED content are covered by the [Creative Commons license, Attribution-NonCommercial – NonDerivative \(BY-NC-ND\)](#).

Interactives



To learn more about creating and using interactives, go to the [Enhancing Interactivity in Pressbooks](#) section of this guide. If you want to request interactives, please consult your instructional designer.

“[Make a Plan](#)” from [Adaptation Guide](#) by BCcampus is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

REVIEW AND PUBLISH YOUR OER

Review and Publish Your OER

1. [Front Matter](#)
2. [Land Acknowledgements](#)
3. [Back Matter](#)
4. [Peer and Student Review](#)
5. [Description and Metadata](#)
6. [Distribute](#)

Front Matter

Acknowledgements

The following templates are for all of the required front matter sections in open resources published by the OER Design Studio. Authors may elect to include additional front matter pieces. This is also the order they should appear in the book.

License Statement

License Statement Example

This open textbook has been compiled, edited and partially adapted by the authors in partnership with the [OER Design Studio](#) and the Library Learning Commons at [Fanshawe College](#) in London, Ontario. This work is part of the FanshaweOpen learning initiative and is made available through a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#) unless otherwise noted.



Depending on the nature of the project, the words used to describe the project will be changed.

The Fanshawe OER Design Studio uses the [CC-BY-NC-SA](#) license by default, however, the author can choose the Creative Commons license that is most appropriate.

Attribution

If the resource is an adaptation of one or a few primary sources, the adapted works will be listed on the acknowledgements page.

Team Acknowledgement

It is important to acknowledge anyone who supported the book's creation. This includes:

- Acknowledging any openly licensed work that was used in the creation of the new resource
- Additional authors, or contributors who added to the content.
- The team members that supported the publishing process.

The author and project team are responsible for adding and updating all other acknowledgements.

About the Book

The About the Book page will include a short description of the book and can include an Author note as well.

It also includes an Accessibility Statement – see below and contact information for feedback.

Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and offline access.

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [Accessibility Toolkit – 2nd Edition](#).

In addition to the web version, additional files are available in a number of file formats including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you are having problems accessing this resource, please contact us at oyer@fanshawec.ca.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

Feedback

Please share your adoption and any feedback you have about the book with us at oyer@fanshawec.ca

Not-Yetness

In some cases, a project may still be a work in progress. It can be helpful to make a note to the audience to communicate this. See some sample messaging below.

This digital book is a compilation of existing open resources to create a workable base for learning in a Global Marketing course at Fanshawe College. From this base, students will be invited to engage with the content with the goal of improvement. It is the intention that this is a living compilation that will go through continual updates over time while embracing the concept of “not-yet-ness”. “Not-yet-ness is not satisfying every condition, not fully understanding something, not check-listing everything, not tidying everything, not trying to solve every problem ... but creating space for emergence to take us to new and unpredictable places, to help us better understand the problems we are trying to solve”¹

This digital resource has been curated from existing open educational resources to support student learning in the “Add course name here” course at Fanshawe College. A central tenant of open pedagogy is the collaborative nature of creating, adapting, remixing and disseminating information within a community of learners. As such, readers are reminded this OER is a work-in progress – a living resource, subject to continual improvement to reflect new and emerging ideas and updates on its subject.

Your feedback is welcomed.

Changes From the Previous Version

If the book incorporates any openly licensed content, changes made to the content are tracked and recorded here. For more guidance on this, see Recording Your Changes on the [Adaptation Considerations](#).

1. Collier, A. (2015, April 9). Not-yetness. the red pincushion. <http://redpincushion.us/blog/teaching-and-learning/not-yetness/>

Land Acknowledgements

"Land Acknowledgements are an act of reconciliation, an act of compassion, and an act of mindfulness. By recognizing the traditional territories you stand on and what they mean to you, you take a small but important step towards recognizing and honouring the Indigenous Peoples who have lived on Turtle Island (aka: North America) since long before colonization" (ITO, 2020).

Writing and including land acknowledgments in your resource recognizes and respects the Indigenous peoples whose ancestral lands we inhabit. These acknowledgments serve as a small yet meaningful step towards decolonization, fostering awareness about the historical and ongoing injustices faced by Indigenous communities.

When crafting a land acknowledgment, it's crucial to acknowledge the specific Indigenous nations, languages, and cultures associated with the land in question. By incorporating land acknowledgments into our writing, we contribute to a broader dialogue of reconciliation and demonstrate our commitment to honoring Indigenous sovereignty and resilience. Land acknowledgments are individual and reflective. See the following resources for support in crafting your own.

Resources



- [ITO Land Acknowledgement Resource Guide](#)
- [Fanshawe College's Land Acknowledgement](#)
- [Western University's Land Acknowledgement and Resources](#)
- [CAUT – Guide to Acknowledging First Peoples & Traditional Territory](#)

OER Collection Land Acknowledgement Examples

- [Working in Play](#)

- [PLAR Guide](#)
- [Reflective Practice in Early Years](#)

Indigenous Tourism Ontario (ITO). (2020). ITO Land Acknowledgement Resource Guide. <https://indigenoustourismontario.ca/about-ito/resources/land-acknowledgement/>

Back Matter

The back matter of the book generally includes the following:

Ancillary Resources

- Video links
- Resource links
- Powerpoint Slides

Glossary of Key Terms

The glossary will be automatically created by Pressbooks if the ebook has been built using the glossary tool. See the [Key Terms and Glossary](#) section for more information.

Version History

Example

This page records changes made to the open textbook since its initial publication. If the change is minor, the version number increases by 0.1. If the change involves substantial updates, the version number increases to the next full number.

Version	Date	Change	Affected Web Page
1.0	June 1, 2023	Publication	N/A

Peer and Student Review

It is important to have other perspectives in your OER. You can invite both peers and students to complete reviews of the completed, or nearly completed projects. Reviews are intended to provide constructive, and helpful feedback to make the resources more valuable. Reviewers are acknowledged for their work on the acknowledgments page in the front matter.

Review Criteria

The following criteria will be used to guide the evaluation of open resources:

Adapted from:
[OER Evaluation Criteria](#) by Affordable Learning Georgia licensed under CC-BY 3.0.
[B.C. Open Textbooks Review Rubric](#) by BCcampus licensed under [Creative Commons Attribution 4.0 International license](#).

Clarity & Readability	• Is the content, including any instructions, exercises, or supplemental material, clear and comprehensible to students? • Is the content well-categorized in terms of logic, sequencing, and flow? • Is the content consistent with its language and key terms and provides adequate context for any jargon/technical terminology used?
Accuracy	• Is the content, including diagrams and other supplementary material accurate, error-free, and unbiased? • Are there any factual, grammatical, or typographical errors? • Are there broken links or obsolete formats?
Adaptability & Longevity	• Is the resource up-to-date, but not in a way that will quickly make the text obsolete within a short period? • Does the resource provide an appropriate context for Canadianization (Ontario or Canadian content and examples)? • Is the text written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement and adapt?
Comprehensiveness	• Is the content presented at a level appropriate for higher education students? • Is the content thorough? Does it meet the needs of a course at this level? • Does the resource cover all areas and ideas of the subject appropriately?
Accessibility	• Is the content accessible to students with disabilities through the compatibility of third-party reading applications? • If you are using Web resources, does each image have alternate text that can be read? • Do videos have accurate closed-captioning? • Are students able to access the materials in a quick, non-restrictive manner?
Diversity and Inclusion	• The text reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion. It does not include insensitive or offensive language in these areas.

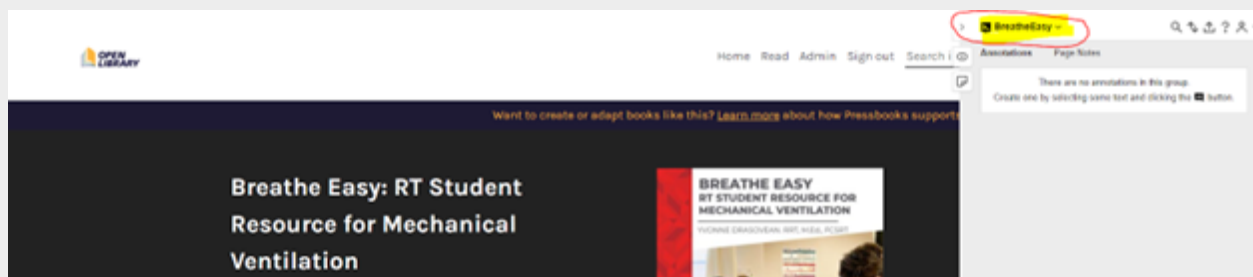
Review Process

Reviewers can choose to review the whole resource or part of the resource.

Reviewers are invited to use the tool [Hypothes.is](#). Hypothes.is is an annotation tool that allows comments to be made directly in the e-book and make them visible to other reviewers and the author.

Review Instructions

1. Confirm participation in the review process by emailing oyer@fanshawec.ca.
2. You will receive an email invitation to access the book. Click the link to accept the invitation.
3. Set up a Hypothes.is account. Review the [Setup instructions](#) (*skip the step on the browser extension download as this tool is already enabled*)
4. Review the textbook and make comments as you go using Hypothes.is. in the **PRIVATE** group that was set up for the book (see image below). Keep in mind the general review criteria listed above.



Click on the groups in hypothesis to make sure you are using the private group set up for the book and not the public group

Once the review is complete, you are encouraged to also complete the [review form](#). If you would like to be mentioned in the textbook as a reviewer, provide your information in the form.

Simplified Student Review Rubric

Adapted from: OER Student Review Process by [Fanshawe's OER Design Studio](#) is a derivative of A Learner Review Template for Reviewing OER by Kim Carter- Conestoga College licensed under [Creative Commons Attribution-NonCommercial 4.0 license](#)

Description	Needs Improvement	Good	Exceeds Expectations
Complete	I think that information is missing because I am not sure what I am supposed to be learning.	All information is given, and I know what I am supposed to be learning.	Examples and/or descriptions are complete, I do not think I am missing information.
Clear	I am not sure what I am supposed to learn from the topic, the examples and descriptors are unclear.	It is clear to me what I am supposed to learn about this topic.	Examples and descriptions make the connection to what I am supposed to learn about the topic.
Concise	There are too many words with sentences saying the same thing in a slightly different way.	There are just enough words and the sentences are clear.	The sentences are short and to the point, with examples and media that ensure I know the point of what I am learning.
Cohesive	The topics jump around and do not follow a logical and in order presentation. I am not sure how the topic matches the chapter content.	The topics follow a logical order with the entire chapter and chapter outcomes.	The topics are logical and in order and the flow of the chapter from start to end makes sense to me.
Courteous	The tone of the writing comes across angry, too matter-of-fact, or confusing.	The tones of the writing is pleasant to read.	The tone of the writing is pleasant, and I want to learn more.

Description and Metadata

Before publishing, the cover of the book, the description and the metadata are loaded to Pressbooks. The image below shows the main book landing page where the book cover is on the right, and below it, a drop-down menu offers different download formats. There's also basic descriptive information about the book, as well as a clickable table of contents that lets you browse the book. You can also include other metadata at the bottom of the page.

The screenshot displays the main landing page for the textbook 'Neuroscience: Canadian 1st Edition' by Dr. William Ju. The page is divided into two main columns. The left column (callout 1) contains the book title, author name, a descriptive paragraph, Creative Commons Attribution license icons, a 'READ BOOK' button, and a Twitter icon. The right column (callout 2) features the book cover, which shows a brain with internal structures highlighted in green and blue. Below the cover is a 'Download this book' dropdown menu (callout 3) listing various formats: EPUB3, EPUB, Digital PDF, Print_pdf, MOBI, Pressbooks XML, WordPress XML, and OpenDocument. At the bottom of the page (callout 4), there is a 'CONTENTS' section with a 'HIDE ALL CONTENTS' button. Below this, a table of contents is visible, starting with 'Acknowledgements: eCampusOntario', followed by 'Unit 1 - Neuroscience: The Basics' which includes '1.1 The Cellular Levels of Organization' and '1.2 The Nervous System and Nervous Tissue'.

1 Neuroscience: Canadian 1st Edition

Dr William Ju

Neuroscience: Canadian 1st Edition Open Textbook is a comprehensive source that examines the nervous system, neurodegeneration, techniques in studying neuroscience and emerging topics in the field.

Creative Commons Attribution

READ BOOK

2 **NEUROSCIENCE**
Canadian 1st edition open textbook

3 Download this book

- EPUB3
- EPUB
- Digital PDF
- Print_pdf
- MOBI
- Pressbooks XML
- WordPress XML
- OpenDocument

4 CONTENTS

HIDE ALL CONTENTS

Acknowledgements: eCampusOntario

Unit 1 - Neuroscience: The Basics

- 1.1 The Cellular Levels of Organization
- 1.2 The Nervous System and Nervous Tissue

METADATA

TITLE

Neuroscience: Canadian 1st Edition

AUTHOR

Dr William Ju

EDITORS

Georgia Bains; Ingrid Barany; Maksym Shcherbina; and Summer Lee

ILLUSTRATORS

Ingrid Barany; Maksym Shcherbina; Summer Lee; and Thanvin Giridhar

CONTRIBUTORS

Alexandra Santos; Amy Freeman; and Emerson Daniele

LICENSE



Neuroscience: Canadian 1st Edition Copyright © by Dr William Ju is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

1. Title, author, licensing information, and basic description of the book.
2. Cover image
3. Download options
4. Table of contents
5. Metadata

The Power of Metadata

Metadata is data that provides information about other data. When you share OER through any repositories, you will be asked to provide information such as the title, author name, type of material, keywords and tags. This metadata becomes associated with that material — and facilitates the search process. Additionally, when you provide information about others' OER — by rating, reviewing and tagging the material — you give metadata that becomes attached to that OER. The metadata you provide in your own OER — as well as the information you provide by tagging, rating and reviewing others' OER — enriches the content by giving descriptive information that assists in searching and re-using the materials. The more complete and descriptive the metadata is, the more discoverable the work will be.

- [OER Commons Help Center](#) has an excellent overview of material types.
- You can also refer to the [Pressbooks Add Relevant Metadata](#) guide to learn how to add relevant information for your book to be discoverable.

[“The Power of Metadata”](#) from [Extending Into the Open](#) Copyright © 2022 by Paula Demacio; Alissa Bigelow; Tricia Bonner; and Shauna Roch is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Distribute

Once you've completed your new open textbook, you must decide how to share your work with your students, your colleagues, the bookstore and library at your institution, and the general public.

File Types

Students like flexibility when it comes to their textbooks. Some may prefer printed versions of the textbook, others prefer using a website, and some may prefer reading using an e-reader or tablet. 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. Remember to include editable files so that others can use your work to create their own adaptations. Pressbooks will allow you to export your book in a variety of file types, both editable (.xml, .odt, .html, .epub) and less editable (.pdf and .mobi) files.

See the [Adopt](#) page about adopting your new book and having print copies in the bookstore.

Share

You can distribute your adapted textbook by:

- Provide the Pressbooks URL link. You can add this to your FOL course site, and can even include the links by chapter.
- Downloading copies of the book and placing them on another website or file-sharing service (e.g., on D2L, Dropbox, or Google Drive)

The book will also be added to the [Fanshawe Library OER catalogue](#) as well as the [eCampus Ontario Open Library](#)

“Publish and Distribute” from [Ryerson Open Textbook Authoring Guide](#) by Ryerson University is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

ADD INTERACTIVITY TO YOUR OER

Add Interactivity To Your OER

1. [H5P: What, Why, and When](#)
2. [H5P Content Types & Examples](#)
3. [H5P: Finding Existing Content](#)
4. [H5P, Accessibility and Copyright](#)

H5P: What, Why, and When

[H5P](#) is a free, open-source tool that allows users to create web-based interactive learning activities. It is a plug-in that allows users to create interactive content in an existing authoring platform (WordPress, Pressbooks or through an LTI with a Learning Management System- FOL). H5P stands for HTML5 Package, the latest version of the standard markup language used to structure and present content on the web.



The best way to learn about H5P is to explore the many content types. The [following section provides examples](#) of the different content types available. It is essential not to use it just because it exists – but to consider how it will serve you in your teaching and learning context.

Why create H5P?

There are some powerful reasons to create H5P for Pressbooks:

- Help students achieve chapter learning objectives. Each interactive will deepen a student's understanding of the key terms, skills, or concepts that guide the chapter.
- Give students more opportunities to check comprehension. Learner interaction, discovery, and agency allow students to shift from passive to active learners. Interactives in the text reinforce and interleave content, supporting new learning pathways.
- Increase the relevance and overall appeal of the Pressbook. Future educators and adopters look for built-in student interaction.

When to Use H5P

Everyone's teaching and learning contexts are different – but one aspect that rings true for all is we don't want to overcomplicate or introduce elements when they don't have a purpose. When considering using H5P for your course or resource, evaluate whether it supports the following key principles:

1. The H5P aligns with the intended learning outcomes
2. The H5P provides an opportunity to incorporate multimedia (multiple modes) to help manage cognitive load during learning.

3. The H5P allows learners to engage with the content – supporting active learning.

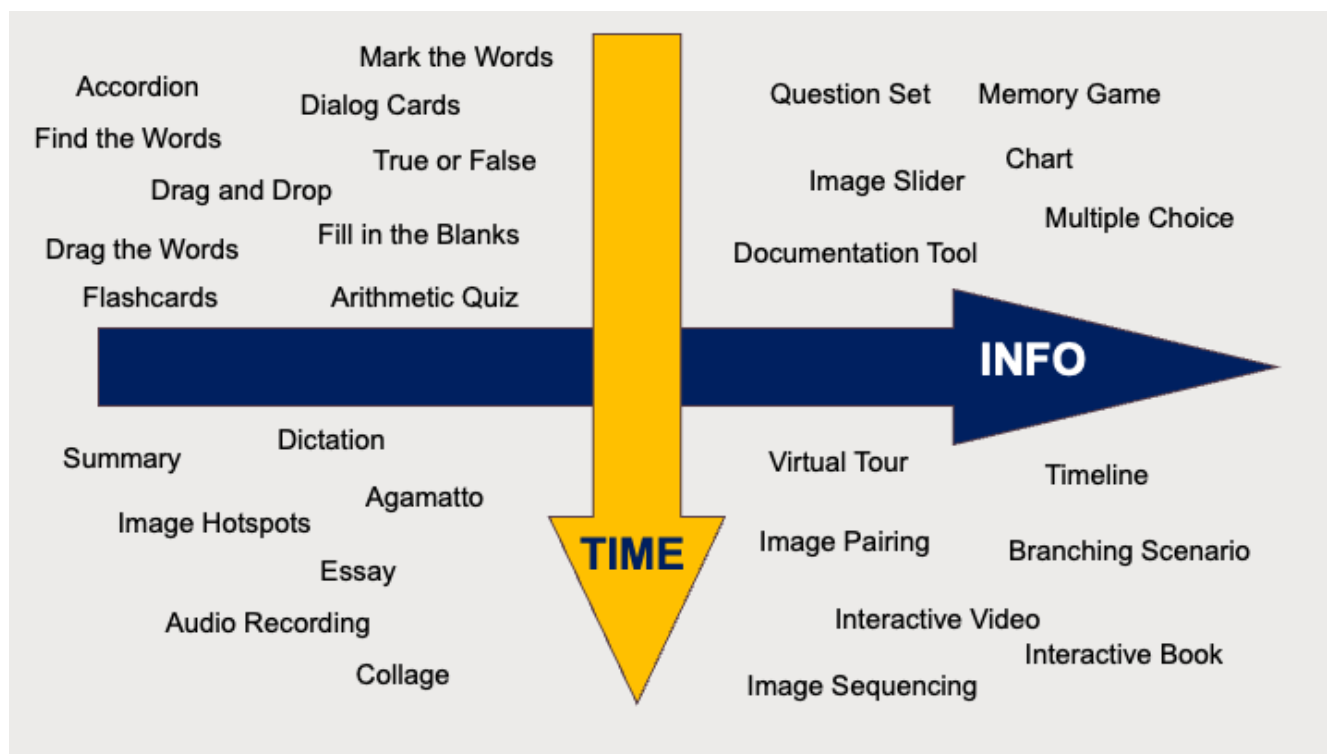
The following chart will help you consider how you might use H5P for various teaching and learning purposes.

Tools for Formative Assessment	Multiple Choice True/False Fill in the Blanks Mark the Words Drag and Drop Question Sets Interactive Video Image Sequencing
Tools for Unit/Content Review	Course Presentation Flashcards Question Sets Multiple Choice Summary Dialog Cards
Tools for Multimedia Integration	Interactive Videos Branching Scenario Image Hotspots
Tools for Student Submissions*	Questionnaire Audio Recorder Essay Documentation Tool
Tools for Knowledge Application	Branching Scenario

** This only includes the H5P content types where students can submit text/media. Students creating and submitting H5P content types they have authored is a valuable open pedagogy assignment!*

Difficulty Levels

You should also consider the difficulty for you to create an H5P as well as the cognitive effort for your learners to use.



"Slide 7" from [Intro to H5P](#) for Mohawk College by Peggy French, [CC-BY-NC-SA](#). Adapted by eCampus Ontario (colour change).

Image Long Description

A matrix with 4 quadrants. The top left represents less info and less time to create which includes the following H5P content types: Accordion, Find the Words, Drag and Drop, Drag the Words, Flashcards, Mark the Words, Dialog Cards, True or False, Fill in the Blanks, Arithmetic Quiz. The bottom left quadrant represents less info but more time to create which includes: Summary, Dictation, Image Hotspots, Agamatto, Essay, Audio Recording and Collage.

The top right quadrant represents more info and less time to create and includes a Question Set, Memory Game, Image Slider, Chart, Multiple Choice and Documentation Tool. The right side bottom quadrant represents more info and more time to create and includes Virtual Tour, Timeline, Branching Scenario, Image Pairing, Interactive Video, Interactive Book and Image Sequencing.

H5P Levels of Difficulty

The following lists each H5P content type and their approximate difficulty level to create.

Simple/Easy	Moderate	Advanced/Complex
Arithmetic Quiz Dialog Cards Drag the Words Fill in the Blanks Flashcards Guess the Answer Image Pairing Mark the Words Memory Game Multiple Choice Single Choice Set Summary True/False Question Chart	Advanced Fill the Blanks Course Presentation Dictation Documentation Tool Drag and Drop Essay Interactive Video Questionnaire Question Sets Image Slider	Branching Scenario Course Presentation Interactive Video Question Sets Interactive Book Virtual Tour Timeline Image Sequencing

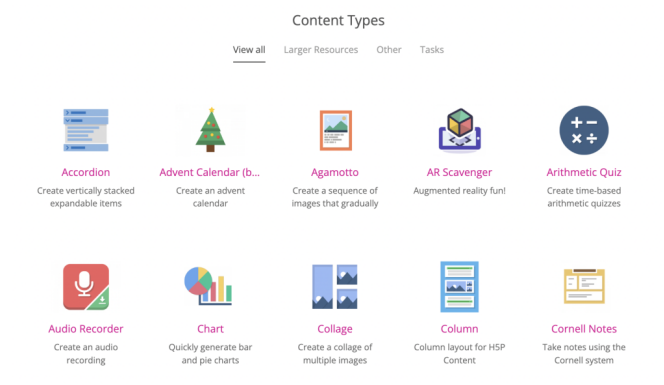
“[When to use H5P](#)” from [Mastering Open Ed: Licensing, Accessibility, Creation, and Publishing OER](#) Copyright © 2023 by eCampusOntario is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

“[Meaningful Student Interaction with H5P](#)” by Veronica Vold for [Open Oregon Educational Resources](#) is licensed [CC BY 4.0](#).

H5P Content Types & Examples

H5P has an ever-growing catalogue of various interactive content types to choose from. The most current way to explore these is to go to the source – [H5P.org](https://h5p.org) – and look at their current catalogue of content types under “[View all](#)”.

It's important to note that new H5P content tools are being created all the time by H5P.org and community members alike, so it's best to check back frequently. The examples below represent some of the most common and useful H5P that exists for educational purposes, but it is not an exhaustive list.



In this Section

- [Audio and Recorder](#)
- [Accordion](#)
- [Agamotto \(Image Blender\)](#)
- [Branching Scenario](#)
- [Column](#)
- [Course Presentation](#)
- [Dialogue Cards](#)
- [Documentation](#)
- [Drag and Drop](#)
- [Drag the Words](#)
- [Fill in the Blanks](#)
- [Flashcards](#)
- [Image Hotspots](#)
- [Image Juxtaposition](#)
- [Interactive Book](#)
- [Interactive Video](#)
- [Mark the Words](#)
- [Single Choice Question Set](#)
- [Multiple Choice Question Set](#)
- [Quiz \(Question Set\)](#)
- [Summary](#)
- [Timeline](#)
- [Speak the Words](#)

Audio and Recorder

Record your voice and play back or download a .wav file of your recording. A great tool for language learning and LMS' and other e-learning websites.

Audio and Recorder Examples



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-27>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-26>

Accordion

The Accordion content type allows users to add accessible accordions to their sites. The accordion is fully responsive and works great on smaller screens as well as on desktops.

Accordion Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-9>

Agamotto (Image Blender)

Add a sequence of images that people are supposed to look at sequentially, for example, photos of an item that changes over time or images that reveal more and more details. You can optionally add some text information that describes the current image.

Agamotto Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-21>

Branching Scenario

Branching allows us to create an interactive activity where the content that is displayed is dependant on the answer that is selected.

Branching Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-5>

Column

Use the column tool to create and display content in a single column. In this example, the instructor wanted to create a multiple choice question set and present as one activity with all questions visible.

Column Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-6>

Course Presentation

Course Presentation Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-8>

Dialogue Cards

The Dialog cards content type enables you to create a set of cards with corresponding words or expressions on either side of the cards.

Dialogue Card Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-11>

Documentation Tool

This creation type allows the student to edit and complete the activity online, then save their work as a Word file and export it to their device.

Documentation Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-3>

Drag and Drop

The Drag and drop content type allows learners to drag a piece of text or an image and drop it on one or more corresponding drop zones.

Drag and Drop Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-13>

Drag the Words

Drag the Words question type allowing creatives to create text-based challenges where users are to drag words into blanks in sentences. Excellent for language training among other things.

Drag the Words Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-14>

Fill in the Blanks

The Fill in the blanks tool allows eLearning designers to create cloze tests. Portions of words or sentences are removed from a text and the learner is asked to replace the missing text.

Fill in the Blanks Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-15>

Flashcards

The Flashcards content type is a set of cards containing a picture on one side of the card and a corresponding text on the other side. The learner is asked to type a word or expression corresponding to the picture, before turning the card over and revealing the correct answer.

Flashcard Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-16>

Image Hotspots

The Image hotspots content type allows you to place an overlay of hotspots on images and graphics. The user presses the hotspots to reveal an associated text.

Image Hotspots Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-17>

Image Juxtaposition

This content type allows users to compare two images interactively.

Image Juxtaposition Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-22>

Interactive Book

This content type allows users to put together large amounts of interactive content like interactive videos, questions, course presentations and more on multiple pages.

Interactive Book Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-24>

Interactive Video

Add customized content to a YouTube video. You can add stop points and insert questions. Endless options. In this example, the Government of Canada video **What is Copyright** contains outdated information. Changes to the Copyright Act are not included and a new updated video has not been created (we will keep checking). Using the interactive video H5P tool, the new terms for copyright protection are layered into the video.

Interactive Video Example



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-4>

Mark the Words

A question type allowing users to create challenges where the user is to mark specific types of verbs in a text.

Mark the Words Example



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-28>

Single Choice Question Set

Display the questions one at a time. Set the move option to manual or automatic.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-7>

Multiple Choice Question Set

The Multiple Choice content type is your staple multiple choice quizzing tool. Multiple Choice can be used to test the learner's level of knowledge on a given topic.

Multiple Choice Question Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-18>

Quiz (Question Set)

This type allows you to create quizzes. Many question types are supported like multiple choice, fill in the blanks, drag the words, mark the words and regular drag and drop.

Quiz (Question Set) Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-19>

Summary

The Summary content type allows learners to interactively build a summary of a certain topic. Summaries are a perfect way to strengthen your learners' ability to remember by encouraging them to build interactive summaries as they learn.

Summary Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-23>

Timeline

This type allows users to create interactive timelines.

Timeline Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-20>

Speak the Words

An HTML5-based voice recognition content type allowing authors to ask a question that should be answered with the user's own voice. Speak the Words content is created using only a web browser in H5P supported platforms such as Canvas, Brightspace, Blackboard, Moodle and WordPress. The speech engine used is currently only available in the Chrome browser.

Speak the Words Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=1309#h5p-25>

H5P: Finding Existing Content

Why start from scratch when the content may already be created? Find and reuse as is, or revise and customize. Each piece of H5P content can be downloaded and imported into your Pressbooks-hosted book. You can also use the embed code and reuse the content outside of Pressbooks. You can also display the H5P created in Pressbooks on a web page including learning management systems (Fanshawe Online) pages using the embed code.

Pressbooks Directory

Use the [Pressbooks Directory](#) to find open textbooks with H5P.

- Use the filter tool to create a results list that only contains books that have H5P.
- Each book card includes a link to a list of H5P activities included in the book.



OPENTEXTBC.CA | BCCAMPUS OPEN PUBLISHING

Psychology - H5P Edition

CC BY | 282 H5P activities | 294,690 words

Author(s): Rose M. Spielman, Kathryn Dumper, William Jenkins, Arlene Lacombe, Marilyn Lovett, Marion Perlmutter

Subject(s): Psychology

Last updated: 12-8-2022

Publisher: BCCampus

Language: English (Canada)

Psychology is designed to meet scope and sequence requirements for the single-semester introduction to psychology course. The book offers a comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. Psychology incorporates d...

[Read more](#)

eCampus Ontario H5P Lab

The [eCampus Ontario H5P Lab](#) has an open catalogue of H5P Content created by post-secondary instructors in Ontario.

- Use the search filters to find content that may be of interest.



Catalogue of H5P Content

🔍 Show Filters



eCampusOntario H5P Studio

Title & Description



Filter by keywords in title and description...

Type

The type of content to search for...



Keywords



Filter by author-supplied tags

Subject

Business & Management
The Arts
Computing & IT
Law
Earth & the Environment
Health & Development
History
Language & Linguistics
Literature

Show H5P in a List

You can get a complete listing of all the H5P content in any Pressbooks-hosted book by adding **h5p** to the URL.

- For example <https://pressbooks.nsc.ca/nscprinciplesofmarketingparttwo2e/h5p>

If there is no H5P content, the results page will state there are no H5P activities in the book.

Google Advanced Search

To access the Google Advanced Search, go to https://www.google.ca/advanced_search and type in **<https://h5p.org/h5p/embed/>** under site or domain and then search for the keyword for your concept or topic. See the image below. Be sure to check that the H5P you find is openly licensed and is available for reuse.



Advanced Search

Find pages with...

all these words:	
this exact word or phrase:	
any of these words:	
none of these words:	
numbers ranging from:	to

Then narrow your results by...

language:	any language
region:	any region
last update:	anytime
site or domain:	https://h5p.org/h5p/embed
terms appearing:	anywhere in the page
SafeSearch:	Show explicit results
file type:	any format
usage rights:	not filtered by licence

Advanced Search



Additional Repositories & Resources

- [Laurier's H5P Library](#)
- [LibreText H5P Library](#)
- [H5P Content Types & Applications](#)
- [H5P Tutorial for Authors](#)
- [eCampus Ontario H5P Studio Getting Started Guide](#)
- **Video:** [How to Reuse Interactive Content](#)
- **Video:** [How to Create Interactive Content in H5P Studio](#)

“[Finding H5P](#)” from [Using H5P in Pressbooks](#) Copyright © 2023 by NSCC and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

H5P, Accessibility and Copyright

Accessibility

H5P is committed to accessibility and gathers user testing feedback for each tool. See their [recommended content types for accessibility](#).

You also have some control over certain aspects of accessibility when creating your content type – such as selecting contrast colours and accessible fonts. Refer to the Accessibility module to learn more about these practices. The presentation below offers general tips on making some H5P content types accessible.

Use the arrows to move through the H5P slideshow below.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=613#h5p-10>

H5P Documentation

- [Read H5P's Accessibility Statement](#)
- [LibreTexts Accessibility Reports for H5P Activity Types](#) – a list of the H5P content types and their current accessibility status.

Copyright

You must provide attribution or reference to images, media, and content used to build H5P interactives by adding metadata. Metadata allows for the following:

- Identifies the conditions under which they may reuse your H5P interactive
- Allows you to provide attribution info if you have reused or adapted your H5P exercise from another source
- Helps the H5P Studio index and sort your content so others can discover it



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/oerdevelopmentguide/?p=613#h5p-29>

Metadata Resources

- [The H5P Kitchen: Meeting up with H5P Metadata](#)
- **Video:** [H5P Copyright and metadata movie](#) by HRDNZ Moodle Partner [6:02]

If unsure, you can seek copyright counsel through [Fanshawe's Library and Media Services](#) or by contacting [Fanshawe's Copyright Services Officer](#).

APPENDICES

Appendices

- [Appendix 1: Learning Objectives Guide](#)
- [Appendix 2: Visual Identity – Standard Icon Sets](#)
- [Appendix 3: Visual Identity – Custom Icon Sets](#)
- [Appendix 4: List of Pedagogical Elements](#)
- [Appendix 5: Unique and Custom Design Elements](#)
- [Appendix 6: Pressbooks Training](#)

Appendix 1: Learning Objectives Guide

Cognitive Domain

- | | |
|---------------|-------------|
| • Answer | • Memorize |
| • Choose | • Name |
| • Complete | • Question |
| • Confer | • Recall |
| • Define | • Recognize |
| • Distinguish | • Record |
| • Identify | • Relate |
| • Indicate | • Repeat |
| • Inquire | • Review |
| • Label | • Select |
| • List | • Survey |
| • Locate | • Tabulate |
| • Match | • Underline |

- | | |
|----------------|----------------|
| • Change | • Infer |
| • Classify | • Interpret |
| • Comment | • Locate |
| • Compare | • Measure |
| • Compute | • Paraphrase |
| • Convert | • Put in order |
| • Demonstrate | • Rearrange |
| • Describe | • Recognize |
| • Discuss | • Report |
| • Estimate | • Restate |
| • Explain | • Review |
| • Express | • Summarize |
| • Generalize | • Tell |
| • Give example | • Trace |
| • Identify | • Transform |
| • Illustrate | • Translate |

→ Simple to
Complex →

- | | |
|-----------------|---------------|
| • Apply | • Interpret |
| • Arrange | • Operate |
| • Calculate | • Organize |
| • Change | • Perform |
| • Convert | • Practice |
| • Choose | • Prepare |
| • Classify | • Present |
| • Compile | • Reconstruct |
| • Construct | • Schedule |
| • Create | • Shop |
| • Demonstrate | • Sketch |
| • Differentiate | • Solve |
| • Dramatize | • Transfer |
| • Generalize | • Translate |
| • Illustrate | • Use |
| • Implement | |

- Analyze
- Appraise
- Calculate
- Categorize
- Classify
- Compare
- Contrast
- Criticize
- Debate
- Deduce
- Describe
- Determine
- Diagram
- Differentiate
- Discriminate
- Distinguish
- Divide
- Draw conclusions
- Examine
- Experiment
- Form generalizations
- Group
- Infer
- Inspect
- Interpret & Explain
- Inventory
- Organize
- Put into list
- Question
- Relate
- Review to analyze
- Separate
- Solve
- Test

- Arrange
- Assemble
- Categorize
- Collect
- Compose
- Construct
- Create
- Design
- Develop
- Devise
- Formulate
- Organize
- Plan
- Prepare
- Produce
- Propose
- Select
- Set up
- Solve

- Appraise
- Assess
- Choose
- Compare
- Compare & contrast
- Defend
- Diagnose
- Estimate
- Evaluate
- Judge
- Justify
- Rate
- Revise
- Score
- Select
- Value

Affective Domain

- Accept
- Attend
- Develop
- Realize
- Receive
- Recognize

- Behave
- Complete
- Comply
- Cooperate
- Enjoy
- Examine
- Obey
- Observe
- Respond
- Tolerate

- Balance
- Believe
- Defend
- Devote
- Examine
- Prefer
- Pursue
- Seek
- Value

→ Simple to Complex →

- Codify
- Discriminate
- Display
- Favor
- Judge
- Order
- Organize
- Relate
- Theorize
- Systematize
- Weigh

- Avoid
- Display
- Exhibit
- Internalize
- Manage
- Require
- Resist
- Resolve
- Revise

Psychomotor Domain

- Align
- Balance
- Follow
- Grasp
- Grasp
- Place
- Repeat
- Rest (on)
- Step (here)

- Align
- Balance
- Follow
- Grasp
- Grasp
- Place
- Repeat
- Rest (on)
- Step (here)

- Accurately
- Errorlessly
- Independently
- Proficiently
- With balance
- With control

→ Simple to Complex →

- Confidence
- Coordination
- Harmony
- Integration
- Proportion
- Smoothness
- Speed
- Stability
- Timing

- Avoid
- Display
- Exhibit
- Internalize
- Manage
- Require
- Resist
- Resolve
- Revise



[Learning Outcomes Guide \(PDF\)](#)

Appendix 2: List of Pedagogical Elements

Types of Pedagogical Elements

- overviews (previews)
 - introductions
 - outlines (text, bullets or graphics)
 - focus questions (knowledge and comprehension questions)
 - learning goals/objectives / outcomes/competences / skills
 - case problem
 - special features, e.g. vignettes, photos, quotations...
-
- emphasis (bold) of keywords
 - marginalia that summarize paragraphs
 - lists that highlight main points
 - summary tables and graphics
 - cross-references that link backwards (or sometimes forwards) to important concepts
 - markers to identify embedded subjects (e.g. an “external” term used that needs explanation)
 - study and review questions
 - pedagogical illustrations (concepts rendered graphically)
 - tips (to help with misconceptions or procedural errors)
 - reminders
 - case studies
 - problem descriptions
 - debates and reflections
 - profiles (case descriptions)
 - primary sources and data
 - models
-
- conclusions and summaries (may include diagrams)
 - list of definitions
 - reference boxes (e.g. computer instructions)
 - review questions
 - self-assessment (usually simple quizzes)
 - small exercises
 - substantial exercises and problem cases
 - fill-in tables to prepare a real-world task
 - ideas for projects (academic or real world)
 - bibliographies and links (that can be annotated)

Appendix 3: Visual Identity - Standard Icon Sets

These are the standard Fanshawe Pressbooks OER Icons.

Hover over the icon you want to download. Select the icon version from the resulting menu.

Download the image that appears in the new window: File -> save-as. Or; right-click -> save-as.



Activity

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Case Study

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Checkmark

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)
[Fanshawe](#)



Definitions
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Examples

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Examples 2

[Dark Grey](#)

[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Helpful Tip
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Instructor Tool

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Interactive

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)
[Fanshawe](#)



Key
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Learning Assessment

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Noteworthy

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)
[Fanshawe](#)



Objectives
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Perspective

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Discussion

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)
[Fanshawe](#)



Story
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Summary

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Think

[Dark Grey](#)

[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Think 2
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Recall

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Dilemma

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Study

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Gender Inclusive

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



User

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



User (half)

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Team

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Success

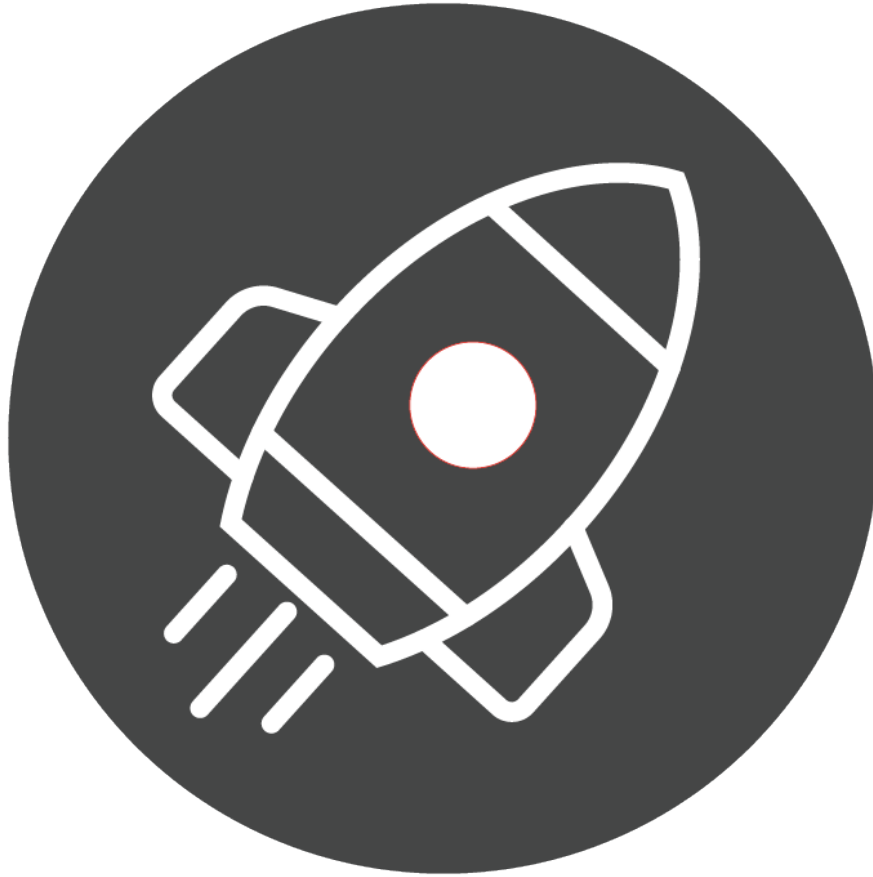
[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Rocket
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Ready

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Phone

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Notes

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Link
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Tab
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Key

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Handshake

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Growth

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Email
[Dark Grey](#)
[White](#)
[Red](#)
[Teal](#)
[Fanshawe](#)



Contact

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Chat

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Calendar

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)



Award

[Dark Grey](#)

[White](#)

[Red](#)

[Teal](#)

[Fanshawe](#)

Appendix 4: Visual Identity - Custom Icon Sets

These are custom icons that have been made for previous books. If there is not an icon available in the Standard or Custom set, we can create additional ones or variations of existing ones.

Hover over the icon you want to download. Select the icon version from the resulting menu.

Download the image that appears in the new window: File -> save-as. Or; right-click -> save-as.



In Depth Look

[Black](#)

[White](#)



Perspective

[Black](#)

[White](#)



Northstar

[Red](#)

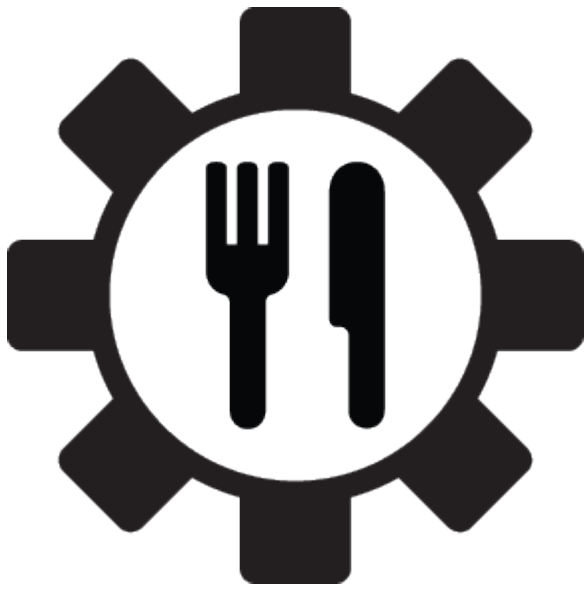
[Red v2](#)



Tongue Twister
[Colour](#)



Listen Repeat
[Colour](#)



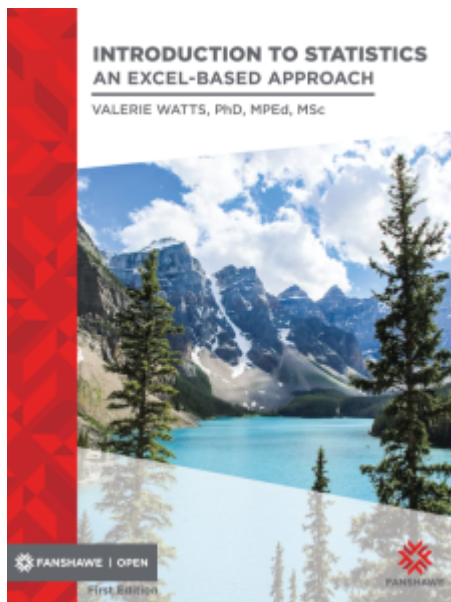
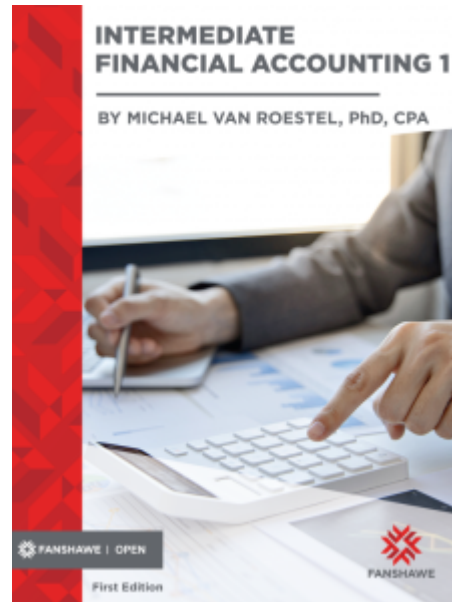
Food Perspective

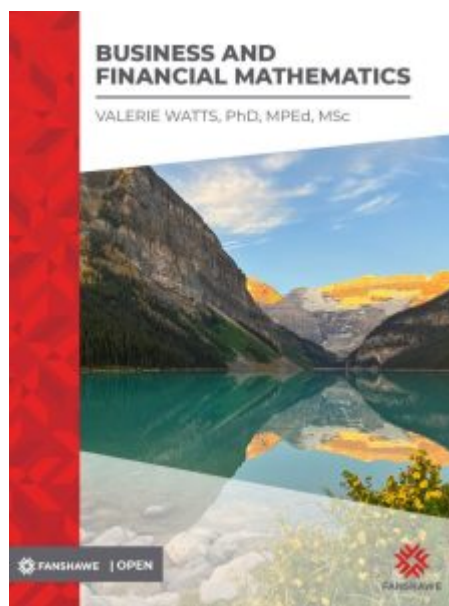
[Black](#)

[White](#)

Appendix 5: Unique and Custom Design Elements

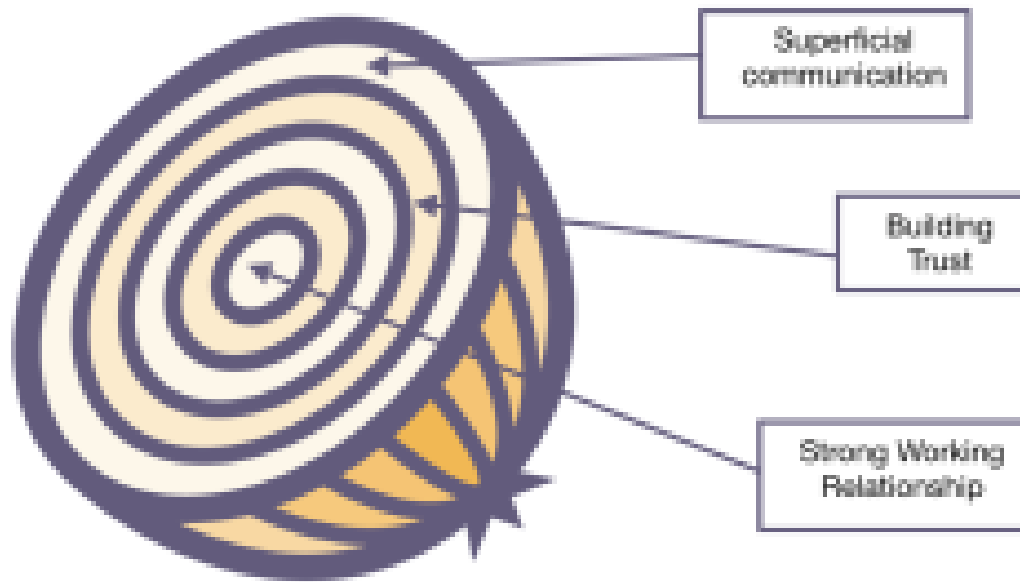
Covers



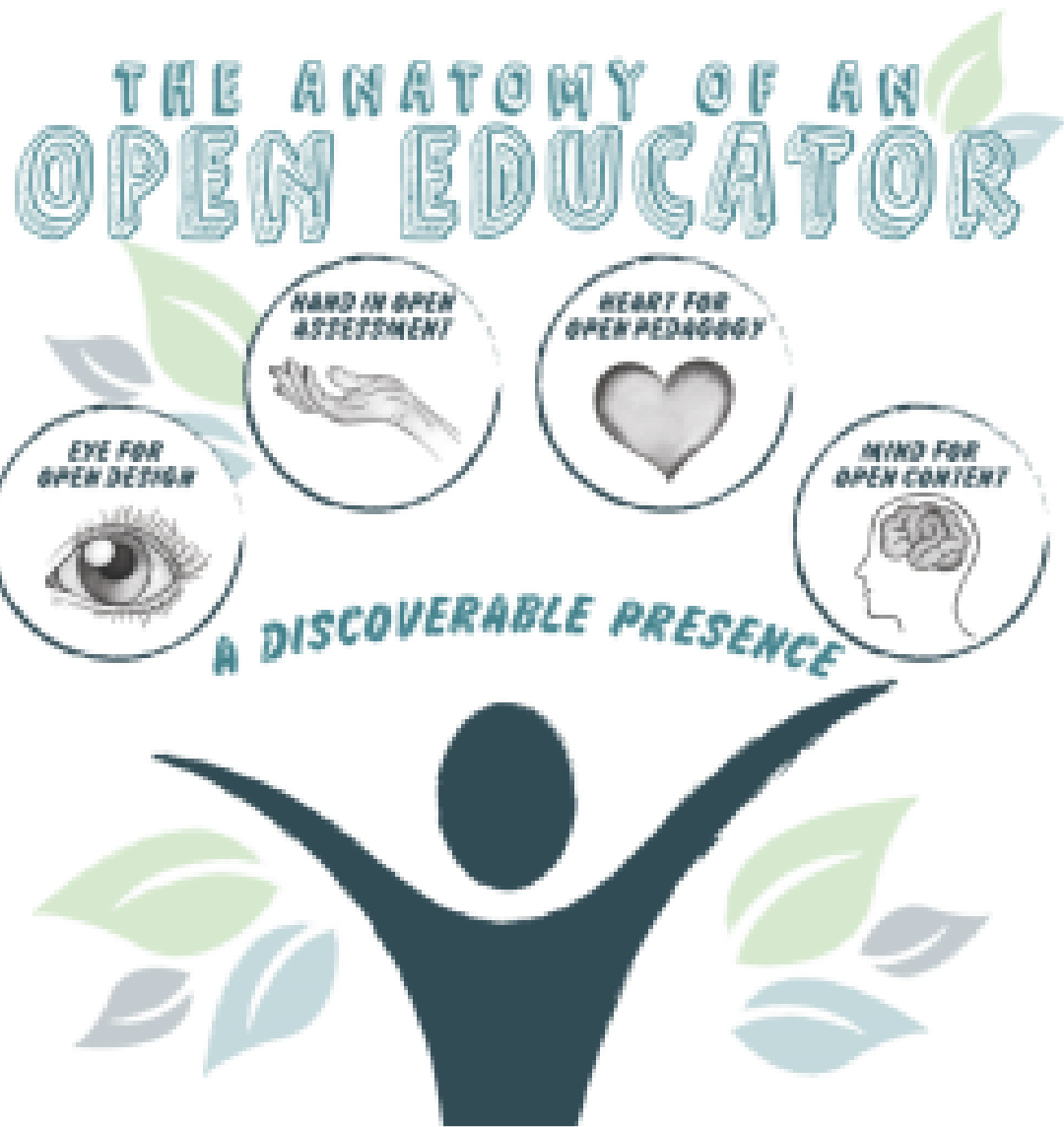


- [View our full OER collection](#) at the Fanshawe Library Learning Commons website

Illustrations

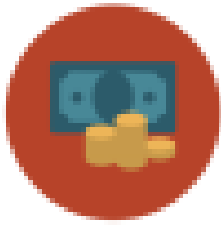


Talking Business. Layers of disclosure in interpersonal communication.



Extending Into The Open. The Anatomy of an Open Educator.

What can be included in a Total Compensation Package?



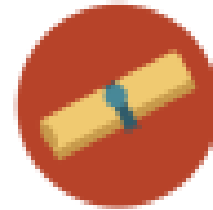
Pay



Vacation Time



Bonuses



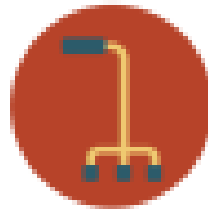
Tuition Reimbursement



Sick Leave
& Benefits



Group Life &
Health Insurance



Retirement
Pension Plans

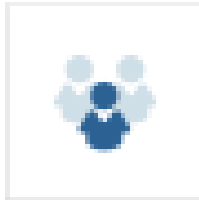


Stock Grants
& Purchase Plans

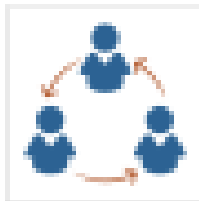
Human Resources for Operation Managers. Compensation and Benefit Administration.

Content Boxes

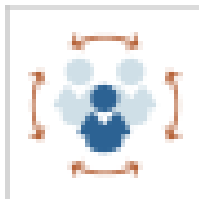
Community, sharing and collaboration are all inter-related terms. But how do they fit together — and how are they different?



Community is a noun. It is a group of people with a common interest. Community requires that individuals work together and share. In terms of open education, eCampusOntario defines the purpose of open communities as those helping to advance open educational resources and practices (eCampusOntario, 2021).



Sharing is an action (or verb). It can be defined simply as giving something to another. Sharing can be a one-way transaction, and it happens when the item or resource is complete.



Collaboration is another verb. It is the act of working with others towards a shared goal or purpose. Collaboration means that individuals work together to create something — and there is reciprocal giving.

Extending Into The Open. Examine: CommunitySharing and Collaboration.



Julie Valeriote

Director Entertainment Operations, Norwegian Cruise Lines



Current Employer

Norwegian Cruise Lines

Job Description: responsible for building and delivering the strategic entertainment vision for the company's global fleet, via leadership in strategic planning, shipboard programming and experiences, budgeting, guest and hotel experience product innovations.

Skills you use Professionally

Leadership, Managing people, Program Planning, Volunteering, How to go that extra mile as it always pays off.

Favourite Memory from time at Fanshawe

I met my best friend in the Rec & Leisure program at Fanshawe, was in her wedding party and continue to be in touch with her regularly to this day.

Credentials

RCS Recreation and Leisure Services Diploma
Additional Credentials: Educational Assistant

Working In Play. In their Own Words: Career Stories from Graduates of the Fanshawe College Recreation and Leisure Services Program.



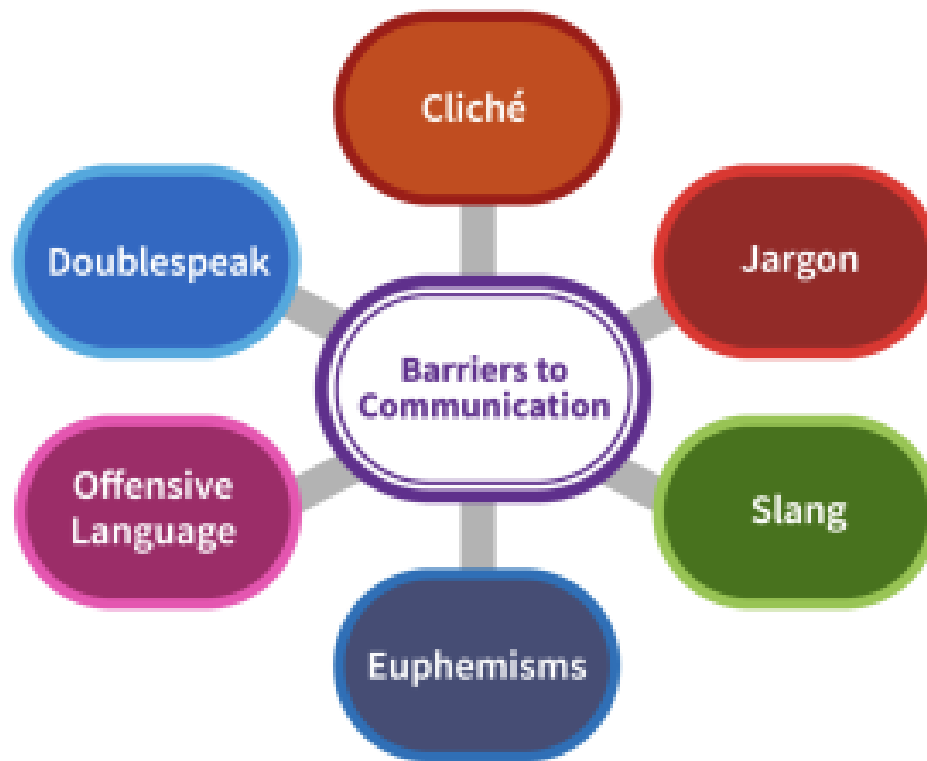
Community Recreation

Organizations that offer community-based spaces and programming. The examples listed are found in London and/or Ontario region.

Types of Organizations	Examples
Public and community-based organizations, spaces, and centres that offer active and passive recreation opportunities	▪ Stronach Community Recreation Centre ▪ Earl Nichols Arena ▪ YMCA of Southwestern Ontario
Commercial organizations that offer recreational opportunities	▪ East Park London ▪ The Factory ▪ Western Fair District
Manufacturing, retail, and wholesale trade related to community recreation (e.g., suppliers of playground equipment, etc.)	▪ Little Tikes Playground Equipment

Working In Play: Exploring the Recreation and Leisure Industry. Community Recreation.

Graphs



Talking Business. Barriers to Communication.

Chapter Overview

[Process: Find Existing OER](#)

[Connect and Learn](#)

[Scan and Evaluate](#)

[Adopt](#)

Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	31 October 2023	First Publication	N/A

References

- Bliss, T. J., & Smith, M. (2017). *A Brief History of Open Educational Resources*. In R. S. Jhangiani & R. Biswas-Diener (Eds.), *Open: The Philosophy and Practices that are Revolutionizing Education and Science* (pp. 9–27). Ubiquity Press. <https://doi.org/10.5334/bbc.b>
- Entz, M., Slater, J., & Desmarais, A. A. (2017). *Student Food Insecurity at the University of Manitoba*. <https://canadianfoodstudies.uwaterloo.ca/index.php/cfs/article/download/204/181/>
- Florida Virtual Campus. (2018). *2018 student textbook and course materials survey: Executive summary*. https://www.flbog.edu/documents_meetings/0290_1174_8926_6.3.2%2003a_FLVC_SurveyEXSUM.pdf
- Ioannou, O. Opening up design studio education using blended and networked formats. *Int J Educ Technol High Educ* 15, 47 (2018). <https://doi.org/10.1186/s41239-018-0129-7>.
- Lieberman, M. Inside Higher Ed. (2019). *Slow Burn for OER Adoption, Awareness*. <https://www.insidehighered.com/digital-learning/article/2019/01/09/oer-adoptions-awareness-continue-grow-many-faculty-members-still>
- Open Education Global (OEG). OEGlobal. (n.d.). . (n.d.). <https://www.oeglobal.org/>.
- Peimani N, Kamalipour H. The Future of Design Studio Education: Student Experience and Perception of Blended Learning and Teaching during the Global Pandemic. *Education Sciences*. 2022; 12(2):140. <https://doi.org/10.3390/educsci12020140>.
- Seaman, J. E., & Seaman, J. (2019). *Inflection Point: Educational Resources in U.S. Higher Education* (pp. 25-26).
- Southern Alberta Institute of Technology. (2018, February). *2018 OER Student Panel Survey Report*. SAIT.
- Southern Alberta Institute of Technology. (2019, January). *2019 OER eTextbook Survey Report*. SAIT.
- Statistics Canada (2023). Table 37-10-0046-01 Canadian students additional compulsory fees by level of study. Retrieved from <https://doi.org/10.25318/3710004601-eng>
- SUNY OER Services. (n.d.). [Leveraging the Benefits of OER](https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/leveraging-the-benefits-of-oer/). Understanding OER. <https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/leveraging-the-benefits-of-oer/>
- William & Flore Hewlett Foundation. (n.d.). OER defined. <https://hewlett.org/strategy/open-educational-resources/>
- Una Europa. (n.d.). Open Educational Resources (OER) toolkit. <https://www.una-europa.eu/knowledge-hub/toolkits/oer>.
- UNESCO. (2002). *Forum on the Impact of Open Courseware for Higher Education in Developing Countries: Final Report (CI.2002/CONF.803/CLD.1)*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000128515>
- University of Edinburgh. (n.d.). *About: Supporting the University's vision, purpose and values with OER*. Open. Ed. <https://open.ed.ac.uk/about/>.
- University of Minnesota. (n.d.). Center for Open Education. *Open Education Network*. <https://open.umn.edu/oen>.