

# CUNY Pressbooks Guide



# CUNY Pressbooks Guide

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# Introduction

## *Introduction to the CUNY Pressbooks Guide*

Welcome to CUNY Pressbooks.<sup>1</sup> Pressbooks is an authoring platform built on the popular [WordPress](#) publishing and blogging website. If you have used WordPress in the past, Pressbooks should feel familiar. Though similar to platforms like [CUNY Manifold](#) and [CUNY Academic Commons](#), CUNY Pressbooks allows you to create content once and publish it in many formats including a website, PDF document, EPUB (usable in most e-readers), and various editable files. CUNY Pressbooks also allows you to increase the discoverability of your published works by adding it to the [Pressbooks Directory](#).

The *CUNY Pressbooks Guide* does not replicate information provided by the [Pressbooks User Guide](#) by Pressbooks. Instead, it gives an overview of the steps an author might take to create or modify an open textbook in Pressbooks. As needed, this guide redirects readers to pertinent chapters in the *Pressbooks User Guide*, supplements it with additional information, and includes instructions specific to post-secondary faculty and staff working in one of the two- or four-year colleges within the City University of New York (CUNY), as well as its comprehensive and graduate colleges.

1. This introduction contains material from the [Introduction](#) to the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.

# Guide Layout

Each section of this guide begins with a list of topics covered in its chapters. Key terms, including terms specific to Pressbooks and its features, are set in bold, defined in the text, and also listed in the [Glossary](#). This guide does not come with an index. Instead, use the search field located at the top right of each page in the online version to locate a specific topic. The URLs for all external links are provided by chapter for print users in [a list in the back matter](#).

*Pressbooks User Guide* chapters and other links to Pressbooks resources are highlighted with a text box containing the Pressbooks (PB) logo and a link to the material, as in the example below.



For an introduction to Pressbooks from Pressbooks, see [Introduction to Pressbooks](#) in the *Pressbooks User Guide*.

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When appropriate, references to relevant chapters within the *CUNY Pressbooks Guide* are given in a shaded text box, as in the example below.

For more information on getting started with Pressbooks, see [Using Pressbooks](#) in this guide.

Similarly, links to useful information in other CUNY Open Education guides and toolkits are also given in a shaded text box, as in the example below.

For more information about open educational

resources at CUNY, see the collections and guides linked at [OER by CUNY](#).

Finally, links to useful information outside of Pressbooks or CUNY are also given in a text box with no shading, as in the example below.

Adapting a textbook for the particular needs of your students is a great way to get started with OER. For more information on how to do so, see the BCcampus Open Education [Adaptation Guide](#) by Lauri M. Aesoph.

## Updates and Development

The Pressbooks development community is very active and attentive to the needs of its users, and it strives to maintain and improve the platform for optimal functionality. Information about updates and changes is posted to the [Pressbooks Community](#) website and is presented at a monthly webinar at 2–3pm ET on the last Thursday of each month.

For information on Pressbooks support communities and resources, see [Appendix: Administrators, Developers, Technical Support](#) in this guide.



# PART I

## AN OVERVIEW OF OER

This section gives an overview of Open Educational Resources. It includes the following chapters:

1. [What Are OER?](#)

In this chapter, you will learn about OER, ZTC materials, and their similarities and differences.

2. [Finding OER](#)

In this chapter, you will learn about strategies and resources for finding OER for you to use and adapt for your instruction.

3. [Evaluating OER](#)

In this chapter, you will learn how to evaluate OER for your use.

4. [Open Licenses](#)

In this chapter, you will learn how popular open licensing mechanisms such as Creative Commons make OER possible.

5. [OER and Open Pedagogy](#)

In this chapter, you will learn about open pedagogy, a set of pedagogical practices that engage students in content creation and making learning accessible.





# I. What Are OER?

One way to reduce textbook costs is to offer zero-textbook-cost (ZTC) classes that use Open Educational Resources (OER).<sup>1</sup> In this chapter, you will learn about OER, ZTC materials, and their similarities and differences.

## Defining OER

OER are more than just free content. OER are teaching, learning, and research tools released under licenses permitting free use/modification while ensuring that authors retain copyright to their work. They do more than just save students money: they provide a way for teachers to tailor educational materials to the specific needs of their class, and to ensure that the materials they use stay up-to-date with the current research.

The *open* in “Open Educational Resources” describes educational content that is either in the public domain or licensed to allow users to retain, reuse, revise, remix, and redistribute. David Wiley, the Chief Academic Officer of Lumen Learning, explains the meaning of these 5R activities:

1. **Retain** – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
1. This chapter is based on a [Guide](#) to Open Educational Resources and Zero Textbook Cost by Leila Walker, published under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). Minor modifications have been made in accord with the style, structure, and audience of this guide.

2. **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
3. **Revise** – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. **Remix** – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a student or friend)<sup>2</sup>

While many OER are freely available online, to make the most of these materials teachers need to think creatively about all the ways that the “5R” rights open up new pedagogical possibilities. For example, because OER are licensed to allow you to revise and remix, you are free to update the material or modify it to suit the needs of your class. Some instructors have collaborated with students on these revisions and remixes, so students are not just downloading information, but actively creating knowledge.

## OER vs. ZTC: A Very Brief Comparison

While all Open Educational Resources are zero-textbook-cost materials, not all ZTC materials are OER. In brief:

Open Educational Resources are freely and openly available to **everyone** to retain, reuse, revise, remix, and redistribute.

Materials used in zero textbook cost courses are freely available

2. These definitions are excerpted and adapted from [Defining the “Open” in Open Content and Open Educational Resources](#) by David Wiley, published under a [Creative Commons Attribution 4.0 International License](#).

to **your students**, but neither you nor your students necessarily have the right to modify these materials or share them on the open web.

Open Educational Resources	Zero Textbook Cost Materials
Openly licensed textbooks, syllabi, lesson plans, assignments, and course materials	Online newspaper and magazine articles
Openly licensed images	Online media (YouTube, etc.)
Materials in the public domain	Library licensed materials (e-books, articles from the databases)

## Why Choose OER?

Open Educational Resources are openly licensed, usually through the Creative Commons. This means that you can include them on public-facing course sites (for example, a course site on WordPress). It also means that you can usually update and modify the materials as scholarship advances, without waiting for the original author to release a new edition (but be careful—the CC license ND, for No Derivatives, prohibits alterations to the original). Additionally, OER facilitate participatory pedagogy: you can involve your students more fully in the active creation of scholarship and educational materials. You can also contribute your own scholarly work and teaching materials to the growing body of OER.

You might choose OER if:

- You want content that can be publicly displayed on the open web.
- You want textbooks, assignments, and other teaching materials that you can update and modify.
- You want content that you can freely download, distribute, and share publicly.

## Why Choose ZTC?

While Open Educational Resources open up a lot of pedagogical possibilities, finding and adapting the right resources for your classroom can be time-consuming. Additionally, not all courses need to be open to the public, and not all professors want their own scholarship and teaching materials to be openly available.

You might choose ZTC materials if:

- You want to assign academic articles that are not openly available (for example, most articles available through databases like JSTOR).
- You often rely on course packs rather than a single textbook.
- You teach materials that do not need to be, or cannot meaningfully be, modified (for example, short works of literature).

## 2. Finding OER

There are innumerable OER for you to use and adapt for your instruction.<sup>1</sup> In this chapter, you will learn some strategies for finding OER. This chapter also includes references to repositories, search tools, and resources to help you find the right OER for you. The [CUNY OER representative](#) at your campus can also help you get started.

### Steps for Your Search

You can think of your search for open content as having three basic steps.

1. Identify keywords related to your course and its learning objectives.
2. Search OER repositories and aggregators for relevant resources.
3. Evaluate the resources you've located, considering their fit, currency, accessibility, and any other criteria you deem necessary when judging teaching materials.

Use keywords as you might in any online or database search: start

1. This chapter is a remixed version of the chapters [Finding Open Content](#) and [Repositories and Search Tools](#) in *The OER Starter Kit* by Abbey Elder, published under a [Creative Commons Attribution 4.0 International License](#). Other additions and modifications have been made in accord with the style, structure, and audience of this guide.

broad and drill down to the specific. Some of the repositories and other places you may search are discussed in this chapter. The next chapter gives more information on criteria for evaluation.

## OER at CUNY

OER created by CUNY faculty, staff, and students over the past decade are available through these repositories.

### [OpenEd CUNY](#)

OpenEd CUNY is a digital library of open educational resources, including syllabi, textbooks, lectures, labs, and other assignments and activities. You can search for resources by college, platform, subject, or type.

### [CUNY Academic Works](#)

CUNY Academic Works is CUNY's institutional repository, dedicated to collecting and providing open access to the research, scholarship, and creative and pedagogical work done at the university. In this repository, the Open Educational Resources series provides access to instructional materials created by the CUNY community. You can browse the repository by college, school, or center; discipline; or author.

## Good Bets

Each of the websites listed below has a different focus, but they all offer a wide variety of options. They are good places to start if you aren't sure what to look for.

- The [Pressbooks Directory](#) provides an index of public books published by PressbooksEDU networks. It is easy for you to clone, revise, remix, and redistribute any of these webbooks via Pressbooks.
- The [Open Textbook Library](#) is a great resource for finding open textbooks. If you want a textbook and nothing more, this is the place to start.
- The [B.C. Open Textbook Collection](#) collects resources created, reviewed, or adopted by instructors at universities in British Columbia. Materials can be filtered by accessibility as well as by whether they have been adopted by BCcampus courses, include ancillary materials, or have been reviewed by faculty.
- [OpenStax](#) provides peer-reviewed textbooks in math, science, the social sciences, and the humanities.
- Curated lists of OER, like the [Iowa State University Library Guide to OER](#), can be useful for exploring a selection of open content in your subject area.

## Federated Search Tools

### [SUNY's Openly Available Sources Integrated Search \(OASIS\)](#)

OASIS is a search tool that aims to make the discovery of open

content easier by searching multiple sources for OER and other open content at once. OASIS currently searches for open content from more than 100 different sources and contains more than 400,000 records.

## [George Mason OER Metafinder](#)

The Mason OER Metafinder (MOM) links to a wide array of open content, including open access books and articles, documents in the public domain, and OER. Because of its large breadth of resources, we recommend that you start your MOM search with only a selection of the “OER-Specific Sites” checked, rather than all the materials it can include.

## [MERLOT](#)

MERLOT is a project that was started in 1997 by the California State University system. The repository includes thousands of resources contributed by members, including original content and links to resources found through other platforms.

## **Institutional Collections**

Not every college shares OER through their institutional repository, as CUNY does, but the following colleges do share collections of OER specific to their institution:

- [Galileo Open Learning Materials](#) (Georgia higher ed institutions)



- [OpenMichigan](#) (University of Michigan)
- [MIT OpenCourseWare](#) (Massachusetts Institute of Technology)

## Subject-specific Repositories

Some open educational resources are shared through subject-specific repositories. A few notable examples of this type, including open publishers that specialize in one discipline, include the following:

- [Chem Collective](#): Chemistry
- [Learn Chem E](#): Chemical Engineering
- [Noba Project Psychology Modules](#): Psychology
- [Open Social Work](#): Social Work
- [The CUNY Teacher Education OER Hub](#): Education
- [Center for Open Educational Resources and Language Learning \(COERLL\)](#): Languages
- [Open Geography Education](#): Geography
- [Engineering Technology Simulations](#): Engineering, Physics
- [PhET Simulations](#): Physics, Physical science, Geology, Chemistry
- [SkillsCommons](#): Career & Technical Education (CTE)
- [Green Tea Press Textbooks](#): Computer Science, Programming (Bayes, Python, MATLAB, Java, DSP)

The book [Building Open Infrastructure at CUNY](#) includes literature reviews of OER in five subject areas: Spanish language, early American literature, cultural

anthropology, musicology and ethnomusicology, and art history.

## OER by Course

Some colleges choose to share information about which OER their instructors assign in courses. These lists can give you a good idea of what other instructors in your discipline have adopted and (if they have provided a review), what they think of their adopted resource.

- [COOL4ED Faculty Showcase](#) (California universities and colleges)
- [Open Oregon Educational Resources](#) (Oregon universities and colleges)
- [SUNY OER Ready-to-Adopt Courses](#) (New York State universities)

## Open Content (not explicitly OER)

Not all open content is made to be used in the classroom, but that doesn't mean you can't integrate them into your course. Open access book chapters and openly-licensed media can be great additions to your course.

## Open Access Publishers and Repositories

- [Directory of Open Access Journals](#) (DOAJ): Open Access journal articles
- [Directory of Open Access Books](#) (DOAB): Open Access books
- [Project Gutenberg](#): Public domain books and documents
- [PubMed](#): Open access journal articles
- [Public Library of Science](#) (PLOS): Open access journal publisher
- [Open Book Publishers](#): Open access book publisher

## CC-licensed Media

- [Openverse](#): A search tool for finding openly licensed and public domain works; this tool is the successor to CC Search
- [Digital Public Library of America](#): Public domain images, videos, recordings, and texts
- [The Metropolitan Museum of Art](#): High-quality open images from the Met; be sure to filter for Open Access images
- [Pexels](#): Public domain and CC-licensed photographs and stock images
- [Unsplash](#): Public domain and CC-licensed photographs and stock images
- [Wikimedia Commons](#): Public domain and CC-licensed images and figures
- [Google Image](#): Images; use the Tools/Usage rights button to filter by license
- [YouTube](#): Videos; use the Advanced Search/CC license option to see open content
- [Free Music Archive](#): Public domain and CC-licensed music and sound bytes
- [Internet Archive](#): A non-profit library of millions of free books, movies, software, music, websites, and more.

## 3. Evaluating OER

In this chapter, you will learn how to evaluate OER for your use.<sup>1</sup> Some of the evaluation criteria listed below apply to all instructional materials, and others (such as Adaptability and Modularity) are specific to OER.

### Clarity, Comprehensibility, and Readability

First, ask if the material you are considering can be read and understood by your students.

- Is the content, including any instructions and exercises, clear and comprehensible to the students you teach?
- Is the content consistent in its language and formatting (e.g., key terms consistently appear in boldface when they are introduced)?
- Is the content well organized in terms of sequencing and flow?

1. This chapter is based on the chapter [Evaluating OER](#) in [The OER Starter Kit](#) by Abbey Elder, published under a [Creative Commons Attribution 4.0 International License](#). Additionally, the evaluation criteria were adapted from [criteria from Affordable Learning Georgia](#) and were used with permission from the creator. The chapter has been revised in accord with the style, structure, and audience of this guide.

## Content and Technical Accuracy

The accuracy of the content you use is also a major component of its usability in the classroom. Additionally, be sure to check for technical errors such as broken links or typos. In most cases, content accuracy will not be an issue, but some older resources may require updates.

- Is the content accurate based on your expertise?
- Are there any factual, grammatical, or typographical errors?
- Is the interface navigable for students?

## Adaptability and Modularity

Because of their open licenses, OER permit a wider range of (re)use than most traditional educational content; therefore, it is important to keep in mind how your chosen OER can be adapted. Modularity, or the ability to be broken up into smaller pieces easily, is one feature of an OER that should be preferred when possible. When creating OER, using clear chapter and unit breaks can help other instructors adopting or adapting your resource for their own courses.

- Is the resource in a file format which allows for adaptations, modifications, rearrangements, and updates?
- Is the resource easily divided into modules, or sections, which can be used or rearranged out of their original order?
- Is the content available under a license which allows for modifications?

## Appropriateness and Fit

Although there may be OER available in your field, some resources may require minor edits or additions. Keep in mind that the open licenses of OER mean that they can be edited or even combined with other resources. This can be particularly useful if you would like to adopt a chapter from one OER for the first unit of your course but prefer other resources for other units.

- Is the content presented at a reading level appropriate for your students?
- How does the content align with your course learning objectives?
- Is the content level appropriate for use in your course?

## Accessibility

No matter what resources you plan to adopt, accessibility should always be a part of your assessment process. Many publisher-provided homework products, for example, are not accessible to students and can cause unexpected issues. Similarly, some OER may not be optimized for students with visual or auditory impairments.

- Is the content accessible to students with disabilities through the compatibility of third-party reading applications?
- For online resources, does each image have alt text that can be read? Do videos have accurate closed-captioning?
- Are students able to access the materials in a quick, nonrestrictive manner?

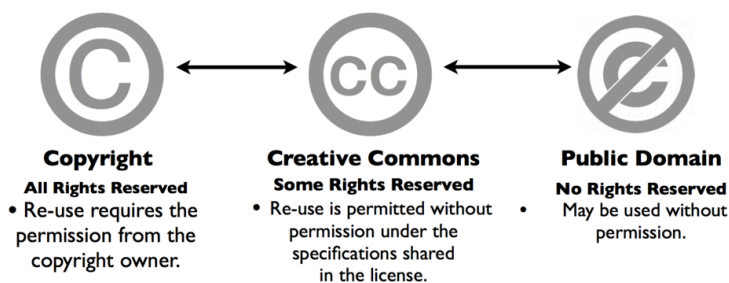
If you would like a personal copy of these criteria, visit or download them through the [Evaluating OER Checklist](#) in Google Docs.

For more information on making your OER accessible, see the chapter [Accessibility](#) in this guide.

## 4. Open Licenses

Open licenses make OER possible.<sup>1</sup> Open licenses enable creators to proactively communicate to the public about how copyrighted material can and cannot be used. Open licensing options fill the gap between “all rights reserved” copyright, which protects everything from storing copies of a work to modifying the work, and the public domain, in which there is no copyright protection. In this chapter, you will learn how popular open licensing mechanisms, such as [Creative Commons \(CC\)](#), enable creators, remixers, and content users to quickly and easily understand when we can legally use and adapt the work of others.

### the spectrum of rights



The diagram “the spectrum of rights” from “[Making Sense of the Spectrum of Rights](#)” by Michelle Pacansky-Brock is licensed [CC BY-NC-ND 4.0](#).

1. This chapter is based on the chapter [Open Licenses](#) in [A Guide to OER Creation with Mavs Open Press](#) by Mavs Open Press, published under a [Creative Commons Attribution 4.0 International License](#). Revisions have been made in accord with the style, structure, and audience of this guide.



# Creative Commons Licenses

There are six major [CC licenses](#) that all include different combinations of the four basic requirements described below.<sup>2</sup>



## **Attribution**

You let others copy, distribute, display, and perform your copyrighted work—and derivative works based upon it—but only if they give you credit the way you request. This element is a part of all six licenses.



## **Non-Commercial**

You let others copy, distribute, display, and perform your work—and derivative works based upon it—but for noncommercial purposes only.

2. The text describing CC license components originally appeared in “The Beauty of ‘Some Rights Reserved’” by Molly Kleinman, published in *College & Research Libraries News* in November 2008. This version is published under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).



### No Derivatives

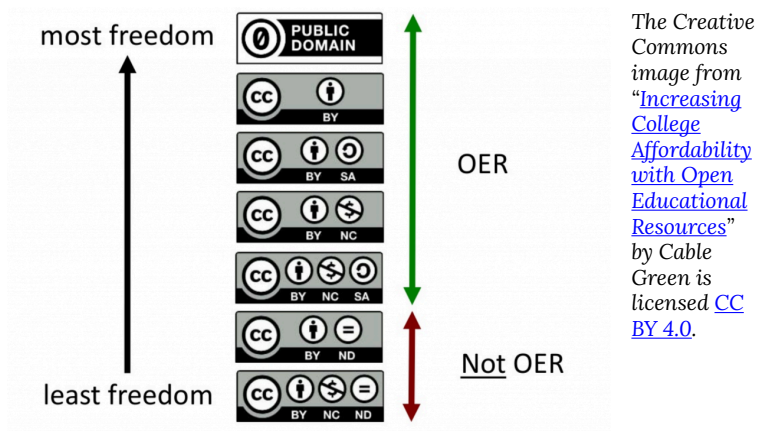
You let others copy, distribute, display, and perform only exact copies of your work, not derivative works based upon it.



### Share Alike

You allow others to distribute derivative works only under a license identical to the license that governs your work.

The [six licenses and the Creative Commons Public Domain designation](#) are shown below in order of the amount of freedom they provide for users. The spectrum includes two licenses that are not OER because they do not allow for revision and remix (i.e., CC BY-ND and CC BY-NC-ND).



The [CUNY OER representative](#) at your campus can help you determine which open license will give you the type of ownership you want, while still allowing your work to be reused and remixed freely.



For information on how to select a license as part of the metadata for your book, see the chapter [Book Info](#) in the *Pressbooks User Guide*.

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## 5. OER and Open Pedagogy

Using OER in the classroom can make it easier for students to access and interact with course materials.<sup>1</sup> However, another major aspect of Open Education asks not only *what materials you teach with* but also *how you teach*. In this chapter, you will learn about open pedagogy, a set of pedagogical practices that engage students in content creation and making learning accessible.

### What Is Open Pedagogy?

As you know, an academic field is nothing like a static object. It is dynamic—encompassing growth, revision, and argument. Robin DeRosa, Director of the Open Learning & Teaching Collaborative at Plymouth State University in New Hampshire, has argued that open pedagogy invites students to participate in the community that constitutes an academic field.<sup>2</sup> Open pedagogy makes this participation possible because it conceives of learners as creators and contributors rather than as only receivers of knowledge.

With Rajiv Jhangiani, Associate Vice President, Teaching and Learning at Kwantlen Polytechnic University in British Columbia,

1. This chapter is a remixed version of the chapters [Open Pedagogy](#) and [Considerations for Using Open Pedagogy](#) in [The OER Starter Kit](#) by Abbey Elder, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.
2. DeRosa, Robin and Jhangiani, Rajiv. “Introduction to Open Pedagogy.” YouTube. February 20, 2019. Video, 1:06:37. <https://youtu.be/rOw-uuJxuTk>.

DeRosa explains that “one key component of open pedagogy might be that it sees access, broadly writ, as fundamental to learning and to teaching, and agency as an important way of broadening that access.”<sup>3</sup> In short, OER not only make knowledge accessible to students, but they also support a learning environment that makes knowledge creation accessible to students. In another article, DeRosa and her colleague Scott Robison expand on this view, showing how access to knowledge creation engages students in public scholarship. They explain:

Moreover, students asked to interact with OER become part of a *wider public* of developers, much like an open-source community. We can capitalize on this relationship between enrolled students and a broader public by drawing in wider communities of learners and expertise to help our students find relevance in their work, situate their ideas into key contexts, and contribute to the public good.<sup>4</sup>

## Renewable Assignments

One method of engaging in open pedagogy is to develop renewable assignments. These are assignments that students create for the

3. DeRosa, Robin and Jhangiani, Rajiv. “Open Pedagogy and Social Justice.” *Digital Pedagogy Lab*. June 2, 2017.  
<http://www.digitalpedagogylib.com/open-pedagogy-social-justice/>.
4. DeRosa, Robin and Robison, Scott. “From OER to Open Pedagogy: Harnessing the Power of Open.” In *Open: The Philosophy and Practices that are Revolutionizing Education and Science*, edited by Rajiv Jhangiani and Robert Biswas-Diener, 115–124. London: Ubiquity Press, 2017. DOI: <https://doi.org/10.5334/bbc.i>.

purpose of sharing and releasing as OER. Examples of renewable assignments include [editing and writing Wikipedia entries](#) or [creating collaboratively written open textbooks](#). David Wiley of Lumen Learning and John Hilton of Brigham Young University propose a continuum of assignment types from disposable to renewable, as outlined in the table below.<sup>5</sup>

Wiley & Hilton's (2018) Criteria Distinguishing Different Kinds of Assignments				
	Student creates an artifact.	The artifact has value beyond supporting its creator's learning.	The artifact is made public.	The artifact is openly licensed.
Disposable assignments	Yes	No	No	No
Authentic assignments	Yes	Yes	No	No
Constructionist assignments	Yes	Yes	Yes	No
Renewable assignments	Yes	Yes	Yes	Yes

You can explore more examples of open pedagogy in action in the [Open Pedagogy Notebook](#).

## Considerations for Using Open Pedagogy

Before jumping in with open pedagogy, consider how you will

5. Wiley, David and Hilton III, John. “Defining OER-Enabled Pedagogy.” *The International Review of Research in Open and Distributed Learning* 19, no. 4 (2018). <http://www.irrodl.org/index.php/irrodl/article/view/3601/4724>.

support students through the changes you plan to make. As cited in an article by Doug Ward, Jhangiani explains that “it is important to give students control over their work. Let them choose Creative Commons licenses they are comfortable with. Allow them to later remove online work they decide is inferior. At the same time, scaffold assignments so that students gradually build skills and improve their ability to produce high-quality work.”<sup>6</sup>

The following are some elements of open pedagogy to consider so that you can support your students well.

## Understanding Your Tools

You don’t have to use snazzy tools or technology to make open pedagogy work. Make sure that you are choosing a tool or technology that your students can easily learn—like Pressbooks! If the tool is not already familiar to your students, be sure to include time in the course to teach them how to use it.

## Scaffolding Learning

Not all students will be familiar with the underlying technology or able to engage with OER quickly. Scaffolding technology support into your teaching will help these students use the tools you’ve

6. Ward, Doug. “Turning open education into a social movement.” UK Center for Teaching & Excellence blog, April 2017.  
<http://cteblog.ku.edu/turning-open-education-into-a-social-movement/>.

created or adopted for your courses.<sup>7</sup> There is a variety of methods for scaffolding learning.

- Integrate interactive exercises into your class to help students work through new concepts.
- Create tutorials on how to use any technology or tool unique to your class.
- Use blogs and discussion posts to introduce the concept of writing for a public audience.
- Give students the choice between set assignment types to accommodate learners with different technical competencies.

## Educating Students about Copyright

It's important that students who are creating items that might be published and shared openly can understand what that means. If you're uncomfortable about discussing copyright with your students, a librarian can visit your class to make this process easier.

- Your students don't need to be copyright lawyers to feel safe using OER. Focus on building a comfortable foundation of knowledge about CC licenses; the rest, if necessary, can come later.
- If you'd like your students to learn more about this topic but don't know where to start, consider reaching out to the [OER representative on your campus](#).

7. Kim, Minchi C. and Hannfin, Michael J. "Scaffolding problem solving in technology-enhanced learning environments (TELEs): Bridging research and theory with practice." *Computers & Education* 56, no. 2 (2011): 403-417. DOI: <https://doi.org/10.1016/j.compedu.2010.08.024>



For more information on CC licenses, see the chapter [Open Licenses](#) in this guide. For more detailed information about copyright (and fair use) specific to the CUNY community, see the LibGuide [Fair Use and Copyright](#).

## Respecting Student Privacy

Some students will be energized by the idea that their homework can be seen, used, or even improved upon by future students in the class. Others may feel uncomfortable with this step. Allow students to opt out of making their materials public if they are uncertain about doing so and give them the option to remove their name from public documents if they are hesitant to be identified for any reason.

- Explain clearly how and where student-created course content will be shared in the course syllabus.
- Teach students their rights as content creators and allow them to opt out of sharing their assignments.
- Allow students to share their work without attaching their personal information to it, if they are concerned about this.
- Reaffirm students' interest in publicly sharing their materials with each assignment that will be posted.



## PART II

# CREATING OER IN PRESSBOOKS

This section outlines the steps of creating Open Educational Resources in Pressbooks. It includes the following chapters:

6. [Why Pressbooks?](#)

In this chapter, you will learn about some of the features that may encourage you to choose Pressbooks for your next OER project.

7. [Using Pressbooks](#)

In this chapter, you will learn the basic steps for using Pressbooks.

8. [Planning Your Project](#)

In this chapter, you will learn how to plan the structure of your OER, including how to create a well-organized and consistent final product even if you are reusing and remixing material from different sources.

9. [Cloning and Importing](#)

In this chapter, you will learn how to clone an entire book, adding a new copy to your network, as well as how to import content into an existing book.

10. [Best Practices for Attribution](#)

In this chapter, you will learn how to credit the creator of any CC-licensed material that you reuse, revise, and/or remix in your OER.



## 6. Why Pressbooks?

You may not be new to creating and using OER—collaboratively or on your own. So you may be familiar with other platforms that are used to create OER. In this chapter, you will learn about some of the features that may encourage you to choose Pressbooks for your next OER project.

### Flexibility of Formats

When you compose in Pressbooks, you are creating a web version of your book or OER project. Pressbooks calls this web version of your book a **webbook**. Your students can access this webbook online and also download it for reading offline. Additionally, the webbook can easily be exported as a PDF for print or print on demand or as an EPUB for most e-readers.



For more information on webbooks and on producing other forms of your book, see the chapters [What Is a Webbook?](#), [Produce Ebook \(EPUB\) Exports](#), and [Produce PDF Exports](#) in the *Pressbooks User Guide*.

---

### Unlimited Editing and Revising

You can add to, rearrange, edit, revise, and update your Pressbooks webbook at any time. The **visual (WYSIWYG) editor** and **text editor** (which enables you to view and edit HTML) will be familiar to you if you've previously worked in WordPress and is easy to learn if you don't have that previous experience.



For more information on the visual and text editors, see the chapter [Edit Content with the Visual & Text Editors](#) in the *Pressbooks User Guide*.

## Ease of Reusing, Remixing, and Collaborating

You can clone an entire book from another Pressbooks network for reuse, revision, and/or remixing for your own class. You can import chapters from other sources, including material you have created yourself, into your book. You can easily add images and other media to your book. And you can work with other authors, including your students, on a book—in fact, more than one person can work on the same book at the same time as long as you are working on different chapters.

For more information on cloning and importing, see the chapter [Cloning and Importing](#) in this guide.

## Integration of Media and H5P Activities

With Pressbooks, you can incorporate different types of media into your webbook. You can upload images to the media library and display them. You can add embedded content—content that is hosted outside of your webbook but that your readers can view and interact with within the book. Everything your students need is in one place.

Additionally, you can use H5P, an open-source plugin, to add interactive content to your book, including quizzes and other learning activities. You can create these activities yourself or import H5P activities from elsewhere into your project.

For more information on integrating media and H5P activities into your book, see the chapters in the section [Adding Media, Interactivity, and Mathematical Equations](#) in this guide.

## Rendering Mathematical Equations

Pressbooks includes a native integration with MathJax, a JavaScript display engine that renders mathematical equations and other special characters written in **LaTeX** and other markup languages. Use shortcode delimiters to mark the boundaries of LaTeX expressions, and MathJax takes care of the rest.

For more information on including mathematical equations in your book, see the chapter [Using LaTeX in Pressbooks](#) in this guide.

# Integration with Blackboard

Webbooks created in Pressbooks can be imported into Blackboard so that students can access the webbook within the LMS. This feature will be enabled soon; check back here for updates.



## 7. Using Pressbooks

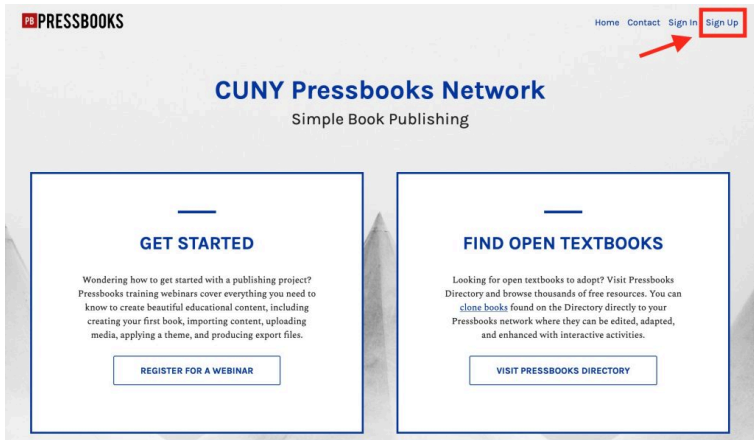
In this chapter, you will learn the basic steps for using Pressbooks.<sup>1</sup> This material is based on and includes links to the [Pressbooks User Guide](#) by Pressbooks, which includes more detailed information about how to use the platform to create your own books.

### Creating Your Account

CUNY students, faculty, and staff can use their email to create an account with the [CUNY Pressbooks Network](#). The following are the steps to take:

1. At the home page of the CUNY Pressbooks Network, click **Sign Up** in the upper right corner.

1. This chapter contains material from [Using Pressbooks](#) in [Getting Started with Open Educational Resources](#) by Mahrya Burnett, Jenay Solomon, and Heather Healy, published under a [Creative Commons Attribution 4.0 International License](#). Information about creating an account with the CUNY Pressbooks Network is original to this chapter, and additional revisions have been made in accord with the style, structure, and audience of this guide.



2. Create a user name and password. In the field requesting an email address, use your CUNY email address. You can choose to register a new book now or later; the steps for creating a book are outlined below.

## REGISTER A CUNY PRESSBOOKS NETWORK ACCOUNT

**Username:**

(Must be at least 4 characters, lowercase letters and numbers only.)

**Email Address:**

Your registration email is sent to this address. (Double-check your email address before continuing.)

**Password:**

Type in your password.

**Confirm Password:**

Type in your password again. Password must be at least 12 characters in length, include at least one upper case letter, and have at least one number.

Create a site or only a username:

- ☐ Register my book now  
☒ Register my book later

**NEXT**

3. Check the email you provided for a link to activate your account. Follow the instructions to complete your registration, and then you will be able to log in to your new Pressbooks account.

# Quick-Step Guide to Making a Book

The *Pressbooks User Guide* begins with a five-step guide to making a book with Pressbooks. The following are the five steps:

1. Create the book.
2. Add book information (metadata).
3. Add and organize the text and other content.
4. Choose the book theme.
5. Export the book.



For more information on these five steps, see the chapter [The Simple 5 Step Guide to Making a Book with Pressbooks](#) in the *Pressbooks User Guide*.

---

## 1. Creating Your Book

The five-step process begins with creating the book, which requires only that you choose a book title (which can easily be changed later) and corresponding webbook address (which cannot be changed later). If you have a CUNY Pressbooks account, log in to your admin dashboard, click the **Create a Book** button (or, if you've already created a book and are making a new one, choose **Create a New Book** in the **My Books** drop-down menu), fill in the form, and click the **Create Book** button.

## 2. Adding Book Information

The second step of the five-step process outlined above is adding book information, or metadata, about your book. This information enables others to find and use it. As Pressbooks explains:

The ‘book info’ page is where you put information about your book. In the book publishing industry, this is called ‘metadata,’ or, data about the data. Metadata allows bookstores and libraries categorize a book and make it easier for readers to find. It answers questions such as: *What is the title? Who is the author? When was it published? And what is the book about?*

The “**book info**” section is also where you add a copyright and licensing statement for display. Near the bottom of the section, you can find a “copyright” area that allows you to choose the appropriate Creative Commons license from a drop-down menu. There is also a textbox that you can use to include attributions for your source material. This can also be included at the chapter level, too.



For more information on entering metadata for your book, see the chapter [Book Info](#) in the *Pressbooks User Guide*.

---

### 3. Adding and Organizing Content

The third step of the five-step process outlined above is adding and organizing the text and any other content to your book: the core of your OER project.

#### *Parts of a Pressbook*

As you are preparing to write and compile the content of your book, it is important to give some thought to how it will be organized. By default, Pressbooks organizes each book into three sections—**front matter**, **main body**, and **back matter**. The dashboard allows you to add, delete, or edit content in each of these three sections. The

chapters and most of the substantial content of the book is usually structured into chapters and sub-chapters in the main body.



For more information on the parts of a Pressbook, see the chapter [Create and Edit Parts](#) in the *Pressbooks User Guide*.

---

## *Adding Content*

To add text and media content to your Pressbook, you'll need to use the built-in editor. This allows you to add content in two modes, visual or text.

The **visual editor** is the default tool. It is a **WYSIWYG** (What You See Is What You Get) interface that allows you to see styling and formatting as they are applied. You can also work in a **text editor**, or switch to it as necessary for specific needs. Here, you can view and edit the HTML version of any text written and formatted in the visual editor, and you can also write directly in HTML, using the toolbar as necessary.



For more information on using the visual and text editors, see the chapter [Edit Content with the Visual & Text Editors](#) in the *Pressbooks User Guide*.

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## *Embedded Media and Interactive Content*

As Pressbooks explains:

Embedded media is media that is hosted outside of Pressbooks and linked to through your webbook. You will have encountered this kind of content all over the web—YouTube videos in blog posts, for example, or social media posts in news articles. This same kind of media can

be dropped into the editor of your webbook on Pressbooks. Your readers can watch videos, take quizzes, view interactive maps, and more without ever leaving the book.

There are a few different methods to embed media in Pressbooks.

- You can copy/paste the URL.
- You can use a shortcode.
- To use an iframe embed code, [contact us](#).



For more information on using embedded media and interactive content, see the chapter [Display Embedded Media](#) in the *Pressbooks User Guide*.

---

## *Uploading Images or Other Media*

In addition to embedding content from the source, you can upload images or other media to be housed in the Pressbook itself. Though there is no limit to the overall capacity of a book, any uploaded media must be under 25 MB. You can upload files from your computer or from a URL, or you can add them first to the the book's Media Library.

Once you've uploaded an image, you can also control the appearance and placement of image by customizing size and alignment. You'll need to title your image and add alt-tags so that screen readers can display and read all the content properly.



For more information on working with uploaded media, see the chapter [Edit Images](#) in the *Pressbooks User Guide*.

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## 4. Choosing a Theme

The fourth step of the five-step process outlined above is choosing a theme for your book. In this context, the word *theme* refers to the template that controls the appearance of your book on the web and in export formats such as PDF. You can view and select available **theme options** by clicking **Appearance > Themes** in the book dashboard.



For more information on managing the appearance of your book, see the chapter [Appearance](#) in the *Pressbooks User Guide*.

---

## 5. Exporting Your Book

Exporting your book is how you make it available in different formats, so that it can be accessed across different platforms on different types of devices. Besides the default webbook format, Pressbooks supports three different export file formats. Below, see each format and what purpose it serves:

- **Print PDF: Export** a print PDF file if you plan to publish your book in print format. This file meets the requirements of printers and print-on-demand services.
- **Digital PDF:** Export and download the digital PDF instead if you do not plan on printing the file. Digital PDFs can be used online and can contain hyperlinks for easier navigation.
- **EPUB:** Export an EPUB to make the book available in the file format used by nearly all ebook distributors, including Amazon, Apple's iBooks, Nook, Kobo, Google Play, Smashwords and many more.





For step-by-step instructions on exporting your book, see the chapter [Export](#) in the *Pressbooks User Guide*.

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## 8. Planning Your Project

Before you begin your OER project, consider not only the scope and sequence of the project—what subject matter to include, and in what order—but also how to organize the material.<sup>1</sup> How many **parts**, or units, will your book include, and how many **chapters**? How will you structure the chapters? What recurring elements will you include in the chapters—introductions (like this one), learning objectives, glossary terms, chapter reviews, formative assessments, and so on?

In this chapter, you will learn how to plan the structure of your OER, including how to create a well-organized and consistent final product even if you are reusing and remixing material from different sources.

For an example of project plans, download the [guidelines](#) for creating this guide, which include a statement on the purpose of the guide, a description of chapter structure and boilerplate language, an outline, and style guide.

1. Parts of this chapter are excerpted and adapted from [Textbook Outline](#) in the BCcampus Open Education [Self-Publishing Guide](#) and [Make a Plan](#) in the BCcampus Open Education [Adaptation Guide](#), both by Lauri M. Aesoph and both published under a [Creative Commons Attribution 4.0 International License](#). Substantial revisions have been made in accord with the style, structure, and audience of this guide.

# Outlining Your Project

Textbook developers typically create project outlines and sample chapters or units before writing begins. These plans help the developers flesh out not just the scope, sequence, and structure of the project, but also the tone and complexity of the language to be used in the book.

Similarly, before you begin writing, create an outline that details the topics to be covered in your project and how they will be organized in a table of contents. Consider the type of students who will use your book and the course level and program for which it is intended; these considerations will affect how you organize material (e.g., in smaller or larger chunks) as well as the tone of the book.

## Outlining the Main Body of the Book

Here are questions to ask as you outline the **main body** of your book.

- How will the main body be divided? Will the chapters be grouped into units?
- Will chapters be divided into sections? Including chapter sections in the table of contents can make it easier for students and other instructors who might use your book to see its contents at a glance and navigate it.
- Will numbers and/or titles be used to identify parts, units, chapters, and chapter sections? Include these in the outline; they of course can be changed in later drafts, but establishing working titles helps as you organize your project.
- How long should the book be? You might estimate the word count for the entire book and then break this number down into individual chapters. Or you might estimate the number of chapters you want in your book as well as a per-chapter word

count.

## Designing the Chapter Structure

Next, consider the structure, style, and length for each chapter and chapter section. Decide what elements to incorporate, such as the following:

- Learning objectives or outcomes for each unit, chapter, or chapter section
- Chapter introduction
- Exercises, essay questions, practice quizzes, or other methods for the student to self-test during reading or for the instructor to use for grading
- Key terms, highlighted and defined throughout the book; these may be summarized in a glossary placed in the back matter
- Chapter-end summary or list of key points or key takeaways
- Suggested/additional reading lists at the end of each chapter or in the back matter
- Resources: photos, illustrations, diagrams, graphs, charts, tables
  - Consider how these will be labeled, numbered, and/or captioned.
  - Also consider whether these items will be original creations or retrieved from external sources.
- Multimedia: videos and audio clips
  - Consider whether these will be embedded or if links will be provided.
  - Also consider how elements will be labeled, numbered, and captioned. Will transcripts of any audio clips be provided to ensure accessibility?

Writing a sample chapter is a great way to sort out the answers to these questions as you plan your project.

## Front and Back Matter

In your plan, also decide what elements to include in the front and back matter of your book. The **front matter** is the material that appears before the main body of the text and in a typical book includes such elements as a title page, copyright page, table of contents, and introduction. Pressbooks sets up some of this front matter for you, including the copyright page and table of contents. The **back matter** is the material that appears after the main body of the text and can include such elements as appendices, a glossary, a bibliography, and/or an index.



For information on creating front and back matter in Pressbooks, see the chapters [Create and Edit Front Matter](#) and [Create and Edit Back Matter](#) in the *Pressbooks User Guide*.

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## Adapting Material for Your Project

When you use OER, you can adapt resources according to the needs of your curriculum, instead of building your curriculum around a particular textbook. Maybe you've found an open textbook that you'd like to use for a course, but you want to make revisions, such as updating some of the material, swapping out some chapters for a few of your own, or adding formative assessments. According to the BCcampus Open Education *Adaptation Guide*, you might adapt an open textbook in order to

- Address a particular teaching style or learning style

- Adjust for a different grade or course level
- Adapt for a different discipline
- Accommodate a different learning environment
- Address diversity needs
- Meet a cultural preference
- Meet a regional or national preference
- Address a school, district, or institution's standardized curriculum
- 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<sup>2</sup>

As your facility with adapting OER grows (the BCcampus Open Education *Adaptation Guide* [advises starting small](#)), you might decide to adapt material from several different sources for your project. This guide is an example of a remix of this type, including chapters adapted from more than a half-dozen different sources.

In either case, planning ahead will help you to ensure that the final product is coherent and consistent in terms of structure, language, and style.

2. This list is excerpted from [Reasons to Adapt an Open Textbook](#) in the BCcampus Open Education *Adaptation Guide* by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#).

## Consistent Structure

Review and assess the structure of any resources that you plan to adapt. In the case of adapting one resource for your use, you'll want to be sure that any additions you make are consistent with the original. In the case of adapting material from several different sources, you'll want to be sure that your remix is consistent from unit to unit, chapter to chapter, and so on.

As you review resources for adaptation, take note of the following:

- Does each chapter contain recurring features such as learning objectives, exercises, summaries, suggested readings, highlighted points of interest, or etc.?
- How long are the chapters in terms of both the average and the range of the word count?
- How are headings used? Are subheadings used? What is the highest heading level used?
- How long on average are the sections under each type of heading or subheading?
- Are lists included? If so, are bullets or numbers used to separate items, or is something else used?

## Consistent Language

Looking more closely, assess the word choice, syntax, and tone of any resources that you plan to adapt. As you review the resource or resources, take note of the following:

- Is the tone formal, or friendly and conversational?
- How does the author address the reader? From a distance? Or does the author include the reader with phrases such as “we learn” and “you will see”?
- Is the diction relatively straightforward or is the language

dense with academic and domain-specific vocabulary? How is domain-specific vocabulary treated; are these terms glossed or explained within the text, or is it assumed that readers are already familiar with them?

- How long and complex is the typical sentence? How long is the typical paragraph?

## Consistent Style

In publishing, style has a specific meaning in addition to its more general and familiar meaning having to do with qualities of language, custom, or technique. In publishing, style refers to considerations having to do with the capitalization, punctuation, spelling, and display of text. Questions of style often have to do less with correctness than with preference and consistency; for example, will serial commas be used—“the cat, dog, and horse” rather than “the cat, dog and horse”? Neither choice is more correct than the other, but a choice should be made so that the publication overall is consistent.

A publisher might select a style guide to follow, such as the *Chicago Manual of Style* or the *Publication Manual of the American Psychological Association*, and then create a style sheet either to establish a house style or to capture the style of a particular project or series. In the case of adapting one resource for your use, it's probably best to adapt the style of the original resource for your project. In the case of adapting material from several different sources, you might adapt the style of the most-used resource for the project as a whole, or you might apply the style you prefer, if you have a preference.

The BCcampus Open Education Self-Publishing Guide includes [an appendix listing the elements of style to consider](#). Additionally, the following elements of a book require special consideration.



## How are resources used?

Resources refer to all items other than text, such as photos, graphs, diagrams, and multimedia content. When adapting material, pay attention to what types of resources are used, how often they are inserted, and how they are labeled. Ensure all that external resources are either released with an open license or in the public domain. Also, consider the following:

- What information is included in the captions that accompany resources?
- How is attribution information provided for reused and redistributed resources?
- How are figures and tables labeled, numbered, and differentiated (e.g., Figure 1.2 or Table 1.2)?

## How are references cited and listed?

In any resources that you review for adaptation, identify the citation style as well as how and where references are listed (e.g., at the end of each chapter, at the end of the book, or as footnotes). Note how in-text citations are used, including their punctuation. As noted above, in the case of adapting one resource for your use, it's probably best to adapt the citation style of the original. In the case of adapting material from several different sources, you have more latitude, but it may be easiest simply to adapt the style of the most-used resource for your project.

For more information on planning your OER project, see [The Rebus Guide to Publishing Open Textbooks \(So](#)

[Far](#)), produced by the [Rebus Community](#).

## 9. Cloning and Importing

In this chapter, you will learn some of the ways that Pressbooks enables you to reuse, revise, and remix educational content. You can clone an entire book, adding a new copy to your network. You can also import content into a book.

### Cloning

**Cloning** and importing are different processes that can be easily confused with each other. First, let's consider cloning.

To clone a book is to make a new copy of that book. During the cloning process, the book that you copy is called the **source book**. The new copy, which during the cloning process is called the **target book**, is added to your Pressbooks network. Only a public, openly licensed book that is published in a Pressbooks network can be cloned.

Why might you want to clone a book? Pressbooks explains:

Book cloning enables a wide range of open pedagogical practices for both individuals and institutions. For example, cloning empowers students to collaborate on and improve 'living resources' that have been sustained over several iterations of a course, allows teachers to duplicate and immediately begin personalizing books specifically for their students' needs, enables course chairs or program leads to quickly update shared course material (like syllabi) each semester without altering or destroying previous versions, and lets universities freely share public teaching and research materials they have developed for quick adoption and adaptation by others.



For more information on cloning, including step-by-step instructions on how to clone a book, see the chapter [Clone a Book](#) in the *Pressbooks User Guide*.

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## Importing

The **import** tool enables you to add content to an existing book. You might add a chapter or two or more from another book into a book you are making. You might add content from several different sources into your book. Or, you might have material of your own that you have created in a different file format that you now want to add to your book.

The import tool in Pressbooks can work with the following file formats:

- EPUB (.epub)
- Word document (.docx)
- OpenOffice documents (.odt)
- Pressbooks/WordPress XML (.xml or .wxr)
- Web page (.html or URL)

You may need to clean up the formatting of material that you use the import tool to add to your book.

Also, be aware that you need to have created at least the shell of a book before you can start importing content into Pressbooks. You cannot import content (including an entire book) directly into the network; you can import it only into an existing book.



For more information on importing, including step-by-step instructions on how to use the import tool, see the chapters [Tools](#) and [Bring Your Content into Pressbooks](#) in the *Pressbooks User Guide*.

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## 10. Best Practices for Attribution

One condition of all CC licenses is attribution: when you reuse, revise, and/or remix CC-licensed material in your OER, you must credit the creator, as has been done throughout this guide itself.<sup>1</sup> In this chapter, you will learn the best practices for attribution.

### Title, Author, Source, License

The acronym TASL, which stands for *title*, *author*, *source*, and *license*, can help you remember the best practices for attribution.

Title: What is the name of the material?

If a title is provided for the material, include it in the attribution. Sometimes a title is not provided; in that case, don't worry about it.

1. This chapter includes excerpts from [Best practices for attribution](#) in the [CC Wiki](#), published under a [Creative Commons Attribution 4.0 International License](#). Revisions have been made in accord with the style, structure, and audience of this guide. The sections “TASL in Practice,” “Attributions of Derivatives,” and “Placement and Other Considerations” are original to this guide.

## Author: Who owns it?

Name the author or authors of the material. Sometimes, the licensor may want you to give credit to some other entity, like a company or pseudonym. In rare cases, the licensor may not want to be attributed at all. In any of these cases, just do what they request.

## Source: Where can it be found?

Since you were able to access the material, you know where to find it. Provide the source of the material so others can, too, usually via a URL or hyperlink to where the material resides.

## License: How can it be used?

You are obviously using the material thanks to its CC license, so make note of it. Don't just say that the material has a Creative Commons license, because that would say nothing about how the material can actually be used. Instead, identify which of the six different CC licenses applies and provide a link to it.

Of course, if the licensor included a license notice with more information, include that information as well.

## Lastly, is there anything else I should know before I use it?

When you accessed the material originally, did it come with any copyright notices, a notice that refers to the disclaimer of

warranties, or a notice of previous modifications? Because that kind of information is important to potential users of the material, the best practice is to retain such notices by copying and pasting them into your attribution. Additionally, if you modify the work yourself, be sure to note that you have done so.

These best practices are based on actual CC license requirements. Noting the title is a requirement of all CC licenses version 3.0 or earlier and is optional for 4.0. Noting the author, source, and license, and retaining any extra notices is a requirement of all CC licenses.

## TASL in Practice

These best practices are demonstrated throughout this guide. For another example, here's an image of a different sort of book than a **webbook**—this book is handmade and fits into a matchbox—with its attribution.



The image “[Matchbox Book](#)” by [redwing480](#) is licensed [CC BY-NC-ND 2.0](#).

The attribution in the caption includes all the needed elements.

- Title: “Matchbox Book”
- Author: redwing 480, linked to their Flickr page
- Source: title linked to the Flickr page
- License: CC BY-NC-ND 2.0, linked to the license deed



## Attributions of Derivatives

When you revise or remix CC-licensed material in your OER, make note of the changes and additions you have made as part of the attribution statement. Notice, for example, that the attribution for this chapter notes both that revisions were made to some of the content in the chapter and that the chapter includes additions.

## Placement and Other Considerations

It is best to place attribution statements at the bottom of each web page that requires an attribution. In this guide, attribution statements are generally given in the footnotes. Another possibility is to include the attribution statements at the end of the chapter, labeled with the heading “Attribution” or “Attributions.”

In many cases, media such as images or videos may come from sources other than the source of the text, so they may require their own attribution statements. In this guide, such attribution statements are given in a caption. These statements could also be listed at the end of the chapter under the heading “Attributions.” You can display attributions for media that you have included in the Media Library and to which you have added the appropriate attribution metadata. To do so, go to **Appearance > Theme Options** and select “Display attributions at the end of a chapter” in the Global Options tab. Note, however, that these attributions will apply only to media included in the Media Library of your book and not to embedded media.

A work that you have reused or adapted in your book might itself be a derivative of another work. It is best to attribute *your* source of the material but also, as noted above, to retain any notices about the sources of the material by copying and pasting them into your attribution. See, for example, the footnotes of the chapter

[Accessibility](#) within this guide, which include notices about sources and licenses that were copied (and, in some cases, updated) from our source of the chapter.

For more information about attribution and adaptation statements, see the chapters [Attribution Statement](#) and [Adaptation Statement](#) in the BCcampus Open Education *Adaptation Guide*. The chapter [Citation vs. Attribution](#) in the BCcampus Open Education *Self-Publishing Guide* might also be informative if you are uncertain about when a citation rather than an attribution is needed.



For details on how to display attributions for media that you have included in the Media Library of your book, see the chapter [Appearance](#) in the *Pressbooks User Guide*.

---

## PART III

# ADDING MEDIA, INTERACTIVITY, AND MATHEMATICAL EQUATIONS

This section provides guidance on adding media, interactive elements, and mathematical equations to books created in Pressbooks. It also provides guidance on ensuring the accessibility of your book. It includes the following chapters:

11. [Adding Media and Files](#)

In this chapter, you will learn some tips for including images and other types of **media** and files in your book.

12. [Videos, Audio, and Interactive Media](#)

In this chapter, you will learn how to embed video and audio content in your book.

13. [H5P for Interactive Material](#)

In this chapter, you will learn how to use H5P to add interactive material to your book.

14. [Using LaTeX in Pressbooks](#)

In this chapter, you will learn how to get started using **LaTeX** in Pressbooks.

15. [Using Hypothesis with Pressbooks](#)

In this chapter you'll learn about using Hypothesis with students as well as how to activate Hypothesis in a book and set up a private Hypothesis group.

16. [Accessibility](#)

In this chapter, you will learn what you can do to ensure that the OER you create are accessible to learners with diverse needs.



## II. Adding Media and Files

Pressbooks allows you to upload and insert many different types of media and files into your book, including the following<sup>1</sup>:

- Image files, including JPG, PNG, or GIF, which can be embedded into the book
- Audio and video files—note that Pressbooks discourages users from uploading video directly to their Pressbooks media library
- PDFs, Word files, or PowerPoint slides, which cannot be embedded; readers can download these file types from the book through a hyperlink

In this chapter, you will learn some tips for including images and other types of media and files in your book.



For more information on adding media to the Media Library of a webbook, see the chapter [Media](#) in the *Pressbooks User Guide*. For more details on including media in a webbook, see the chapters [Display Embedded Media](#) and [Edit Images](#) in the *Pressbooks User Guide*.

---

## Optimizing Images for Web and Print

If your goal is to produce a book for both web and print delivery,

1. This chapter includes material from the chapter [Images and Files](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.

consider the size and placement of the images you include. It is recommended that any images be centered and no larger than 500 pixels wide and 600 pixels high.

Using a larger image may push it to another page in the PDF—sometimes several pages away from its position in the corresponding webbook. One solution for this problem is to add page breaks to key spots in the book.



For guidance on adding page breaks to your book, see [Create Section and Page Breaks in PDF Exports](#) in the chapter [Apply Special Formatting](#) in the *Pressbooks User Guide*.

---

Some authors choose to create a separate version, PDF, or other file type in a different system such as InDesign for print so that they can be more creative with the text and image layout for the web version without having to take the constraints of print into account.

## Image Attributions

Appropriate attribution should be given for all images that are sourced from other texts or the web. You can add attribution information to the images in your Media Library. The Pressbooks platform allows for the inclusion of a source URL, author name and URL, and licensing information to help ensure proper attribution.



For more information on adding attribution information to the images in your Media Library, see [Adding details to your media](#) in the chapter [Media](#) in the *Pressbooks User Guide*.

---

Additionally, be sure that the attribution is provided in a way that is accessible to readers, such as through a caption or a section for attributions at the bottom of the web page where the image appears.

For more information on providing attribution statements, see the chapter [Best Practices for Attribution](#) in this guide.

## Image Captions

Image captions should relate to the purpose of the image in the context of the overall chapter or section. The image caption may also include an attribution statement for the image.

If the image caption does not include a description of an image, be sure to include alt text of the image for screen readers.

For more information on alt text, see [Text and Image Readability](#) in the chapter [Accessibility](#) in this guide.

## Uploading Files to a Book

In a webbook, you can link to files hosted in the Pressbooks Media Library of the book so that people reading the book can access those files. This feature may be useful if you want to share files that will not display directly in Pressbooks, like PDFs, Excel spreadsheets, or PowerPoint slides.

To add a link to a file in a book in Pressbooks, follow the following steps:

1. Click **Add Media** at the top of the **Visual Editor** in Pressbooks.
2. Select the **Upload Files** tab and select the file you want to upload.
3. Click **Insert into chapter**.
4. The linked text can be edited, as is typical with any hyperlink.

The following links provide access to PDFs from [CUNY Open Educational Resources](#) that are hosted in the Media Library of this book:

- [CUNY OER Report | November 2018](#)
- [CUNY OER Report | November 2019](#)



## 12. Videos and Audio

In this chapter, you will learn how to embed video and audio content in your book.<sup>1</sup>

For more information on this topic, see the [Embed Media](#) video in the [Pressbooks Video Tutorial Series](#) from BCcampus.

### Videos

Pressbooks makes it relatively simple to embed streaming videos from YouTube, Vimeo, or Kaltura. However, you should not upload videos from other websites directly into your book, to ensure your readers do not encounter playback errors. Instead, embed the video by pasting the URL in its own line in the visual editor.

If you choose to upload a video to your media library, use one of the file types listed in the *Pressbooks User Guide* chapter linked below, and be sure to keep the file size small. If the file is too large you will have issues with how it displays in your book.

1. This chapter is based on the chapter [Videos, Audio, and Interactive Media](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.



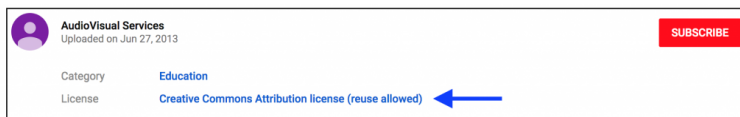
For more information about embedding videos in a webbook, see [Display Embedded Media](#) in the Pressbooks User Guide.

## YouTube

Many CUNY libraries upload videos on YouTube for the information needs of their campus community. They do so for several reasons.

- YouTube is easy to use.
- Videos on YouTube can be assigned a [Creative Commons license](#).
- YouTube ensures the increased exposure of the information in these videos, beyond the library’s brick-and-mortar location or website.

If you own the copyright for a video posted on YouTube and intend to include it in your open textbook, take steps to change the video’s license from the default “Standard YouTube license” to the “Creative Commons Attribution license (reuse allowed).” (For instructions on how to do so, see [How to Change the License of Your YouTube Video to Creative Commons](#).)



Not all videos from YouTube can be embedded into Pressbooks. YouTube videos have three privacy settings that account holders can select. Pressbooks can only embed videos set to “Public” (can be viewed by anyone) and “Unlisted” (can be viewed by anyone who has a direct link to the video). Videos that are set to “Private” (can only

be viewed by video owner) cannot be embedded into Pressbooks. (For instructions on how to adjust privacy settings while uploading a video, see [How to Upload a Video to YouTube](#).)

Videos grouped in a playlist on YouTube are designed to play continuously in sequence. To prevent rollover for an embedded video taken from a playlist, use the URL found under the Share link found above the video description box. Highlight the URL by double clicking the link, then copy the URL by right clicking on the link and selecting “Copy.”

Here is an example of an embedded video.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://pressbooks.cuny.edu/cunypressbooksguide/?p=181#oembed-1>

“Fall 2021 Hostos Library orientation” by Haruko Yamauchi at the [Eugenio Maria de Hostos Community College Library \[YouTube\]](#) is licensed [CC BY-SA 4.0](#).

## Video Captions

To ensure videos are accessible to all students, they must be captioned. When including videos in Pressbooks, there are a few options for adding captions to videos.

1. If the video is hosted somewhere else (like YouTube or Kaltura) and is being embedded in Pressbooks, you can caption the video from within that platform and the captions will be included when the video is embedded into Pressbooks. This is

the easiest option.

2. If you are uploading a video directly to Pressbooks, you will not be able to caption the video within Pressbooks. As such, you have two options.
  - a. Use the Amara subtitle editor to create a caption file (VTT) for the video. Then, enable H5P, use the interactive video content type, and upload the video there. Within the H5P activity, you will be able to upload the VTT file to the video, and captions will display.
  - b. Apply open captions to your video. Open captions are when the captions are actually a part of the video. They cannot be turned on and off. This can be done in video editors like Adobe Premier.

For more information about video accessibility, see the chapter [Multimedia](#) in the BCcampus Open Education Accessibility Toolkit – 2nd Edition.

## Audio

Audio files posted in a repository, such as SoundCloud, can be embedded in Pressbooks the same way that videos are embedded—using a URL.

Here is an example of an embedded audio clip.



*One or more interactive elements has been excluded*

— from this version of the text. You can view them online here: <https://pressbooks.cuny.edu/cunypressbooksguide/?p=181#oembed-2>

“Jess Mitchell” by [Creative Commons \[SoundCloud\]](#) is licensed [CC BY 3.0](#).

# 13. H5P for Interactive Material

The H5P plugin allows Pressbooks users to create interactive material, such as self-assessment quizzes, timelines, drag-and-drop questions, and more.<sup>1</sup> This free and open-source technology was first released in 2013.<sup>2</sup>

In this chapter, you will learn how to use H5P to add interactive material to your book.

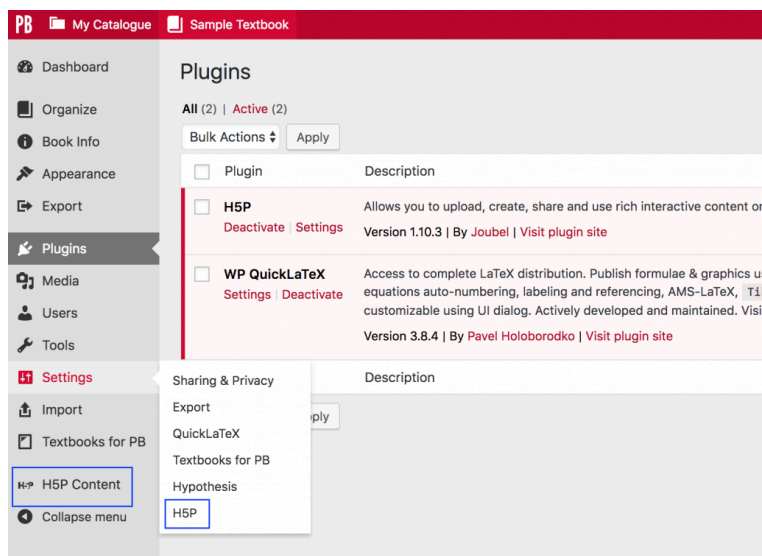
For more information, visit the [H5P website](#).

## Adding H5P Activities to Your Book

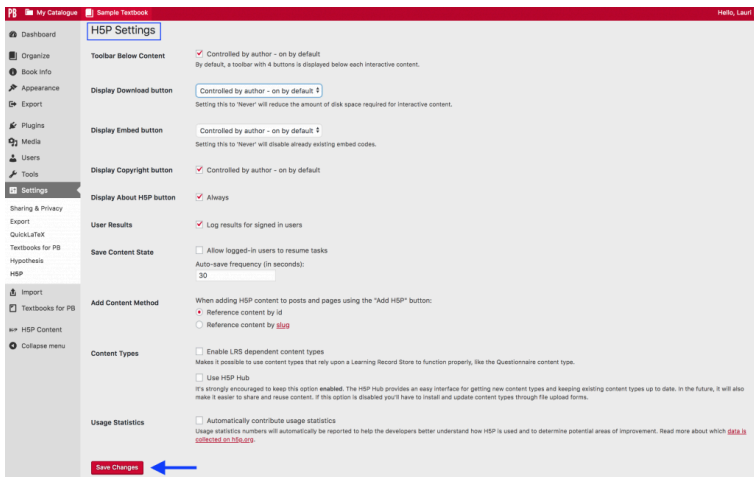
For those who choose to use this plugin in a book, be aware that it is not meant to replace a graded or summative test. Instead, H5P activities are most useful for student self-quizzing and encouraging interaction with content.

1. This chapter is based on the chapter [H5P for Interactive Material](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.
2. “H5P.” *Wikipedia*. <https://en.wikipedia.org/wiki/H5P> (accessed August 10, 2018).

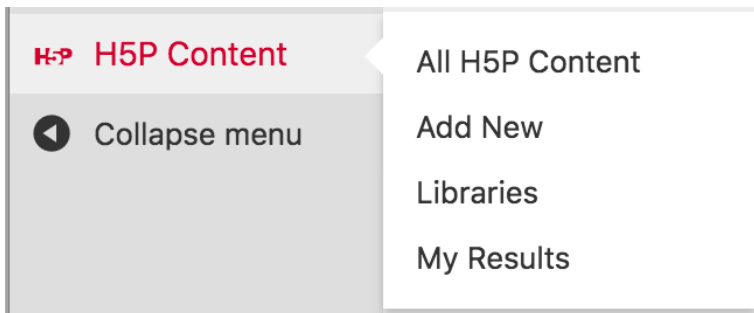
Once this plugin is activated, two new tabs will be added to the book's **Dashboard menu**: the H5P Content tab and the H5P link under the **Settings** tab.



Settings for H5P range from how the toolbar is controlled to whether to automatically share usage statistics with the H5P developers. Click “Save Changes” at the bottom of this page if you make any changes.



The H5P Content tab is where you can create new H5P activities and manage activities that you created previously.



H5P activities are included when a book in Pressbooks is cloned, but note that the attributions for H5P items may not come over with the H5P items when a book is cloned.





For more information, see [Create Interactive Content with H5P](#) and [Render LaTeX in H5P Activities](#) in the *Pressbooks User Guide*.

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For more information about the available activity types and how to create them, consult [H5P's tutorials](#). For more information about the creative pedagogical uses for H5P in Pressbooks, visit [The H5P Pressbooks Kitchen](#). And look out for [The H5P OER Hub](#), which is coming soon.

# 14. Using LaTeX in Pressbooks

**LaTeX** is a markup language and typesetting system commonly used in mathematical and scientific writing.<sup>1</sup> It can be used to create documents from scratch or display equations in a web browser with the help of plugins, as is the case in Pressbooks.

Below is an example of what LaTeX can look like. This example is simple, but LaTeX can be used to write much more complex expressions.

Use the formula  $V = \pi r^2 h$  to calculate the volume of a cylinder.

In this chapter, you will learn how to get started using LaTeX in Pressbooks. Whether you are new to LaTeX, familiar with it, or already proficient, the following resources might be helpful to you:

- [The LaTeX Project](#) is the website of the team that maintains and develops LaTeX.
- [LaTeX Questions Answered](#) in the BCcampus Open Education [Pressbooks Guide](#), the source for the chapter you are reading now, includes more detailed information and answers to frequently asked questions.

1. This chapter is a remixed version of chapters in the section [LaTeX Questions Answered](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.

# How to Use LaTeX to Write Expressions in Pressbooks

Use the delimiters ... to mark the boundaries between LaTeX and regular text. This is the simplest and best way in Pressbooks to write LaTeX expressions that will be rendered by MathJax. These shortcodes can be used to write in-line LaTeX expressions (i.e., in the middle of regular text) or to left-align a LaTeX expression written on its own line.

For example, we all know that  $a^2+b^2=c^2$  is the Pythagorean theorem. You can also show this equation on its own line and centered, as in the following example:

$$a^2+b^2=c^2$$

To show an equation in this way, simply write it on its own line and center it using `Shift + Alt + C` or the “Align center” button on the **visual editor** toolbar.

Note that it may not be necessary to use LaTeX for an expression or equation. If the needed numbers, symbols, and letters are available on a standard keyboard and can be entered in a clear manner, then LaTeX is not required. Instead, you can reserve LaTeX for complex formulas and equations, including fractions.

## Mathematical Symbols in LaTeX

The following resources are guides to LaTeX symbols, some more comprehensive than others. First, however, be aware that only those LaTeX commands that are supported by MathJax will work in the CUNY **instance** of Pressbooks, as well as any other Pressbooks instances that rely on MathJax to render LaTeX. See the [Supported TeX/LaTeX commands page in MathJax's documentation](#) to view a full list of LaTeX commands that will work in Pressbooks.

The page of [LaTeX symbols on the Art of Problem Solving wiki](#) is an excellent introduction to some of the most common LaTeX symbols. This page also links to a number of other helpful resources for LaTeX symbols that are also included here.

[Detexify](#) is a web-based application with two features: “classify” and “symbols.” The “classify” feature allows you to draw your desired symbol, which generates a list of suggested commands. The “symbols” feature is an alphabetical, searchable list of symbol commands.

[Math Vault's Comprehensive List of Mathematical Symbols \[PDF\]](#) is a compilation of many symbols in higher mathematics. This guide provides the LaTeX for each symbol and a rendered LaTeX expression containing the symbol. The primary purpose of the guide is to help math students expand their mathematical vocabulary; LaTeX is included to help those who would like to communicate with others on forums and write documents in LaTeX during their studies. So this guide may be useful as a reference, but bear in mind that its focus is not on teaching LaTeX.

The Comprehensive TeX Archive Network (CTAN) has an even more detailed resource called [The Comprehensive LaTeX Symbol List \[PDF\]](#). This document is over 400 pages long and lists over 18,000 symbols, plus the LaTeX commands and packages required to create them. The table of contents divides the symbols into various broad groups, including body-text symbols, mathematical symbols, scientific symbols, and ancient language characters.

## Viewing Expressions as LaTeX Markup

A good way to learn how to write LaTeX is to examine original markup. MathJax makes it very easy to view equations as they were originally written.

To see how an equation appears as LaTeX markup, right-click it and select **Show Math As > TeX Commands** from the menu. This will

trigger a small pop-up window that contains the equation written in LaTeX.

Another option is to right-click the equation and select **Math Settings > Math Renderer > Plain Source**. This will make the original markup appear in the book in place of a human-readable mathematical expression. To go back to the default setting that renders LaTeX in a human-readable way, select **Math Settings > Math Renderer > CommonHTML**.

Try out these methods on the following equation:

$$a^2+b^2=c^2$$

## External LaTeX Editors

It can be tedious to make an attempt at an equation in LaTeX while working in Pressbooks, especially if you're writing a particularly complex equation or you're still getting the hang of LaTeX and need to work through a lot of trial and error. Instead of repeatedly writing and hitting Preview, you can use an external LaTeX editor, which may be in the form of a web-based or desktop application.

The [Interactive LaTeX Editor by Paul Lutus](#) is a web-based editor that quickly renders LaTeX using up to three different renderers, including MathJax. This is particularly useful to Pressbooks users, since you can see exactly which commands do and do not work with MathJax. The editor also allows you to see examples of symbols, Greek letters, and common science and math expressions written in LaTeX.

[MiKTeX](#) is a free distribution of TeX/LaTeX. When downloaded, MiKTeX also comes with the editor TeXworks. This option is less ideal than Paul Lutus's editor, as you must use some basic LaTeX document structuring for anything to compile correctly, which is not necessary in Pressbooks. However, all the bare-bones formatting you need is the following:

```
\documentclass{article}
\begin{document}
Write your equations here.
\end{document}
```

The advantage of MiKTeX is that, if you try to use a command from a package that is not currently being used by your installation of LaTeX, MiKTeX will offer to download it for you. This helps to circumvent some of the mystifying errors that can appear when you try out a command found online without realizing that it's from a package that you need to explicitly call on.

If you are a Mac user, a recommended program is [LaTeXiT](#). The graphical interface of this equation editor allows you just to focus on equations, which is great for beginners who don't want to be bogged down in the details of document formatting, but the program also allows for further customization from those who do want to control things like what packages are used.

## LaTeX and PDF Exports

PDFs in general can be finicky, and LaTeX can sometimes fail to display properly in a PDF. If your LaTeX renders properly in the webbook but not the PDF, there are a few possible sources of the problem.

### Excess Spaces

PDFs will often not display LaTeX formulas that are written with more than one space in a row. (Note that this is only the case with LaTeX rendered with MathJax, not QuickLaTeX.)

For example, the equation `A = \dfrac{1}{2} b h` looks fine in the webbook.

$$A = \dfrac{1}{2} b h$$

But here's a screenshot of what it looks like in the PDF.

$$A = \dfrac{1}{2} b h$$

Spaces are not needed between LaTeX commands in order for them to be rendered in a readable way because equations are automatically spaced appropriately. However, it is common to insert spaces to make equations more readable for humans working in the back end. If you choose to add single spaces between commands for your own readability as a LaTeX writer, be sure to search for excess spaces using the Find feature in your browser and delete them.

## Problems with MathJax

If there are no excess spaces in your commands and you're using ... delimiters, then there may be a problem with MathJax, the engine that renders LaTeX in Pressbooks.

You can check to see if MathJax is working properly by going to **Settings > MathJax** on the Pressbooks dashboard. You should see a big integral at the top of the page, as in the following image:

$$P_{\nu}^{-\mu}(z) = \frac{(z^2 - 1)^{\frac{\mu}{2}}}{2^{\mu} \sqrt{\pi} \Gamma(\mu + \frac{1}{2})} \int_{-1}^1 \frac{(1 - t^2)^{\mu - \frac{1}{2}}}{(z + t\sqrt{z^2 - 1})^{\mu - \nu}} dt$$

Below the integral is the sentence, “If you can see a big integral, then PB-MathJax is configured correctly, and all is well.”

However, if there’s a problem with MathJax, you may see unrendered LaTeX instead of an integral at the top of the page. If so, there may be something wrong with the plugin for the CUNY instance of Pressbooks. Please [contact us](#) as soon as possible to let us know about the problem.



For more details about using mathematical notation in Pressbooks, including by using markup languages other than LaTeX, see [Add Mathematical Notation](#) in the *Pressbooks User Guide*.

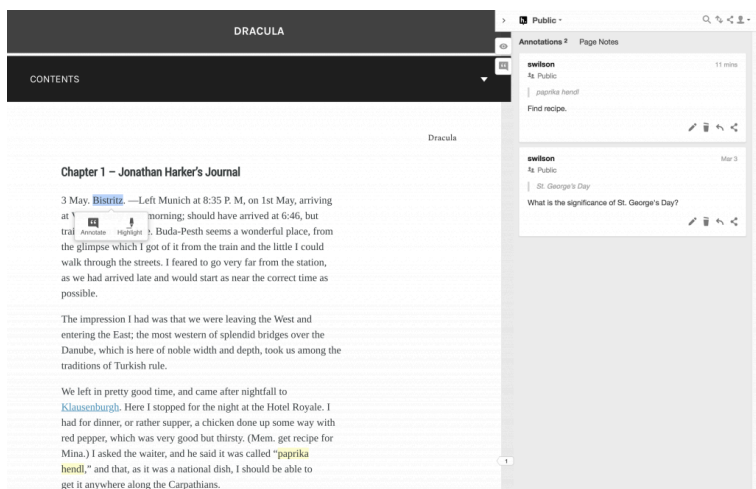
---



## 15. Using Hypothesis with Pressbooks

Hypothesis is web-based annotation software that can be used to annotate online texts.<sup>1</sup> The tool is generally available as an extension in Chrome or as a bookmarklet in Firefox. Additionally, Hypothesis has been integrated with Pressbooks. If you enable Hypothesis in your webbook, anyone can view public annotations of your book and readers with a Hypothesis account can add annotations without having to install a browser extension. Please note, if you use Hypothes.is on alternate web browsers, linked pdf files will appear with metadata. This is a problem with Hypothes.is, not Pressbooks.

1. This chapter is a remixed version of the chapters [What Is Hypothesis?](#), [Hypothesis and Education](#), and [Hypothesis and Pressbooks](#) in [Adding Interactivity to Pressbooks](#) by Sally Wilson, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.



*Hypothesis enabled on a Pressbooks webbook: the main text on the left and annotations on the right, with annotated text highlighted*

In this chapter you'll learn about using Hypothesis with students as well as how to activate Hypothesis in a webbook and set up a private Hypothesis group.

## Using Hypothesis with Students

Hypothesis provides some [great examples](#) of the educational use of Hypothesis on its website as well as the following guides:

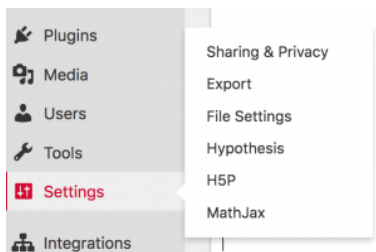
- [Quick Start Guide for Teachers](#)
- [Quick Start Guide for Students](#)
- [10 Ways to Annotate with Students](#)
- [Annotation Tips for Students](#)
- [Annotating with Groups](#)

Also take a look at the use of Hypothesis by Robin DeRosa's students in [The Open Education Anthology of Earlier American Literature](#). The annotations that you can see on this book are available to us because they have been made in the public Hypothesis layer; it is also possible to create a private group in Hypothesis if you or your students do not want their annotations to be public (see below).

## Adding Hypothesis to Your Book

By default, Hypothesis will not appear on any pages of your book.

If you are an **administrator** of the book, you can enable Hypothesis from the **Settings** section of your dashboard. On the Hypothesis Settings page, you can select how you would like Hypothesis to function in your book. You can specify the following:

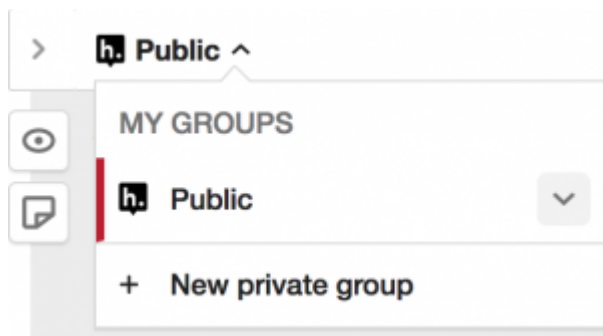


- Whether or not highlights display by default
- Whether or not the sidebar is open by default
- Whether or not annotations are enabled for any PDFs uploaded to the Media Library of the book
- Which sections and chapters of the the book have Hypothesis enabled

Once you have configured Hypothesis for your book, save your changes.

## Setting Up a Private Hypothesis Group

If you or your students do not want their annotations to be public, you can create private groups in Hypothesis that are only available to you and your students.



1. At the top of the annotation pane, click on the arrow to the right of **Public**.
2. Click on + **New private group**.
3. Give the group a name and description and click the **Create group** button.
4. Send the invitation URL to your students.

Even if you set up a private group to annotate your book, the public annotation layer will also be available, which allows your students to compare their internal conversations with broader discussions.



For more information on using Hypothesis with Pressbooks, see the chapter [Enable Annotation with Hypothesis](#) in the *Pressbooks User Guide*.

---

# 16. Accessibility

In this chapter, you will learn what you can do to ensure that the OER you create are accessible to learners with diverse needs.<sup>1</sup> Exemplary OER follow the best practices of web design to ensure that people with disabilities—including auditory, cognitive, neurological, physical, speech, and visual disabilities—can perceive, understand, navigate, interact, and contribute to the material.<sup>2</sup>



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://pressbooks.cuny.edu/cunypressbooksguide/?p=119#oembed-1>

“Open Dialogues: Open education and accessibility” by the [Centre for Teaching, Learning and Technology, University of British Columbia \[YouTube\]](#) is licensed [CC BY 4.0](#).

1. This chapter is based on the chapter [Accessibility and Usability](#) in [The OER Starter Kit](#) by Abbey Elder, published under a [Creative Commons Attribution 4.0 International License](#), and includes material adapted from the [ABOER Starter Kit](#) by Technologies in Education at the Faculty of Education, the University of Alberta, published under a [Creative Commons Attribution 4.0 International License](#). The chapter has been revised in accord with the style, structure, and audience of this guide.
2. This definition of web accessibility is based on an [Introduction to Web Accessibility](#) from the [W3C Web Accessibility Initiative \(WAI\)](#).

# Universal Design

The principles of universal design are the foundation for the most inclusive learning tools and environments. The authors of the BCcampus Open Education Accessibility Toolkit – 2nd Edition define universal design as “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).” They recommend considering each of the following aspects of any educational resources you use:

- Do I have visual materials that present core concepts that not all students may be able to see or understand?
- Do I have multimedia materials (e.g., audio, video) that present core concepts that not all students may be able to hear, see, or otherwise access?
- Do I have documents that present core concepts in a format that not all students may be able to access?<sup>3</sup>

If your answer to any of these questions is “yes,” then some work is needed to ensure that these materials are accessible to all your students.

A related concept is [Universal Design for Learning \(UDL\)](#), which is “a framework to improve and optimize teaching and learning for

3. This information is from the chapter [Universal Design](#) in the BCcampus Open Education [Accessibility Toolkit – 2nd Edition](#) by Amanda Coolidge, Sue Doner, Tara Robertson, and Josie Gray, published under a [Creative Commons Attribution 4.0 International License](#).

all people based on scientific insights into how humans learn.”<sup>4</sup> At its core, UDL asks that learners be [provided with multiple means of engagement, representation, and action and expression](#) in their learning. These multiple means are aimed at addressing the following:

- How is student interest in learning engaged and sustained?
- How is information made perceptible and comprehensible?
- How are students able to respond to, communicate, and/or express their learning?

## Text and Image Readability

Whenever you are presenting content to students, it's important to check whether the text in your course content is recognizable to a computer *as text*. For example, accurate optical character recognition (OCR) is often required to make the text in a PDF understandable to screen readers. Other best practices for making course materials readable include those described in the sections below.

## Using Heading Levels (H1, H2, H3, etc.)

Text-based OER should have a clear and logical structure. Using headings and other structural elements to organize your webbook can make it easier for all learners to access and understand the material. Many editing tools support table of contents (TOC)

4. This framework was created by [CAST](#), a nonprofit education research and development organization.

generation based on the placement of section markers within a text, which can help students navigate to a specific chapter or section of the text, especially if the digital version of the resource has its TOC hyperlinked to each section within the text.

Individuals using screen readers can also more easily navigate the sections of your webbook when heading levels are applied consistently.

## Using True Lists

Using asterisks or icons to visually separate the items in a list may look similar to a bulleted list, but it can confuse a screen reader that is expecting to encounter structured content. Whenever listing items, use the true list features of your content editor.

For example, do use the bulleted list feature.

- First item
- Second item

Or, use the numbered list feature.

1. First item
2. Second item

But do not use asterisks, as in the following example:

- \* First item
- \* Second item

## Providing Alt Text and Captions

No matter what the subject of an image used in your webbook may be, you need to offer descriptive text for that image. A screen reader



will look for a contextual description of an image to share with readers, which should live in the text surrounding the image (title or caption) or as **alternative text, or “alt text”**. This aspect of the accessibility of instructional content is commonly overlooked even though most text editors include tools for adding alt text to images.

When adding alt text to an image, be sure to clearly and succinctly describe the most important elements for the student to know about the image. Do not include extraneous details. In some cases, you do not need to add alt text at all, as in the case of purely decorative images.

The following are examples demonstrating necessary alt text and extraneous alt text:

- Necessary descriptive alt text: “Part A: a container holding volume  $V_{\text{subscript 1}}$  of gas on the left side only. Part B: a container filled with volume  $V_{\text{subscript 2}}$  of gas.”
- Too much descriptive alt text: “There is a figure with a white background and two squares labeled A and B. Part A has a rectangle (representing a container) with a shaded grey section on the left half of the container with dots representing a gas. The gas is labeled  $V_{\text{subscript 1}}$ . Part B ...”
- Unnecessary descriptive alt text: “An icon of a person smiling, included to liven up the page!”

Video and audio content needs descriptive text as well, but it usually takes the form of captions or, in the case of audio-only content, transcripts. You can easily add captions to videos by using YouTube’s built-in editor tools. Some free tools you can use to create transcripts are Otter and Descript.

For more information about writing alt text, including writing and linking long descriptions of more complex

visual information, see the chapter [Images](#) in the the BCcampus Open Education Accessibility Toolkit – 2nd Edition. For more information about creating captions, see [Captioning Your Own Video for Free](#) from the University of Washington.

## Using Descriptive Link Text

When you include hyperlinks (implicit links) in your webbook, be sure that the linked text describes the topic or purpose of the link. Readers should be able to determine the purpose of the link from the text alone without additional information justifying the use of the link, such as generic text that says “click here” or “read more.”

Compare the following examples:

- An example with descriptive link text: “CUNY’s [Accessibility Toolkit for Open Educational Resources](#) provides additional guidance on creating accessible OER.”
- An example of generic text: “Click [here](#) for more information on creating accessible OER.”

If the OER design does not permit the inclusion of explicit links (written out URLs) in the text, implicit links (hyperlinked text) can be used, and a more detailed list of sources should be provided at the end of the resource or in a separate document. Footnotes are a great way of providing more explicit links for content without cluttering the text on a page.

For more information about creating accessible links, including links to content that is not a web page, see the chapter [Links](#) in the the BCcampus Open Education Accessibility Toolkit – 2nd Edition.

## Using Accessible Fonts and Colors

Some best practices for ensuring that fonts and colors are accessible include the following:

- Use dyslexic-friendly fonts, such as Arial, Century Gothic, Open Sans, and Verdana. Your institution might recommend certain fonts for digital and print materials. These recommended fonts are usually chosen for ease of use and accessibility and may be a good fit for your needs as well.
- Make sure there is a clear contrast between colors (e.g. between the background and font color, or between different colors on a graph). There are many free online tools available for checking color contrast, but we recommend [WebAIM's Contrast Checker](#) and [Acart Communications' Contrast Checker](#).
- Do not use color to communicate meaning without other markers of that meaning present. If you have color-dependent information in images or within the text of your resource, be sure that either alternative methods of recognition (such as differing patterns) are present, or that the contrast can be adjusted by users.

## File Format and Software Choice

The usability of an OER is heavily impacted by how easily users can access it.<sup>5</sup> Two aspects of content design that are inherently tied to

5. The section File Format and Software Choice was adapted from [About Accessibility](#) by Affordable Learning Georgia and [UH OER](#)

accessibility are a resource's file format and the software used to access it.

## Open File Formats

If someone wants to read your work, they need to be able to open the file on their computer; however, some file formats require specific proprietary software to open. Saving your work in open file formats can give your students more options for accessing their course content on whatever platform best meets their needs.

- Open formats: HTML, ePub, RTF, Mobi, PNG, XML, PDF, Markdown
- Proprietary formats: MS Word, Pages, PowerPoint, Keynote

## Accessible Software

Some software used to create or display content disables accessibility features built into your computer's operating system, such as zoom, text-to-speech, and speech-to-text. It is important to check whether the software students will use to view your course content disables the accessibility features of their computer's operating system. This can be an issue both for OER and for traditional, publisher-provided course content.

- Is the software used to view the OER compatible with most assistive devices?

[Training](#) by Billy Meinke, published under a [Creative Commons Attribution 4.0 International License](#).

- Does the software require point-and-click interaction to work properly?
- Can the software menus be “seen” and properly interpreted by screen readers?

Pressbooks itself was created with accessibility in mind, as described in its statement on [Accessibility](#).

## Online Accessibility Tools

A great deal of OER content is displayed on websites, so we can use accessibility-checking tools to identify areas that can make it difficult for assistive technology tools to work properly. The [online WAVE tool](#) does just that: identifying errors and possible issues with the accessibility of websites.

Additionally, the [Flexible Learning for Open Education \(FLOE\) website](#) provides access to a suite of tools intended to engage “diverse learners and educators to design more inclusive forms of teaching and learning,” based on the belief that “learning happens best when the experience is personalized to individual needs.” For more information, see FLOE’s [Inclusive Learning Design Handbook](#) or visit their [source code on GitHub](#).

For more information on creating accessible OER by and for the CUNY community, see the LibGuide [Accessibility Toolkit for Open Educational Resources \(OER\)](#).



PART IV

# USING PRESSBOOKS WITH BLACKBOARD





# 17. Importing a Book into Blackboard

Instructors often ask if they can add an open textbook to Blackboard.<sup>1</sup> With a course cartridge (also known as an IMS Common Cartridge or just Common Cartridge), you can do just that. Course cartridges are designed to be imported into an institutional LMS like Blackboard, allowing learners to access open textbook content without having to leave the LMS.

In this chapter, you will learn how to find or export the course cartridge of a book on the Pressbooks platform.

This chapter is about simply adding a book to Blackboard. Please note that the process of adding a book that includes graded activities has different steps. For information on configuring graded activities and adding them with your book to Blackboard, see [Configuring and Adding Graded Activities](#), the next chapter in this guide.

1. This chapter is based on the chapter [Import an Open Textbook into a LMS](#) by Clint LaLonde in the [BCcampus Open Education Pressbooks Guide](#), published under a [Creative Commons Attribution 4.0 International License](#). Revisions have been made in accord with the style and structure, and audience of this guide, particularly to make examples more specific to CUNY.

## What Is a Course Cartridge?

A course cartridge is a standardized way of packaging and exchanging digital learning materials based on the [IMS Thin Common Cartridge web links](#) standard. The course cartridge is a special file that can be downloaded from a textbook and imported into a course shell on Blackboard. The course cartridge contains links to the online version of the book, with each link leading a student to a section or module within the webbook. Because these links appear as modules in Blackboard, you can adjust them within Blackboard, setting specific release dates for them, rearranging their order, or hiding or deleting content you are not using.

## Limitations of Course Cartridges

While you do have some flexibility to rearrange chapters or sections of the book within Blackboard as described above, you cannot edit the contents of the book. Making such edits as changing the text or adding, changing, or removing specific images is not possible because the common cartridge does not make a copy of the book within Blackboard.

Also, the availability of course cartridges varies by book. Not all books on the Pressbooks platform are available as course cartridges. Of course, you can make a book you have authored available as a course cartridge if you export your book as Common Cartridge with Web Links as described below.

# Finding and Downloading a Common Cartridge File

If a book on the Pressbooks platform is available as a course cartridge, you will find the download link for the file under the book cover image displayed on the book's home page. For example, here is the home page of *Culture and Psychology* by L. D. Worthy, T. Lavigne, and F. Romero.

**Culture and Psychology**

How People Shape and are Shaped by Culture

L D Worthy; T Lavigne; and F Romero

Culture is one of the most powerful forces in the world. It shapes how we make sense of our world, how we express ourselves and how we understand and relate to others. In this textbook we introduce cultural universals and culturally specific constructs in psychology. This textbook was created for an undergraduate course that appeals to psychology majors and non-majors because it meets several general education and transfer credit requirements.

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**READ BOOK**

**Download this book**

- EPUB3
- EPUB
- Digital PDF
- MOBI
- XHTML
- Pressbooks XML
- Common Cartridge (Web Links)

[\*Culture and Psychology\*](#) by L. D. Worthy, T. Lavigne, and F. Romero is licensed [CC BY-NC-SA 4.0](#).

Notice that the last item in the **Download this book** menu under the book cover image is **Common Cartridge (Web Links)**. Click this selection and save the file to your own computer. The file will have a

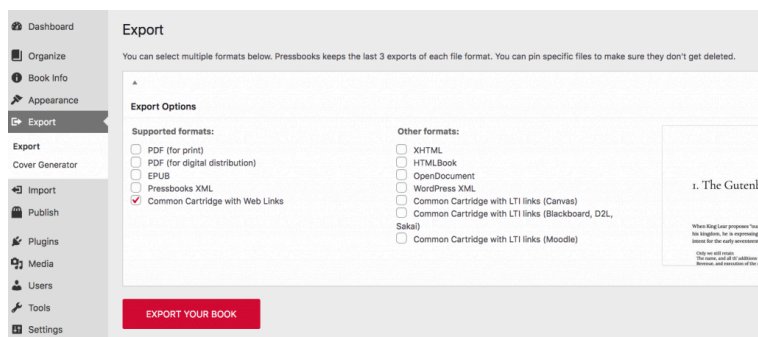
file extension of .imsccl designating it as an IMS Common Cartridge file.

## Exporting Your Book as Common Cartridge with Web Links

To make your own book available as a course cartridge, you need to export the book as export your book as Common Cartridge with Web Links. Doing so is simple.

1. Click **Export** in the admin dashboard of your book.
2. Select **Common Cartridge with Web Links** from the Export Options panel, as pictured in the screenshot below.
3. Click the **Export Your Book** button and wait for the file to appear in the list of Latest Exports.

To download the file for your own use, hover over the IMSCC file in the Latest Exports list and click **Download**.





For more information on creating exports, including Common Cartridge with Web Links exports, see the chapter [Export](#) in the *Pressbooks User Guide*.

---

## Adding the Common Cartridge File to Blackboard

Once you have the cartridge saved on your computer, log into Blackboard and follow the instructions given in the Blackboard support documentation [Common Cartridge Course Packages](#).

# 18. Configuring and Adding Graded Activities

The CUNY instance of Pressbooks enables you to create graded activities that report directly to your gradebook in Blackboard. In this chapter, you will learn how to configure chapters as graded activities and add them to Blackboard.

## Configuring Chapters as Graded Activities

Chapters can be configured as graded activities only if they include at least one graded H5P activity. The steps are as follows.

1. Add one or more H5P activities to the chapter.
2. Select which H5P activities should be included in the grade report.
3. Configure the settings for each graded activity, including setting its maximum score, setting beginning and ending dates for grade collection (which is optional), and selecting a grading scheme.

These steps are demonstrated in this video from Pressbooks.



*One or more interactive elements has been excluded from this version of the text. You can view them online*

here: <https://pressbooks.cuny.edu/cunypressbooksguide/?p=610#oembed-1>

“Configuring a Chapter as a Graded Activity” by [Pressbooks \[YouTube\]](#) is licensed [CC BY 4.0](#).



For more information on configuring chapters as graded activities, see the chapter [Configure Chapters as Graded Activities](#) in the *Pressbooks Network Manager's Guide*.

---

## Adding Graded Activities to Blackboard

After configuring chapters as graded activities in Pressbooks, you can add them to Blackboard in two different ways. You can use a file called Common Cartridge with LTI Links to import the entire book into Blackboard; this process is similar to the one described in the previous chapter of this guide. Or, you can use the LTI 1.3 Launch Link to import individual graded chapters.

### Using Common Cartridge with LTI Links

The steps for obtaining the Common Cartridge with LTI Links are similar to those for obtaining the Common Cartridge with Web Links described in the previous chapter.

1. Click **Export** in the admin dashboard of your book.
2. Select **Common Cartridge with LTI Links (Blackboard, D2L, Sakai)** from the Export Options panel.
3. Click the **Export Your Book** button and wait for the file to appear in the list of Latest Exports.
4. To download the file for your own use, hover over the IMSCC file in the Latest Exports list and click **Download**.

Next, enter your course on Blackboard.

1. Under **Course Management** in the left vertical menu, select **Packages and Utilities** and then **Import Package / View Logs**.
2. Click the **Import Package** button.
3. Upload your file under **Select a Package**. Under **Select Course Materials**, choose which parts of the book to import. Selecting all is the most comprehensive way to bring in all necessary parts of your book. Finally, click **Submit**.
4. You will return to the **Import Package / View Logs** page. Once you see the success message at the top, your course has been uploaded in full. You will now also be able to see the course in the **Import/Copy Log Name** list.
5. To complete the configuration, select the imported file, which should appear as the last selection in the course menu on the left.
6. The next interface lists the parts of your book. Click on each part to see the chapters within it. Click the arrow next to the title of a chapter that has been configured for grading, and select **Edit** from the drop-down menu.
7. From here, make sure to set points and dates as necessary for your grading scheme. Once you're happy, click **Submit**, and the chapter should be ready to use.

These steps are demonstrated in this video from Pressbooks.



One or more interactive elements has been excluded from this version of the text. You can view them online

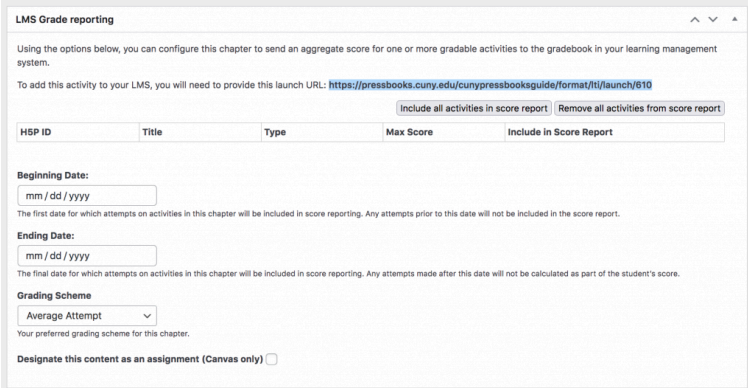
here: <https://pressbooks.cuny.edu/cunypressbooksguide/?p=610#oembed-2>

“Importing a Common Cartridge with LTI Links file to Blackboard” by [Pressbooks \[YouTube\]](#) is licensed [CC BY 4.0](#).



## Using the LTI 1.3 Launch Link

To import an individual graded chapter, first you need to copy the launch URL from the LMS Grade reporting box for that chapter. See the highlighted URL in the image below.



The screenshot shows a window titled "LMS Grade reporting" with a close button in the top right corner. The text inside reads: "Using the options below, you can configure this chapter to send an aggregate score for one or more gradable activities to the gradebook in your learning management system." Below this, it says: "To add this activity to your LMS, you will need to provide this launch URL: <https://pressbooks.cuny.edu/cunypressbooksguide/format/lti/launch/610>". There are two buttons: "Include all activities in score report" (highlighted) and "Remove all activities from score report". Below these is a table with five columns: "HSP ID", "Title", "Type", "Max Score", and "Include in Score Report". The table is currently empty. Under the table, there are two date fields: "Beginning Date:" and "Ending Date:", both with a placeholder "mm / dd / yyyy". Below each date field is a small line of text explaining that the date is for including attempts in the score report. Below the date fields is a "Grading Scheme" section with a dropdown menu currently set to "Average Attempt" and a note: "Your preferred grading scheme for this chapter." At the bottom, there is a checkbox labeled "Designate this content as an assignment (Canvas only)".

Next, enter your course on Blackboard.

1. Select **Content** in the left vertical menu.
2. In the **Build Content** panel, select **Web Link**.
3. In the **Web Link Information** panel, complete all fields marked with an asterisk. Add a name for the chapter, add the launch URL, and select **Yes** under **This link is to a Tool Provider**, and enter the points possible. If you select **No** under **Open in New Window**, your graded chapter will open within the same browser. After choosing other settings that suit you, click **Submit**.
4. You should now see the added chapter in the content for your course.



For more information on adding graded activities to Blackboard, see the chapter [Add Graded Activities to the LMS](#) in the *Pressbooks Network Manager's Guide*.

---

# Appendix: Administrators, Developers, Technical Support

For administrators managing their organization's Pressbooks instance, individuals who provide technical support, and developers who build and fix Pressbooks features, the following are useful support communities and resources<sup>1</sup>:

- [\*The Pressbooks Network Manager's Guide\*](#): This guide details how to use the many Pressbooks features that are specific to and controlled by site administrators.
- [Pressbooks Documentation](#): User guides ([Installation](#), [Integrations](#), [Debugging](#)); developer guides ([Coding Standards](#), [Local Development](#), [Workflow](#), [Theme Development](#), [Unit Testing](#)); [REST API](#)
- [GitHub for Pressbooks](#): GitHub is an online development community where individuals work together to build software. GitHub for Pressbooks is a branch dedicated to improving the Pressbooks platform.
- [Pressbooks Community](#): This site is for anyone developing, training, using, or interested in Pressbooks who wants to read about issues or submit questions. Categories range from

1. This appendix is based on [Appendix A: Administrators, Developers, Technical Support](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Minor modifications have been made in accord with the style, structure, and audience of this guide.

accessibility to development to collaboration and more. An account can be created for receiving notifications.

- [Pressbooks monthly product update meetings](#): These product update meetings are held from 2-3pm ET on the last Thursday of each month. Meetings include a demonstration of recent improvements and an overview of projects in process. There is time for attendees to share news and updates about local development projects of interest, and to provide input on Pressbooks-related product needs.

# Glossary

## Pressbooks Definitions and Features<sup>1</sup>

**Administrator:** One of the five user roles available on any given book project; administrator is the role with the most available privileges for that project. Administrators can add, edit, and delete parts and chapters, they can add and delete users, and they can delete a book. (See [Using Hypothesis with Pressbooks](#).)

**Anchor:** A unique, case-sensitive ID used to mark a spot within a Pressbooks book to create an internal link. Anchors can be inserted by clicking the Anchor icon in the third row of the WYSIWYG toolbar. It resembles the a ribbon/bookmarking tab.

**Appearance/Themes:** A tab in the Dashboard menu where a book's Theme, Theme Options, and Custom Styles can be changed.

**Alternative text, or “alt text”:** Text that describes the

1. This glossary is based on the [Glossary](#) in the BCcampus Open Education [Pressbooks Guide](#) by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#). Changes have been made in accord with the style, structure, and audience of this guide.

appearance, content, and/or function of an image. (See [Accessibility](#).)

**Author:** A level of permissions that a user can have in a book in Pressbooks. Authors can write, edit, and publish their own parts and chapters, but not those of others.

**Back matter:** A kind of part that comes at the end of a book after the main content. It can include chapters like a glossary, bibliography, and appendices. (See [Planning Your Project](#).)

**Blockquotes:** A tool found in the first row of the WYSIWYG toolbar (the open quote mark icon) that can be used to format long quotations.

**Book Info:** A tab in the Dashboard menu where a textbook's publication information can be added. It includes fields such as title, author, editor, book description, license, and copyright information. (See [Using Pressbooks](#).)

**Book view:** See *webbook*.

**Chapter:** The term used in Pressbooks to indicate a section within a part. You may also see chapters sometimes being referred to as a “post.” (See [Planning Your Project](#).)

**Chapter Author:** A field found in the Chapter Metadata box at the end of each chapter. It is used when a chapter author is different from the book author.

**Chapter Metadata box:** A collection of fields at the bottom of each chapter where information can be changed for a specific chapter when it differs from the rest of the book.

**Cite:** (See *Blockquote*)

**Clone a Book/Cloning:** This action allows users to make

a copy of a public, openly licensed book published in any instance of Pressbooks. (See [Cloning and Importing](#).)

**Comments:** A feature that an author can use to solicit feedback from readers. This option is disabled, book-wide, by default.

**Contributor:** A level of permissions that a user can have in a book in Pressbooks. Contributors can only write and edit their own posts.

**Copyright Notice:** A field on the Book Info page in Pressbooks where license type, copyright holder, and related information are added.

**Copyright statement:** Copyright information that is added to the Copyright Notice field on the Book Info page in Pressbooks.

**Custom Styles:** An area in Pressbooks where the CSS of a book can be customized in web, PDF, and eBook formats. It is accessed from a book's Dashboard menu under the Appearance tab.

**Dashboard:** An area in Pressbooks where an user can work on a specific book. This is where a book's content is hosted and where users will find links to various tools and functions. It is also where a user is automatically directed after logging in.

**Dashboard menu:** The left-hand navigation column which lists links to a variety of tools and features in a textbook.

**Distraction-Free Writing mode:** A button at the top right of the WYSIWYG toolbar that allows users to hide the side bars when working in the Pressbooks editor for a distraction-free writing experience. The sidebars return by

clicking the Distraction-Free Writing mode button again or by mousing over the sidebars.

**Edit view:** What a user sees when working in the Pressbooks editor.

**Editor:** A level of permissions that a user can have in a book in Pressbooks. Editors can add, edit, manage, and publish posts, even those of others..

**Exercises (Textboxes button):** A textbox option available in the Pressbooks WYSIWYG toolbar used to add exercises or problems as part of a Pressbooks part or chapter. It is recommended that this textbox be restricted to this usage because of the related meta tags. (See *Textboxes* button in WYSIWYG toolbar.)

**Export:** A tab in the Dashboard menu used to export a book into different file formats such as PDF, EPUB, and MOBI. (See [Using Pressbooks](#).)

**Footnotes (FN button):** An option in the Pressbooks WYSIWYG toolbar for creating footnotes.

**Front matter:** A kind of part, placed at the beginning of book content, that contains content like introductions, dedications, prefaces, and acknowledgements. (See [Planning Your Project](#).)

**Import:** To bring content into Pressbooks from other sources, such as Word, EPUB, and HTML files; access the tool in the left vertical menu. (See [Cloning and Importing](#).)

**Instance:** A self-contained version of Pressbooks administered by a particular group. Different instances of Pressbooks may have different features, or may be reserved for particular users. A Pressbooks instance is also called a “domain” or “network.” Our instance is [CUNY Pressbooks](#).



**Key Takeaways (Textboxes button):** A textbox option available in the Pressbooks WYSIWYG toolbar used to summarize key points in at the end of a Pressbooks part or chapter. It is recommended that this textbox be restricted to this usage because of the related meta tags. (See *Textboxes* button in WYSIWYG toolbar.)

**LaTeX:** A programming language built to input, format, and display mathematical and scientific formulas. (See [Using LaTeX in Pressbooks](#).)

**Learning Objectives (Textboxes button):** A textbox option available in the Pressbooks WYSIWYG toolbar used to list the learning outcomes for a Pressbooks part or chapter. It is recommended that this textbox be restricted to this usage because of the related meta tags attached. (See *Textboxes* button WYSIWYG toolbar.)

**Main Body:** The default label given to a part found in the central portion of a book. It can be relabeled as needed.

**Media:** A tab in the Dashboard menu that contains a library where imported images, videos, and files are stored for the purpose of embedding or linking in the book. Media can also be added to the Media Library by clicking the Add Media button above the main content in the Pressbooks editor.

**My Catalogue:** Found in the top, red navigation bar; it displays and allows selection of other books found in a Pressbooks account.

**Order:** The field used to determine the order in which parts are displayed.

**Organize:** Tool used for adding, editing, assigning types, and reorganizing content into parts and chapters. This tool

can also be used to select chapters for exporting, display a title (Show Title), and make a textbook private or public.

**Parts:** Overarching sections in Pressbooks that hold chapters. A book is made up of chapters which are sequentially ordered in parts. (See [Using Pressbooks](#) and [Planning Your Project](#).)

**Permalink:** Another name for a chapter's URL or web address.

**Pullquotes (Formats button):** A quotation that has been *pulled* from the body of a book, or other piece of writing, that highlights a key piece of information in a way that adds visual interest to a book. (See *Formats* button in WYSIWYG toolbar.)

**Reader view:** See *webbook*.

**Settings:** A tab in the Dashboard menu (vertical left side menu) that contains numerous options such as privacy, exporting, and displaying formulas with the LaTeX tool.

**Source book:** When cloning a book, the source book is the book that is copied. (See [Cloning and Importing](#).)

**Special characters (Omega button “Ω”):** A button in the WYSIWYG toolbar that reveals a table of special characters that can be inserted into a Pressbooks page. ( See the Ω button on the WYSIWYG toolbar.)

**Subscriber:** The lowest permission level that a user can have in a book in Pressbooks. Subscribers can only read posts.

**Target book:** The destination book into which a cloned/ source book is copied. (See [Cloning and Importing](#).)

**Text editor/tab:** The HTML editor view in Pressbooks that allows editing of content as plain text HTML.

**Textbooks for PB:** A tab in the Dashboard menu that provides tools for working with content from other open textbooks.

**Textboxes:** A drop-down list of textbox options in the WYSIWYG toolbar. There are a number of standard and educational textbox options that can also appear as sidebars.

**Theme Options:** A page under the Appearance tab on the Dashboard menu where Administrators can select different appearance and formatting options. (See [Using Pressbooks.](#))

**Toolbar Toggle:** A toggle button on the WYSIWYG toolbar that will show/hide advanced tools, such as textboxes, headings, special characters, footnotes, superscript, and subscript.

**Visual editor/tab:** The visual—WYSIWYG—editor view in Pressbooks which allows you to see how content will be formatted in different exported files and the webbook. (See *WYSIWYG toolbar.*)

**Users:** A tab in the Dashboard menu where an Administrator can add and delete Users in a book and change permissions. Users can have any of the following roles: Administrator, Editor, Author, Contributor, or Subscriber.

**Webbook:** The online version of a book authored in Pressbooks.

**WYSIWYG toolbar:** The three rows of tools and formatting options available in the Pressbooks Visual

Editor. (WYSIWYG is the acronym for “what you see is what you get”.)

# List of Links by Chapter for Print Users

This page contains a list of links to external resources referenced in this book for people who are using a print version. Links are listed by the parts and chapters in which they appear and are listed alphabetically after the attribution information for the chapter. Internal links are not included in this list.<sup>1</sup>

## Introduction

- Chapter attribution
  - Introduction to the BCcampus Open Education *Pressbooks Guide* (<https://opentextbc.ca/pressbooks/front-matter/introduction/>)
  - The BCcampus Open Education *Pressbooks Guide* (<https://opentextbc.ca/pressbooks/>)
  - Creative Commons Attribution 4.0 International license (<https://creativecommons.org/licenses/by/4.0/>)
- CUNY Academic Commons (<https://commons.gc.cuny.edu/>)
- CUNY Manifold (<https://cuny.manifoldapp.org/>)
- Introduction to Pressbooks in the *Pressbooks User Guide* (<https://guide.pressbooks.com/front-matter/introduction/>)

1. This paragraph is from [List of Links by Chapter for Print Users](#) in the BCcampus Open Education *Pressbooks Guide* by Lauri M. Aesoph, published under a [Creative Commons Attribution 4.0 International License](#), which also served as a model for this page.

- OER by CUNY (<https://www.cuny.edu/libraries/open-educational-resources/oerbycuny/>)
- Pressbooks Community updates (<https://pressbooks.community/c/pressbooks-product-updates/19>)
- Pressbooks Directory (<https://pressbooks.directory/>)
- *Pressbooks User Guide* (<https://guide.pressbooks.com/>)
- WordPress (<https://wordpress.org/>)

## What Are OER?

- Chapter attribution
  - Guide to Open Educational Resources and Zero Textbook Cost (<https://qc-cuny.libguides.com/c.php?g=908303&p=6540873>)
  - Creative Commons Attribution-NonCommercial 4.0 International license (<https://creativecommons.org/licenses/by-nc/4.0/>)
- Footnote 2
  - Defining the “Open” in Open Content and Open Educational Resources (<http://opencontent.org/definition/>)
  - Creative Commons Attribution 4.0 International license (<https://creativecommons.org/licenses/by/4.0/>)

## Finding OER

- Chapter attribution
  - Finding Open Content (<https://iastate.pressbooks.pub/>)

- oerstarterkit/chapter/finding-oer/)
  - Repositories and Search Tools  
(<https://iastate.pressbooks.pub/oerstarterkit/chapter/search-tools/>)
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- B.C. Open Textbook Collection (<https://open.bccampus.ca/browse-our-collection/>)
- *Building Open Infrastructure at CUNY*  
(<https://cuny.manifoldapp.org/projects/building-and-sustaining-infrastructure-for-open-educational-resources-and-open-pedagogy>)
- Center for Open Educational Resources and Language Learning (COERLL) (<http://coerll.utexas.edu/coerll/materials>)
- Chem Collective (<http://chemcollective.org/home>)
- COOL4ED Faculty Showcase (<http://cool4ed.org/facultyshowcase>)
- CUNY Academic Works (<https://academicworks.cuny.edu/oers/>)
- CUNY OER representative (<https://www.cuny.edu/libraries/open-educational-resources/oer-reps/>)
- CUNY Teacher Education OER Hub, The  
(<https://cunytedoer.commons.gc.cuny.edu/>)
- Digital Public Library of America (<https://dp.la/>)
- Directory of Open Access Books (<https://www.doabooks.org/>)
- Directory of Open Access Journals (<https://doaj.org/>)
- Engineering Technology Simulations  
(<http://engineertech.org/>)
- Free Music Archive (<http://freemusicarchive.org/>)
- Galileo Open Learning Materials (<https://oer.galileo.usg.edu/>)
- George Mason OER Metafinder (MOM)  
(<https://oer.deepwebaccess.com/oer/desktop/en/search.html>)

- Google Image Search (<https://www.google.com/imghp>)
- Green Tea Press Textbooks (<http://greenteapress.com/wp/>)
- Internet Archive (<https://archive.org/>)
- Iowa State University Library Guide to OER (<http://instr.iastate.libguides.com/oer/findbysubject>)
- Learn Chem E (<http://www.learncheme.com/>)
- MERLOT (<https://www.merlot.org/index.htm>)
- Metropolitan Museum of Art, The; search filtered for Open Access images (<https://www.metmuseum.org/art/collection/search#!?searchField=All&showOnly=openAccess&sortBy=relevance&offset=0&pageSize=0>)
- MIT OpenCourseWare (<https://ocw.mit.edu/courses/find-by-department/>)
- Noba Project Psychology Modules (<https://nobaproject.com/browse-content>)
- Open Book Publishers (<https://www.openbookpublishers.com/>)
- Open Geography Education (<https://www.opengeography.org/>)
- Open Oregon Educational Resources (<https://openoregon.org/resources/>)
- Open Social Work (<https://opensocialwork.org/>)
- Open Textbook Library (<https://open.umn.edu/opentextbooks>)
- OpenEd CUNY (<https://opened.cuny.edu/>)
- OpenMichigan (<https://open.umich.edu/find/find-open-educational-resources>)
- OpenStax (<https://openstax.org/>)
- Openverse (<https://wordpress.org/openverse/>)
- Pexels (<https://www.pexels.com/>)
- PhET Simulations (<https://phet.colorado.edu/>)
- Pressbooks Directory (<https://pressbooks.directory/>)
- Project Gutenberg (<http://www.gutenberg.org/>)
- Public Library of Science (<https://www.plos.org/>)
- PubMed (<https://www.ncbi.nlm.nih.gov/>)



pubmed?holding=nlmlib)

- SkillsCommons (<https://www.skillscommons.org/>)
- SUNY OER Ready-to-Adopt Courses (<https://oer.suny.edu/>)
- SUNY's Openly Available Sources Integrated Search (OASIS) (<https://oasis.geneseo.edu/>)
- Unsplash (<https://unsplash.com>)
- Wikimedia Commons ([https://commons.wikimedia.org/wiki/Main\\_Page](https://commons.wikimedia.org/wiki/Main_Page))
- Youtube (<http://www.youtube.com>)

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  - Evaluating OER (<https://iastate.pressbooks.pub/oerstarterkit/chapter/evaluating-oer/>)
  - *The OER Starter Kit* (<https://iastate.pressbooks.pub/oerstarterkit/>)
  - Creative Commons Attribution 4.0 International license (<https://creativecommons.org/licenses/by/4.0/>)
  - Criteria from Affordable Learning Georgia ([https://www.affordablelearninggeorgia.org/find\\_textbooks/selecting\\_textbooks/](https://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks/))
- Evaluating OER Checklist in Google Docs (<https://docs.google.com/document/d/1yHJQjwxaxae50M4QCkc-5-dmcvHXcSF8Xb5Jm8HbbFk/edit?usp=sharing>)

## Open Licenses

- Chapter attribution

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# OER and Open Pedagogy

- Chapter attribution
  - Open Pedagogy (<https://iastate.pressbooks.pub/oerstarterkit/chapter/open-pedagogy/>)
  - Considerations for Using Open Pedagogy (<https://iastate.pressbooks.pub/oerstarterkit/chapter/considerations-open-pedagogy/>)
  - *The OER Starter Kit* (<https://iastate.pressbooks.pub/oerstarterkit/>)
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- Creating collaboratively written open textbooks (<http://openpedagogy.org/course-level/student-created-open-textbooks-as-course-communities/>)
- Editing and writing Wikipedia entries (<http://openpedagogy.org/course-level/editing-wikipedia-in-the-classroom-individualized-open-pedagogy-at-scale/>)
- Fair Use and Copyright (<https://guides.cuny.edu/cunyfairuse/welcome>)
- OER representative on your campus (<https://www.cuny.edu/libraries/open-educational-resources/oer-reps/>)
- Open Pedagogy Notebook (<http://openpedagogy.org/>)

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- Edit Content with the Visual & Text Editors (<https://guide.pressbooks.com/chapter/edit-content-with-the-visual-text-editors/>)
- Produce Ebook (EPUB) Exports (<https://guide.pressbooks.com/chapter/exporting-an-ebook->

file-epub/)

- Produce PDF Exports (<https://guide.pressbooks.com/chapter/pdf-export-options/>)
- What Is a Webbook? (<https://guide.pressbooks.com/chapter/what-is-a-webbook/>)

## Using Pressbooks

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  - Using Pressbooks (<https://pressbooks.uiowa.edu/oer-guide/chapter/using-pressbooks/>)
  - *Getting Started with Open Educational Resources* (<https://pressbooks.uiowa.edu/oer-guide/>)
  - Creative Commons Attribution 4.0 International license (<https://creativecommons.org/licenses/by/4.0/>)
- Appearance (<https://guide.pressbooks.com/chapter/appearance/>)
- Book Info (<https://guide.pressbooks.com/chapter/book-info/>)
- Create and Edit Parts (<https://guide.pressbooks.com/chapter/create-and-edit-parts/>)
- Display Embedded Media (<https://guide.pressbooks.com/chapter/embedded-media-interactive-content/>)
- Edit Content with the Visual & Text Editors (<https://guide.pressbooks.com/chapter/edit-content-with-the-visual-text-editors/>)
- Edit Images (<https://guide.pressbooks.com/chapter/image-editing/>)
- Export (<https://guide.pressbooks.com/chapter/export/>)
- Pressbooks User Guide (<https://guide.pressbooks.com/>)
- Simple 5 Step Guide to Making a Book with Pressbooks, The (<https://guide.pressbooks.com/front-matter/the->

## Planning Your Project

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  - BCcampus Open Education *Self-Publishing Guide* (<https://opentextbc.ca/selfpublishguide/>)
  - Make a Plan (<https://opentextbc.ca/adaptopentextbook/chapter/plan/>)
  - BCcampus Open Education *Adaptation Guide* (<https://opentextbc.ca/adaptopentextbook/>)
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  - Reasons to Adapt an Open Textbook (“you might adapt an open textbook in order to”) (<https://opentextbc.ca/adaptopentextbook/chapter/reasons-adapt/>)
  - BCcampus Open Education *Adaptation Guide* (<https://opentextbc.ca/adaptopentextbook/>)
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- Appendix 2: Style Guide (<https://opentextbc.ca/selfpublishguide/back-matter/appendix-2>)
- Create and Edit Back Matter (<https://guide.pressbooks.com/chapter/create-and-edit-back-matter/>)
- Create and Edit Front Matter (<https://guide.pressbooks.com/chapter/create-and-edit-front-matter/>)
- Guidelines (<https://pressbooks.cuny.edu/app/uploads/sites/6/2022/01/CUNY-Pressbooks-guide-outline.docx>)
- Rebus Community (<https://about.rebus.community/>)

- *Rebus Guide to Publishing Open Textbooks (So Far), The* (<https://press.rebus.community/the-rebus-guide-to-publishing-open-textbooks/>)
- Start Small (“advises starting small”) (<https://opentextbc.ca/adaptopentextbook/chapter/start-small/>)

## Cloning and Importing

- Bring Your Content into Pressbooks (<https://guide.pressbooks.com/chapter/bring-your-content-into-pressbooks>)
- Clone a Book (<https://guide.pressbooks.com/chapter/clone-a-book/>)
- Tools (<https://guide.pressbooks.com/chapter/tools>)

## Best Practices for Attribution

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  - CC Wiki ([https://wiki.creativecommons.org/wiki/Main\\_Page](https://wiki.creativecommons.org/wiki/Main_Page))
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- Adding details to your media (<https://guide.pressbooks.com/chapter/media/#chapter-3118-section-2>)
- Apply Special Formatting (<https://guide.pressbooks.com/chapter/apply-special-formatting/>)
- Create Section and Page Breaks in PDF Exports (<https://guide.pressbooks.com/chapter/apply-special-formatting/#chapter-254-section-5>)
- CUNY Open Educational Resources (<https://www.cuny.edu/libraries/open-educational-resources/>)
- CUNY OER Report | November 2018 ([https://pressbooks.cuny.edu/app/uploads/sites/6/2016/09/CUNY\\_OER\\_Report\\_-\\_Web\\_-\\_Accessible-1.pdf](https://pressbooks.cuny.edu/app/uploads/sites/6/2016/09/CUNY_OER_Report_-_Web_-_Accessible-1.pdf))
- CUNY OER Report | November 2019 ([https://pressbooks.cuny.edu/app/uploads/sites/6/2016/09/CUNY-OER-Report-Year2\\_SinglePage.pdf](https://pressbooks.cuny.edu/app/uploads/sites/6/2016/09/CUNY-OER-Report-Year2_SinglePage.pdf))
- Display Embedded Media (<https://guide.pressbooks.com/chapter/display-embedded-media/>)
- Edit Images (<https://guide.pressbooks.com/chapter/image->

editing/)

- Media (<https://guide.pressbooks.com/chapter/media/>)

## Videos and Audio

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  - Videos, Audio, and Interactive Media (<https://opentextbc.ca/pressbooks/chapter/videos-audio-interactive-media/>)
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- Video attribution
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- Embedded Media (<https://guide.pressbooks.com/chapter/display-embedded-media/>)
- Embed Media ([https://video.bccampus.ca/playlist/dedicated/66388/0\\_hitp83fv/0\\_w87zi70t](https://video.bccampus.ca/playlist/dedicated/66388/0_hitp83fv/0_w87zi70t))
- How to Change the License of Your YouTube Video to Creative



Commons (<https://www.wikihow.com/Change-the-License-of-Your-YouTube-Video-to-Creative-Commons>)

- How to Upload a Video to YouTube (<https://www.wikihow.com/Upload-a-Video-to-YouTube>)
- Multimedia (<https://opentextbc.ca/accessibilitytoolkit/chapter/multimedia/>)
- Pressbooks Video Tutorial Series (<https://video.bccampus.ca/channel/Pressbooks%2BTutorials/66388>)

## H5P for Interactive Material

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  - H5P for Interactive Material (<https://opentextbc.ca/pressbooks/chapter/videos-audio-interactive-media/>)
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- Creative Interactive Content with H5P (<https://guide.pressbooks.com/chapter/create-interactive-content-with-h5p/>)
- H5P OER Hub, The (<https://h5p.org/oer-hub-coming>)
- H5P Pressbooks Kitchen, The (<https://kitchen.opened.ca/>)
- H5P's tutorials (<https://h5p.org/documentation/for-authors/tutorials>)
- H5P website (<https://h5p.org/>)
- Render LaTeX in H5P Activities (<https://guide.pressbooks.com/chapter/add-mathematical-notation/#usingmathinh5p>)

# Using LaTeX in Pressbooks

- Chapter attribution
  - LaTeX Questions Answered (<https://opentextbc.ca/pressbooks/part/latex/>)
  - BCcampus Open Education *Pressbooks Guide* (<https://opentextbc.ca/pressbooks/>)
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- Add Mathematical Notation in the *Pressbooks User Guide* (<https://guide.pressbooks.com/chapter/add-mathematical-notation/>)
- Comprehensive LaTeX Symbol List, The [PDF] (<http://tug.ctan.org/info/symbols/comprehensive/symbols-a4.pdf>)
- Detexify (<http://detexify.kirelabs.org/classify.html>)
- Interactive LaTeX Editor by Paul Lutus (<https://arachnoid.com/latex/>)
- LaTeXiT (<https://www.chachatelier.fr/latexit/latexit-home.php?lang=en>)
- LaTeX Project, The (<https://www.latex-project.org/>)
- LaTeX Questions Answered (<https://opentextbc.ca/pressbooks/part/latex/>)
- LaTeX symbols on the Art of Problem Solving wiki (<https://artofproblemsolving.com/wiki/index.php/LaTeX:Symbols>)
- Math Vault's Comprehensive List of Mathematical Symbols [PDF] (<https://mathvault.ca/wp-content/uploads/Comprehensive-List-of-Mathematical-Symbols.pdf>)
- MiKTeX (<https://miktex.org/>)
- Supported TeX/LaTeX commands page in MathJax's documentation (<http://docs.mathjax.org/en/latest/input/tex/macros/index.html>)

# Using Hypothesis with Pressbooks

- Chapter attribution
  - What Is Hypothesis?  
(<https://pressbooks.library.ryerson.ca/h5pbook/chapter/what-is-hypothesis/>)
  - Hypothesis and Education  
(<https://pressbooks.library.ryerson.ca/h5pbook/chapter/hypothesis-and-education/>)
  - Hypothesis and Pressbooks  
(<https://pressbooks.library.ryerson.ca/h5pbook/chapter/hypothesis-and-pressbooks/>)
  - Adding Interactivity to Pressbooks  
(<https://pressbooks.library.ryerson.ca/h5pbook/>)
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- Annotating with Groups (<https://hypothes.is/annotating-with-groups/>)
- Annotation Tips for Students (<https://hypothes.is/annotation-tips-for-students/>)
- Enable Annotation with Hypothesis  
(<https://guide.pressbooks.com/chapter/enable-annotation-with-hypothesis/>)
- Great examples of the educational use of Hypothesis  
(<https://web.hypothes.is/examples-of-classroom-use/>)
- *Open Education Anthology of Earlier American Literature*, The  
(<https://openamlit.pressbooks.com/front-matter/introduction/>)
- Quick Start Guide for Teachers (<https://hypothes.is/quick-start-guide/>)
- Quick Start Guide for Students (<https://hypothes.is/quick-start-guide-for-students/>)
- 10 Ways to Annotate with Students (<https://hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with->

students/)

## Accessibility

- Chapter attribution
  - Accessibility and Usability (<https://iastate.pressbooks.pub/oerstarterkit/chapter/accessibility/>)
  - The OER Starter Kit (<https://iastate.pressbooks.pub/oerstarterkit/>)
  - ABOER Starter Kit ([https://docs.google.com/document/d/162y7HdY4Lsu0nKzUimeaCMY2M-zBC41cR6CgjV\\_biGo/view#heading=h.of2b2mm81z2c](https://docs.google.com/document/d/162y7HdY4Lsu0nKzUimeaCMY2M-zBC41cR6CgjV_biGo/view#heading=h.of2b2mm81z2c))
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- Footnote 2
  - Introduction to Web Accessibility (<https://www.w3.org/WAI/fundamentals/accessibility-intro/>)
  - W3C Web Accessibility Initiative (WAI) (<https://www.w3.org/WAI/>)
- Footnote 3
  - Universal Design (<https://opentextbc.ca/accessibilitytoolkit/chapter/universal-design>)
  - BCcampus Open Education Accessibility Toolkit – 2nd Edition (<https://opentextbc.ca/accessibilitytoolkit/>)
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- Footnote 4
  - CAST (<https://www.cast.org/about/about-cast>)
- Footnote 5
  - About Accessibility ([www.affordablelearninggeorgia.org/](http://www.affordablelearninggeorgia.org/))

- open\_resources/accessibility)
  - UH OER Training (<http://pressbooks-dev.oer.hawaii.edu/oertraining/chapter/making-oer-accessible/>)
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- Acart Communications' Contrast Checker (<https://contrastchecker.com/>)
- Accessibility (<https://pressbooks.org/accessibility/>)
- Accessibility Toolkit for Open Educational Resources (<https://guides.cuny.edu/accessibility/home>)
- Captioning Your Own Video for Free (<https://www.washington.edu/accessibility/videos/free-captioning/>)
- Flexible Learning for Open Education (FLOE) (<https://floeproject.org/>)
- Inclusive Learning Design Handbook (<https://handbook.floeproject.org>)
- Images (<https://opentextbc.ca/accessibilitytoolkit/chapter/images/>)
- Links (<https://opentextbc.ca/accessibilitytoolkit/chapter/links/>)
- Online WAVE tool (<https://wave.webaim.org/>)
- Provided with multiple means of engagement, representation, and action and expression (<https://udlguidelines.cast.org/>)
- Source code on GitHub (<https://github.com/fluid-project/>)
- Universal Design for Learning (UDL) (<https://www.cast.org/impact/universal-design-for-learning-udl>)
- WebAIM's Contrast Checker (<https://webaim.org/resources/contrastchecker/>)

# Versioning History

This page lists changes to this book with major changes marked with a 1.0 increase in the version number and minor changes marked with a 0.1 increase.

Version	Date	Change
1.0	Spring 2021	Pressbook Created
1.1	October 26, 2023	Information about creating an account with the CUNY Pressbooks Network added to Chapter 7, “Using Pressbooks”