BC Open Textbook Authoring Guide
BC Open Textbook Authoring Guide

A Guide to Authoring & Adapting Open Textbooks

LAURI AESOPH AND AMANDA COOLIDGE
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Introduction

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

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

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

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

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

Last changes made on February 16, 2017.

• Added Quill West’s presentation (for Pierce College, CC-BY 4.0): Citations vs. Attributions. And how to deal with them in your work.

• Exported new files for sharing.
If you are an instructor looking for an open textbook to assign to your class, here are some suggested ways to go about using a textbook from the BC.. Open Textbook collection.

First, we often get questions from people outside of British Columbia about whether or not they can use textbooks in our collection. The answer is yes. You don’t have to be from British Columbia to use our open textbooks. Open textbooks are not geographically limited. Anyone from Canada, the United States, or any other country in the world, can use these resources.

This section provides background on how to adopt an Open Textbook for your course.
The Adopting Open Textbooks Workshop

The 4-week Adopting Open Textbooks workshop (originally offered Jan 12-February 6, 2015) remains online and available to anyone who would like to learn more on this topic.
Find and Distribute an Open Textbook
Using an Open Textbook for your Course

Find a textbook

Search the B.C. Open Textbook collection. Many of the books in the collection have been reviewed by B.C. faculty. Read the reviews. Some of the books in the BC collection have come from other open textbook projects. For these books, you will see a link back to the original site where the book came from. Follow the link and learn more about where the book came from and how it was created.

Review and evaluate the textbook

We have put together a review rubric (PDF) that covers some considerations you may want to consider as you evaluate the textbook (by the way, if you are reviewing a textbook for yourself and using this rubric, consider submitting your review to BCcampus. We pay faculty $250 for a textbook review).

Decide if you want to use as is or modify it

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

Distribute to your students

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

- If you’re using a textbook from this site, provide the link to the textbook to your students. They will have the option to select which file type they would like to download, or they can purchase a low cost printed version from the BCcampus print on demand service.
- Alternatively, you can download copies of the book and put them on another site. Some examples of where you could put your own copies of the book files are:
Your institutional LMS (Learning Management System). Load the book files into your Moodle, Desire2Learn, Blackboard or Canvas site and make the books available to your students via the LMS.

- Use an online file sharing service like Dropbox or Google Docs. Upload a copy of the book files to Dropbox or Google Docs and send your student the link to that copy.
- If you have a faculty website, put copies of the files on that website and send students to your website to download your copy of the textbook.

**Print copies**

While most students will choose a free electronic version of the textbook, some may prefer a print copy. If you wish to make print copies of your book available, check with your institutional printshop to see if they have the ability to create print versions of the textbook on site for your students. Many institutional print shops can create low cost printed versions of textbooks and make them available to students.

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

**Let us know**

If you adopt an open textbook from the BC Open Textbook Collection, tell us about it. Faculty adoption information is important to the long term viability of the open textbook project. Plus we will add you to a mailing list to inform you of when the textbook is being modified or additional resources are available for it.
In addition to cost to students, one of the biggest advantages to choosing an open textbook is that it gives faculty the legal right to add to, adapt, or delete the content of the textbook to fit their specific context without having to get additional permission from the copyright holder. The reason this is possible is because the copyright holder has granted permission using an open license known as a Creative Commons license. The license gives people the right to modify and reuse the textbook without the need for further permission.

But how do you go about adapting an open textbook?

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

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

Consistency

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

Assessing Language and one

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

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

What is the layout?

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

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

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

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

References and citation style

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

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

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

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

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

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

- How much content do you wish to change? Do you want to remove chapters, or rewrite entire chapters of
content?

• What technical format is the original textbook in? A Word document is much easier to modify than a PDF document.

• What type of license is the content released under? Does it have a Creative Commons license that allows for modification or adaptation of the content?

• How comfortable are you with using technology and creating content?

Some General Considerations

• Whatever tools you choose to work with, remember that students prefer format flexibility with their textbook. For the BCcampus Open Textbook project, each book adapted or created will be made available in PDF, ePub and HTML (website) formats. If you use a tool that does not output those formats by default, you will need to find additional conversion tools to convert your final textbook to those formats.

• If you wish to edit or create graphics, images, charts, and/or multimedia content, you will need to use additional, specialized tools to create those beyond the tools listed here. The tools listed here are primarily designed to modify text or (in the case of LaTeX) scientific or mathematical formulas.

• A good rule of thumb is to keep it simple, especially if you are approaching a remix project for the first time. While it may be tempting to make a number of major changes to a textbook before releasing it to your students, think of the textbook as a living resource that you can improve incrementally over time.

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

Step 1: Check the license

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

Step 2: The format of the textbook

If you wish to adapt an open textbook, you need to be able to have the textbook in a technical format that you can work with. This usually means the original source files used to create the textbook.
Common source formats for open textbooks that you should look for are:

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

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

**Avoid PDF documents.**

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

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

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

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

**PressBooks**

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

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

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

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

<table>
<thead>
<tr>
<th>Original Format</th>
<th>Possible Editing Tools (Web-based)</th>
<th>Possible Editing Tools (Desktop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word or OpenOffice</td>
<td>Google Docs, PressBooks</td>
<td>Microsoft Word, OpenOffice</td>
</tr>
<tr>
<td>ePub</td>
<td>PressBooks</td>
<td>Sigil, Calibre</td>
</tr>
<tr>
<td>Text</td>
<td>Google Docs, PressBooks</td>
<td>Word, OpenOffice</td>
</tr>
<tr>
<td>LaTex</td>
<td>ScribeTex</td>
<td>TeXworks, Texmaker</td>
</tr>
<tr>
<td>HTML</td>
<td>Google Docs, PressBooks, MediaWiki</td>
<td>Dreamweaver, MS Expression Web</td>
</tr>
<tr>
<td>OpenStax College</td>
<td>Connexions</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Step 4: Choosing a license

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

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

Note

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

Step 5: Output

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

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

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

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

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

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

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

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

**But what can you change?**

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

**Why you should use openly licensed materials**

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

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

Keep a record of all changes and additions

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

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

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

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

Copy editing and proof reading

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

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

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

Content editing

Once a newly modified open textbook is completed, it will be posted on open.bccampus.ca and a call for peer reviews from B.C. post-secondary faculty with expertise in the textbook subject will be released. For more details
on what gets reviewed, see our Open Textbook Review Criteria (PDF) and this example of a textbook that has been peer reviewed looks like on our site.
While there are a number of tools that can be used to modify an open textbook, depending on what format the original source document is in, the BCcampus Open Textbook project will be focusing primarily on 2 tools for modifying existing open textbooks PressBooks and OpenStax CNX (formerly Connexions).

**PressBooks**

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

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

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

We have a few PressBooks tutorials.

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

- [https://groups.google.com/forum/#!forum/pressbooks](https://groups.google.com/forum/#!forum/pressbooks)
- [https://github.com/pressbooks/pressbooks/issues](https://github.com/pressbooks/pressbooks/issues)
- [https://github.com/bccampus/pressbooks-textbook/issues](https://github.com/bccampus/pressbooks-textbook/issues)
OpenStax CNX

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

Images

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

Other useful platforms & tools for adapting open textbooks

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

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

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

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

PDF documents. Great to distribute, terrible for editing.

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

Other editing tools

The chart below shows you some of the tool options you have for working with the various file formats. Note that this is not an exhaustive list. You may have a tool that works for you that you wish to use to create your open textbook.
<table>
<thead>
<tr>
<th>Original Format</th>
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<th>Possible Editing Tools (Desktop)</th>
</tr>
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<tbody>
<tr>
<td>Word or OpenOffice</td>
<td>Google Docs, PressBooks</td>
<td>Microsoft Word, OpenOffice</td>
</tr>
<tr>
<td>ePub</td>
<td>PressBooks</td>
<td>Sigil, Calibre</td>
</tr>
<tr>
<td>Text</td>
<td>Google Docs, PressBooks</td>
<td>Word, OpenOffice</td>
</tr>
<tr>
<td>LaTeX</td>
<td>ScribeTex</td>
<td>TeXworks, Texmaker</td>
</tr>
<tr>
<td>HTML</td>
<td>Google Docs, PressBooks, MediaWiki</td>
<td>Dreamweaver, MS Expression Web</td>
</tr>
<tr>
<td>OpenStax College</td>
<td>Connexions</td>
<td>n/a</td>
</tr>
</tbody>
</table>

A number of these platforms are free and can be used to modify existing open textbooks, or convert documents from one format to another. There are other tool that you might find useful when working with open textbooks.

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

Adapting a Book on your own

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

Using the PDF

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

Other formats

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

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

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

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

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

Where Are New and Future Adaptations Stored?

The BC Open Textbook project does not add textbook adaptations from outside the project to its collection. It is the responsibility of individual authors and their institutions to decide how new adaptations will be curated. The librarians at your institution may be able to guide you in this area. Visit the BCOER Librarian page for information.
PART 3

Create a New Open Textbook

The B.C. Open Textbook project began in 2012 with the goal of making post-secondary education in British Columbia more accessible by reducing student cost through the use of openly licensed textbooks. The B.C. Open Textbook project is administered by BCcampus and funded by the British Columbia Ministry of Advanced Education. For more information about this project, please contact opentext@bccampus.ca.

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

Our open textbooks are openly licensed using a Creative Commons license, and are offered in various e-book formats free of charge, or as printed books that are available at cost.

The following chapters detail the elements that go into building a textbook.
Structuring your Open Textbook

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

1. Rule of Frameworks.

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

2. Rule of Meaningful Names.

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

3. Rule of Manageable Numbers.

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

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

5. Rule of Repetition.

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

Textbook Considerations from Wikibooks is used under a CC-BY-SA license.
Open Textbook Formats

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

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

**ePub**

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

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

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

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

<table>
<thead>
<tr>
<th>Software</th>
<th>Supported Platforms</th>
<th>Available as eReader device?</th>
<th>Requires Registration?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Digital Editions</td>
<td>PC, Mac, Android, iOS</td>
<td>No. Software only</td>
<td>No</td>
</tr>
<tr>
<td>Sony eReader</td>
<td>PC, Mac, Android, iOS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kobo</td>
<td>PC, Mac, Android, iOS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nook</td>
<td>PC, Mac, Android, iOS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Google Play Books</td>
<td>Android</td>
<td>No</td>
<td>Yes – Google account</td>
</tr>
<tr>
<td>iBooks</td>
<td>iOS</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>blio</td>
<td>PC, Android, iOS</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

These are just a few of the many ePub readers available. Wikipedia has an extensive comparison list of eReaders.

MOBI

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

Website/HTML

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

PDF

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

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

LaTeX

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

If you use Google docs as a means of creating information, you’ll be happy to note that you now have the ability to create an ePUB file from this system. This is what Google has to say about this:

EPUB is the most widely supported file format for publishing accessible documents and digital books, allowing people to consume long-form content in their preferred apps on a diverse range of screen sizes and devices, including smartphones, tablets, and eReaders. To make it easier for authors, publishers, and academic institutions to create works that can be consumed digitally, Google has launched the ability to export Google Docs files as EPUB publications. Simply go to the File menu > Download as > EPUB Publication (.epub).

For more information, see instructions on the Google website.

1. http://googleappsupdates.blogspot.co.za/2016/03/export-google-docs-files-as-epub.html
PressBooks is an editing platform that is built on the popular WordPress website publishing and blogging platform. If you have used WordPress in the past, PressBooks should feel familiar to you.

PressBooks allows you to create content once and publish it in many different formats, including as a website, PDF document, ePub document (usable in most eReading applications and devices), and MOBI (for Kindle specific applications).
Change your Password

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

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

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

Your password has now been changed.
Recover your Password

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

1. Go to the login page for PressBooks. This page can be accessed by going to http://opentextbc/wp-login.
2. Underneath the login box, you will see a link called Lost your password. Click that link.
3. Enter in your username or, if you cannot remember your username, you can enter your email address.
4. Click Get New Password
5. Check your email and follow the instructions in the email to change your password. If you do not receive
an email within a few minutes, check your spam filters to make sure that the email has not been flagged as spam.
Can't Log into PressBooks

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

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

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

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

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

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

Important Note

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

Parts and Pages

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

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

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

To disable auto-numbering chapters

• In the book administration area go to Appearance > Theme Options
• Under Global Options uncheck “display chapter numbers”
• Save changes
How to Import Content from MS Word

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

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

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

To use the MS Word importer

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

Notes:

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

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

Prepare your .docx file

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

Step 1. Set Up Your DOCX File

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

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

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

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

Steps 9, 10: Rearrange your chaps if necessary... and off you go!
We highly discourage authors from writing in Word and then copying this material into PressBooks as this will both create more work for the author and can potentially create problems during the editing phase of a project. Instead, we ask that you work directly in PressBooks. Please see this chapter for instructions on how to work effectively in PressBooks. If you require a training session or have questions about PressBooks, please contact your project manager.

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

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

- If working in Word, don’t format; keep it simple.
- Don’t copy from Word and paste into PressBooks.
- Don’t copy from PressBooks into Word (and back into PressBooks).
PressBooks supports LaTeX code, a typesetting language that is often used to format complex science and math equations.

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

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

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

More resources

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

How to Add an Image

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

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

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

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

Figure 2. Step two: Upload Media.
If you already have image files in your Media Library, simply select that tab and the image you want to add or insert. The selected item will be encircled by a blue border and have a blue/white check mark in the top right corner.

![Image](image.png)

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

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

![Insert into post button](insert-button.png)

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

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

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

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

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

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

**Editing an Image**

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

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

2. Under DISPLAY SETTINGS, select “Center”

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

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

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

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

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

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

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

Primary Use Case

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

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

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

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

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

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

Begin by identifying the text you want to link and

- Highlight the text
- Click on the “paperclip” icon in the tool bar
When the “Insert/edit link” (paperclip) icon opens,

- Add the URL for the external source you want to link your text to
- Click on the Add Link button.
- Be sure to save (Update) this page.

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

To check your link,

- Click on the Preview Changes button (in the right-hand side Publish box) or
- “View Page” (in the red tool bar at the top of the page),
And click on the link as it appears in Book view (what readers will see).

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

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

How to link text within a chapter (Page)

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

- First, place your cursor by the text or image to which you want other text referred to.
- Then click on the anchor icon (in the third line of the tool bar).
- Enter a word to describe your anchor (e.g., proofreading) in the Name field that appears and click the OK button.
• This action will produce an anchor.

Finally,

• Highlight the text that you want to link to the anchor

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

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

• Add # (pound sign) and the word you used to describe your anchor (e.g., #proofreading)

• Click on the Add Link button.

• Be sure to save (Update) this page.
How to link text between chapters (Pages) within the same book in Pressbooks

Follow the same steps as for linking text within a chapter (Page), except

- The anchor and linked text will be on different chapters (Pages). Set these up as you would when linking text within a chapter.
- You must identify the URL for the chapter that contains the anchor.
- You must enter both the URL of the chapter (Page) additional information when the “Insert/edit link” (paperclip) icon opens.

Identify the URL for the chapter that contains the anchor

- Go to the chapter that contains the anchor
- Click on the Preview Changes button (in the right-hand side Publish box) or “View Page” (in the red tool bar at the top of the page),

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

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

When the “Insert/edit link” (paperclip) icon opens,
• Add the URL for the chapter with the anchor with **http://** (e.g., **http://opentextbookca/opentextbook/chapter/linking-material/**)

• After the forward slash (/), add # (pound sign) and the word you used to describe your anchor (e.g., **#proofreading**)

• With chapter URL and anchor word, the final URL would be, in this example:
  
  **http://opentextbookca/opentextbook/chapter/linking-material/#proofreading**

• Click on the **Add Link** button.

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

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

1. Go to Visit Page (book view) for any chapter or chapter section in your textbook
2. Type the word you want to locate throughout the book using the Search field in the top right corner and click “Search”.

3. The result will be a list of all chapters or chapter sections (Pages) that contain this word.

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

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

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

1. Begin by downloading the Pressbooks file of the textbook

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

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

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

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

6. Click the Upload file button

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

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

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

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

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

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

Adding Videos
Typically, the best way to add videos to a textbook is to host them on YouTube, and then embed them into the book afterwards. This section assumes that the videos to be embedded are already hosted on YouTube.

There are two main ways to embed a YouTube video into a Pressbooks chapter:

**Automatic Embed**

The easiest way to embed a video is to simply copy the video’s URL and paste it into either the Visual or Text view in the Pressbooks editor. Thus, the following code:

```
Opening paragraph here...
https://www.youtube.com/watch?v=5_t6lmKhBOI
Closing paragraph here...
```

Would yield the following:

```
Opening paragraph here…
```
Manual Embed

Another way to embed a video is to manually insert the embed code from the YouTube video. To do this, go to the YouTube video and right-click on the video, then select the “Copy embed code” option, and press Ctrl-C (PC) or Command-C (Mac) to copy the embed code. You can then paste the embed code into the Text view of the Pressbooks editor.

Right-click the image, then select “Copy embed code.”

Once the embed code is highlighted, use Ctrl-C (PC) or Command-C (Mac) to copy the embed code.

The embed code likely makes the video display too large – the ideal size is 500 by 281 pixels. Go into the Text View to edit these dimensions:

The default embed code ought to look like this:

```
<iframe width="854" height="480" src="https://www.youtube.com/embed/oXOSDwVX0Dw" allowfullscreen>
```
Thus, the following code:

Opening paragraph here...
<iframe width="500" height="281" src="https://www.youtube.com/embed/oXOSDwVX0Dw" allowfullscreen>
Closing paragraph here...

Would yield the following:

Opening paragraph here…
28

Preventing Video Rollover

Sometimes the YouTube videos being embedded come from a playlist. If a playlist video is embedded, then after the video plays, it will roll over into the next video, which may or may not be related. Since we don’t want unrelated videos to play in the textbook, we need to prevent video rollover. We’ll use the automatic embed method to be clear.

You can tell that this video comes from a playlist due to the playlist interface on the right-hand side of the screen.

If your video comes from a playlist (see image above) the video’s URL will be a bit longer, and look something like the following:

https://www.youtube.com/watch?v=UBvD3TVdAqs&list=PLoyeLD-wSM5B4rC6LARKwQ0w4D3JkIc78c

And it will display like this:
If you watch this video until the end, you’ll notice that it rolls over into the next video in the playlist – which might not be appropriate given the content of the video and the subject matter of the textbook.

In order to prevent this video from rolling over, we need to adjust the URL by removing the second part of the link that begins with &list=…

So if the original URL looks like this:

https://www.youtube.com/watch?v=UBvD3TVdAqs&list=PLoyeLD-wSM5B4rC6LARKwQ0w4D3JkIc78c

We truncate the URL to now look like this:

https://www.youtube.com/watch?v=UBvD3TVdAqs

And the video should display correctly, like so:
PART 6

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

**Manuals and Dictionaries**


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

**Citation Style**

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

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

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

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

Determine:

1. How in-text citations should appear
2. Be careful when inserting direct quotations; should a page number be used for the citation style you’ve chosen?
3. When listing multiple authors for an in-text or full reference entry, follow the guidelines for your citation style.

4. How and where will the reference list be placed?

5. Will you use footnotes instead of a reference list? (This is rarely used except by certain disciplines.)

6. Be sure that all in-text citations are noted in full in the reference list.

7. Be sure that only in-text citations are included in the reference list.

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

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

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

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

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

Captions

See Images: Captions, Citations and Attributions

Spelling

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

Punctuation

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

1. Standard usage for this Style Guide is a serial comma, i.e., a comma placed immediately before the coordinating conjunctive (and, or, nor).

   a. Serial comma: There were cows, horses, and pigs in the barn.
b. **No serial comma**: There were cows, horses and pigs in the barn.

2. Use commas in numerals over 999 (e.g., 1,000; 45,000)

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

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

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

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

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

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

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

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

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

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

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

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

**Use of boldface**

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

**Use of italics**

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

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

3. See *Italics and Foreign Words*.
Dashes

**Em dashes (—)**

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

**En dashes (-)**

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

Spacing

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

Italics and Foreign Words

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

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

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

Emphasizing Words with Punctuation

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

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

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

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

Measurements

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

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

Numbers

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

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

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

4. Use commas in numbers greater than 999.

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

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

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

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

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

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

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

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

Layout

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

Chapters and Boxes

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

Use the boxes features only as labelled:

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

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

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

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

This is what the LO box looks like:

Key Takeaways

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

This is what the KT box looks like:

Key Terms (Glossary)

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

![Key Terms](image)

- First
- Second

**Exercises**

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

![Exercises](image)

This is what the EX box looks like:

- First
- Second

**Headings**

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

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

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

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

**Pedagogical Features**

- Placement
- Notes

- Learning objectives
- Key takeaways
- Key terms/glossary
- Exercises
- Reference list
- Suggested readings
- Attributions
- Appendices
In general, use Canadian spellings. Consult this list for first-choice spelling preferences for Canadian and other words and terms.

A

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

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

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

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

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

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

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

J
judgment

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

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

M
makeup (n.)
manoeuvre
medallists
mental health (n. or adj., open)
meta-analysis
Métis
metre
mg (sing. and pl.), but use only with measurements; otherwise spell out as milligrams
midlife
modelling
mL (sing. and pl.), but use only with measurements; otherwise spell out as millilitres
multi (close compound when word begins with consonant, “multidisciplinary,” “multispecialty”; hyphenate with vowel, “multi-authored”)

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

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

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

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

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

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

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

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

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

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

X
X-ray

Y

Z
Images: Captions, Attributions and Citations

How to add a Caption to an Image

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

Add captions using the Pressbooks caption button as follows:

1. Left-click anywhere on image
2. Locate and click on the pencil icon in the upper left corner
3. Enter description in the Caption field. (See Figures and Tables: labels, numbers and descriptions)
4. Add a clear description of the image in the Alternative (Alt) Text field for accessibility purposes
5. In general, an image should be no wider than 500 pixels, and the Height should be no bigger than 600 pixels. Use the Custom Size feature to adjust this, if needed.
6. Use “Align” to position the image.
7. Make sure the “Link to” dropdown list points to “Media File”. Adjust if needed.
8. Click on “Update” to save.

Tools to help

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

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

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

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

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

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

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

Citation vs Attribution

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

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

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

Place the in-text citation (or citations, if drawn from several sources) at the end of your resource preceded by the words: “Data source:”. See examples below. In these examples, the citations are highlighted in blue.
For a broader discussion on this topic, see Quill West’s presentation (for Pierce College, CC-BY 4.0): Citations vs. Attributions. And how to deal with them in your work.

Table

Table 2.3 Hotel revenue in British Columbia

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

Data source: Johnson, 2013

Graph

Graph 2.3 Hotel revenue in British Columbia

Data source: Johnson, 2013

Chart

Chart 2.3 Hotel revenue in British Columbia

Data source: Johnson, 2013

Who Gets Attribution for an Image

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

Below is a photograph of the famous painting, Mona Lisa, by Leonardo da Vinci. In the attribution statement, credit is given to the photographer, not da Vinci.

This image was found on Wikimedia Commons. Below is information about the “author” or photographer.

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

Image Attributions

Citing Government Websites and Publications

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

Placement of attributions

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

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

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

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

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

**Attribution statement, standard – open license**

Use the attribution layout recommended by Creative Commons.

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

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

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

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

**Attribution statement, standard – public domain**

Use the attribution layout recommended by Creative Commons.

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

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

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

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

Use the attribution layout recommended by Creative Commons.

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

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

**Extra steps to take**

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

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

**Attribution Tools**

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

**Open Attribute – an add-on**

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

The advantages of this tool are:

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

The disadvantages:

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

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

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

The advantages are:

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

The disadvantages are:

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

Citations and Attributions: Is there a Difference?

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

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

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

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

Citation Styles

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

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

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

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

Reference Lists

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

If the title of a publication is used instead (no author listed), then entries that begin with “The” should be alphabetically sorted by the word after “The” (e.g., The Economist should be sorted in the Es).
Copy Editors

Copy editors add an important element to the creation or revision of a textbook. They are the objective set of eyes that ensures grammar and spelling are correct, the style laid for a textbook is followed (see Style Guide), and that the book’s language is suitable and understandable to the students reading it.
Guideline for Copy Editors

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

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

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

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

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

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

- Clarify, at the beginning of an editing project, who will receive your editing notes and how issues will be addressed. Will you contact the author directly or through an intermediary such as a project manager?
If you are creating a new, or adapting an existing, open textbook please use Creative Commons licensed material. You can use copyright material in a textbook you adapt or create, but you must first obtain written permission from the copyright holder to use the copyrighted material in the textbook. You must also clearly note in the textbook that the material used is copyright.

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

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

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

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

**Description of open licenses**

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

If you have concerns about plagiarism when using open educational resources (OER), please read Permission to Adapt.
How to Ensure that all Content is "Open"

If you are writing a new textbook (or other open educational resource, or OER) or adapting an existing one, it is important that ensure that the content fulfills the open copyright license requirements. See the Creative Commons website for details about specific licenses.

Is Your Material Really Open

As the author of new text, the photographer of a new picture, or creator of some other newly produced resource for an open textbook, you are also the copyright holder. This means that copyright will be assigned to you, but you have agreed to release your portion of work within an open textbook or OER with an open copyright license, typically a Creative Commons license.

However, open educational resources often include materials from external sources. And it is the licensing conditions of these items that must be carefully examined before including them in your open textbook or OER. See below for guidelines navigating the Internet for open materials.

- Just because you find something on the Internet, it doesn’t mean you are free to use it.
- Look for copyright information (who owns it) and licensing information (what are the conditions of use laid by the owner or copyright holder).
- If the copyright and licensing information isn’t immediately apparent on a website, click around and look at links such as “Terms and Conditions” and “Permissions”.
- If the copyright for a resource has expired and it is in the public domain OR the material’s creator has voluntarily released their work into the public domain, look for a clear marking of this intent.
- Be careful when using images found online. A photograph of a centuries old painting may be copyrighted and released with a strict license (“All Rights Reserved”). See “Who Gets Attribution for an Attribution” under Images: Captions, Attributions and Citations.
- If you can’t find a copyright statement or copyright license, don’t use the material.
- Even if a website is labelled as “open”, unless the material is clearly marked with an open copyright license or uses a public domain tool, don’t use it.
• Don’t use a resource for which one-time permission has been granted by the creator. (Creative Commons licenses permit unlimited usage). Instead, if you find material that you want to use but hasn’t been released with an open copyright license, try contacting the author or creator and ask if he/she will consider doing so.

• Last, but most importantly, keep track of all external resources added to an open textbook or OER. Include, for each item:
  ◦ Date retrieved
  ◦ URL where item was retrieved
  ◦ Title and, ideally, a screenshot of an item if it’s an image
  ◦ Clear description of where a segment of text was found (link on website, paragraph number, etc.)
  ◦ License type or public domain tool that permits usage
  ◦ Where the item has been placed in your textbook or other OER.

For information about where to find openly licensed materials and other details on open licenses, see the chapter on Copyright and Licensing.
Finding Openly Licensed Content

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

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

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

• Also see YouTube's article on how to add a CC license to a video.

  ◦ Pixabay (photos and clip art)
  ◦ Soundcloud and CCMixter (audio)

  ◦ **To use the Creative Commons search engine:**

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

• Search open academic journals for CC licensed material such as:

  ◦ **PLOS** (Public Library of Science)
  ◦ **BioMedCentral**
  ◦ **Other science journals**

• Art and History resources:

  ◦ **British Library**
  ◦ **Metropolitan Museum of Art** *(Read the Met’s Open Access Policy.)*
  ◦ **Museum of New Zealand** *(images available for reuse under a CC BY-NC-ND licence)*
  ◦ **New Old Stock** *(vintage images)*
  ◦ **Smithsonian** – Free Sackler Gallery *(images)*

• Music:

  ◦ ccMixter
• Free Music Archive
• Free Sound
• Jamendo
• Juke Deck
• MusOpen (royalty free music; sheet music; resources for teachers and students)
• Open Music Library
• Other sites suggested by Creative Commons

• Science resources:
  • BioMed Central (open access biology and medical journals; figures and graphs in articles are CC licensed and available for reuse)
  • Canadian Museum of Nature (collection data are under a CC BY license; images are under a Cc BY-NC license)
  • Morphbank (biology images)
  • NASA Images
  • Science Image

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

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

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

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

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

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

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

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

- You **may use** other screen shots in advertising, in documentation (including educational brochures), in tutorial books, in videos, or on Web sites, provided that, in addition to the requirements above, you:

  - Do not alter the screen shot except to resize it.
  - Do not use portions of screen shots.
  - Do not include screen shots in your product user interface.
  - Do not use screen shots that contain third-party content.
  - Do not use screen shots that contain an image of an identifiable individual.

Google allows use of screenshots of their products.

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

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

Canadian Government Websites

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

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

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

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

U.S. Government Websites

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

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

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

```
Our open textbooks are openly licensed using a Creative Commons license, and are offered in various e-book formats free of charge, or as printed books that are available at cost.
```

Information about licensing is added, by the Project Manager, to the book information section of PressBooks. This information appears at the bottom of each web page of the online version.
Licensing an Adaptation

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

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

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

1. In the preface of the book there should be a statement that makes it clear that this book is a derivative of an original textbook.

2. There should also be a list of what changes were made in the book from the original version so people can know exactly what bits are newly created and what are from the original source.

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

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

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

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

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

The modifications from the original textbook include:

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

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

The B.C. Open Textbook Project does not hold copyright or intellectual property (IP) rights to any material in the textbooks it administers.

If you are including interviews, profiles or photographs of individuals in your textbook, please follow procedures at your institution or organization on how to handle the waiver or release of rights in connection with personal information or images.
PART 9

Accessibility Toolkit
Developing the B.C. Open Textbook Accessibility Toolkit

The BC Open Textbook Accessibility Toolkit is the result of a collaboration between BCcampus and the Centre for Accessible Post-secondary Education Resources BC (CAPER-BC). CAPER-BC provides accessible learning and teaching materials to students and instructors who cannot use conventional print because of disabilities.

At the end of 2014, BCcampus and (CAPER-BC) contacted the Disability Services Coordinators at partner institutions to find student participants with print disabilities to evaluate British Columbia (B.C.) open textbooks. The participants were asked to evaluate five chapters from the open textbook library and provide their evaluation on each chapter. They were asked to access the materials in their preferred layout, such as web format, ePUB, or PDF, and then provide written feedback about their experience. This model worked well, but we decided to take this further and invited the participants to join us for a half-day focus group, where we had the opportunity to understand why they responded to the questions – or didn’t respond – to see how they were reading and accessing the materials on their different devices. Based on student feedback, we were able to create a series of tasks to make our own textbooks more accessible.

Working with Tara Robertson from CAPER-BC, and Sue Doner, an instructional designer from Camosun College who has been working with universal design and creating accessibility guides for instructors, we have developed an accessibility toolkit. The goal of the BC Open Textbook Accessibility Toolkit is to provide the resources needed to each content creator, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open and accessible textbook — one that is free and accessible for all students.

We developed the toolkit in Pressbooks, and as a result it is available in a variety of downloadable formats (PDF, E PUB, MOBI, XHTML, and WordPress XML). Within the toolkit you will find information on how to make content accessible, with specifics on:

- Images/Charts/Graphs/Maps
- Weblinks
- Tables
- Multimedia
- Formulas (math and scientific)
- Font size
• Colour contrast

As you work through the content of the *BC Open Textbook Accessibility Toolkit*, you will find that the suggestions provided are intended for the non-technical user. If you are looking for more technical descriptions of how to make your work accessible, we suggest you review the [WCAG (Web Content Accessibility Guidelines)](https://www.w3.org/WAI/WEBCONTENT/).

Based on some of the accessibility testing we conducted, our technical team at BCcampus is creating a new accessibility plug in for Pressbooks. The plug-in will give users the option to modify the user interface and the exports’ interface, font size, and line spacing for accessibility purposes.

If you have comments, suggestions, or questions about the *BC Open Textbook Accessibility Toolkit* we would love to hear from you. Please contact us at opentext@bccampus.ca
Where Do I Find the Accessibility Toolkit

The *B.C. Open Textbook Accessibility Toolkit* can be accessed online. It is also available in a variety of other formats such as PDF, ePub and mobi.
We know that many students enjoy having a printed copy of their textbook, so students and faculty using open textbooks from the B.C. Open Textbook collection can order low cost printed versions of the textbooks via our print on demand partner Document Solutions at Simon Fraser University.
How to Order

Print on Demand

To order a print copy of the textbook, go to the textbook page in the B.C. Open Textbook collection. In the available formats you will see a button and a link that says “Buy a print copy”. Here is an example from the *Database Design-2nd Edition* book in our collection.
When you choose to “Buy a print copy”

Clicking the “Buy a print copy” link will take you to the book order site at Simon Fraser University.

From here, choose whether you wish to purchase a colour or black and white version of the textbook in the “Choose an option” drop down. From there, follow the prompts to fulfill your book order. The book will be shipped directly to you.
Database Design-2nd Edition


Additional Information

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We have made every effort to keep the costs of the printed version of the textbook low (and remember, the digital versions are always free).

The cost of the printed versions of the textbooks is variable and depends on a number of factors, including the number of pages in the textbook, and whether you choose a colour or black and white printed copy.

Most textbooks are available for under $30 for a printed copy, and shipping is between $5-$10 depending on how quickly you wish to have the book delivered.
Font Type Used

The PDFs generated from Pressbooks are used to created Print-on-Demand copies of the open textbooks in the B.C. Open Textbook collection.

• The font type used for most text in PDFs created from Pressbooks is called **Crimson**.

• Headings and titles use a font called **Roboto condensed**.
PART 11

Learning More
Creative Commons Licenses

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

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

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

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

(Adapted from 2010 Erik Christensen © CC-BY 3.0)
Creating OER and Combining Licenses
In this article, part of the Educause Game Changers series, Dr. Cable Green of Creative Commons and Dr. David Wiley, Shuttleworth Fellow discuss the rationale for openness in education.

The National Copyright Unit and Creative Commons Australia have jointly developed the Creative Commons Information Pack for teachers and students on Creative Commons (CC). The pack explains what CC is, how to find CC material and the best way to attribute CC material.
For responses to myths about open educational resources (OER), take a look at the OER Mythbusting website. Some of the concerns addressed by this site include:

- OER are too complex and scattered for teachers to use
- OER are not really free
- OER are not able to generate revenue so they cannot be a business model
- OER are not sustainable

... and more.
OER FAQ Resources

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

Learn about OER

Campus Promo Toolkit Beta
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>adaptation (adapt)</td>
<td>A work that has been revised or adapted.</td>
</tr>
<tr>
<td>attribution</td>
<td>Giving credit to the creator of an original work; the most basic requirement of a CC license, i.e., CC-BY, where BY indicates that attribution of a work by the creator is required.</td>
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<td>caption</td>
<td>Text that accompanies a figure, table or other image within a work; a caption may include the image type, image number, description of image and possibly attribution statement.</td>
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<td>citation</td>
<td>A prescriptive process by which the information cited from a copyrighted work is attributed.</td>
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<td>Connexions</td>
<td>A repository of open educational resources started at Rice University, now called the the OpenStax CNX or OpenStax College. See <a href="https://www.openstaxcollege.org/">https://www.openstaxcollege.org/</a>.</td>
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<td>copy editing</td>
<td>The act of reviewing and correcting the grammar, spelling, punctuation, clarity, and consistency of a written work (the “copy”).</td>
</tr>
<tr>
<td>copyright</td>
<td>The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, musical or other creative material, and to authorize others to do the same.</td>
</tr>
<tr>
<td>copyright license</td>
<td>A license by which a licensor can grant additional copyright permissions to licensees and in which either the licensees or both the licensees and licensors are unlimited.</td>
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<td>Creative Commons (CC)</td>
<td>A non-profit organization devoted to expanding the range of creative works available for others to build upon legally and to share. For more information see creativecommons.org</td>
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<td>five Rs</td>
<td>The five tenets of the open movement – redistribute, remix, retain, reuse, revise.</td>
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<tr>
<td>open</td>
<td>A general term used to describe any work (written, images, music, etc.) that are openly licensed and available to the general public to reuse; see Creative Commons.</td>
</tr>
<tr>
<td>open pedagogy</td>
<td>See What is Open Pedagogy?</td>
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</table>
**open peer review**: See *What is open peer review?*

**OpenStax College**: See *Connexions*

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

**platform**: An online software system or website.

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

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

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

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

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

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

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

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

**style sheet**: A list or sheet that contains the elements of a book, or other work or resource, that differ from the standard style guide.
Other Versions of this Authoring Guide

Below are the other versions of this authoring guide, that we are aware of.

1. University of Saskatchewan: USask Open Textbook Authoring Guide – Ver.1.0