Cascadia's Guide to Pressbooks

Cascadia's Guide to Pressbooks

A Guide for Faculty and Staff

LEARNING TECHNOLOGIES AND DESIGN TEAM/CASCADIA COLLEGE

Contents

About This Book

LEARNING TECHNOLOGIES AND DESIGN TEAM/CASCADIA COLLEGE

By Cascadia College Learning Technologies & Design Team

Cascadia's Guide to Pressbooks

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Book Purpose

If you are here, it must mean you are interested in engaging with open educational content (also known as Open Educational Resources, or OER), and you want to learn more about Pressbooks, a publishing platform in which you may adopt, adapt or create OER. **This book is itself an example of an OER; it is cloned from an existing open source book and then customized.** The book covers

a few of the ins and outs of OER, including copyright and licensing issues, as well as how to get started using Pressbooks at Cascadia College.

   You may already be noticing that this book looks a little different from traditional copyrighted books, for example:

1. There is a Creative Commons license on the front of the book. You'll learn more about that and the way in which it is presented there in the chapters that follow. The bottom of this page also reflects that license both through an attribution to a work from which this book was taken, and with a suggested attribution should someone wish to adapt from this work.
2. The Table of contents list chapters and sections referring to things like Open licensing, Adopt/adapt/create, and Terms of use agreements. The sections that follow will help you understand how you might create openly licensed works yourself and how you will engage the platform of Pressbooks as our College subscribes to it, to adopt/adapt/create.
3. Finally, you might notice at some point if you leave this book and then come back to it at a later date, that it reflects additions or may look slightly different from your previous viewings. That's because the Pressbooks publishing platform in which it was customized allows it to be adjusted and re-published over and over again. That said, if you notice something or have some questions about the book itself, you may contact the Cascadia College Learning Technologies and Design team (elhelp@cascadia.edu).

Book layout

The various chapters of the book are laid out into three parts, sandwiched between Front matter and End matter:

- Front Matter: About This Book
- Part 1: Introduction to Pressbooks and OER
- Part 2: Deciding Your Engagement and OER license
- Part 3: Using Pressbooks at Cascadia
- End Matter: includes Conclusions and Appendices

The book is meant to be read in linear fashion the first time, but then may serve as a resource from which you may consult different chapters or sections as you need them. Consider bookmarking the URL for this book so you can access it anytime.

While this book will help you get onto the Cascadia instance of Pressbooks, it does not provide detailed guidance on the features of the Pressbooks platform itself. If at any time, you seek detailed information about the features of Pressbooks aside from our college's instance, consider bookmarking [Pressbooks User Guide](#).

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PART 1: INTRODUCTION TO PRESSBOOKS AND OER

The first part of this book will help you understand what you may use Pressbooks for, what OER is, and the distinctions between open licensing, public domain and copyrighting. Even if you are not sure about using Pressbooks, you will find useful information here about using Open Educational Resources (OER).

Learning Objectives

By the end of Part 1, you will be able to:

- Recognize the purposes and capabilities of the Pressbooks platform
- Describe our institution's Pressbooks subscription details
- Define what Open Educational Resources are
- Outline the differences between copyrighted works, works in the public domain, and open licensing

1. What Is Pressbooks?

Chapter Purpose

This chapter introduces the Pressbooks publishing platform as a tool that may be used for creating open educational content.

What is Pressbooks?

This book (or website, depending on how you are reading) is an actual example of an open-sourced book built in Pressbooks! Pressbooks is an authoring tool used by colleges and universities, or really anyone, to write and publish mainly openly-licensed books and course content. With Pressbooks, you may adopt or adapt previously existing open educational materials, or create your own openly licensed educational materials from original works. In the case of this book, we created it by cloning an existing openly-licensed book that was written for readers in a different college system. It was written to help those readers understand how they might use Pressbooks in their specific campus context, and the attribution for that book is in the [Attribution section of this book](). Because of that book's open license and its existence in the Pressbooks catalog, we at Cascadia College have been able to clone it and customize it to suit our campus.

This kind of open use is exactly the point of Open Educational Resources, where content may be shared freely, openly and where content may be added to, or subtracted from in order to create something new and appropriate, in this case, for Pressbook users on our campus. More on that in the chapters that follow.

The short (3:18) video below goes into a bit more detail and invites you to think about how you might use Pressbooks. Watch the video and see if you can identify a feature that was added to it to enhance engagement.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openwa.pressbooks.pub/cascadiaguidepb/?p=21#h5p-10

Example of Pressbooks feature

Did you notice that the video above had an embedded quiz element? That is an example of H5P content that you can create. There are over 50 different H5P codes you can build and embed into your book to help readers engage more deeply with the content.

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2. Cascadia's Subscription to Pressbooks

DR. ANNE TUOMINEN

Homepage of OpenWA Pressbooks site

> ## Chapter Purpose
>
> This chapter introduces a few details of our institution's Pressbooks subscription to provide some early context. More specific information is available in [Part 3 of this book](#).

Casadia College's Pressbooks Account

As of Summer 2021, Cascadia College has a Pressbooks (PB) subscription as part of the [SBCTC Open Washington's PressbookEDU account.](#) (SBCTC is the Washington State Board of Community and Technical Colleges.)

Open Washington serves as the PressbooksEDU portal for Washington State's subscribing institutions, and faculty and staff at these institutions each follow their own institutions' guidelines for creating Pressbooks accounts and publishing content in Pressbooks. Each institution also has its own catalog of Pressbooks content, while all of that content is also catalogued within [OpenWA's Pressbooks catalog](#).

A few key features of our Pressbooks subscription:

- Easy to use: The interface for adopting, adapting, or creating open content for published books or other teaching and learning materials is relatively simple.
- Sustainable: Content may be created collaboratively, and may

be updated and republished at any time.

- Easy to access: Content is catalogued with the College's own Pressbooks catalog, students and other readers can access publications easily via a URL, and may download content as PDF, ePub, etc.

The Terms of Use and further Pressbooks details for Cascadia users are found in [Part 3 of this book](#).

> **Example of Pressbooks feature**
>
> In Pressbooks, you may add media content to your chapters. Did you notice this chapter opens with an image that was inserted to enhance the reader's experience and to support the text that follows? See Part 3 for more information about how to use such a feature.

3. What is OER?

Chapter Purpose

This chapter introduces the concept of OER (Open Educational Resources) and its underlying principles and some historical context. The chapters that follow will further clarify the concepts introduced here.

What are Open Educational Resources (OER)?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openwa.pressbooks.pub/cascadiaguidepb/?p=23#oembed-1

The nonprofit organization [Creative Commons](...) provides the following definition of open educational resources (OER):

"Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities."

The key distinguishing factor of this type of educational resource is the copyright status of the material. If course content is under a traditional, all-rights-reserved copyright, then it's not an OER. If it resides in the public domain or has been licensed for adaptation and distribution, then it is an OER.

The 5 Rs of OER

You just viewed the introductory video where the presenters discussed how the 5Rs are critical in defining and distinguishing open educational resources from other types of learning materials. These 5R permissions are what make OER different from material which is copyrighted under traditional, all-rights-reserved copyright. Another way to frame this is that open in open educational resources doesn't simply equate to being free; in fact, it more accurately can be described as:

<div align="center">open = free + permissions (the 5Rs)</div>

The 5Rs

The 5Rs are a useful way to appreciate the value of OER. These permissions help you, the user of openly licensed content, understand what you are allowed to do with the work. These permissions are granted in advance and are legally established through Public Domain or Creative Commons license:

- **Revise** – the right to adapt, adjust, modify, or alter

the content itself (e.g., translate the content into another language)
- **Remix** – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
- **Reuse** – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- **Retain** – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
- **Redistribute** – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

Examples of OER Stakeholder Involvement

As you learned from the video and from the definitions above, OER can encompass a variety of teaching and learning materials. Types of OER include (but are not limited to) syllabi, lesson plans, learning modules, lab experiments, simulations, course videos, discussion prompts, assignments, assessments, library guides, and course design templates.

Listed below are a few examples of the ways in which faculty, students, librarians, and instructional designers may use or support the adoption of open educational resources.

Faculty

Many faculty already use OER in their classes — for example, showing an openly licensed course video or using worksheets created and shared by other faculty. Faculty can create and share syllabi, lesson plans, and even entire textbooks for their courses. They can collaborate with faculty at their own institutions, or other institutions around the world. They can access and remix existing OER and re-publish them to share with others.

Students

Students can play a significant role in creating and improving OER — from simple assignments to full textbooks. One example from Plymouth State University includes students working together to find public-domain materials, write topic introductions, craft discussion forum prompts, and create assignments to go along with the materials to create a full OER textbook. The result became [The Open Anthology of Early American Literature](#).

Librarians

Librarians play a key role in OER initiatives by advocating for, developing, exploring, and managing OER. Along with helping you find OER, librarians can help you better understand copyright and licensing concepts, and guide you through your Creative Commons licensing options if you choose to create materials yourself. You will explore this further in Chapter Four, Finding OER.

Instructional Designers

Instructional Designers can work with faculty and students to integrate OER into teaching and learning and also share and publish their course design templates as OER. Many instructional designers and technologists work with librarians and IT services to help integrate OER into learning management systems such as Blackboard, Canvas, and Brightspace.

Review of Open Licensing & OER

Going back to our definition, we need to remember that OER reside in the public domain or have been released under an intellectual property license permitting their free use and repurposing by others.

The most commonly used intellectual property license for OER that permits free use and re-purposing is called Creative Commons Licensing. Creative Commons licenses work with legal definitions of copyright to automatically provide usage rights pertaining to that work.

The next chapter will introduce Creative Commons licenses briefly, and later chapters will provide a more comprehensive overview, including how to license your own OER when you adapt or create.

A (Very) Brief History of Open Educational Resources

- 1994 – Wayne Hodgins coined the term "learning object"
- 1998 – David Wiley coined the phrase "open content"

- 2001 – Larry Lessig, Hal Abelson, and Eric Eldred founded Creative Commons
- 2001 – MIT introduced their OpenCourseWare project (MOOCs)
- 2002 – UNESCO coined the term "Open Educational Resources" (OER).
- 2012 – UNESCO adopted the 2012 OER Paris Declaration, an international commitment to OER
- 2019 – UNESCO updates their definition of OER, creating conversation within the open community about the impact of this change on the ability to reuse OER

This movement continues to gain momentum, and the community of open education practitioners continues to expand. Educators around the world are increasing their use and creation of these resources in their teaching and learning.

Example of Pressbooks feature

The blue box below contains another example of **H5P**. There are over 50 different H5P codes you can build and embed into your book to help students engage more deeply with the content.

Concept Review

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

https://openwa.pressbooks.pub/cascadiaguidepb/?p=23#h5p-2

Explore Further

Want to learn more about the history of OER?

Bliss, T. J. and Smith, M. (2017). A Brief History of Open Educational Resources. In: Jhangiani, R S and Biswas-Diener, R. (eds.) Open: The Philosophy and Practices that are Revolutionizing Education and Science. (pp. 9–27). London: Ubiquity Press. DOI: https://doi.org/10.5334/bbc.b.

Wiley, D. (2020, January 16). Clarifying and Strengthening the 5Rs. Iterating Towards Openness: Pragmatism Before Zeal. https://opencontent.org/blog/archives/6271

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4. Introduction to Open Licensing

Chapter Purpose

This chapter clarifies the meaning of two principles in publishing–copyright and fair use, in order to offer context for introducing and explaining Open Licensing. (View especially Cable Green's video for an elegant explanation of the distinctions.). The chapter also introduces the various kinds of Open licenses which will be discussed in more detail in subsequent chapters.

What is Copyright?

Copyright is a form of legal protection automatically provided to the authors of "original works of authorship," including literary, dramatic, musical, and artistic works. Copyright in the U.S. is automatically assigned to creators of work, with no registration necessary.

It can be unlawful to use copyrighted works of others without their permission, and no permissions are granted in the case of All Rights Reserved (ARR) works. Activities such as copying, modifying, publicly displaying, publicly performing, and distributing copies of

ARR work may be illegal unless permission is granted by the creator. U.S. copyright law generally gives the author/creator or owner of an original creative work an exclusive right to

- Reproduce (copy) or distribute the original work to the public (e.g., create and sell copies of a film)
- Create new works based upon the original work (e.g., make a movie based on a book)
- Perform or display the work publicly (e.g., perform a play)

Violation of one of these rights is called copyright infringement. However, the use may be authorized by copyright limitations (such as fair use) described below.

What is Fair Use?

Start with an overview of fair use by viewing this short video:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openwa.pressbooks.pub/cascadiaguidepb/?p=32#oembed-1

Fair use is a copyright principle based on the belief that the public is entitled to freely use portions of copyrighted materials for purposes of commentary and criticism. Whether or not a specific use falls under Fair Use is determined by four factors:

- the purpose and character of your use
- the nature of the copyrighted work
- the amount and substantiality of the portion taken, and

- the effect of the use upon the potential market

Unfortunately, if the copyright owner disagrees with your fair use interpretation, the dispute may have to be resolved by a lawsuit or arbitration. If it's not a fair use, then you are infringing upon the rights of the copyright owner and you may be putting yourself or the institution at risk. The only guidance for fair use is provided by a set of factors outlined in copyright law. These factors are weighed in each case to determine whether a use qualifies as a fair use.

Recognizing the differences between how copyrighted material and openly licensed or public domain material can be reused and shared legally, allows for a comprehensive understanding of the Fair Use principle.

Additional information on Fair Use and the TEACH Act can be found at the [University of Texas Libraries – Crash Course on Copyright](#) website.

Introducing Open Licensing

📽 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openwa.pressbooks.pub/cascadiaguidepb/?p=32#oembed-2*

Understanding an Open License

In the previous chapter, you learned that an open educational resource is either in the public domain or released with copyright permissions which allows for free use and repurposing by others. Specifically, an open license exists as a way for the original creator to clearly inform others how their work can be used by granting permissions to share and adapt their work. A Public Domain license and the variety of open license permissions known as Creative Commons (CC) are the predominant standards for open licenses. You will learn more about the six different CC license permissions in Chapter 8.

This video, *What Is An Open License and How Does it Work?*, provides more information about the benefits of an open license and how this standard makes sharing and reusing resources easy.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openwa.pressbooks.pub/cascadiaguidepb/?p=32#oembed-3

What do the licenses mean?

It is the copyright status and license applied to a work which determine what you can and cannot do with the creative work of someone else. Knowing how to identify and differentiate between common types of copyright status will be useful when determining which content you may reuse, and how. One should assume that

a work is all rights reserved, unless the creator explicitly states otherwise or the user of the work can prove it differently.

As you search for OER, you will become familiar with the markings of each license type.
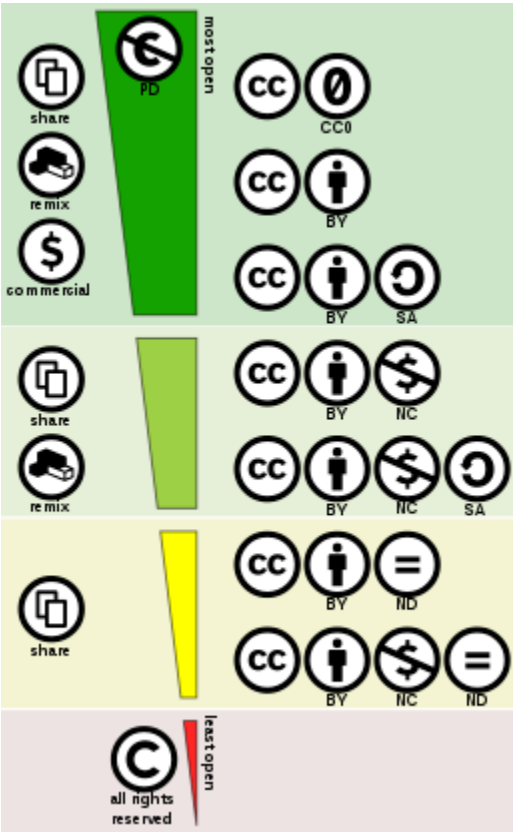
"Creative commons license spectrum" by Shaddim is licensed under CC BY 4.0

Click on each license code below to learn more about it.

Attribution: **CC BY**

Attribution-ShareAlike: **CC BY-SA**

Attribution-NoDerivs: **CC BY-ND**

Attribution-NonCommercial: **CC BY-NC**

Attribution-NonCommercial-ShareAlike: **CC**

BY-NC-SA

Attribution-NonCommercial-NoDerivs: **CC BY-NC-ND**

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5. Public Domain Works and Open Licensing

Chapter Purpose

This chapter clarifies the meaning of public domain works and how those relate to openly licensed works, further bolstering the case for the intentional open licensing of works.

What is the Public Domain?

A public domain work is a creative work that is not protected by copyright, which means it's free for you to use without permission. Works in the public domain are those for which intellectual property rights have expired, have been forfeited, or are inapplicable.

Here are some examples of works in the public domain:

- Material created by the US Government, [such as pictures taken by NASA](#)
- Materials for which Copyright Protection has lapsed, such as "[New Hampshire](#)" by Robert Frost
- Works released to the public domain when they were created,

such as images on [Pexels](#)

Determining if a work is in the public domain can be difficult because the terms of copyright protection in the United States have changed over time. The [Cornell University Library Copyright Information Center](#) is a useful tool for understanding what works might fall into the public domain.

What is the Difference Between Public Domain and Open License?

They both grant free access to the materials, but the scope and nature are completely different.

Open licensing does recognize clear ownership of intellectual property and the work is still protected under copyright law, whereas works in the public domain are not protected by copyright law. Therefore, users are required to follow the license requirements when using openly licensed materials.

This infographic illustrates the differences between public domain, open license, and all rights reserved copyright.

Public Domain	Open License	All Rights Reserved Copyright
Copyright Ownership Waived. Author gives away rights to the public.	Copyright Ownership Retained. Author grants rights in advance.	Copyright Ownership Retained. Author does NOT grant rights to the public.
It is not mine. I give up my right as an author. You don't even have to cite me although I would appreciate it.	It is mine. But I Do allow you to take my material. No need to ask for my permission to use it because it is already granted. Just ensure to make a proper attribution to me.	It is mine. I do NOT allow you to take this material and repurpose it. You definitely need to ask for my permission to use it.

Most Open ⟷ Most Closed

"Difference between open license, public domain and all rights reserved copyright" by Boyoung Chae is licensed under CC BY 4.0

Why Open Licensing Matters

As expressed in earlier chapters, the power of open licensing lies in its ability to clearly communicate how the creator intends the work to be used. A creator can explicitly share the work and control the licensing provisions while retaining ownership. Remember, for a work without a copyright notice, all rights reserved is assumed. So if you want to openly share your OER with your students and faculty peers, or publish it online for the world to access, displaying an open copyright license statement with the work ensures it will be easily and clearly adopted in the way you intend.

In future chapters, you will learn more about the permissions behind the six different Creative Commons Licenses, distinguishing between the different permissions for adoption, adaptation, creation, attribution, and reuse.

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

https://openwa.pressbooks.pub/cascadiaguidepb/?p=35#h5p-3

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6. Copyrighted Materials in OER

Chapter Purpose

This chapter explains how copyrighted works might be used in Open licensed materials and provides resources on how copyright applies on our campus.

Copyright in Open licensed works

Reminder! Any time an original work is created in a fixed, tangible medium of expression it gains a copyright. The creator of that content, whether it's a visual, audio, or text-based work is known legally as the "author." The video featuring Cable Green in the chapter [Introduction to Open Licensing](#) succinctly explains this. When using this Pressbooks platform, there are opportunities for you to incorporate another author's

work. You must make sure you do so legally. See
Copyright.gov for more info.

When using this platform, you must adhere to copyright law, which means content you use must be either:

- Your own original work
- Material that is openly licensed (or in some way clearly marked with permission to retain and share), or in the public domain
- Material protected by copyright that you have gained permission to use, and that permission is clear and in writing; or, material protected by copyright for which your use falls under a specific legal exemption (such as fair use). In those cases, citations are expected as well.

While using copyrighted works or ideas may be allowable in open licensed works, with OER, it is better to source content from openly licensed material because then the content you produce may be easily shared, adopted or adapted. That's the point of open licensing!

Useful FAQ about copyright from Tulsa Community College

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openwa.pressbooks.pub/
cascadiaguidepb/?p=37#h5p-4

Copyright on our campus and our Pressbooks User agreement

If you have questions about copyright specifically related to our campus, see our campus library's Copyright Resource Site for more information. Our campus librarians may be able to help you research the copyright status of a work and point you to guidelines about seeking permissions.

In Part 3, you may also review a brief section on copyright in the chapter outlining How to Use Cascadia Pressbooks and the Terms of Use Agreement.

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PART 2 DECIDING YOUR OER ENGAGEMENT AND LICENSES YOU'LL USE

Part Two of the book will provide a deeper dive into Open Educational Resources (OER), to help you decide the degree of engagement you'd like to try with OER.

Learning Objectives

By the end of Part 2, you will be able to:

- Distinguish the three ways OER is used: adopt, adapt, create
- Find OER resources
- Recognize finer details about CC licensing
- Choose a license for your new work(s)

7. Adopt, Adapt, Create OER

Chapter Purpose

This chapter outlines the three main ways to use Open Educational Resources, so that you may begin to think about how you might engage with OER.

Implementing OER

There are three ways to implement Open Educational Resources, as a faculty:

- Adopt what is already available, as-is.
- Adapt what is available to fit your own needs, so you are customizing.
- Create your own! (Or have your students create)

These all may be done as a faculty or group of faculty for your students, or you might also engage your students in adopting, adapting or creating open content. This part of the book will address adoption, adaptation and creation of OER in general, and you'll find links to how to do these specifically in the Pressbooks

platform in Part 3, especially in the chapter on [Adopt, adapt, create in Pressbooks](#).

Why adaptation or adoption?

Many educators feel driven to create the "perfect" resources for their classes and it can be difficult put aside that perfection and use other people's creations. However, the number, variety, and quality of OER available freely is such that any educator should be able to find resources they can readily (with or without adaptations) put to use within their classrooms. And adaptation or adoption of OER will almost always be more efficient than creating teaching materials from scratch.

[Jan M. Pawlowski](#) addressed one of the reasons behind this reluctance in his article, [Emotional Ownership as the Key to OER Adoption](#).

Student-created work as open educational resources, or open pedagogy

Having students create work is another potential way to engage in the adoption, adaptation, or creation of open educational resources. This is often referred to as Open Pedagogy. See the [campus library's site on open pedagogy](#) for more information.

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8. Adopting OER

Chapter Purpose

The information in this chapter describes how adopting an open textbook can be done, but the notion of adoption applies to any OER (assignments, videos, lecture notes, diagrams, etc.). These may be adopted for classroom use, using many of the same steps below.

Adopt an open textbook

Using an open textbook for your class

1. **Find the right textbook.** Search in the repositories listed in the [UWBothell/Cascadia College campus library OER Guide](#) or look in the [PressbooksEDU catalogue](#) for textbooks created within the Pressbooks platform. (Ask a campus librarian for names of other useful open source repositories.)
2. **Review and evaluate** to see if a textbook or material matches your criteria, based on content, presentation, online accessibility, production options, platform compatibility, delivery options, interactivity, consistency between online and printed versions, and available ancillary material (test banks,

PowerPoints, etc.).

3. **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).

4. **Distribute to your students.** There are a number of ways in which you can do this.

   ◦ If you're using a textbook from Pressbooks, provide the link to the textbook to your students.
   ◦ 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 Blackboard 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.

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9. Adapting OER

Chapter Purpose

This chapter explains how you might use openly licensed works by cloning and adapting them for your purposes. (Recall that this Guide that you are reading is itself an adaptation of another openly licensed work.)

Adaptation

The term "adaptation" is commonly used to describe the process of making changes to an existing work. Though we can also replace "adapt" with revise, modify, alter, customize, or other synonym that describes the act of making a change. The example below refers to adapting an open textbook but any OER (assignments, videos, lecture notes, diagrams, etc) can be adapted.

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

permission to use and reuse, share, copy, retain and modify the textbook without consulting the author.

Below are some examples of Pressbooks 'textboxes' that could be inserted into a cloned open textbook so that the textbook is then adapted more specifically for your purposes, using your own Learning Objectives, Exercises, and Key Takeaways.

Learning Objectives

Type your learning objectives here.

- First
- Second

Exercises

Type your exercises here.

1. First
2. Second

Key Takeaways

Type your key takeaways here.

- First
- Second

Reasons to adapt an 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 fit your needs. In other words, you can adjust the educational resources to fit your course curriculum, not the other way around.

Below are 10 more reasons adapting an open textbook might be for you:

1. Address a particular teaching style or learning style
2. Adjust for a different grade or course level
3. Address diversity needs
4. Meet a cultural, regional, or national preference
5. Make the material more accessible for people with disabilities
6. Add material contributed by students or material suggested by students
7. Translate the material into another language
8. Correct errors or inaccuracies
9. Update the book with current information
10. Add more media or links to other resources

Attributions

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(As such, it also contains the following content:

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- The "Reasons" above are adapted from fromWikiEducator. "Adapt" in OER Handbook for Educators (http://wikieducator.org/OER_Handbook/educator_version_one/Adapt) and [Why Remix Open Educational Resources?](#) created by Liam Green-Hughes, both used under a [CC BY](#) license.)

10. Creating OER

DR. ANNE TUOMINEN

Chapter Purpose

This chapter explains how you or you and a team of collaborators or students might create original content as openly licensed works.

Creating on your own

Creating original content can be a big task, but it is also a great way to offer content to your students. Just know that it is something that may take a while, although if you create in Pressbooks, you can start small with just a few sections, edit to update and add new content, and re-publish the additional new content over time. This is one of the great benefits of using a platform like Pressbooks.

Creating with colleagues

Creating new content may be especially served by collaborative

work, and the Pressbooks platform makes it possible to collaborate right in the application itself. See [Pressbooks User Guide](#) for more on how to add and work with collaborators.

Creating with students or having students create

Collaborating with students on Pressbooks content or having students create content themselves is a great example of open pedagogy. The [campus library has some good resources and examples of open pedagogy](#) to consider, and the PressbooksEDU and OpenWA catalogues do as well (see the [chapter on cataloguing](#) for how to find these catalogues).

11. Choosing a Creative Commons License

Chapter Purpose

More details about the Creative Commons (CC) licenses in this chapter may help you decide the kind of license you would choose for your works.


Choose a license

If you are adapting an existing open textbook, the adaptations you make will be released with whatever open license you choose, 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 (Creative Commons Attribution),](#) or other open license to the parts of the book that you have created and are new.

However, there is a "catch." If the textbook you are adapting has a **Share-Alike** condition ([CC BY-SA 4.0](#)) stipulated, then you must release the entire book using the same license as the original book.

Below are the symbols and definitions of each of the Creative

Commons licenses. If you are unsure which CC license you would like to use, you can use the Creative Commons *Choose a License* tool.
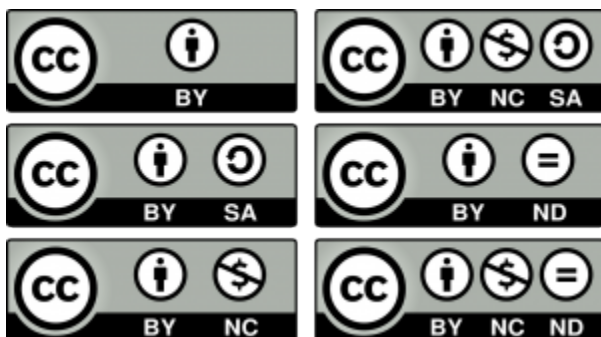
Attribution: CC BY

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Attribution-ShareAlike: CC BY-SA

This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license

their new creations under the identical terms. This license is often compared to "copyleft" free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

Attribution-NoDerivs: CC BY-ND

This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

Attribution-NonCommercial: CC BY-NC

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.

Attribution-NonCommercial-ShareAlike: CC

BY-NC-SA

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.

Attribution-NonCommercial-NoDerivs: CC

BY-NC-ND

This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

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12. Combining CC Licenses

> ## Chapter Purpose
>
> This chapter introduces the complexity around combining CC licenses and offers links to further details about these.

Combining CC licenses

When adapting an open textbook (or other OER), you may want to incorporate other people's works into your adaptation. In order to do that, you must ensure that any existing licenses on the work you're adapting or including are compatible with each other.

For example, as explained in Chapter 9, the CC BY license is the least restrictive and is compatible with all of the other CC licenses. However, if you want to include a work that has a CC BY-SA license, you must use that same license with your adaptation (which may conflict with other licenses already attached to the work).

Example

Since this Cascadia Guide is adapted from a work that is CC BY-NC-SA licensed, this book must also be CC BY-NC-SA licensed, even if there is original Cascadia content included that might by itself be licensed differently.

Creative Commons provides more information about CC BY-SA license compatibility on this page.
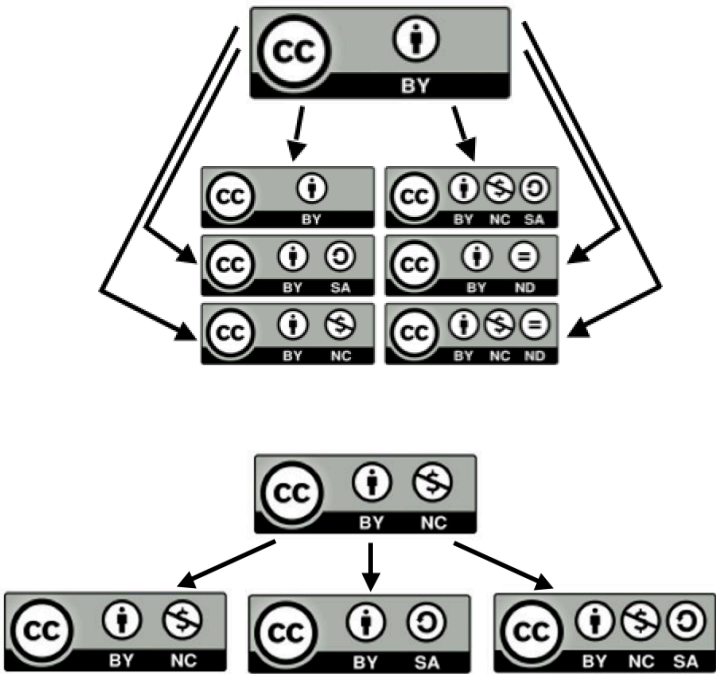
For further help, you can use the use the [Creative Commons Choose a License](#) tool or the [Wiki/cc license compatibility chart](#) (pictured below), or contact one of TCC's OER Librarians.

	Public Domain	Public Domain	CC BY	CC BY-SA	CC BY-NC	CC BY-ND	CC BY-NC-SA	CC BY-NC-ND
Public Domain	✓	✓	✓	✓	✓	✗	✓	✗
Public Domain	✓	✓	✓	✓	✓	✗	✓	✗
CC BY	✓	✓	✓	✓	✓	✗	✓	✗
CC BY-SA	✓	✓	✓	✓	✗	✗	✗	✗
CC BY-NC	✓	✓	✓	✗	✓	✗	✓	✗
CC BY-ND	✗	✗	✗	✗	✗	✗	✗	✗
CC BY-NC-SA	✓	✓	✓	✗	✓	✗	✓	✗
CC BY-NC-ND	✗	✗	✗	✗	✗	✗	✗	✗

This is a license compatibility chart when you want to combine or mix two CC licensed works. Created by Kennisland published under a CC0 license.

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That chapter contains [The Creative Commons license definitions and images, copied from Creative Commons](#) [and are used under a CC BY 4.0 license).](#)

13. Attribution Statements

<div style="border: 1px solid black; padding: 1em;">

Chapter Purpose

This chapter models attribution statements for several different open education resource scenarios and how the licenses are articulated.

</div>

Attributions

Regardless of the Creative Commons license you choose for your OER, *all* CC licenses require at least an attribution to the original creator of the work (the "BY" part of a CC license). Below are some examples of how to create attribution statements for text and media.

This attribution generator from Open Washington can also be a useful tool. Creative Commons also has advice about and examples of giving attribution.

Examples of attribution statements

All Creative Commons licenses contain an attribution (BY) clause.

This means that you must include a statement that gives credit to, or attributes, the creator of the work from which you have borrowed, whether it's text, an image, a video, or other item. If you have made a change, indicate that in your attribution statement.

As far as how and where to place attribution statements for text or media taken from another source or sources, best practices state that you should place them at the bottom of each affected web page. Clearly mark all of these with a heading called: "Attributions". Several attribution statements can be listed under this heading.

Example 1

Example of an attribution statement for adapted text

If an adaptation with some created content:

- This chapter is an adaptation of *Natural Disasters and Human Impacts* (on Open Geography Education) by R. Adam Dastrup and Maura Hahnenberger, and is used under a CC BY-SA 4.0 International license.

If an adaption with created content and some material from another source:

- This chapter contains material taken from *Natural Disasters and Human Impacts* (on Open Geography Education) by R. Adam Dastrup and Maura Hahnenberger, and is used under a CC BY-SA 4.0 International license……. and…..

Several items should be noted about the above example:

- The statement is clear, simple, and contains all elements required for a complete attribution: title of the work used, author(s), and license type. A link is provided to the original work, the home page of the website (this is optional), and the license type.
- There is no need to name the adapting author in this statement. This information should either be included on the **Book Info** page as a main author OR if you want to indicate which author wrote/adapted which chapter, you can use the **Chapter Author** option at the bottom of each chapter/web page in Pressbooks.
- If the book is to be CC BY licensed, then you will need to address the conditions dictated by the license for each resource you are using in your adaptation. At the bottom of the **Chapter** page in Pressbooks, there is an option to set the license type for that page which will override, for this page only, the overarching license chosen for the book on the Book Info page.
- **If the chapter contains some original material AND some material from another source**, replace "This chapter is an adaptation of….", with "This chapter contains material taken from….".

Example 2

Example of an attribution statement for an adapted image

Figure 1.2
[Dog](#) by [David Locke](#)is used under a [CC BY 2.0 license](#).
Modifications to this photo include cropping.

Note in the above example that:

- The statement is clear, simple and contains all elements required for a complete attribution: title of the image, photographer, and license type, as well as a note of the changes made. A link is provided to the original work, the home page of the photographer (if available), and the license type.

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[4.0 international license](). Download this book for free at [http://open.bccampus.ca](.)

PART 3 USING PRESSBOOKS AT CASCADIA

Now that you understand the options for adopting, adapting, or creating open educational content and the licenses attached to these, you can begin using Pressbooks. Part Three will provide the information and guidance you need to get started on your own projects.

Learning Objectives

By the end of Part 3, you will be able to:

- Signal your agreement on the User Agreement for Cascadia's Pressbooks
- Sign in to a Cascadia Pressbooks account
- Explore the PressbooksEDU catalogue for possibilities for adopting and adapting OER, or for ideas for creating OER
- Find Pressbooks' own User Guide
- Import media, footnotes, and active glossary terms
- Recognize how to create H5P content and activate Hypothesis
- Catalogue your published work in our College's Pressbooks catalogue

14. Terms of Use for Cascadia's Pressbooks

DR. ANNE TUOMINEN

Chapter Purpose

This chapter outlines again the nature of Cascadia's Pressbooks account, and explains how to log in, what resources to bookmark and the College's Terms of Use. In this chapter you will signal your agreement to the Terms of Use.

Overview of Cascadia's Pressbooks and what to do to get started

Pressbooks is a publishing platform especially suited for the publication of open educational resources (OER). Cascadia College has an institutional subscription to Pressbooks via OPEN Washington's PressbooksEDU account. This document clarifies the connection between OPEN Washington's account and Cascadia's subscription, explains how to log in to Cascadia's catalog of Pressbooks, and lays out the terms of use of Cascadia's Pressbooks.

Tasks

To use Pressbooks, complete each item.

- Understand that Cascadia's subscription to Pressbooks is via [OPEN Washington](#), which is the Open educational resources network managed by Washington's SBCTC OER team (as described in Part 1). OPEN Washington serves as the PressbooksEDU portal for any of SBCTC system's subscribed institutions, and faculty and staff at these institutions each follow their own institutions' guidelines for creating Pressbooks accounts and publishing content in Pressbooks. Each institution also has its own catalog of Pressbooks content, while all content is also cataloged within [OPEN Washington's Pressbooks catalog](#).
- Sign in to Cascadia's Pressbooks using the Institutional Login on the [OPEN Washington Pressbooks portal](#) (you may need to scroll down to see the Institutional Login after clicking Sign In). Log in with your Cascadia College single-sign on credentials.
- Bookmark these resources:
  - [Cascadia's Guide to Pressbooks](#)
  - [Pressbooks' Guide](#): https://guide.pressbooks.com/
- See the [most current Terms of Use](#) (in this book's Appendix)
- Come back here and mark your agreement to the Terms of Use prompt at the bottom of this chapter.
  - If yes, start adopting, adapting, and/or creating OER content on Pressbooks.
  - If you have questions or concerns you would like to discuss before agreeing to the terms, contact [Learning Technologies and Design](#).

Below, signal your agreement to the [Terms of Use](), after reviewing these in the Appendix

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

[https://openwa.pressbooks.pub/cascadiaguidepb/?p=135#h5p-11]()

Example of Pressbooks Feature

The above is an example of an H5P interactivity tool called Mark the words that may be created and inserted into a chapter.

15. Quick Guide to Logging into Cascadia's Pressbooks

DR. ANNE TUOMINEN

Chapter Purpose

This chapter gives you the quick link to logging in and also some tips on cataloging your finished content. (Be sure to read the chapters that follow for some quick suggesting for how to find good examples of OER, how to get started cloning or creating in Pressbooks and where to go for guidance on the Pressbook how-tos, and how to catalogue.)

Quick instructions (once you've agreed to the Terms of Use)

1. Open the [OpenWA portal](https://openwa.pressbooks.pub/) to our PressbooksEdu account. https://openwa.pressbooks.pub/
2. Click on Sign in, scroll to Institutional Login, and log in by using your Cascadia Single sign-on (SSO).
3. Read the next chapters of this book for more guidance.

16. Quick Access to Pressbooks User Guide and How-to's

Chapter Purpose

This chapter provides the link to Pressbooks' own User Guide–which offers the details for how to use its many features, and provides quick instructions on how to adopt, adapt from the PressbooksEDU catalogue or create a new work.

Pressbooks' own guide

For detailed guidance about how the various features work in Pressbooks, use the guide produced by Pressbooks itself: Pressbooks User guide.

Quick instructions for adopting, adapting,

creating in PB

As with the discussion about OER in general, in Pressbooks you may adopt, adapt, or create. Briefly, the options are below.

1. Adopt/Adapt You can use the "Clone A Book" command (very top menu of your Pressbooks Dashboard) to bring an openly licensed book on the Pressbooks platform into our network & customize as you'd like. See the next chapter, on the PressbooksEDU catalogue for some adoptable or adaptable resources.
2. Create new: You can use the "Create a New Book" command (very top menu of your Pressbooks Dashboard).
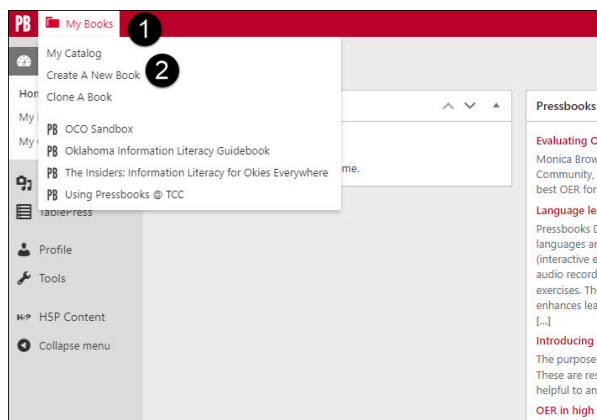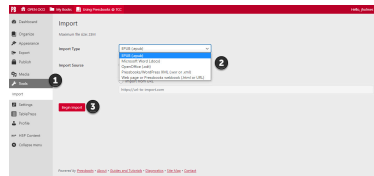

Then you can:

- Start typing your content or pasting it from elsewhere.
- Add chapters and parts as needed using the menu on the left side (under

Organize).

▪ Use the Import tool (left side menu under Tools) to bring content in from a variety of different places.

You can click the image above to see text more clearly; then use your browser's back button to return to the book page.

Consider mixing the very best of all three options…start by cloning a book, and then add your own original material and/or import from other openly licensed sources!

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17. Exploring the PressbooksEDU catalogue

Chapter Purpose

This chapter directs you specifically to one source for OER that may be useful in your own adoption, adaptation, or creation of OER: PressbooksEDU catalogue.

.

As suggested in several chapters in Part 2, you can search for Open Educational Resources through campus library repositories and many other locations. Another repository is the one associated with Pressbooks and PressbooksEDU. That is, PressbooksEdu is both a platform for building books full of rich media and dynamic content, and a network of cataloged books in curated collections, many of which are openly licensed so you can pull them – whole or in part – into our network to customize and make them perfect for *your* course. Or you can simply get ideas for your own creation. PressbooksEDU includes a number of education-specific features.

Check out some great examples of Pressbooks' built in features in action!

Example of Pressbooks Feature

Below is another example of H5P (Accordian)

🖥️ *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
https://openwa.pressbooks.pub/cascadiaguidepb/?p=59#h5p-6

Now search the [Pressbooks Directory](#) to see if there's a book you'd want to adopt or adapt for use with your students!

While you *can* import openly licensed content from anywhere, if you find a book on any Pressbooks platform that seems fairly close to what you want for your students, you can easily clone it and get started customizing right away!

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18. Take It Up a Notch with Pressbooks Media

Chapter Purpose

This chapter briefly describes some of the more advanced features of Pressbooks–adding media, clickable footnotes, and active glossary terms, and shows how to use them to make your book more visually appealing and a more engaging and effectve teaching resource.

Add Media

Adding Images:

You can add images at the point of need, or you can add them all at once to the Media Library.
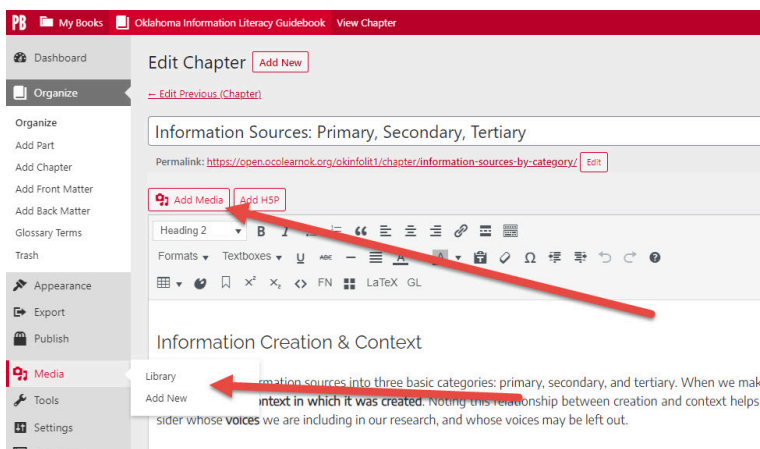
You can learn more about adding and working with images in the [Pressbooks User Guide](). Prefer to watch? Here's a short video on [Adding and Editing Images in Pressbooks]().

Adding Videos

We've found that the easiest way to add videos to a book is to paste the embed code into the text editor. Follow these steps:

1. Copy the embed code from the source. (In YouTube, this is found in the SHARE options below the video.)
2. In your book, place your cursor where you want to add the video.
3. Click the Text tab in the upper right hand corner of editing screen to switch to the 'code view.' (screen capture of this below)
4. Use Ctrl + V to paste the video embed code.
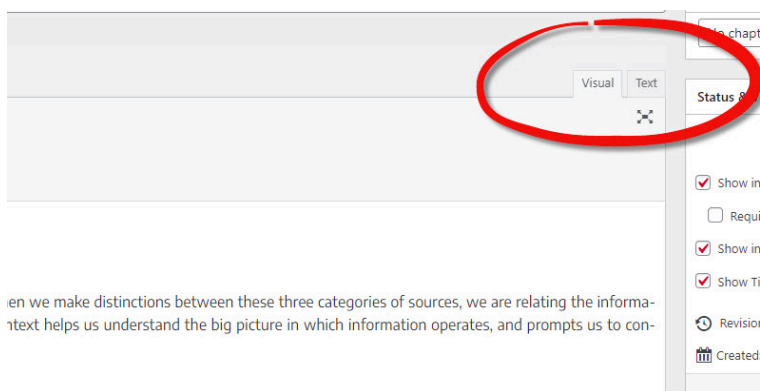
Adding Audio

Audio files can be added individually or put together as a playlist. Follow the same steps as when adding images – either using the Add Media button above your editing dashboard or the main chapter menu to the left. A title and player controls will be included with the found file, and these can be adjusted when uploaded or later.

For more on embedding multimedia, see the Pressbooks User Guide, or watch this short video: PressbooksEDU: Embed Video, Audio & Multimedia

Add Footnotes

Adding linked footnotes like this is easy![1]

1. This is an example of a footnote.

1. Place your cursor where you want to add a footnote.
2. Click on FN in the editing tools.
3. Enter what the text that will appear at the bottom of the page as the footnote and click OK.

Example of Pressbooks Feature

The image slider below, used to provide visual instructions for adding footnotes, is another example of H5P.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openwa.pressbooks.pub/cascadiaguidepb/?p=70#h5p-7

Add Glossary Terms

Pressbooks allows you to easily provide definitions for key words & phrases in your book by activating a pop up when clicked. You can create them using the Glossary Terms menu to the left in the
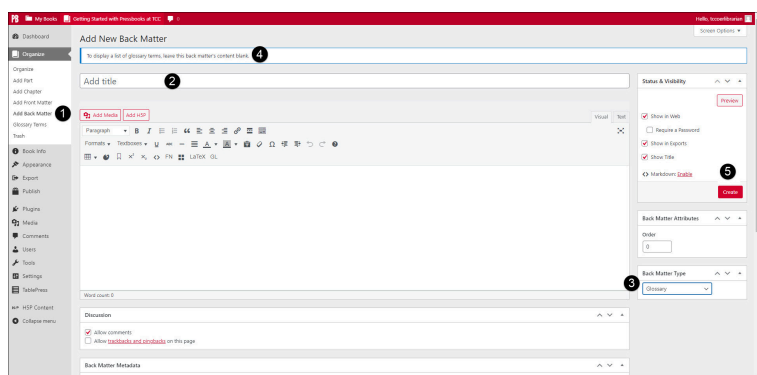
Organize menu. (Steps to complete this are shown in the screen capture below.)

You can click on the image above to see the text more clearly; use your browsers back button to return to the book.

Glossary terms can also be added on-the-fly when editing a chapter, using the editor's tools above the content. Highlight the word or phrase you want to define and click GL on the chapter menu – located above the chapter content. You'll have the option to type the definition (in the Description field) or select one that has already been added (found by clicking the Choose Existing Term tab. (Screen capture below.)

You can also choose to include a glossary list at the end of your book.

1. Click Add Back Matter from the Organize menu (left towards the top).
2. Give this new section a title.
3. Using the Back Matter Type pull down menu, select glossary.
4. Notice the message that pops up telling you to leave the content area blank. (It will be auto-filled with every glossary term entered, either before or after the section is created.)
5. Click create, and the glossary will be ready!

You can click on the image above to see the text more clearly; use your browsers back button to return to the book.

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19. Adding Interactivity to your Pressbook with H5P and Hypothesis

<div>

Chapter Purpose

This chapter provides details on the H5P option in Pressbooks that makes the content more interactive for readers. (You may have noticed that this book has used various kinds of H5P tools as examples throughout its chapters.)

</div>

What is H5P?

H5P is a popular plugin used to create exciting, interactive content on the web. In Pressbooks, it's mostly used to create interactive quizzes and other activities in open textbooks and other open educational resources.

There are many different types of content enabled by H5P. You've already seen a few in action throughout earlier chapters in this

book. You can view examples of them and detailed instructions for creating different types on the [H5P website](#) (Note: they offer different installation and embedding options, but that's all taken care of by Pressbooks – you just need to think of the exciting things you can create!)

You can also check out [The H5P Pressbooks Kitchen](#) created by BC Campus! This contains many examples and support information, as well as community engagement regarding H5P.

Activating H5P

Before getting started, your first need to activate the H5P plugin on your book. This can be done under "Plugins" on the left menu.
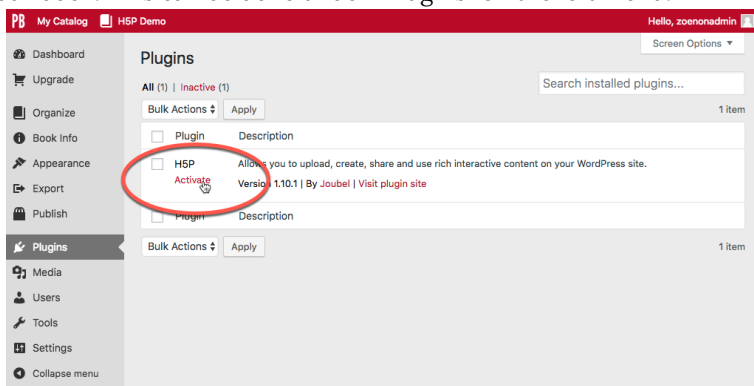
Adding H5P activities

Once the plugin is active, follow these steps to add an H5P element to your book:

1. Navigate to the H5P Content menu and select "Add New."
2. Enter a title.

3. Select content type from the dropdown menu.
4. Install the content type by clicking on "Get" and following the steps indicated (if necessary).
5. Enter the information for your quiz/activity etc.
6. Click on "Create" when you're done!

Now that you've created your element, you can add it to your chapter. To do so:

1. Copy the shortcode displayed in the top right of the screen.
2. Navigate to the chapter where you would like add the element.
3. Paste the shortcode into place (you can do this in the visual editor, no need to switch to text).
4. Save your chapter.
5. View the web version to see the element in action.
6. Export other desired formats to see the fallback message.

You can also add an H5P element that you had previously created by placing your cursor where you want it to appear in the chapter and clicking Add H5P above your content tools.

See the H5P Interactive Content chapter in the *Pressbooks User Guide* for more information, including an example of how to create a simple multiple choice question.

Prefer to watch and learn? Check out this video tutorial:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openwa.pressbooks.pub/cascadiaguidepb/?p=77#oembed-1

# Enable annotation in the webbook version of your project using Hypothesis

Hypothesis is a powerful web annotation tool that many users deploy to enable collaboration between authors and editors, personal note taking and annotation, engagement with readers, or use as a teaching tool with students. This section will cover:

- What is Hypothesis?
- How to enable Hypothesis on your webbook
- How to include and exclude specific chapters or sections from Hypothesis

What is Hypothesis?

Hypothesis is a simple web annotation tool that allows readers to highlight and annotate webpages, enabling deeper engagement with content. While the tool is available as a browser extension that can be used on any webpage, Pressbooks allows you to build its capabilities into the pages of your webbook itself, meaning readers can read and create annotations without installing the extension (so long as they have a Hypothesis account) and public comments will be visible to anyone who comes to your book.

Once Hypothesis is enabled on your webbook (see below), any reader coming to the book will see the Hypothesis toolbar on the right, either open or minimized depending on your settings.
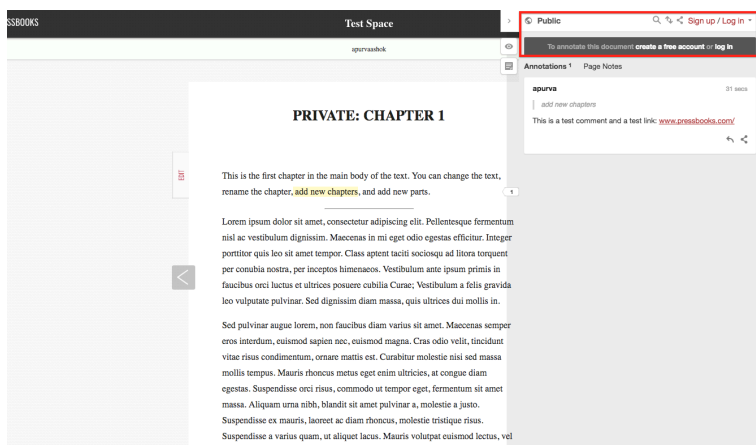
An example of a webbook with Hypothesis enabled. Click to view it larger; use your browser's back button to return to this page in the book.

With this toolbar open, the reader will see any public annotations and can create or log into their account. Once logged in, they can select any section of text and a small icon will pop up that lets them either highlight the passage (which will remain private) or add an annotation. Annotations can be edited, deleted, replied to or shared using the icons at the bottom of the annotation section.

These annotations can also be public, private to a reader or in a private group, and the user can toggle between these options at the very top of the toolbar (the default is "Public"). You can read more about creating groups and annotating in groups on the Hypothesis website.

NOTE: If you have your **book set to "Private,"** you don't need to create a group to keep your annotations and replies hidden from public view. The Pressbooks privacy setting means that no one can access the book, and as such they can't see any of the Hypothesis activity on it by default.
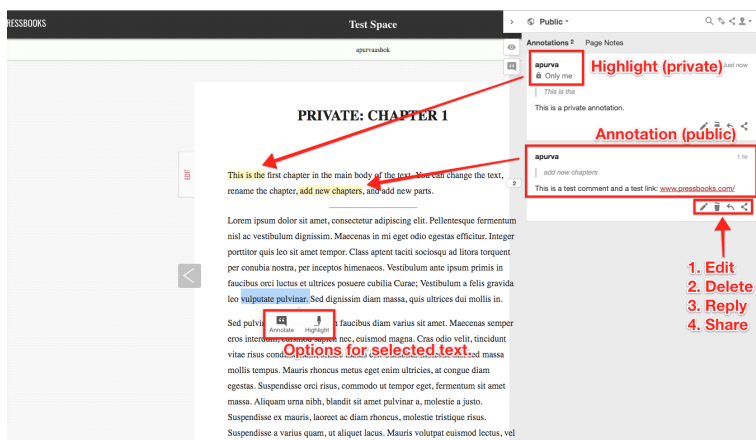
An example of a webbook showing Hypothesis in action. Click to view it larger; use your browser's back button to return to this page in the book.

Enabling Hypothesis in a Pressbooks book

By default, Hypothesis will not appear on any pages of your webbook. To enable it, follow these steps:

1. Go to "Settings" -> "Hypothesis" in your book
2. Select your default behaviors for:
    1. Displaying highlights
    2. Displaying the sidebar (you can make it open by default if you wish)
    3. Enabling annotations on PDFs stored in your media library (NOTE: we discourage the use of your media library for this kind of storage)
3. Select the parts of your book on which to allow Hypothesis annotations.
4. Save your changes.

PB   My Catalog   ▌ Test Space

🎛 Dashboard
🛒 Upgrade

📕 Text
ℹ Book Info
✎ Appearance
➡ Export
🛍 Publish

⚡ Plugins
🎵 Media
👤 Users
🔧 Tools
⬆ Settings

Sharing & Privacy
Export
Akismet
Hypothesis
Google Analytics
PB LaTeX

◀ Collapse menu

Hypothesis Settings

Customize Hypothesis defaults and behavior.

Highlights on by default   ☑

Sidebar open by default   ☐

Enable annotation for PDFs in Media Library   ☐

Content Settings

Control where Hypothesis is loaded.

Allow on front page   ☑

Allow on blog page   ☑

Allow on parts   ☐

Allow on chapters   ☑

Allow on front matter   ☑

Allow on back matter   ☑

Including & Excluding Specific Chapters or Sections

Your Hypothesis settings also offer granular control over which chapters or sections have Hypothesis enabled. To employ this option, you will need the **post ID** for the chapter(s) or section(s) you wish to specify. To find this, when you are in the chapter editor, look in the address bar for **post=[a number]**.

Once you have this number, you can enter it in the Hypothesis content settings in the appropriate field to allow or disallow Hypothesis on that specific page, overriding the global settings.

NOTE: If you're entering more than one post ID, separate them with a comma *only* (no spaces!).

PB   My Catalog   ☐ Test Space

🕸 Dashboard
🛒 Upgrade

▤ Text
ℹ Book Info
🔨 Appearance
➟ Export
📖 Publish

📣 Plugins
🎵 Media
👤 Users
🔧 Tools

🔁 **Settings**

Sharing & Privacy
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Akismet
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Google Analytics
PB LaTeX

◉ Collapse menu

Allow on specific parts (list of comma-separated parts IDs, no spaces)

Allow on specific chapters (list of comma-separated chapters IDs, no spaces)

Allow on specific front matter (list of comma-separated front matter IDs, no spaces)

14

Allow on specific back matter (list of comma-separated back matter IDs, no spaces)

Disallow on specific parts (list of comma-separated parts IDs, no spaces)

Disallow on specific chapters (list of comma-separated chapters IDs, no spaces)

115, 120

Disallow on specific front matter (list of comma-separated front matter IDs, no spaces)

Disallow on specific back matter (list of comma-separated back matter IDs, no spaces)

148, 149, 152

Save Changes

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Uses

- Collaborative editing – users can set up a private group, leave comments and editing suggestions, and discuss changes right in the document.
- Reader feedback – if you're sharing your book with early readers, they can offer feedback and comments, or you can leave the option open to anyone who is engaging with your books!
- Student engagement – students can be encouraged to engage with academic texts or books being discussed in class by leaving their thoughts and talking about the text among the class, offering those less likely to speak up in class the opportunity to share their thoughts.

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20. Adding Works to Catalogues in Pressbooks

DR. ANNE TUOMINEN

Chapter Purpose

This chapter explains how to add your published OER to Cascadia's Pressbooks catalogue so that it may be easily found.

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Cataloguing

To help others find your book, make sure it is set to Public view, and make it visible in Cascadia's internal catalogue and the OpenWA catalogue so that other Pressbook users may find it.

Making your book viewable by others

In the dashboard view, be sure to set your book to Public. You can share the URL then with anyone.

Adding your work to your catalogue in OpenWA

Every book in Pressbooks has a catalogue. See the [Pressbooks User Guide for more information about cataloguing](). To add your book to your personal catalogue, in the Dashboard view, check the box 'Show in catalogue.'

You should see your book via a link like this which you can share with your students: https://openwa.pressbooks.pub/catalog/yourname

Adding your work to Cascadia's tab in OpenWA's College Catalogue
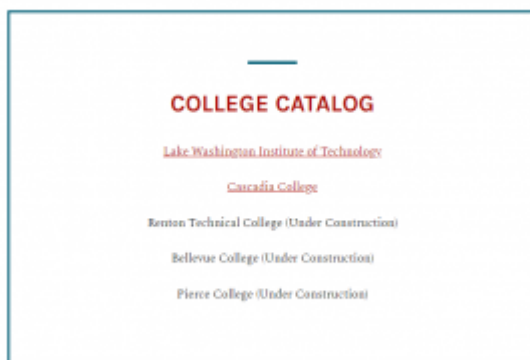
Then add your work to the OpenWA catalog, by adding 'cascadia' to the Users list:

- See the Users tab on the left in the administrative view of your book.
- Add new or add existing: pressbooks@cascadia.edu as Administrator. (Then, email elhelp@cascadia.edu so that someone can check the pressbooks@cascadia.edu email and click the activation link.)
- Once activated, 'cascadia' should appear on the Users list for your book in administrative view and will be produced in the OpenWA/Cascadia College PB catalogues. It should appear on [this page](): https://openwa.pressbooks.pub/catalog/cascadia

Sharing your work

Sharing your work is really easy: just provide the URL of your work, or the URL of your catalog, or the URL of Cascadia's catalogue. For course syllabi, it's a good idea to ask your students to bookmark the syllabus for easy access. (Since syllabi are ephemeral content, it's possible they may eventually be moved from the institution's catalogue content, but they will remain in your OpenWA personal catalogue.)

Conclusions

DR. ANNE TUOMINEN

What to do next

We hope this book has been a helpful introduction to OER and to how you might engage Pressbooks in your work adapting, adopting, or creating OER. At the same time, this book has served as an example of how open educational resources may be adopted, adapted, and created because it was built in the Pressbooks platform from a cloned OER book created for a different college system and then customized for our particular campus. Its open license means it is available for further revising, remixing, reusing, retaining, and redistributing. (See the What is OER chapter in Part 1 for a reminder of the 5 R's of OER, and review the licenses.)

   Please note:

1. This book is also available any time and may even reflect updates, so **bookmark the URL and check in** to see as chapters evolve.
2. **Pass on your comments and suggestions** to the email below.
3. **To see what we hope will be a growing list of other examples of OER**, look in the Cascadia College Pressbooks, the OpenWA, or PressbooksEDU catalogs.

For assistance

- For specific help in getting logged in to Pressbooks or for

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- For guidance on how to use the features of Pressbooks, use [Pressbook's own User Guide](#).
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Happy adopting, adapting, creating!

Appendix: Terms of Use

DR. ANNE TUOMINEN

For Cascadia College's Pressbooks platform, 6/1/2022

(See also Chapter on [How to Use Cascadia's Pressbooks and Terms of Use](#) in Part 3.)

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- Link their materials in the Cascadia College Pressbook catalog to "cascadia". Similarly, as noted in the Purpose section above, all materials by OPEN Washington account subscribers will also be linked within the OPEN Washington catalog.

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