

OPEN EDUCATIONAL RESOURCES FOR TEACHING AND LEARNING



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OER and LibreTexts at WWU

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Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

CHAPTER OVERVIEW

1: Background and Introduction

Origins of OER



If you are reading this, then perhaps you, too, believe that Open Educational Resources (OER) benefits teaching and learning. OERs not only help mitigate the rising course material costs for students, they also provide faculty with a text *unbound* by publishers. *Unbound* means that they are largely self-published, openly and frequently updated, and they are re-mixable, easily providing students with course materials without having to use costly new editions.

The "Open" part of OER, relies on educators sharing their materials freely with students in a course, but sharing them freely in general. Allowing other educators to use them in their course, in part or in whole, so that they can then share their work and so on. This open ecosystem allows educators to quickly iterate, providing the most up-to-date course materials to any course, all while students are netting the benefit from zero course material costs.

When did OER become a thing?

While the sharing of information and knowledge isn't a new concept in higher education, the shift from a business model to a more open-source model can be seen as relatively new. One of the earliest references that helped coin the term OER can be seen within a report in [2002 UNESCO Forum on Open Courseware](#). The definition and the notions behind OERs were further expanded upon five years later [by the William and Flora Hewlett Foundation](#).

We couldn't verify the security of your connection.

Access to this content has been restricted. Contact your internet service provider for help.

[Why Open Education Matters](#) from [Blink Tower](#) on [Vimeo](#).

In 2018, the EDUCAUSE Learning Initiative, or ELI, published a definition of aspects and policies around OERs, stating that,

Open educational resources (OER) are **teaching, learning, and research materials in any medium that reside in the public domain** or that **have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others**. OER confer significant dollar savings while also giving learners ready access to a wide range of high-quality, highly flexible educational materials. Open content offers faculty a means to customize curriculum to better align with learner needs and interests and to collaborate in new ways with peers worldwide. ([7 Things You Should Know About Open Education](#))

Redistribution is aided by the [Creative Commons](#) movement, as it provided the avenue for creators to share works that could be reused by others while retaining attribution. From these three examples, we see another term develop at universities and other institutions: the *Zero-Textbook course or ZTC*. These are courses where the faculty have designed their course around OERs and other digital materials freely available to students and thus removing the additional cost burden of the expense of textbooks and other course-related material fees. Today, more and more institutions are working to bring OER options to students. Whether that is sourcing OER texts that are already available or providing faculty opportunities to author their own.

Slow but steady

The shift to more widely developed and available OERs has felt like a slow process in the eye of many instructional designers and faculty. As rising course costs increase, student demand could increase adoption. Although OERs can be written using any kind of word processing software, there are a lot of additional benefits of having an OER created through a web-based platform solution. The ability to update content easily, send out notifications to users of the text of changes, and provide accessibility features are just a few of the benefits of using a web-published host. It also provides more flexible options for remixing, or the ability to use whole or parts of the works in another OER. Later in this OER, we will take a look at LibreText and its Remixer tool that is built into their platform that was designed to leverage those features.

Tools and Resources

Other sources like [Open Textbook Library](#), [OpenStax](#) and [OASIS](#) are common recommendations for faculty searching for a general open-textbook. Pressbooks is a platform built off the open source content management system (CMS) Wordpress, that provides

faculty and institutions blogging-like tools to author OERs.

From the perspective of research and journal articles, it is good to know what kind of digital access is available for students to academic journals through their university library. Although this access may be free to them and incredibly valuable while they are a student, it is not truly open or free post graduation. A more open resource available is the [Directory of Open Access Journals \(DOAJ\)](#) which provide access to non-subscription based and Creative Commons published journals and articles.

[1.1: Open, Accessible, and Free](#)

[1.2: OERs in Teaching](#)

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1.1: Open, Accessible, and Free

Open, Accessible and Free

With the advent of digital materials and learning management systems being integrated in grounded and online classes, course materials and resources are more accessible (in terms of access) and accessible (in terms of WACAG standards) than ever before. The terms 'free' and 'open licensed' as they relate to educational materials are often used interchangeably or in association with OER. That is because the intent of OER materials, by design, is to be open for use and adaption freely.

But just because a material is free, does that make it an OER?

"Open," in OER, relies on the design of the material to be not only free, but to carry a license, placed by the author, that allows them to be freely used in a variety of ways. Other freely available materials, such as those in the public domain, are free and open, but they were not intended to be OER. That does not take away from the value of those resources in classes, as that content could be used within OERs. But there is a difference in the materials because of their initial intent. An OER was designed with the intent to be an educational resource, whereas something that falls within the public domain may have achieved that status by other means, such as just by being government content or having a copyright expire.

Faculty and students have access to other types of zero-cost materials through their institution via the library course reserves, digital collections, and digital journals. While these materials are not necessarily open licensed or editable, they would be free. They can collaborate with library faculty to make select materials available directly in the LMS/Canvas. This not only removes the financial burden of course material costs, it allows students to use the materials immediately.

Ease of access is important, but ensuring that written and visual materials are accessible for students is likely a requirement as well. One of the benefits of finding true OERs is that they can be updated and improved, including making them more accessible for people who use screen readers and providing.

OERs are just one of many methods for the well-rounded educator who is looking to facilitate a more open learning approach with materials.

Enter Creative Commons

Seeing the limitations of copyright and public domain, Creative Commons, an international nonprofit organization, developed a set of licenses and tools to help build and sustain a commons of shared knowledge and culture ([CC>About](#)). The availability of Creative Commons licensing has made it possible for any creator to create works while retaining attribution. It gives educators the ability to free their content from published textbooks that are difficult to update and customize. As professors improve the content and share it with others, there is the potential for continuous improvement, a kind of "snowball" effect where others who use the text can build on what has been remixed or created.

Pulling up Anchor on Published Textbooks

Using a textbook to frame the content of a course has been a common practice among faculty for decades. This practice is often referred to as "anchoring" a text to a course, and, as long as the professor feels the content aligns with their learning objectives--or is willing to have the textbook influence the course focus--this has been a useful way to lay out content in a course term. Another challenge with this approach is the amount of information may have been designed for a different length of course term. In this traditional course that uses a traditional book, the course is typically structured in the same progression as the chapters of the text being used. But at times, it can also make a course dependent on a textbook and lock the professor into content they would not necessarily choose, in addition to the issues of whether or not it stays relevant, affordable, and available. Editions and changes by publishers can disrupt this organization with chapter shifts or by not updating the content enough to stay relevant. Students are savvy to this, and more and more often, they opt out of purchasing a book if they don't see the value in how it will be used in a course.

A good open educational resource can free the anchor for an educator, giving them the ability to organize, customize, update, and create content that works well for their course goals and outcomes.

Time and Equity

While providing students equitable access to reading and course materials for free is an incredible benefit, the very creation of OERs relies on a significant amount of time and resources by the professor. Similar to writing anything academic, whether it be a chapter, textbook, or article, creating--or even remixing--an OER for a course is a time-consuming process. It doesn't end with pushing "publish" on an OER publishing site. An OER can and should be an organic and iterative process for updates, as feedback on the OER comes back to the author from their students or from others in the community using it. It can leave a new OER author wondering, "How do I find the time to do all this?"

To the author or a team of authors, time is neither free nor necessarily open, as there are only a fixed number of hours in a day and everyone's means are different. There is no universal support structure in higher education for the creation of open educational resources, leading educators to find the time and support on their own or, possibly never have the opportunity. In some cases, or at some institutions, there may be professional development opportunities (like the WWU workshop associated with this text) or grants that provide support or compensation for OER production. This could be one of the many reasons why, despite being widely acknowledged for being beneficial to teaching and learning, the creation and adoption of OER has felt slow to catch on at a wider scale. It has also brought up questions about the subset of authors who are afforded the opportunity to create OERs, how they may present biased content in OER, and how some may remix content in ways they were not intended. These are all real concerns and all things that an OER author today should bring into consideration when they begin to map out the content of their OER.



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1.2: OERs in Teaching

Sources of OER

There are many ‘repositories’ of open educational resources; however, when searching for possible open educational resources on the web, check to see whether or not the resource has a Creative Commons license or a statement giving permission for re-use. Some may believe it to be common practice to use free (no cost) resources without worrying unduly about copyright, but there are risks without a clear license or permission for re-use. For instance, many sites, such as [OpenLearn](#), allow only individual, personal use for non-commercial purposes, which requires providing a link to the site for students rather than integrating the materials directly into your own teaching. If in any doubt about the right to re-use, check with your library or intellectual property department.

Types of OER

Open textbooks

Textbooks are an increasing cost to students. Some textbooks cost \$200 or more, and in North America a university undergraduate may be required to spend between \$800-\$1,000 a year on textbooks. An open textbook on the other hand is an openly-licensed, online publication free for downloading for educational or non-commercial use. You are currently reading an open textbook. There is an increasing number of sources for open textbooks, such as [OpenStax College](#) from Rice University, and the [Open Textbook Library](#) at the University of Minnesota, and the [B.C. Open Collection](#) in British Columbia.



Open research

Governments in some countries such as the USA, [Canada](#) and the United Kingdom are requiring all research published as a result of government funding to be openly accessible in a digital format.

Commercial publishers, who have dominated the market for academic journals, are understandably fighting back. Where an academic journal has a high reputation and hence carries substantial weight in the assessment of research publications, publishers are charging researchers for making the research openly available. This acts as a incentive for researchers to publish in less prestigious open journals without having to pay to get published.

However, it can only be a question of time before academics fight back against this system, by establishing their own peer reviewed journals that will be perceived to be of the highest standard by the quality of the papers and the status of the researchers publishing in such journals. Once again, though, open research publishing will flourish only by meeting the highest standards of peer review and quality research, by finding a sustainable business model, and by researchers themselves taking control over the publishing process.

Open data

In 2004, the Science Ministers of all nations of the OECD, which includes most developed countries of the world, [signed a declaration](#) which essentially states that all publicly funded archive data should be made publicly available. Following an intense discussion with data-producing institutions in member states, the OECD published in 2007 the [OECD Principles and Guidelines for Access to Research Data from Public Funding](#).

The two main sources of open data are from science and government. In science, the [Human Genome Project](#) is perhaps the best example, and several national or provincial governments have created web sites to distribute a portion of the data they collect.

Again, increasing amounts of important data are becoming openly available, providing more resources with high potential for learning.

How to use OER

Despite the challenges, teachers and instructors are increasingly creating open educational resources, or making resources freely available for others to use under a Creative Commons license. Repositories or portals where faculty can access open educational resources have matured over the years, increasing the likelihood that professors will be able to find the resources that best suit their particular teaching context.

There are therefore several choices:

- take OER selectively from elsewhere, and incorporate or adapt them into your own courses;
- create your own digital resources for your own teaching, and make them available to others (see for instance [Creating OER and Combining Licenses](#) from Florida State University);
- build a course around OER, where students have to find content to solve problems, write reports or do research on a topic;
- take a whole course from [OERu](#), then build student activities and assessment and provide learner support for the course.

Learners can use OER to support any type of learning. For instance, [MIT's OpenCourseWare](#) (OCW) could be used just for interest, or students who struggle with the topics in a classroom lecture for a credit course may well go to OCW to get an alternative approach to the same topic.

The Finding OERs section of this open textbook will provide further details and resources for finding and using OERs.

? Consider: Deciding on OER

1. Have you used OER in your own course(s)? Was this a positive or negative experience?
2. If you have not used OER, what is/are the main reason(s)? Have you explored to see what is available? What is the quality like? How could they be improved?
3. Under what circumstances would you be prepared to create or convert your own material as OER?

Interactivity and OER

As we've discussed, OERs are not just an open license replacement for a textbook, but a way for educators to rewrite what a textbook can deliver. Platforms such as H5P, as seen within LibreStudio, provide educators a way to use, cite, and even create interactive media as OERs.

H5P serves as a potent tool for educators, offering the capability to craft interactive and engaging content. This content, spanning presentations, quizzes, and interactive videos, among other types, can be seamlessly embedded into OER textbooks or even used as a standalone OER. It allows for embed, similar to how services like YouTube, providing educators the ability to even use H5P directly in an LMS such as Canvas. The adaptability and customization features of H5P enable educators to tailor content to align precisely with specific learning objectives, fostering a more interactive approach to teaching and learning within an OER.

A noteworthy aspect of this integration is the emphasis on accessibility, as H5P enables the creation of [content adhering to accessibility standards](#). The resulting OERs are inclusive and accommodate a diverse range of learners. In asynchronous online learning environments, educators can use features within H5P to create real-time feedback mechanisms within H5P content, such as quizzes that check for understanding to help bridge topics and break away from more passive media consumption within a course.

The open licensing options provided by H5P resonate with the ethos of OER, facilitating the sharing, remixing, and reuse of content within the broader educational community. This collaborative dimension is reinforced by H5P's community or as we use it within Western Washington University through [LibreStudio's collection](#), where educators and developers share their creations, fostering a culture of collective innovation.

An example of H5P below, sourced from LibreStudio, is a word search on terms involved in OERs. Drag your mouse to highlight words that you find.

Find the words from the grid

L	K	S	N	O	M	M	O	C
E	Q	F	M	J	E	C	J	D
V	U	I	U	J	Z	T	A	M
A	Z	N	U	B	P	O	G	N
L	Z	D	Z	T	N	L	N	Z
U	R	X	A	D	A	R	M	R
A	X	S	Z	H	D	E	N	N
T	L	G	A	U	K	M	G	U
E	T	U	B	I	R	T	T	A

 Find the words

Attribute

TASL

MERLOT

Evaluate

Find

Common

⌚ Time Spent : 0:00

0

✓ Check

↻ Reuse

<> Embed

H5P

For more on interactivity and H5P in OERs, see our *OER Tools & Development* open textbook.

Remixed from

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With original content

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Green, C. (2013) [Open Education, MOOCs, Student Debt, Textbooks and Other Trends](#) Vancouver BC: COHERE 2013 conference

Hampson, K. (2013) [The next chapter for digital instructional media: content as a competitive difference](#) Vancouver BC: COHERE 2013 conference

Hilton, J., Wiley, D., Stein, J., & Johnson, A. (2010). The four R's of openness and ALMS Analysis: Frameworks for open educational resources. *Open Learning: The Journal of Open and Distance Learning*, 25 (1), 37–44

See also:

Li, Y, MacNeill, S., and Kraan, W. (undated) [Open Educational Resources – Opportunities and Challenges for Higher Education](#) Bolton UK: JISC_CETIS

Murphy, E. (2103) [Day 2 panel discussion](#) Vancouver BC: COHERE 2013 conference (video: 4'40" from start)

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CHAPTER OVERVIEW

2: Tracking and Finding OERs

2.1: OER Collections

2.2: Strategies for Finding OERs

2.3: Open Licensing and Creative Commons Primer

2.3.1: Choosing A License

2.3.2: Open License Tutorial

2.4: Strategies and Keeping Track of OERs

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2.1: OER Collections

OER Collections

You might be asking yourself, "So, how can we find collections of OERs?"

As we've discussed, OERs are freely accessible, openly licensed materials that can be used for teaching, learning, and research. These resources are not just textbooks. Through Creative Commons licensing, any resource made with the intent to be used within education can be designated as an OER, including textbooks, lecture notes, quizzes, videos, and other educational materials that are available for anyone to use, adapt, and share.

In our course, we have narrowed down some OER discovery tools listed below that are more tailored for higher education and provide educators with books, chapters, and other open media that can be more easily remixed* into new OERs.

**Remixing, and using the remixing tool within LibreTexts, is covered in the Open Educational Resources: Tools & Development course.*

Try to limit your time, as this can be all-consuming!

- [LibreTexts.org](https://libretexts.org)
 - Note: This is our the repository we are using for the Tools & Development OER workshop. Resources from this site are exceptionally easy to reuse.
- [Mason OER Metafinder \(MOM\)](#) - search 22 repositories at once!
- [Pressbooks Directory](#) - over 6K free books from 166+ organizations
- [OASIS](#) - 61 different sources and contains 160K+ records of books, video, podcasts, courses, simulations, etc.
- [OpenStax](#) - 50+ college textbooks; known for rigorous peer review
- [Open Textbook Library](#) - 1401+ open textbooks; includes reviews
- [BC Open Collection](#) - includes textbooks and courses
- [Milne Open Textbooks](#) - open textbooks; includes reviews



See also: [CHIA Teaching Handbook: OER \(see Finding tab\)](#)

See also: [Platform and Links](#)

"Open" Content

In your own searches, you might stumble on other places that house OERs. [Educause](#) also keeps a list of often referenced OER sites that partially overlaps with our list:

1. **OpenStax:** OpenStax provides free, peer-reviewed, openly licensed textbooks suitable for college courses. Their materials cover a wide range of subjects.
2. **OER Commons:** OER Commons is a digital library that offers a wide range of OER materials, including lesson plans, textbooks, and multimedia resources. It covers various educational levels and subjects.
3. **MIT OpenCourseWare:** Massachusetts Institute of Technology (MIT) provides free access to course materials from a wide array of their courses, including lecture notes, assignments, and exams.
4. **The Community College Consortium for Open Educational Resources** - CCCOER is a joint effort by the OER Center for California, Foothill-De Anza Community College District, the League for Innovation in the Community College and many other community colleges and university partners to develop and use open educational resources (OER) and especially open textbooks in community college courses.
5. **MERLOT:** MERLOT is a platform that provides access to curated OERs, including textbooks, course modules, and multimedia resources. It covers a broad range of academic disciplines.

6. **Project Gutenberg:** Project Gutenberg offers over 60,000 free ebooks, including many classic literary works. While it's not exclusively educational, it can be a valuable resource for literature teachers.
7. **CK-12 Foundation:** CK-12 offers free, customizable educational content, including textbooks, simulations, and interactive activities for K-12 subjects.
8. **Google's Advanced Search:** Teachers can use Google's Advanced Search filters to find OERs. By specifying usage rights (under "Usage Rights" > "Free to use, share, or modify"), they can locate openly licensed content.

Although many of these sites offer "free" or "open" content for educators to use or share, it's important for teachers to review the licensing information associated with each resource to ensure compliance with usage terms and conditions.

Tools and Resources

Other sources like [Open Textbook Library](#), [OpenStax](#) and [OASIS](#) are common recommendations for faculty searching for a general open-textbook. Pressbooks is a platform built off the open source content management system (CMS) Wordpress, that provides faculty and institutions blogging-like tools to author OERs.

From the perspective of research and journal articles, it is good to know what kind of digital access is available for students to academic journals through their university library. Although this access may be free to them and incredibly valuable while they are a student, it is not truly open or free post graduation. A more open resource available is the [Directory of Open Access Journals \(DOAJ\)](#) which provide access to non-subscription based and Creative Commons published journals and articles.

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2.2: Strategies for Finding OERs

Search Strategies

Knowing a few search strategies will make for more effective searching. Watch the following short video and then review the search tips below so you can use them as you search for resources for your class.

403 Forbidden

Tips for Searching Repositories

- Keywords might not return the best results as resources are often input without proper indexing.
- Browse broadly — look at subject areas that are broader than yours but may still include information on your subject.
- If it is an option, browse by subject or discipline.
- Use the provided tools or filters to narrow down your search to more relevant results.

Take a few minutes to try out these strategies using a few of the suggested repositories on the previous page.

Google Advanced Search

Using Google Advanced Search is a great way to find resources by license type. Here are directions on how to use Google Advanced Search to find materials with open licenses.

1. On the [Google Advanced Search](#) page, scroll to the bottom and look for the "usage rights" field.
2. Change the "usage rights" field to one of the options presented.
3. Always double check the license on the actual resource! The Google algorithm isn't always accurate.

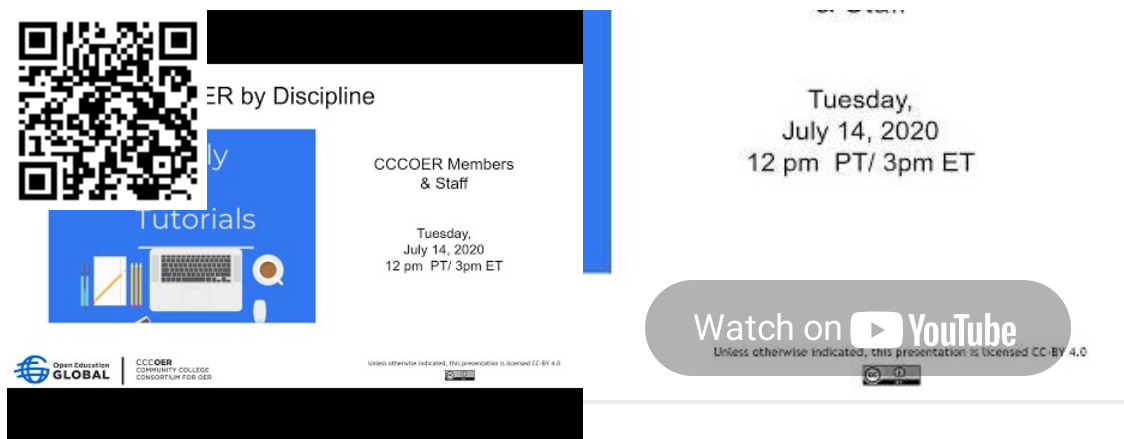
Google Filtering Search Tips

1. To find specific types of websites such as .gov or .edu type in the search box Site: .gov or Site:.edu
2. To eliminate specific websites or words you can use a minus symbol before the word. For example if you want to search for something but do not want Wikipedia to show up in the results simply type in the search box: -Wikipedia
3. Use quotations around a phrase to search for results containing that exact phrase. For example, a search for "climate change" will return fewer but more relevant results than searching for the phrase without quotation marks.

Discipline-Specific Searching

Some OER repositories are focused on specific disciplines. And, the specific search strategies that work best may depend on the specific discipline. The video below discusses search strategies based on disciplines.





OER by Discipline

CCCOER Members
& Staff

Tuesday,
July 14, 2020
12 pm PT/ 3pm ET

Watch on  YouTube

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Open Education GLOBAL | CCCOER COMMUNITY COLLEGE CONSORTIUM FOR OER

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2.3: Open Licensing and Creative Commons Primer

Attribution

This resource is a condensed adaptation of the **Open Educational Resources: OER 101 Tutorials for Designers** (CC-BY) authored by Linda Neff, Coconino Community College and Sandra Cerreta, Arizona Western Community College, most recently updated 3/15/22, and has been made available from the Canvas Commons.

Introduction to OER

Overview

This video explains what Open Educational Resources (OER) are and provides an overview of Creative Commons licensing, which we will describe in this primer.



Attribution: “What is an open license and how does it work?” by [The Council of Chief State School Officers](#) is licensed [CC BY 4](#).

Definition

Open educational resources (OER) are openly-licensed, freely available educational materials that can be modified and redistributed by users. They can include any type of educational resource, from syllabi to full courses.

The most comprehensive definition of OER available today is provided by the Hewlett Foundation:

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

Note

Most library subscriptions cannot be altered, remixed, or redistributed; therefore, these materials cannot be considered “open.” Although some materials are free to access for a library’s users, that does not mean that they are free to access for everyone

(including the library). Similarly, while some open access resources are made available under a copyright license that enables modification, this is not always the case.

Benefits

- **Cost savings for students** - One of the first aspects of OER to be praised by the general public was the cost savings that they could bring to students. The price of college textbooks has risen greatly over the past 35 years, outpacing all other consumer goods in the Consumer Price Index by a great margin (Data source: [Bureau of Labor Statistics](#)).
- **Access to quality materials for students** - Open materials can be accessed before, during and after your course, without costs and without having to be affiliated with the university.
- **Access to quality materials for faculty** - Using high quality materials that align more closely to your student learning outcomes allows for customization, selection, the ability to easily update or create a second edition, and tailor ancillary materials.
- **Network and collaborate with peers** - Professors can access materials that have been peer-reviewed by experts in your field, create materials with colleagues, and even have students work to co-create certain materials.

Challenges

- Subject availability
- Format and material type availability
- Time and support availability

Considerations

- How will an OER improve your course?
- How will you tailor the OER to your target (and possibly secondary) audience(s)?
- Does the OER you need already exist?
- How will you share and update your OER?
- How can you learn the necessary expertise to develop your OER?
- What kind of copyright/open license will you want to use?

Copyright and Open Licensing

As you begin to explore OER for use in your classroom, it is important that you understand your rights over the works you create and what it means to give those rights away.

Most copyrighted works are under full, “all rights reserved” copyright. This means that they cannot be reused in any way without permission from the work’s rights holder (usually the creator). One way you can get permission to use someone else’s work is through a license, a statement or contract that allows you to perform, display, reproduce, or adapt a copyrighted work in the circumstances specified within the license.

Copyright Law

U.S. copyright law protects an author’s rights over their original creative works (e.g., research articles, books and manuscripts, artwork, video and audio recordings, musical compositions, architectural designs, video games, and unpublished creative works) ([U.S. Copyright Law](#)). As soon as something is “fixed in a tangible medium of expression,” it is automatically protected by copyright. A resource is considered fixed when:

“its embodiment ...by or under the authority of the author, is sufficiently permanent or stable to permit it to be perceived, reproduced, or otherwise communicated for a period of more than transitory duration” ([U.S. Copyright Law](#)).

In other words, an idea for a book you want to write is not protected by copyright, but the first draft of your manuscript is. Copyright protection ensures that the creator of a work has complete control over how their work is reproduced, distributed, performed, displayed, and adapted ([U.S. Copyright Law](#)).

You do not need to register your resource with the U.S. Copyright Office for this to come into effect; it is automatic.

Public Domain

Works that are no longer protected by copyright are considered part of the public domain. Items in the public domain can be reused freely for any purpose by anyone, without giving attribution to the author or creator.^[4]

Public domain works in the U.S. include works whose creator died 70 years prior, works published before 1924, or works dedicated to the public domain by their rights holder. The Creative Commons organization created a legal tool called CC 0 to help creators dedicate their work to the public domain by releasing all rights to it.

Fair Use

If an OER is available under a copyright license that restricts certain (re)uses, you can make a fair use assessment for reproducing or adapting that work. However, having explicit permission is preferable. We do not recommend using fully copyrighted works in OER projects without written permission from the work's rights holder.

Open Licenses

All OER are made available under some type of open license, a set of authorized permissions from the rights holder of a work for any and all users. The most popular of open licenses are Creative Commons (CC) licenses. While we will focus on CC licenses, note that other open licenses exist, such as the GNU Free Documentation License, a fully open license for any type of resource, and the Free Art License, a fully open option for creative works.

One of the tenets of OER laid out early on in the open education movement was the idea of the 5 Rs introduced by David Wiley.

- Retain = the right to make, own, and control copies of the content.
- Reuse = the right to use the content in a wide range of ways
- Revise = the right to adapt, adjust, modify, or alter the content itself
- Remix = the right to combine the original or revised content with other open content to create something new
- Redistribute = the right to share copies of the original content, your revisions, or your remixes with others

Creative Commons

Creative Commons (CC) licenses allow you to explain, in plain language, how your creative works can be reused. These licenses act as explicit, standing permissions for all users allowing others to reuse, adapt, and re-publish content with few or no restrictions.

The Four Components of Creative Commons Licenses

	Attribution (BY) Proper attribution must be given to the original creator of the work whenever a portion of their work is reused or adapted. This includes a link to the original work, information about the author, and information about the original work's license
	Share-Alike (SA) Iterations of the original work must be made available under the same license terms.
	Non-Commercial (NC) The work cannot be sold at a profit or used for commercial means such as for-profit advertising. Copies of the work can be purchased in print and given away or sold at cost.
	No Derivatives (ND) The work cannot be altered or "remixed." Only identical copies of the work can be redistributed without additional permission from the creator.

These elements can be mixed and matched to create a total of six [Creative Commons licenses](#):

- CC BY
- CC BY-SA
- CC BY-NC
- CC BY-NC-SA
- CC BY-ND
- CC BY-NC-ND

To help decide which license is best for your resource, explore the [CC Chooser: License Chooser](#).

Before you choose a license, keep in mind that an OER should be able to exercise all the 5 Rs of open content. Note that the CC BY-ND and CC BY-NC-ND licenses do not allow revising or remixing content, two of the most significant freedoms of OER for many instructors.

Creative Commons has an [online Marking Guide](#) that demonstrates how to mark your CC license on different types of media. Making your license obvious on whatever item you are sharing is an important part of the dissemination process for OER. It must be clear, visible, and provide links to the license/work.

Wiley's 5Rs and Creative Commons Licensing

	Retain Make and own a copy	Reuse Use in a wide range of ways	Revise Adapt, modify, and improve	Remix Combine two or more	Redistribute Share with others	
Public Domain	✓	✓	✓	✓	✓	OER
CC-BY	✓	✓	✓	✓	✓	
CC-BY-SA	✓	✓	same license	same license	✓	
CC-BY-NC	✓	✓	✓	✓	non-commercial	
CC-BY-NC-SA	✓	✓	same license	same license	non-commercial	
CC-BY-ND	✓	✓	personal use only	personal use only	✓	Not OER
CC-BY-NC-ND	✓	✓	personal use only	personal use only	non-commercial	

Attribution: “Wileys 5Rs and Creative Commons Licensing” is by Krysta McNutt, [CC-BY 4.0](#). To view the full version, [visit the Google Drawing](#).

Conclusion

Please remember that you can always reach out for help or even to just brainstorm ideas with your local instructional designer, librarian, or any other faculty member who has also engaged in the creation of OER.

For the full OER 101 Tutorial, as saved into the WWU Canvas environment, feel free to join: <https://www.instructure.com/enroll/6M44PH>

2.3: Open Licensing and Creative Commons Primer is shared under a [CC BY](#) license and was authored, remixed, and/or curated by LibreTexts.

2.3.1: Choosing A License

Overview

There are two things to remember: TASL (title, author, source, and license) and CC (Creative Commons licensing). Keeping track of licenses while gathering potential OERs is a worthy task, even if it is a few extra steps. This information is necessary to determine the proper CC license for a remix of materials.

TASL

While searching for OERs, it is important to track some basic information. The acronym TASL, as [Ontario Tech University points out](#), is a good acronym as to keep in mind: Title, Author, Source, and License. This simple guideline emphasizes key information that will help you with attributions if you are using the OER in whole or in parts—including when you are creating a collection with a variety of CC licenses.



1. Title

- **What is the name of the material?** Sometimes there isn't a distinct title, but if a title is provided, it should be included. If not, it's not a requirement.

2. Author

- **Who is/are the author(s)?** Providing authorship information is essential for giving credit to the original creator. This supports academic integrity and acknowledges the intellectual contributions of the author.

3. Source

- **Where did you find it?** Where is it linked? Keep the link where the OER was obtained or originally published. It could include the platform, website, or repository from which the resource was sourced. Note that some OERs may have been published on multiple platforms and some platforms may be better than others for accessing and using the content.

4. License

- **How can we use it?** Does it already have a CC license? The license specifies the permissions and restrictions associated with the use of the OER. Clearly stating the license is fundamental in OER to communicate the terms under which others can use, share, and adapt the resource.

Creative Commons License Chooser

The Creative Commons License Chooser is a helpful tool that walks users through the process of defining the terms under which their works can be shared, used, and remixed. The License Chooser guides individuals through a series of questions, facilitating the selection of an appropriate Creative Commons license. This process involves customization based on preferences regarding attribution, commercial use, modifications, and sharing of derivative works. After going through the steps, it offers a user a suggested license for what they are looking to do. It also provides this in plain language, offering insights into the permissions and restrictions associated with the chosen terms. Users can copy the embed code and a Creative Commons badge for their work, aiding in the clear display of licensing information alongside the content and promote its use and reuse.

<https://chooser-beta.creativecommons.org/>

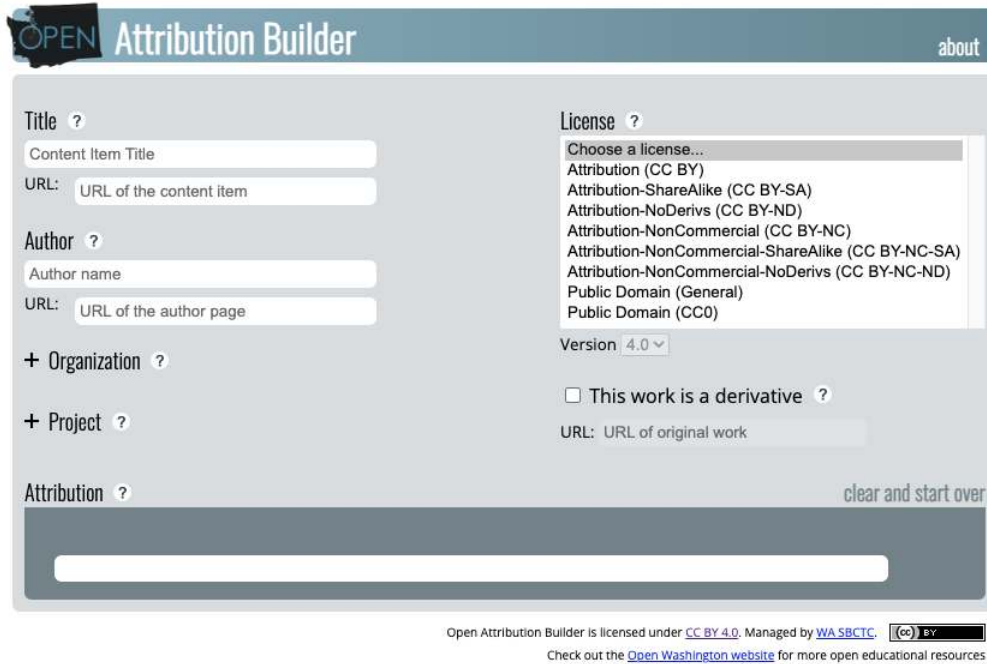
Attribution in Specific Media

As stated above, best practices for attribution apply to a variety of media, not just text. For media such as offline materials, video, audio, and images, consider:

1. **Publish a web page with attribution information.** For example, on a webpage featuring your audio recording, provide a credit list of material you used that adheres to best practices above. Doing so allows not only your material but the materials you attribute to be found by search engines and other web discovery tools. If possible within the medium, make the Author, Source, and License into links the user can follow.
2. **Mention the credits within the media itself.** For example, crediting videos can be a simple list of the materials used with their associated licenses in a screen at the end of a video. For audio, it can be a verbal recitation of credits at the end of the recording.

There are cases where materials may not have an attribution already provided. There are sites and browser plugins that may be able to assist you as you are collecting your OER resources.

From Washington State, there is the Open Washington site, which can help you build attributions should you run into a resource that you are uncertain how to use or are looking for HTML embeddable attributions <https://www.openwa.org/attrib-builder>.



The screenshot shows the 'Open Attribution Builder' web form. It has a header with the 'OPEN' logo and 'Attribution Builder' text, and an 'about' link. The form is divided into several sections:

- Title:** A text input field with a placeholder 'Content Item Title' and a 'URL' field with a placeholder 'URL of the content item'.
- Author:** A text input field with a placeholder 'Author name' and a 'URL' field with a placeholder 'URL of the author page'.
- Organization:** A section with a plus icon and a question mark.
- Project:** A section with a plus icon and a question mark.
- License:** A dropdown menu with options: 'Choose a license...', '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)', 'Public Domain (General)', and 'Public Domain (CC0)'. Below the dropdown is a 'Version' dropdown set to '4.0'.
- Derivative:** A checkbox labeled 'This work is a derivative' with a question mark, and a 'URL' field with a placeholder 'URL of original work'.
- Attribution:** A large text area for the final attribution text, with a 'clear and start over' link to its right.

 At the bottom, there is a footer stating: 'Open Attribution Builder is licensed under CC BY 4.0. Managed by WA SBCTC. (cc) BY. Check out the Open Washington website for more open educational resources'.

✓ License Example 2.3.1.1

CC License as an Embed for HTML pages

Using Open Washington's Attribution Builder, you would generate a bit of HTML that can be used on a webpage (or perhaps within your LMS)

`<a>"This work"</a> is licensed under <a href="http://creativecommons.org/licenses/by/4.0" target="_blank">CC BY 4.0</a>`

What it looks like on a page

Sometimes, CC license builders will include the small license graphic  along with attribution text. But at a minimum, what is required is the text attribution:

"This work" is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Attribution: Adapted from [Best Practices for Attribution](#) by [Creative Commons Wiki](#), licensed under a [CC BY 4.0 International License](#).

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2.3.2: Open License Tutorial

Overview

Welcome! With this tutorial, you have the opportunity to gain confidence with sourcing and creating open licensing attributions.

Basic Attribution

The TASL acronym is used to remind us what elements Creative Commons recommends including in an attribution.

In addition, Creative Commons suggests specific conditions in your attributions.

Summary:

- Include full link address to the original source.
- Include CC license/link for the source, e.g., [CC BY 4.0](#)
- Indicate derivative or adaptation.

Attribution Placement

Having attributions listed at the beginning or end of a paper, slides, or blog post can work well. In some cases, placement of an attribution often makes more sense "closer" to the item being attributed, such as with images and figures or with audio or video excerpts.

Reasonable Attribution

Creative Commons notes that you may satisfy the attribution requirement in any reasonable manner based on the medium, means, and context in which the Licensed Material is used. For example, it may be reasonable to satisfy some or all of the conditions by retaining a copyright notice, or by providing a link associated with the Licensed Material, if the copyright notice or webpage includes some or all of the required information.

Image Attributions

Including the TASL elements are indeed good practice, but there are some special considerations (Pixsy, 2024) for attributing images.

- Make sure the attribution is fully visible next to image.
- If there is no clear link to the creator or license of an image, **do not use it**.
- Note image modifications in the attribution (if these are allowed by the [CC license](#)). See example below.
- If there are multiple creators, include them.
- If the creator's name is not available, it is acceptable to substitute the username or handle.
- If there's any doubt as to [how the creator\(s\) should be credited](#), get in contact with the copyright owner.
- For images under CC 4.0 licenses, including the title is not mandatory.
- Images shared without CC licensing can be used as per the license agreement under which they were procured.

Image Modifications Attributions

If modifications are allowed by the [CC license](#) (no "ND" for no derivatives), users can change images. Creative Commons suggests users note the change in their attribution. This protects the original work and disassociates the creator from further derivative works. For example:



“Super Capta” by [Boxy Brown’s Bling](#), via Flickr, is licensed [CC BY-NC 2.0](#). Noir filter applied.

If the image were modified to such a degree that a new work was created, a new title, author, and (compatible) license of the derivative work could be declared along with the attribution statement.

CCO/Public Domain Attributions

Attribution is not a legal requirement for public domain works or for works released from copyright by the creator with a [CC0](#) designation; however, providing source information gives others a path to find the work, shows that you are following good practice, and models good practice for students.



Use at Your Own Risk

Once you have created or remixed an OER, consider including a “disclaimer of warranties,” which clarifies that the author makes no representations or warranties about the non-infringement or absence of other defects concerning the CC-licensed work. In plain English, this means that the users will use the work at their own risk.

Attribution Scenarios

Using the [Open Washington Attribution Builder](#), “build” a license for the following scenarios.

SCENARIO 1: Original Media

SCENARIO 2:

SCENARIO 3*:

***Fine print:** Materials produced by federal agencies are in the public domain and may be reproduced without permission. However, not all materials appearing on this web site are in the public domain. Some materials have been donated or obtained from individuals or organizations and may be subject to restrictions on use.

For additional scenarios, see: [Quickstart Guide: Openly Licensed Images and Attribution](#)

Conclusion

It is always good practice, and often the law, to attribute the source of work produced by others.

Next up, you will explore ways to attribute sources when they come from a variety of authors with a variety of licenses.

Attributions

Adapted from [Recommended practices for attribution](#), Creative Commons, [CC BY 4.0](#)

Cited from [How to correctly attribute images](#), Pixsy, Copyrighted. Accessed 1/23/24.

Excerpted from [Attribution](#), Pressbooks, [CC BY 4.0](#)

Excerpted from [How to Build Open Attributions](#), OER Initiative, [CC BY 4.0](#)

Excerpted from [Copyright Literacy and Open License Attribution as Scholarly Practice](#), *Digital Culture & Education*, 7/3/23.

Written by: Connie Blomgren, Athabasca University, Canada, [CC BY NC SA](#)

[Quickstart Guide: Openly Licensed Images and Attribution](#), OER Commons, [CC BY 4.0](#)

[Attribution Builder](#), Open Washington, [CC BY 4.0](#)

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2.4: Strategies and Keeping Track of OERs

Backward Design for Course Organization

Before delving into curating an OER it is good to consider the broader task of course curation. In other words, in the transition of a course to a zero-cost textbook there may not be OER resources that meet all of the specific needs or outcomes for the text. It may be necessary to find a variety of OER resources to use throughout your text or course. Professors can use individual OER resources throughout their course or combine them into a single resource.

A course organization spreadsheet can help organize and keep track of the resources. The spreadsheet has room for all the information needed to organize the course. The more complete it is, the easier it will be when it is time to make a single resource and/or integrate them into an online course.

Using the principles of backward design, consider filling out a resource organizer such like the spreadsheets below. Use the course outline, outcomes, syllabus, or other documents that break down the course into sections.

- [Template: Course Organization Spreadsheet](#) (Google Sheets). For use in a Google Drive account, copy the template by selecting File, then "make a copy." Then, it can be edited in a personal copy. [Google Sheets is free to anyone](#) with a Google account.
- [Template: Course Organization Spreadsheet](#) (Microsoft Excel) is also available for download.

Organizing Resources on a Spreadsheet

Below are the directions for using the spreadsheet templates above to organize resources for the course.

1. Download the template in the version of your choice, either a Microsoft Excel Worksheet or a Google Sheet.
2. Using the course outcomes, outline, syllabus, or other information; start by filling in the units of the course under the tab "Topic/Outcome/Lesson." This will help determine what sort of content is still needed for the course.
3. Next think about how students are going to be assessed on the content. What sort of evaluation method will be used?
4. This next part is optional. Work systematically through the spreadsheet lesson by lesson, or you can fill out the spreadsheet as useful content is found.
5. To get a sense of what the spreadsheet will look like filled out, view this short example of the spreadsheet : [Example of Template: Course Organization Spreadsheet](#) (in Google Sheets).



Attribution

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CHAPTER OVERVIEW

3: Evaluating OERs

[3.1: Evaluating OERs](#)

[3.2: Combining Licenses When Adapting](#)

[3.3: Adapting and Adopting an OER](#)

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3.1: Evaluating OERs

Overview

When evaluating Open Educational Resources (OERs) for use in a course, educators should consider several factors to ensure that the selected materials meet the educational needs of their students. The biggest draw to OER is cost savings to students, but beyond that a professor needs to evaluate other factors to ensure the resource is of a quality that can be maintained. Remember, there are 5Rs when it comes to OER, and when selecting an OER, perhaps consider the areas it lacks and where you might be able to contribute to it to improve not only its usability but its functionality. Authors can and should strive to make their OER *better* than a book!

Key Considerations

When evaluating potential OERs, it is important to assess the accuracy and reliability of the content. Look for resources that are well-researched, up-to-date, and aligned with the course objectives. Ensure that the OER aligns with the pedagogical approach, teaching style preferred by the educator, and expected learning outcomes. Check if the OER is accessible to all students, including those with disabilities. Ensure that the content is available in formats that accommodate different learning preferences and needs.

Having reviewed several OER rubrics and OER evaluation guides, the following key considerations include all of the common areas to consider as well as some things we believe are important related to interactivity.

- **Relevancy:** appropriate perspective, coverage, outcomes, target audience
- **Currency:** content and platform; long-term sustainability of the OER; likelihood it will remain available and supported over the duration of the course
- **License:** can be reused, remixed, or adapted; format easily allows for transfer, download, editing
- **Accessibility**
 - alternate formats, bandwidth
 - media captions
 - UDL formatting
- **Bias:** creator, discipline, host, cultural relevance
- **Creator**
 - credibility, reputation
 - knowledge, authenticity
- **OER Host**
 - credibility, reputation
 - peer review methods, ratings, recommendations from other educators
- **Quality**
 - accuracy, clarity, consistency
 - formatting, grammar, spelling, links
- **Interactivity and Media**
 - active learning options
 - audio, video
 - media elements or interactive features that enhance engagement and understanding

Additional Resources

Examples of rubrics for evaluating OER:

- [Iowa State LibGuide](#)
- [OER Selection Criteria \(Affordable Learning Georgia\)](#)
- [Open Textbook Network Review Rubric](#) - used in the Open Textbook Network's Library, developed by BCCampus
- [Faculty Guide for Evaluating OER \[pdf\]](#) - developed by BCCampus OpenEd Resources (BCOER)

- [Achieve's Rubrics for Evaluating OER \[pdf\]](#)

By carefully considering these factors, professors can make informed decisions when selecting OERs for their courses. Regularly updating and reviewing the chosen resources can also help ensure that the content remains relevant and effective for students.

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3.2: Combining Licenses When Adapting

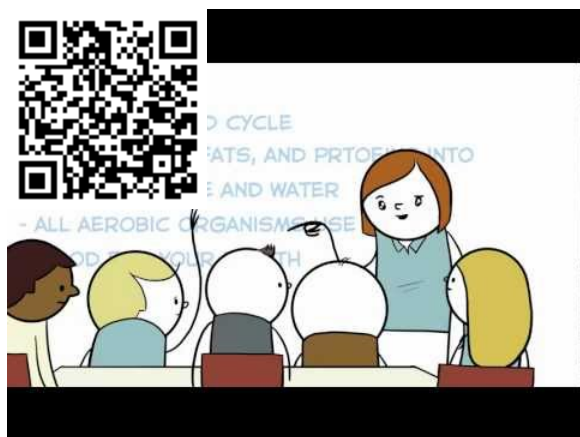
Creating OER and Combining Licenses

When adapting a Creative Commons (CCP) work to create a new work of your own, you may use resources that have different types of CC licenses. Combining works with different CC licenses can sometimes be tricky. There are four questions you will want to ask when considering adapting a work:

1. What are you allowed to adapt?
2. What adaptations can you share?
3. What licenses can you adapt/remix to create new works?
4. What license should you give your newly adapted work?

We will answer each of these questions below. But first, for an introduction to the issues, watch the following short videos on combining licenses when adapting CC works. The videos explain when you may encounter the issue of combining licenses as well as solutions for when you have questions.

Part 1



Creating OER and Combining Licenses Part 2

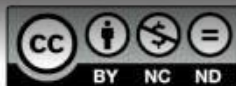
The OER Repository



BY NC SA



BY NC



BY NC ND



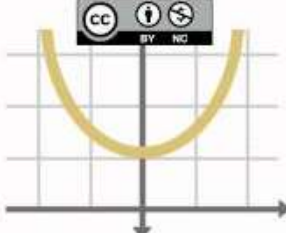
BY





BY NC











Watch on YouTube

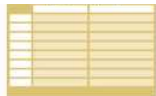




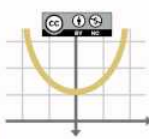
BY NC



BY NC ND







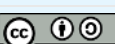
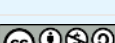
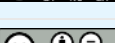
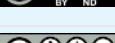
License Compatibility for Adapting/Remixing More Than One Work

If you want to combine material in a way that results in the creation of an adaptation (i.e., a “remix”), then you must pay attention to the particular license that applies to the content you want to combine. Here are some basic rules:

- All Version 4.0 CC licenses allow works to be adapted, including NoDerivatives works, however, you cannot share the adapted NoDerivatives work.
- All the other CC licenses allow remixes, but may impose limitations or conditions on how the remix may be used.
- If the underlying work is licensed under a ShareAlike license, then ShareAlike applies to your adaptation and you must license it under the same or a compatible license.
- If you want to use a remix for [commercial purposes](#), you cannot incorporate material released under one of the NonCommercial licenses.
- In all cases, you have to attribute the original work when you create an adaptation.

The chart below shows which CC-licensed material can be remixed. The licenses across the top and side indicate two works you wish to remix. The intersection of the row and column indicate if those two works can be combined.

Combining two licenses

license							
	OK	OK	OK	OK	OK	No	No
	OK	OK	OK	OK	OK	No	No
	OK	OK	OK	No	No	No	No
	OK	OK	No	OK	OK	No	No
	OK	OK	No	OK	OK	No	No
	No	No	No	No	No	No	No
	No	No	No	No	No	No	No

Licensing Your New Adaptation

If you make [adaptations](#) of material under a CC license (i.e. "remix"), the original CC license always applies to the material you are adapting even once adapted. The license you may choose for your own contribution (called your "adapter's license") depends on which license applies to the original material. Recipients of the adaptation must comply with both the CC license on the original and your adapter's license.

BY and BY-NC Material

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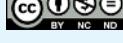
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So that you can easily see which license you can use for your adapted work, Creative Commons has produced an [Adapter's License Chart](#) that shows which license you can use on your adapted work. An adaptation of this chart is shown below, preceded by a link to an accessible text version. This table by Suzanne Wakim is licensed as [CC-BY](#). [Text-only version](#)

Identifying the licenses of components usable for a final product with a given license

licenses	final product license 	final product license 	final product license 	final product license 	final product license 	final product license 	final product license 
 components	OK	OK	OK	OK	OK	OK	OK
 components	No	OK	OK	OK	OK	OK	OK
 components	No	No	OK	No	No	No	No
 components	No	No	No	OK	OK	No	OK
 components	No	No	No	No	OK	No	No
 components	No	No	No	No	No	No	No
 components	No	No	No	No	No	No	No

Attributions

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- Creating OER and Combining Licenses [Part 1](#) and [Part 2](#), [TheOGRepository](#), [Creative Commons Attribution-ShareAlike 3.0 Unported](#)
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3.3: Adapting and Adopting an OER

Why Adapt OER?

There are several reasons you may want to adapt or curate a resource. Perhaps existing OER do not have all the content you would like to include in your course. Or there may not be any cohesive OER for your course but there may be available materials you can pick and choose from to build the perfect resource for your class.

Below are further reasons that adaptation is a good option:

- Save time and work by mixing OERs with your own material to make something richer.
- Make the material more accessible.
- Insert culturally specific references to make a concept easier to understand.
- Translate it into another language.
- Correct errors or inaccuracies.
- Keep the OER up to date by adding the latest discoveries or theories.
- Insert media or links to other resources.
- Adapt it for a different audience or educational level.
- Change the format of the OER.

Things to Consider Before Adapting or Modifying

There are several factors to consider when adapting an OER. The more you want to change, expand, or edit an OER, the more time you will need. Below are some important considerations.

- 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 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?
- Students prefer format flexibility with their textbooks. You may need to find additional conversion tools to convert your final textbook to a different format.
- If you wish to edit or create graphics, images, charts, and/or multimedia content, you will need to use additional, specialized tools to create these.
- Keep it simple. Think of the textbook as a living resource that you can improve incrementally over time.

Adaptations / Remixes vs. Collections

Because of the ND license restriction it is important to know the difference between adapting something and collecting something.

An adaptation is a work based on one or more preexisting works. What constitutes an adaptation depends on applicable law, however translating a work from one language to another or creating a film version of a novel are generally considered adaptations.

In contrast to an adaptation or remix, a collection involves the assembly of separate and independent creative works into a collective whole. A collection is not an adaptation. You can think of the difference adaptations and collections to smoothies and a fruit basket, respectively.

Adaptations / Remixes

Like a smoothie, an adaptation/ remix mixes material from different sources to create a wholly new creation. In a “smoothie” or adaptation / remix, you often cannot tell where one open work ends and another one begins. When licensing your final work, you must select a license that is compatible with all the individual works. Be sure to also provide attribution to the individual parts that went into making the adaptation.

In the smoothie shown in the image, the individual works have the licenses: CC BY-NC, CC BY-NC-SA, CC BY, and public domain. The final product must have a license of CC BY-NC-SA. We will discuss why this must be the final license later in the



module.

An example of an education adaptation would be an open textbook chapter that weaves together multiple open educational resources in such a way where the reader can't tell which resource was used on which page. That said, the endnotes of the book chapter should still provide attribution to all of the sources that were remixed in the chapter.

Collections

Compare the smoothie, where fruits are blended together, with a basket of fruit. The fruit basket is a collection because each fruit is clearly distinguishable from the others. Each separate item in the collection can have a different license.

In this fruit smoothie example, the collection has a license of CC BY. It contains works with the licenses: CC BY-NC, CC BY-NC-SA, CC BY-SA, and CC BY-NC-ND.

Unlike a remix, a collection can have multiple works with licenses incompatible with each other, because the copyrights in the individual works remain intact with the creators of those works. And, unlike remixes, you can include licenses with the ND element because that work is not being adapted, it is being used as-is. It is your job to make clear to reusers of the collection that the works you have aggregated may be separately licensed, and to provide attribution information about those works. This gives the public the information they need to understand who created what and which license terms apply to specific content.

When you combine material into a collection, you may have a separate copyright of your own that you may license. However, your copyright only extends to the new contributions you made to the work. In a collection, that is the selection and arrangement of the various works in the collection, and not the individual works themselves. For example, you can select and arrange preexisting poems published by others into an anthology, write an introduction, and design a cover for the collection, but your copyright and the only copyright you can license extends to your arrangement of the poems (not the poems themselves), and your original introduction and cover. The poems are not yours to license.

Additional Resources for Adapting and Creating

- [Suggested Curation Workflow](#)
- [Modifying an Open Textbook: What You Need to Know](#)
- [Open Textbook Authoring and Editing](#)
- [Authoring an Open Textbook](#)
- [Writing an Online, Open Textbook: Is It Worth It?](#)
- [BC Open Textbooks Pressbook Guide](#)

Conclusion

For too long, our educational systems have operated with a fundamental disconnect between practices left over from the analog world, and the vast potential of technology and the Internet to support more affordable, effective teaching and learning. The movement for Open Education seeks to close this gap.

Textbook costs should not be a barrier to education. The price of textbooks has [skyrocketedLinks to an external site.](#) more than three times the rate of inflation for decades. College students face steep price tags that can top \$200 per book, and K-12 schools use books many years out of date because they are too expensive to replace. Using OER solves this problem because the material is free online, affordable in print, and can be saved forever. Resources that would otherwise go to purchasing textbooks can be redirected toward technology, improving instruction, or reducing debt.

Students learn more when they have access to quality materials. The rapidly rising cost of textbooks in higher education has left many students without access to the materials they need to succeed. [Studies showLinks to an external site.](#) that 93% of students who use OER do as well or better than those using traditional materials, since they have easy access to the content starting day one of the course.

Technology holds boundless potential to improve teaching and learning. Open Education ensures that teachers, learners and institutions can fully explore this potential. Imagine an American History textbook with the latest news from the 2016 election, or a

math tutorial that incorporates local landmarks into word problems. Imagine a lecture attended by hundreds of thousands of people across the globe, or a peer-to-peer exchange between Canadian students learning Mandarin with Chinese students learning English. All of this and more is possible when the pathways for technology in education are fully open.

Better education means a better future. Education is the key to advancing society's greatest goals, from a building a strong economy to leading healthy lives. By increasing access to education and creating a platform for more effective teaching and learning, Open Education benefits us all.

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 - SPARC, *Open Education*, SPARC, [Creative Commons Attribution 4.0 International License](#).
 - Video: [The Council of Chief State School Officers](#), Why OER? Video: CC BY 4.0
 - [Why remix an Open Educational Resource?](#) by Liam Green-Hughes, [Creative Commons Attribution 2.0 UK: England & Wales License](#)
-

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CHAPTER OVERVIEW

4: Mapping and Organizing your OER

Map it out



Before diving into an OER, it is a best practice to map out what you want to cover, how it relates to your learning objectives, and what is already available out there. This will save you a lot of time in both the creation of your OER as well as the maintenance and sustainability of it over time.

Consider

- How is this going to help with your course/unit learning outcomes and goals?
- What are the topics for each section of your OER?
- Are you writing each section as an individual OER? Or will your OER be one whole book?
- Have you reviewed what is already out there as an OER in your topic area? Can it be remixed?
 - If it can be remixed, do you have links to the chapters or sections you want to adapt?
- If you are going to use previous works, publications, journal articles, and research,
 - Was it previously published under copyright?
 - Is it under a publisher, and do you have the rights to republish it under Creative Commons?
 - Were there any terms or conditions to the works you produced previously that would prevent you from building it into your OER?
- How are you going to integrate feedback into the future maintenance of your OER?

4.1: Mapping and Planning an OER or Remix

[4.2: Remix Map and Mapper](#)

[4.3: Remix Maps Examples for Science and Chem](#)

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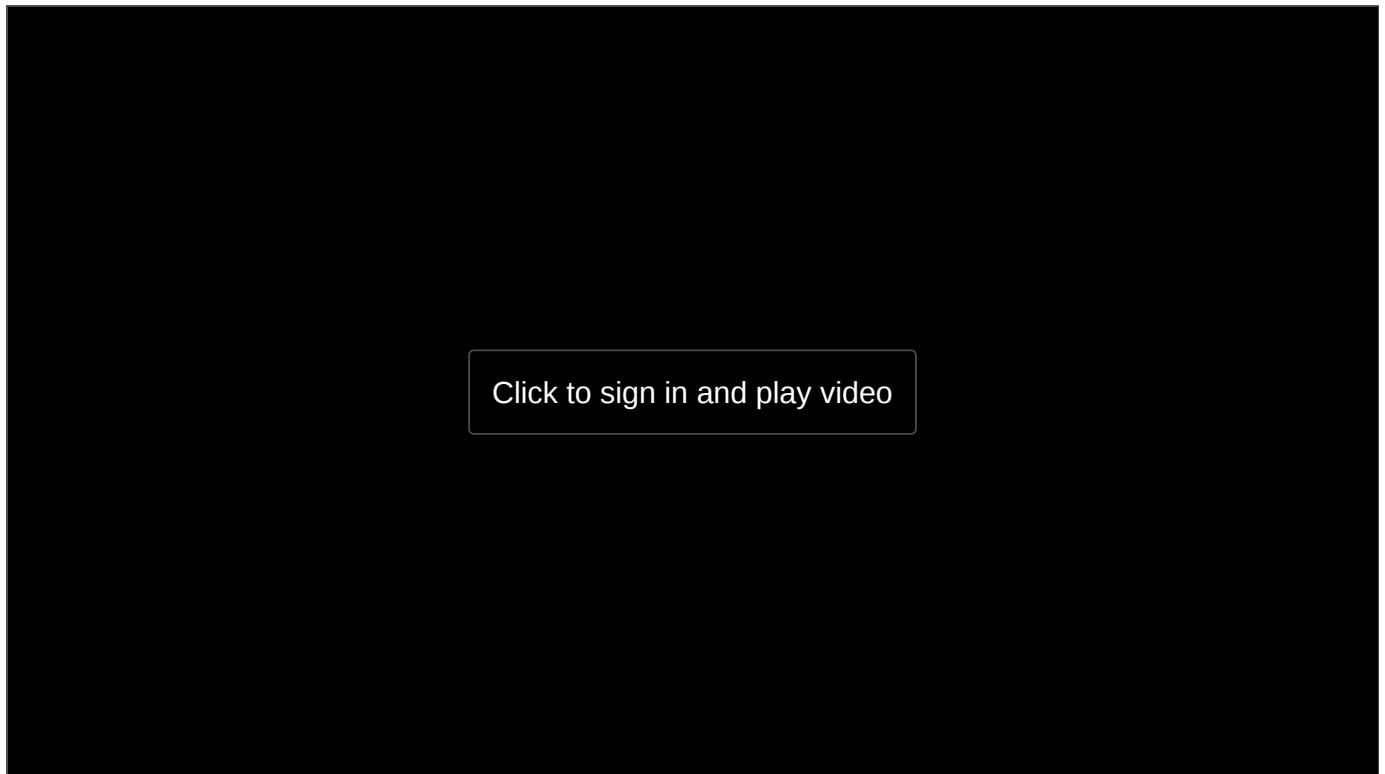
4.1: Mapping and Planning an OER or Remix

Double Meaning in Mapping?

Mapping can be referenced in two forms for the intent of this chapter.

- **Mapping** as in the origination of what your chapters, topics and learning objectives are for the sections you are putting together for your OER.
- **Remix Mapping** which is a file that gets generated when you are using the Remixer in LibreTexts which allows you to essentially save and re-edit your OER later. When you are creating an OER in LibreTexts either from scratch, or through the Remixer, your work (or that map file) is stored in your "Sandbox" area.

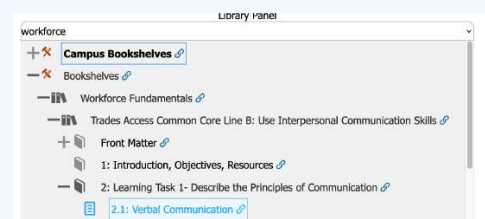
Mapping and Prepping for the Remixer | Video



Again, you are highly encouraged to use the remixer as much as possible to generate pages/sections of your text. Remember you can use it to generate the structure of your book, name the sections and chapters, and edit them later. This also helps if you need to move pages later, as it will auto-number and append and correct the numbering of pages and chapters for you.

? Exercise 4.1.1

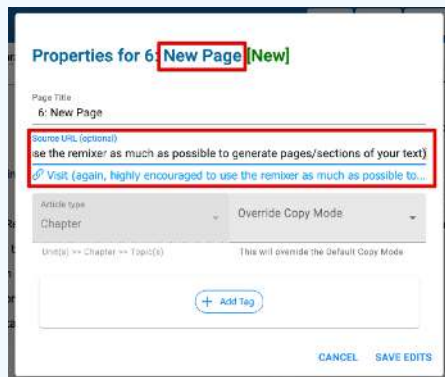
In the Remixer in LibreTexts, do you have to drill down through its navigation to the exact bookshelf, university, book, section, chapter?



Answer

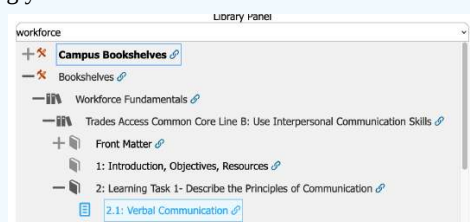
No, and another reason why having links to the resources you wish to include in your remix is helpful in your mapper.

In your review of OERs on LibreText, if you have the page URL you can add it directly to the Remixer when creating a **New Page**.



? Exercise 4.1.2

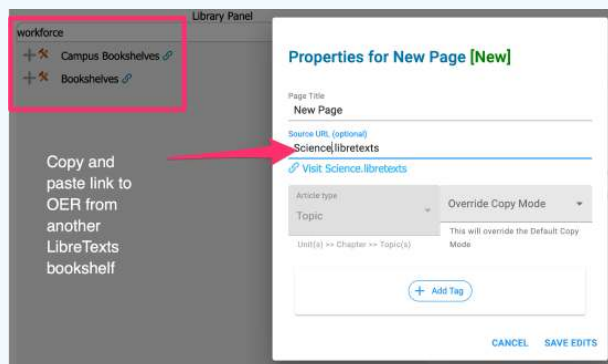
In a remix, you can only pull in materials from the same bookshelf you are developing your text for?



Answer

No, just like in the above example, you are able to add a link to another OER from LibreTexts from anybookshelf.

For instances, lets say you were remixing a science book, but wish to pull in some pages from an art and architecture book. By default the remixer **will only show resources from the bookshelf you are building the book in**. So Science materials would be in the navigation but nothing from the other bookshelves like Art. By having the link to it on LibreTexts, you can added it directly and then select to Fork or Transclude.



Mapper Samples

Workshop Mapper

There are several ways someone can track and organize their OER.

Note

If you are authoring with someone, or have a research assistant, having this document shared in Office 365 or Google Drive can be helpful for collaboration.

OER Mapper

OER TITLE	[Project title]	COURSE NAME	[Name of Course]
AUTHOR/CURATOR	[Your name/Collaborators]	COURSE LINK	[Canvas URL of Relevant Course]
DATE/VERSION	[date/version]		
TOPICS TO INCLUDE	[key topics from learning outcomes, searchable terms and phrases]		
LEARNING OUTCOMES (LO)	[relevant learning outcomes this OER will address; if numbered, can be referenced easily below]		
LEARNING ASSIGNMENTS OR ACTIVITIES THAT APPLY		CURRENT CONTENT TO REPLACE	
[relevant items this OER will address]		[relevant items this OER will address if not new course]	

Chapter	Chapter/Book Title	Notes, summary, modifications	Topics/LO	New Writing?	Interactive/Media?	Link to Resource/OER	License	Attribution
	Notes +/-							
	Able to print, download							
	Evaluation Notes/Bias Check							

Chapter	Chapter/Book Title	Notes, summary, modifications	Topics/LO	New Writing?	Interactive/Media?	Link to Resource/OER	License	Attribution
	Notes +/-							
	Able to print, download							
	Evaluation Notes/Bias Check							

- [Excel Version](#)
- [Word Version](#)

Helpful Information that Might Be Included in a Map

- Learning Outcomes
- Creative License type
- Links to the OER in LibreText
- Chapter/Section titles
- Summary for Chapter/Sections
- Chapter/Pages that will be original content
- Timeframes

Course Planning and Mapping

In this example, this mapper helps outline not only the needs of a course but also where the OER would fit in the weekly class progression through the term.

YOUR NAME AND NAME OF YOUR COURSE:	PROVIDE A BRIEF RATIONALE FOR SELECTING YOUR OER:
YOUR SELECTED OER (ONE OR MORE): UNIT / WEEK / MODULE OF COURSE: LEARNING OUTCOME(S) THAT APPLY: LEARNING ACTIVITIES AND/OR ASSIGNMENTS THAT APPLY: CURRENT CONTENT (IF NOT NEW COURSE): READING, RESOURCE, VIDEO, ETC. OER REPLACING OLD CONTENT OR OER FOR NEW COURSE (IF FREE BUT NOT OER, PLEASE IDENTIFY): OER LICENSING CONDITIONS (BE SPECIFIC): ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING: IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM: INSTRUCTOR, ANOTHER OER, RESERVE, ETC. NOTES:	YOUR NAME AND NAME OF YOUR COURSE: YOUR SELECTED OER (ONE OR MORE): UNIT / WEEK / MODULE OF COURSE: LEARNING OUTCOME(S) THAT APPLY: LEARNING ACTIVITIES AND/OR ASSIGNMENTS THAT APPLY: CURRENT CONTENT (IF NOT NEW COURSE): READING, RESOURCE, VIDEO, ETC. OER REPLACING OLD CONTENT OR OER FOR NEW COURSE (IF FREE BUT NOT OER, PLEASE IDENTIFY): OER LICENSING CONDITIONS (BE SPECIFIC): ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING: IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM: INSTRUCTOR, ANOTHER OER, RESERVE, ETC.

□ Zhadko, O. & Ko, S. (2017, 2019). *An OER Course Planning Document: Define, Evaluate, Select and integrate!*

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4.2: Remix Map and Mapper

Workshop Mapper

As we've discussed previously, by creating and sticking to a map of some kind will help keep you organized in your OER creation process. There is no one way to map out an OER, as everyone is a little different in their creation process and requirements for what they are trying to create. For this workshop, we've created a sample for you to try. Feel free to use all or parts. Whether you adapt or *remix* it to create a mapping of your own, here are some things to keep track of while you build your map.

Things to Map

- Learning outcomes
- Creative Commons license type
- Links to sections of OER in LibreTexts
- Chapter/section titles
- Summary for chapter/sections
- Chapter/pages that will be original content
- Timeframes

If you are authoring with someone, or have a research assistant, having this document shared in Office 365 or Google Drive can be helpful for collaboration.

OER Mapper (Example)

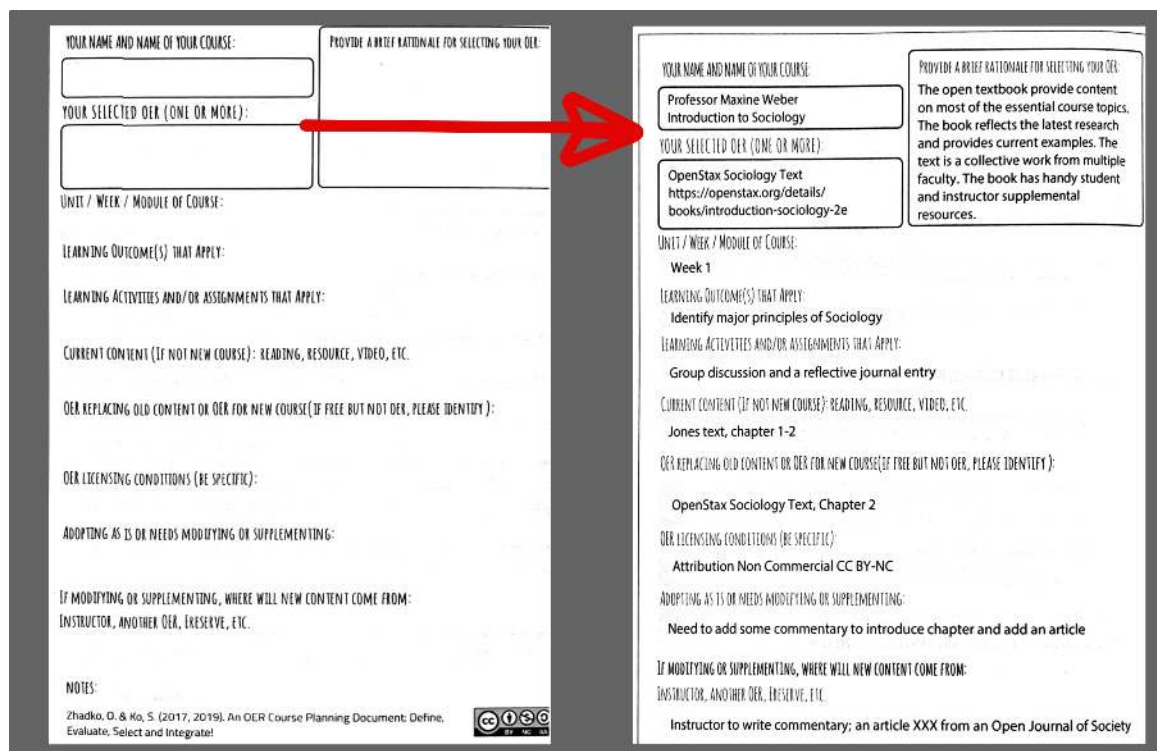
OER TITLE	Introduction to Sociology		COURSE NAME	Sociology 101	
AUTHOR/CURATOR	Professor Maxine Weber		COURSE LINK	http://	
DATE/VERSION	2/4/23				
TOPICS TO INCLUDE	culture, socialization, institutions, deviance and social control, social inequality and stratification, and globalization				
LEARNING OUTCOMES (LO)	1. Students will be able to identify major principles of Sociology.				
LEARNING ASSIGNMENTS OR ACTIVITIES THAT APPLY	n/a		CURRENT CONTENT TO REPLACE	costly textbook that is out of date	

Chapter	Chapter/Book Title	Notes, summary, modifications	Topics/LO	New Writing?	Interactive/Media?	Link to Resource/OER	License	Attribution/C
	OpenStax Sociology Textbook	Introduction to Sociology adheres to the scope and sequence of a typical, one-semester introductory sociology course. It offers comprehensive coverage of core concepts, foundational scholars, and emerging theories. The textbook presents section reviews with rich questions, discussions that help students apply their knowledge, and features that draw learners into the discipline in meaningful ways. The second edition has been updated significantly to reflect the latest research and current, relevant examples.	LO #1, does not cover all topics; need to supplement	No	Not interactive	https://openstax.org/details/books/introduction-to-sociology/	CC-BY	
	Notes/+/-	Instructor resources available with account Excellent: Section Quizzes, "further research", images, key terms, section summaries						
	Able to print, download	Can purchase print copies on Amazon						
	Evaluation Notes/Bias Check	need to examine more closely						

Chapter	Chapter/Book Title	Notes, summary, modifications	Topics/LO	New Writing?	Interactive/Media?	Link to Resource/OER	License	Attribution/C
	OER Mapper	OER Mapper EXAMPLE						

Course Planning and Mapping

In this example, this mapper helps outline not only the needs of a course but also where the OER would fit in the weekly class progression through the term.



YOUR NAME AND NAME OF YOUR COURSE:

YOUR SELECTED OER (ONE OR MORE):

UNIT / WEEK / MODULE OF COURSE:

LEARNING OUTCOME(S) THAT APPLY:

LEARNING ACTIVITIES AND/OR ASSIGNMENTS THAT APPLY:

CURRENT CONTENT (IF NOT NEW COURSE): READING, RESOURCE, VIDEO, ETC.

OER REPLACING OLD CONTENT OR OER FOR NEW COURSE (IF FREE BUT NOT OER, PLEASE IDENTIFY):

OER LICENSING CONDITIONS (BE SPECIFIC):

ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING:

IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM:
INSTRUCTOR, ANOTHER OER, RESERVE, ETC.

NOTES:

Zhadko, O. & Ko, S. (2017, 2019). An OER Course Planning Document: Define, Evaluate, Select and Integrate!

YOUR NAME AND NAME OF YOUR COURSE:

YOUR SELECTED OER (ONE OR MORE):

UNIT / WEEK / MODULE OF COURSE:

LEARNING OUTCOME(S) THAT APPLY:

LEARNING ACTIVITIES AND/OR ASSIGNMENTS THAT APPLY:

CURRENT CONTENT (IF NOT NEW COURSE): READING, RESOURCE, VIDEO, ETC.

OER REPLACING OLD CONTENT OR OER FOR NEW COURSE (IF FREE BUT NOT OER, PLEASE IDENTIFY):

OER LICENSING CONDITIONS (BE SPECIFIC):

ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING:

IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM:
INSTRUCTOR, ANOTHER OER, RESERVE, ETC.

Instructor to write commentary; an article XXX from an Open Journal of Society

▮ [Zhadko, O. & Ko, S. \(2017, 2019\). An OER Course Planning Document: Define, Evaluate, Select and integrate!](#)

To try this course mapping and planning tool, below is a link to a fillible PDF form version of Zhadko's "An OER Course Planning Document: Define, Evaluate, Select and integrate!"

Your name and name of your course:

Your selected OER (one or more):

Unit/ week/ module of course

Learning outcomes(s) that apply:

Learning activities and/or assignments that apply:

Current content (if not new course): Reading, resource, video, etc.

OER replacing old content or OER for new course (if free but not OER, please identify):

▮ [OER_Adobe.pdf](#)

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4.3: Remix Maps Examples for Science and Chem

To actually build your LibreTexts, you should have a map of your LibreText to be, but just **to get started by putting some pages into your sandbox so you can explore the system, we can skip this step, which, as it turns out is going to be the most time and thought consuming.**

Before using the [OER Remixer](#), it is important to construct a Remixing Map. This can take many forms and does not need to be constructed online. [Lubbock Christian University](#) created an excellent [excel sheet](#) to help out in this procedure for their general chemistry course and an image of this excel sheet is shown below. The gist of this map is to identify the content in the libraries (green) that will map into the organization of the new remix (yellow). This requires faculty/instructional designers to explicitly peruse the Bookshelves of Source texts and of other Course Remixes to identify desired content. Once remixed, these pages can be then edited at the sub-page level (e.g., sub-sections, paragraph, pages etc). The Remixing Map reflects only the initial organization of a custom remix. Notice the customized organization; there is no limit other than imagination and the size/makeup of the LibreTexts libraries. While the Remixing Map below does not demonstrate it, it is possible to make placeholder pages in the Remixer if a gap exists in the libraries. New custom content can be added to these pages once the text is created.

New Chapter Number New Name	New Section Number Chapter Section From Introductory Chemistry by Available To	New Chapter Number New Name	New Section Number Chapter Section From Introductory Chemistry by Available To
1 Chemistry and Measurement	1.1 1.1 The Scope of Chemistry	9 Chemical Reactions	9.1 7.3: Chemical Equations
	1.2 1.2: Chemicals Compose Ordinary Things		9.2 7.10: Classifying Chemical Reactions
	1.3 2.3 The Basic Units of Measurement		9.3 7.9: Oxidation-Reduction Reactions
	1.4 2.1 Taking Measurements, 2.3		
	1.5 2.2 Scientific Notation: Writing Large and Small Numbers	10 Amounts in Chemical Reactions	10.1 8.2: Stoichiometry
	1.6 2.3 Significant Figures: Writing Numbers to Reflect Precision		10.2 7.4: How to Write Balanced Chemical Equations
	1.7 2.4 Significant Figures in Calculations		10.3 8.3: Mole-to-Mole Conversions
	1.8 2.6 Problem Solving and Unit Conversions ;		10.4 8.4: Making Molecules: Mole to Mass (or vice versa) and Mass-to-Mass Conversions
	1.9 2.7 Solving Multistep Conversion Problems		
	1.10 2.9 Density	11 Energy	11.1 3.9: Energy and Chemical and Physical Change
2 Atoms	2.1 4.1 Cutting aluminum until you get atoms		11.2 3.8: Energy
	2.2 4.2 Indivisible: The Atomic Theory		11.3 3.10: Temperature: Random Motion of Molecules and Atoms
	2.3 4.4 The Properties of Protons, Neutrons and Electrons		11.4 3.11: Temperature Changes - Heat Capacity
	2.4 4.5 Elements: Defined by Their Number of Protons		11.5 3.12: Energy and Heat Capacity Calculations
	2.5 6.2 Counting Nails by the Pound		11.6 11.4: Phase Changes from Chemistry - The Central Science (Brown et al.)
	2.6 6.3 Counting Atoms by the Gram		11.7 12.4: Evaporation and Condensation
			11.8 12.5: Melting, Freezing, and Sublimation
3 Isotopes	3.1 4.8: Isotopes - When the Number of Neutrons Varies	12 Gases	12.1 11.2: Kinetic Molecular Theory: A Model for Gases
	3.2 4.9 Atomic Mass: The average Mass of an Elements Atoms		12.2 11.3: Pressure: The Result of Constant Molecular Collisions
	3.3 17.2 The discovery of radioactivity		12.3 11.4: Boyle's Law: Pressure and Volume
	3.4 17.10 The Effects of Radiation on Life		12.4 11.5: Charles's Law: Volume and Temperature
	3.5 17.3 Types of Radioactivity: Alpha, Beta and Gamma Decay		12.5 11.6: Gay-Lussac's Law: Temperature and Pressure
	3.6 17.5 Natural Radioactivity and Half-Life		12.6 11.8: Avogadro's Law: Volume and Moles
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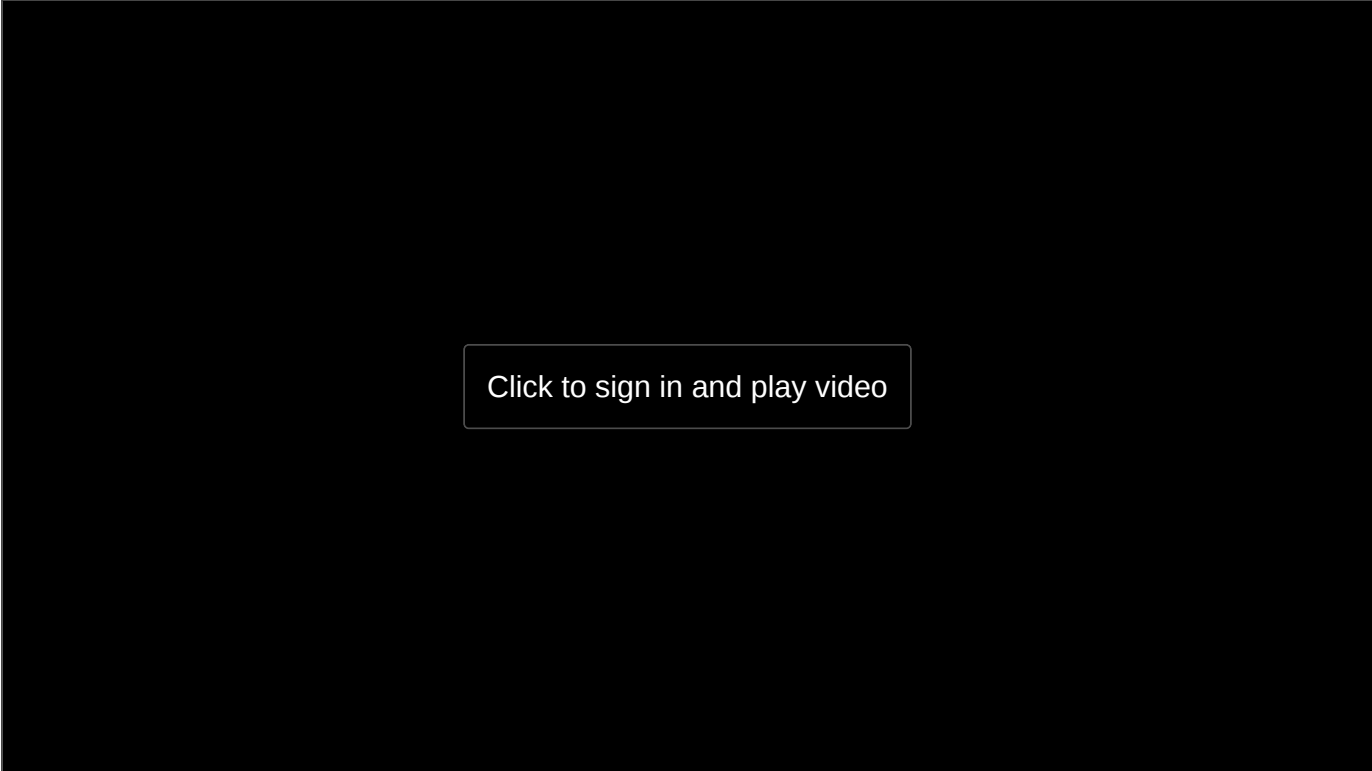
CHAPTER OVERVIEW

5: LibreText and Remixer

LibreText Platform



LibreTexts isn't just a repository or library of OERs; it is also a platform to develop and distribute your own. Developed out of the University of California, Davis, it utilizes many open-source technologies to deliver a platform for educators to create or remix content to create OERs. Deemed "the LibreVerse," its suite of tools provides several avenues for educators to create OERs in a multitude of ways. In this chapter, we will be going over how we are using it here at WWU, some of the suite of tools available, including H5P through LibreTexts Studio, and how to remix already made OERs to get started in creating a course reader.



Click to sign in and play video

In chapter one, we mentioned a few other platforms that are available to publish and produce OER. Moving forward in this OER and for this workshop, we will be focusing on LibreTexts and developing skills in building OERs using its 'verse of tools and look at the developed of OERs in a hub-and-spoke modality.

Mentioned in Previous Chapter: Platforms

Pressbooks : <https://pressbooks.org/>

OERCommons : <https://www.oercommons.org/>

OpenStax (Rice) : <https://openstax.org/>

LibreTexts (UC Davis) <https://libretexts.org/>

H5P: <https://h5p.org/oer-hub-coming>

5.1: LibreText | Remixing

5.2: How to Make a LibreTexts Remix

5.3: Transcluding (or Reusing) a Page

5.4: Copy-Transcluded and Copy-Forked Remixes

5: LibreText and Remixer is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

SECTION OVERVIEW

5.1: LibreText | Remixing

Remixing & OERs



Imagine yourself as an OER DJ. A control panel of knobs and spinners in front of you, you are in control of blending in beats and musical rifts to create your own music; remixing is very similar. Granted you are not in front of a rave with a bunch of strobing lights and laser beams, but just like a DJ the Remix tool in LibreTexts lets you blend in already-made OER pages with your own content.

Click to sign in and play video

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5.2: How to Make a LibreTexts Remix

(unable to fetch text document from uri [status: 404 (NotFound)])

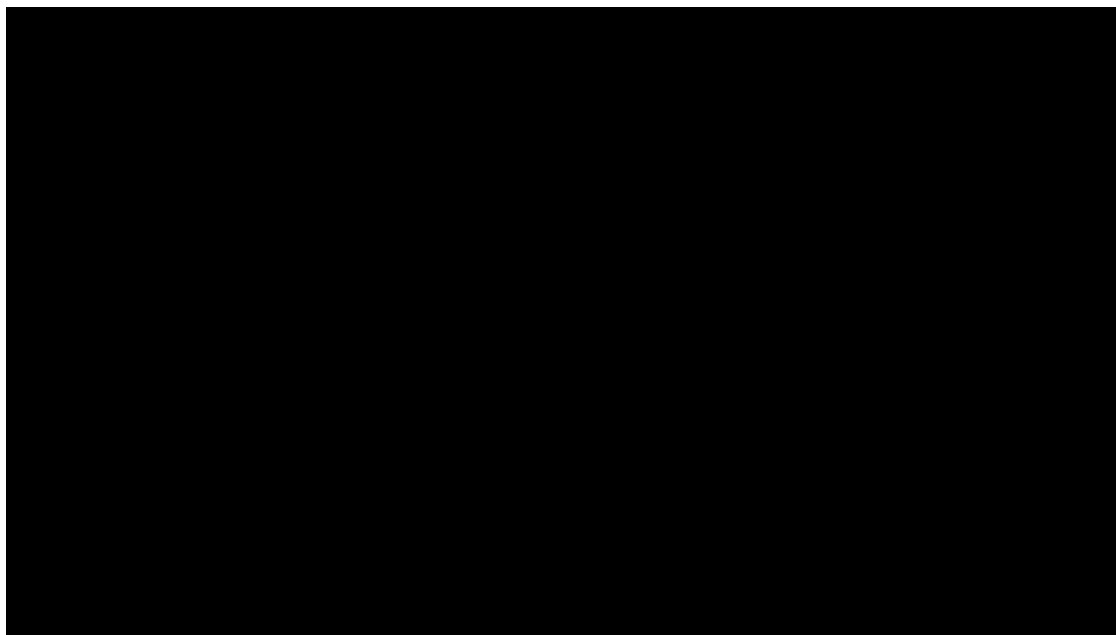
5.2: How to Make a LibreTexts Remix is shared under a [CC BY-SA 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

5.3: Transcluding (or Reusing) a Page

Copying Content

One of the powers of the LibreTexts Bookshelves/Course Shell system is to share content without having to copy it. Content can be added to new pages in two ways: copying (also called "forking") and transcluding (also called "reusing"). The former is the typical copy and paste approach and effectively creates two copies of content that can be independently curated. This is useful for deviating the content from the original source. However, often the content may not need to be changed at all, and in this case, transcluding the content is ideal.

LibreTexts transcluding [video tutorial on YouTube](#)



nt keeps the content from the source page, and only mirrors this content to the new page. This helps to reduce as effective curation of the libraries, a key aspect of the LibreTexts project. This is because typos can be changed in the source and these will immediately be updated in all transcluded pages as well.

Note that the section labels (e.g. Figure 11.2.4) will be updated in the transcluded pages based on the number given first in the transcluded page's title. So even though the content is mirrored from the original source, the section appears to fit seamlessly into other LibreTexts.

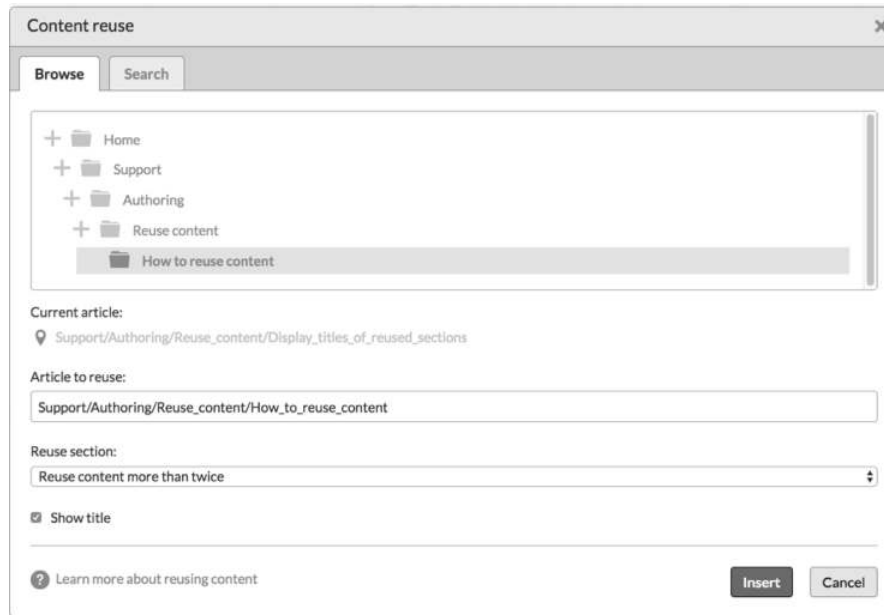
The remixer transcludes all content automatically by default and if you wish to change/edit the content you will fork it to produce a copy.

How to Transclude

1. Navigate to the page on which you want to reuse content and open the page in **Edit** mode.
2. Select **Elements** > **Content reuse** from the Editor toolbar.
3. Use the **Browse** or **Search** tab to select your source page to appear in the **Article to reuse** field.
4. Specify how much content you want to reuse:
 - **To reuse the entire page**, leave the **Reuse section** unselected.
 - **To reuse only a section of a page**, select the appropriate section from the **Reuse section** drop-down list. If reusing a section, the entire section will be reused, including any subsections. To include the title of a section, select the **Show title**

checkbox.

5. Click **Insert**.



6. Save the page to see your published content reuse.

7. After you create a transcluded page in this way, it is a good idea to flip the "Transcluded" meta-tag under the page settings at the top of the page (often collapsed) to "yes".

From the perspective of the student reader, the difference between traditional copying (forking) and transclusion (reusing) is impossible to tell.

Best practices

It is best to transclude all content when a new text is created by remixing existing content UNLESS a specific need arises to edit the content. And this customization can be done one section at a time.

How to switch Transcluded content into Forked Content

A transcluded page can be switched to a forked page by clicking on the Forker option under page options. Alternatively, if the meta-tag is set on a transcluded page, there is a forker icon next to the title that will do the same thing.

chem.libretexts.org/Courses/Remixer_University/LibreTexts_Construction_Guide/04%3A_Advanced_Editing/4.01%3A_Transcluding_(Reusing)_a_Page#

CHEMISTRY LibreTexts™

Choose Language ▾

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Edit New Options Site tools

Contents Home » Campus Bookshelves » Remixer University » LibreTexts Construction Guide

+ Page settings

4.1: Transcluding (Reusing) a Page

CC BY-SA Last updated: Aug 16, 2020, 1:46 PM by Delmar Larsen Page restriction: Public Page ID: 151328

★ 4: Advanced Editing

Our transcluding video tutorial on YouTube: youtu.be/Ef5HjZ6ogGc

One of the powers of the LibreTexts Bookshelves/Course Shell system is to share content without having to create new pages in two ways: copying (also called "forking") and transcluding (also called "reusing"). The former is the typical copy and paste approach and effectively creates two copies of content that can be independently curated. This is useful for content that needs to be changed at all, and in this case, transcluding the content is ideal.

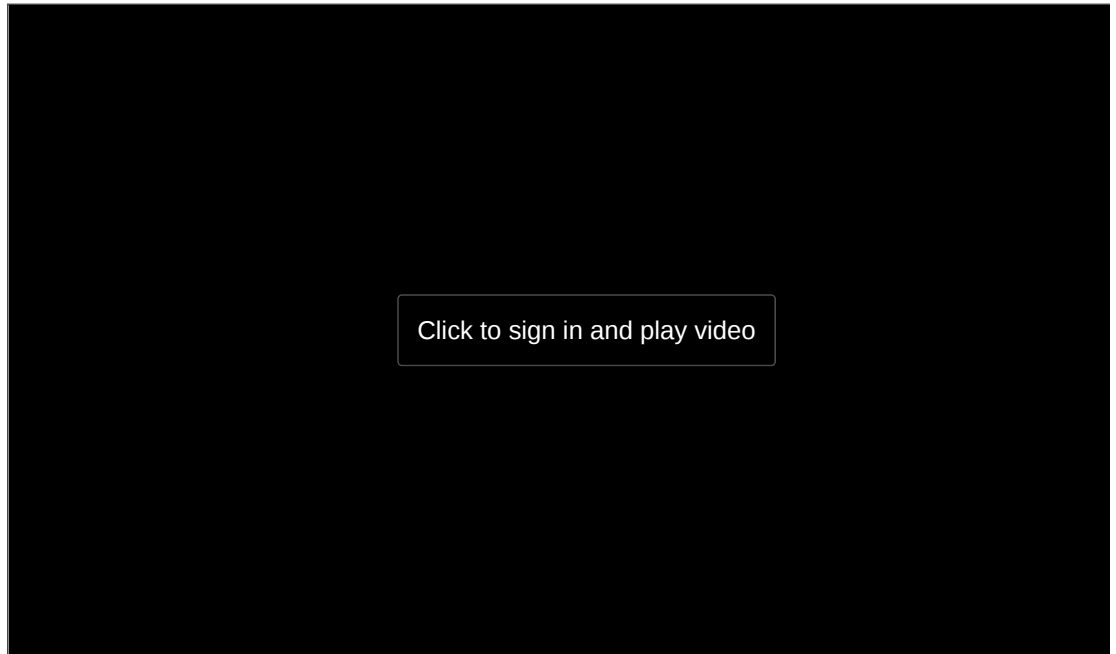
Transcluding content keeps the content from the source page, and only mirrors this content to the new page. This helps to reduce clutter

Revision history Restrict access Move Copy Forker Propagate Delete Export

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5.4: Copy-Transcluded and Copy-Forked Remixes

Video | Fork something that was Transcluded



The Remixer generates "transcluded" pages that mirror the original Master content. To edit the content on the new Remixed page, authors have to either edit the original material (e.g. with errors) or have to "fork" the page to copy the content from the original master page into the the new Remixed page.

Create a Copy of the Original Page to Edit

If you are altering the content of the original page to fit into a different flow than the original book, changing the pedagogy of how the material is presented, deleting subsections, or otherwise majorly modifying the original, you will want to "fork" the original page. Forking a page creates a copy of the original page in the new location that is completely independent of the original and you can edit it as you see fit (without affecting the original source page).

The easiest way to do this is with the "Forker" which works automatically by pressing the icon next to the remixed (and transcluded page). Then authors can edit the remixed pages without affecting any other page on the platform. The downside is that any upgrades to the Master content will not be reflected in these forked pages but by using the star on the third line below, you can be notified of changes



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CHAPTER OVERVIEW

6: LibreText | Creating and Making New Content

[Video | Overview of the text editor](#)

Click to sign in and play video

[6.1: Editing a Page](#)

[6.2: Table of Contents on Page \(TOC\)](#)

[6.3: Elements and Boxes to a Page](#)

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6.1: Editing a Page

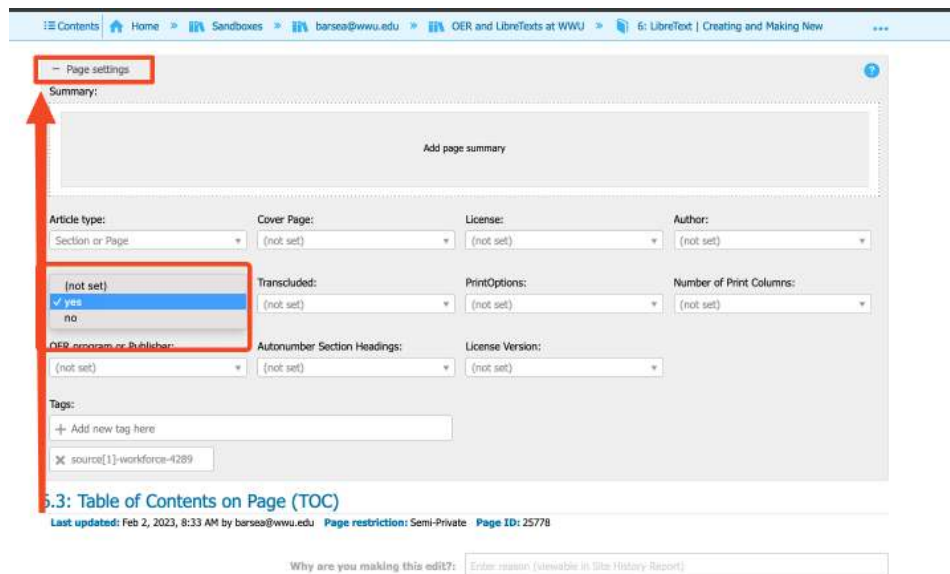
(unable to fetch text document from uri [status: 404 (NotFound)]) Photo by [Patrick Tomasso](#) on [Unsplash](#)

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6.2: Table of Contents on Page (TOC)

The Table of Contents allows the reader to jump directly to a heading in a section on a page. It updates based off the creation of a heading, a pre-format box like an exercise, or other page-organizable content.

Turn on TOC



6.3: Table of Contents on Page (TOC)
 Last updated: Feb 2, 2023, 8:33 AM by barsea@wwu.edu Page restriction: Semi-Private Page ID: 25778
 Why are you making this edit?:

Turn on the Table of Contents (TOC) for this page by opening page settings (at the top) (click on the +).

Then select the arrow by Show Page TOC: and toggle to YES to turn TOC on.

(Click on the - by "page settings" to close the page settings.)

Create Page Sections (items in the TOC)

- Choose EDIT mode
- Select the words "Turn on TOC" above and with the text selected, choose HEADING from the blue task bar (a few items to the right of SAVE).
- Pick H1 Heading 1
- Select "Create Page Sections" above and repeat, choosing H1 Heading 1
- SAVE!!

Create a sub-section

In EDIT mode, select "Create a sub-section" and make it a heading, choosing H2 Heading 2. SAVE!!

Note

After saving click the TOC on (upper right of page), and see your headings there. Try clicking on them.

Notice you can choose the pencil next to a heading to edit just that section.

6.2: Table of Contents on Page (TOC) is shared under a CC BY license and was authored, remixed, and/or curated by LibreTexts.

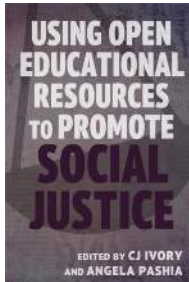
6.3: Elements and Boxes to a Page

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7.1: Book | "Using Open Educational Resources to Promote Social Justice"

Using Open Educational Resources to Promote Social Justice

<https://open.umn.edu/opentextbooks/textbooks/1257>



- Kevin Adams, Alfred, NY
- Murray Anderson, Athabasca, Alberta
- Elissah Becknell, Minneapolis, MN
- CJ Ivory, Carrollton, Georgia
- Angela Pashia, Carrollton, Georgia
- Copyright Year: 2022
- Publisher: [Association of College and Research Libraries](#)
- Language: English

Table of Contents

- Introduction
- Section I. Theory and Problematizing
- Section II. Open Praxis
- Section III. Decolonizing Learning in the Global South
- Section IV. Scaling up with Institutional Policies (Approaches)
- Section V. Building and Decolonizing OER Platforms

About the Book

As so often is the case, the idea for this book came from a twisting path. Not long after we began collaborating and presenting together at conferences, we were invited to draft a chapter on critical race theory (CRT) in academic libraries. An invited chapter is, of course, very flattering, so we proceeded without much thought to who the publisher would be. Angela had been working on social justice issues for a while at that point, while CJ had a wealth of expertise on open educational resources (OER). We merged our two areas of expertise in drafting that chapter, discussing OER as an opportunity to not only save students money but incorporate CRT into the curriculum—both in content and in practice.

We submitted the final draft and were dismayed when we received the publication agreement. The publisher was unwilling to allow us to retain the copyright, even after we shared the licensing agreement that the Association of College & Research Libraries (ACRL) Press uses as an example. In discussing how to proceed—should we submit this chapter somewhere else?—we realized that we were really excited about extending the discussion of OER beyond just ensuring that all students can afford to access their course materials. So we pitched the idea of an edited volume on this topic to a publisher that we know has publishing practices we support (chapter authors retain copyright and select the Creative Commons license they prefer for their work), and here we are!

Our entrance to academic work on social justice was through a focus on CRT. We outline this background here but wish to emphasize that it explicitly addresses only one aspect of social justice. For us, the structural understanding of racism in the United States creates a foundation upon which to understand other structures of oppression as well as intersectionality.

Conditions of Use

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7.2: Web Resource | Teaching Handbook- Creative Commons and Public Domain

Creative Commons and Public Domain Resources

The WWU Teaching and Learning Handbook is a resource to help navigate Creative Commons and more. Including resources such as links to tools to help find copyright-free images, video, audio, and text.

https://www.wvu.edu/teachinghandbook/resources_support/cc_pd.shtml#overview



The screenshot shows the Western Washington University Teaching Handbook website. The header includes the university logo with the tagline "MAKE WAVES." and navigation links: Calendar, Directory, Report Bias, Map, myWestern, and a search icon. Below the header is a banner image of books with the text "Teaching Handbook". The main content area is titled "Creative Commons and Public Domain Resources" and includes a sub-header "Links to tools to help find copyright-free images, video, audio, and text". There are buttons for Overview, Images, Audio, Video, Course Materials, and Textbooks. The "Overview" section is expanded, showing the title "What is Creative Commons?" and a paragraph explaining that a Creative Commons license allows creators to place conditions on their copyrights. To the right of the main content is a sidebar titled "IN THIS SECTION" with links to Resources & Support, Overview, Assessment and Outcomes, Campus Resources, Creative Commons & Public Domain Resources, FERPA Toolkit, FERPA: Key Terms, FERPA: 20 Tips for Professors, and Open Educational Resources. A left sidebar contains a table of contents with links to Home / Introduction, Quick Start, Course Design, Course Materials, Student Considerations, Student Engagement, Teaching Delivery, Evaluation of Learning, Evaluation of Teaching, Resources and Support, About, and Contact Information.

Western Washington University
MAKE WAVES.

Calendar Directory Report Bias Map myWestern

Teaching Handbook

Home / Introduction
Quick Start
Course Design
Course Materials
Student Considerations
Student Engagement
Teaching Delivery
Evaluation of Learning
Evaluation of Teaching
Resources and Support
About
Contact Information

Creative Commons and Public Domain Resources

Links to tools to help find copyright-free images, video, audio, and text

Overview Images Audio Video Course Materials Textbooks

Overview

What is Creative Commons?

A [Creative Commons](#) license allows creators to place conditions on their copyrights. This gives flexibility by allowing the creator (copyright holder) the ability to to grant some of their rights to the public while retaining other rights.

See also:

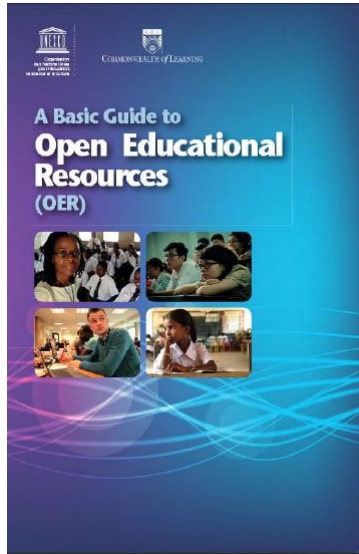
- [About Creative Commons](#)
- [About Creative Commons Licenses](#)
- [7 things you should know about: Creative Commons, EDUCATION Learning Technology](#)

IN THIS SECTION

- [Resources & Support](#)
- [Overview](#)
- [Assessment and Outcomes](#)
- [Campus Resources](#)
- Creative Commons & Public Domain Resources**
- [FERPA Toolkit](#)
- [FERPA: Key Terms](#)
- [FERPA: 20 Tips for Professors](#)
- [Open Educational Resources](#)

7.2: Web Resource | Teaching Handbook- Creative Commons and Public Domain is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

7.3: Book | UNESCO Basic Guide to Open Educational Resources (OER)



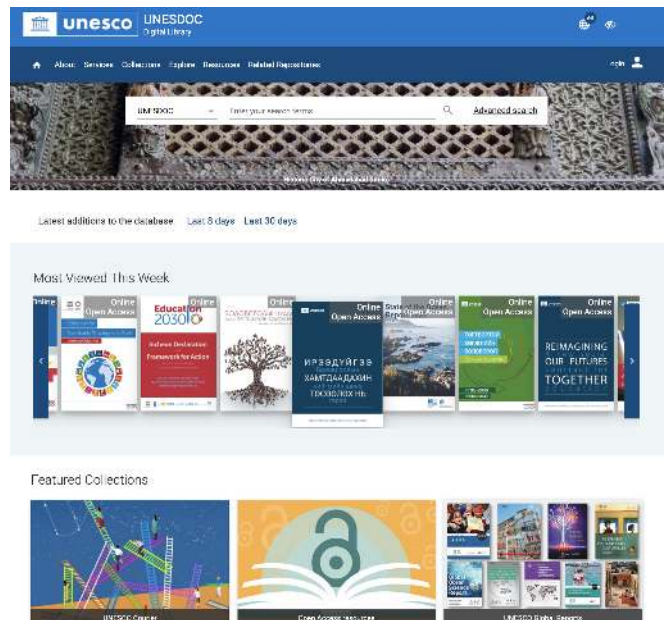
This Guide comprises three sections. The first – a summary of the key issues – is presented in the form of a set of ‘Frequently Asked Questions’. Its purpose is to provide readers with a quick and user-friendly introduction to Open Educational Resources (OER) and some of the key issues to think about when exploring how to use OER most effectively. The second section is a more comprehensive analysis of these issues, presented in the form of a traditional research paper. For those who have a deeper interest in OER, this section will assist with making the case for OER more substantively. The third section is a set of appendices, containing more detailed information about specific areas of relevance to OER. These are aimed at people who are looking for substantive information regarding a specific area of interest.

Year published: 2011

<https://en.unesco.org/icted/content/basic-guide-open-educational-resources-oer>

Other UNESCO resources, including Creative Commons works and OERs can be found through UNESDOC Digital Library.

<https://unesdoc.unesco.org/>



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7.4: Platforms and Links

Platforms where you can find existing OER

- Pressbooks : <https://pressbooks.org/>
- OERCommons : <https://www.oercommons.org/>
- OpenStax (Rice) : <https://openstax.org/>
- LibreTexts (UC Davis) : <https://libretexts.org/>
- H5P: <https://h5p.org/oer-hub-coming>

Where to find Creative Commons Educational Resources

- TED : <https://www.ted.com/>
 - Terms: <https://www.ted.com/about/our-organization/our-policies-terms/ted-talks-usage-policy>
- UNESCO : <https://www.unesco.org/en/open-educational-resources>
- OpenStax : <https://openstax.org/>
- LibreTexts : <https://libretexts.org/>
- OER Commons : <https://oercommons.org/>
- Creative Commons Media Assets

Images

- Pixabay : <https://pixabay.com/>
 - Content license terms: <https://pixabay.com/service/terms/>
- Unsplash : <https://unsplash.com/>
- Flickr (CC) : <https://www.flickr.com/creativecommons/>

Icons

- The Noun Project : <https://thenounproject.com/>

Video

- Wikimedia Commons : https://commons.wikimedia.org/wiki/Main_Page
- TED Talks (CC BY–NC–ND 4.0 International)
- Vimeo (CC) : <https://vimeo.com/creativecommons>
- YouTube (CC) : <https://support.google.com/youtube/answer/2797468?hl=en>

General Content:

- Google Search using CC : https://www.google.com/advanced_search

WWU Resources

- Overview: Teaching Handbook: Creative Commons & Public Domain : <https://teachinghandbook.wwu.edu/toolkits/creative-commons>
- CEDAR at WWU Libraries: OER Shared on CEDAR <https://cedar.wwu.edu/>

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7.5: WWU | Using Open Educational Resources (OER) for Online Teaching

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7.6: The 5 Rs of Openness

The 5 Rs of Openness

As we've discussed, OER differs from traditional textbooks and other educational resources because of their intent to be openness from the beginning, and the applicaiton of openly free licensing. The definition of the term “open” as it relates to OER is usually attributed to David Wiley’s (<http://davidwiley.org/>) 5R Framework.

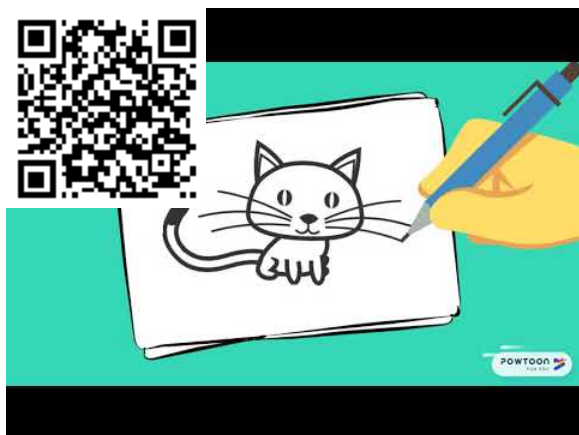
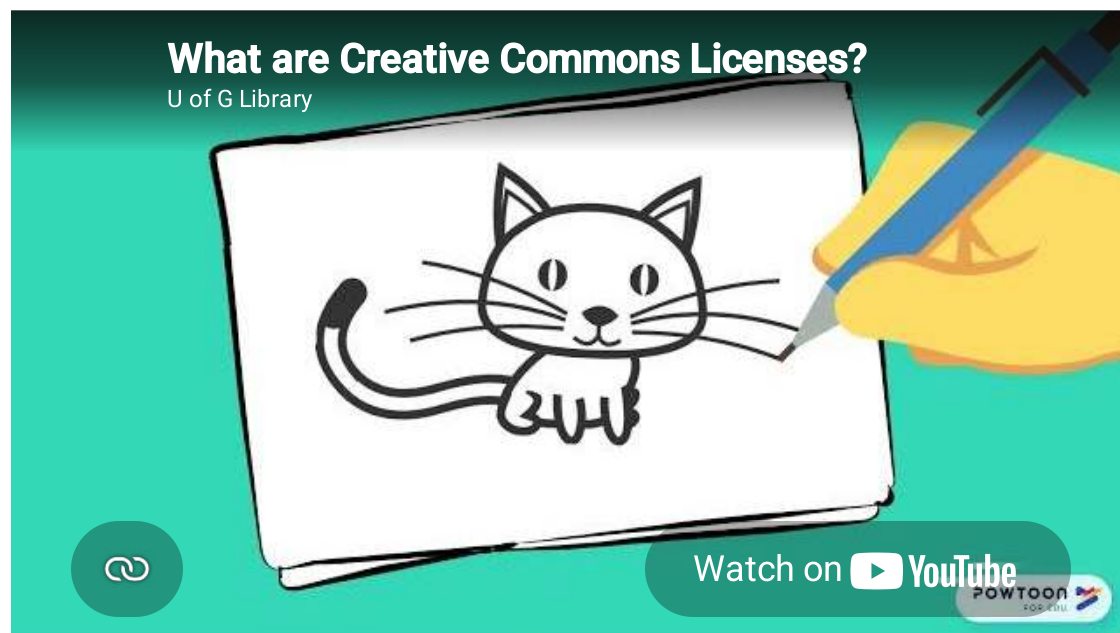
- **Retain:** the right to make, own, and control copies of the content
- **Reuse:** the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- **Revise:** the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- **Remix:** the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
- **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)

The 5R Framework on this page was retrieved from SFU’s Open Educational Resources (<https://www.lib.sfu.ca/help/research...ormat-type/oer>) research guide and is used under a CC BY 4.0 license (<https://creativecommons.org/licenses/by/4.0/>).

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7.7: Open License Types

What is a Creative Commons license?



U of G Library

The Licenses



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