OER Activity Sourcebook

OER Activity Sourcebook

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UW-MADISON COLLABORATORS

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Introduction

Sourcebook Goals

This is an evolving resource intended to provide inspiration for instructors who use Pressbooks and Open Educational Resources for their teaching.

This guide is currently in the *open creation* stage, meaning that it is in-progress, but openly licensed.[1] In other words, this is a resource in flux: we will be composing, revising, and reorganizing these materials over the course of the coming months.

Below is a list of the tasks left to complete.

- Crowdsource and compose original content
- Copy edit (in progress)
- Update links as appropriate
- Add additional screenshots and images
- Style Guide in Back Matter as an appendix – copy edit
- Check for accessibility
    - update alt-text

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1. An open creation is an original work that is progress, but publicly viewable and openly licensed.

How to Contribute

There are multiple ways to contribute to this text.

1. You can use the Hypothes.is annotation sidebar to leave comments on individual sections of text.
2. You can contribute feedback using some of the embedded Google documents in some pages of this text. (Note that a current NetID is required to access these documents.)

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

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MULTIFORMAT STABILITY

Designing For Print and Digital Formats

As an instructor, you may want to incorporate film or audio clips, live hyperlinks, and interactive material into your text. However, unless you're teaching an online course, your target audience will include a range of different types of readers. Some people prefer to have a printed version of a text to write on or reference during class. Some people do not own a mobile computer or phone. Other people may want to access your text in a PDF or Kindle format, each of which limits interactivity. The following descriptions highlight some considerations to bear in mind as you produce your text for different formats.

Ensure multiple modes of access.

WEB	Users who access textbooks online will have the most access to interactive content. However, some users' computers or phones may have limited capabilities. (For instance, the technology might be old or the internet particularly unreliable.)
PDF	Students who are accessing materials in PDF form may be able to click on direct hyperlinks to access interactive content.
PRINT	If you know that some of your readers will use a print version of your text, consider providing brief, written descriptions or images of interactive content. You may also consider embedding a QR code and a shortened link address that connects users to the interactive materials in question.

Design your textbook to be inclusive.

Familiarize yourself with the best practices of inclusive design using resources like the *BC Campus Open Textbook Accessibility Toolkit*.

These chapters of the *Accessibility Toolkit* are of particular relevance to this chapter:

- Weblink Accessibility
- Multimedia Resources

QR Codes

Some OER resources, such as the OpenStax *Biology* text, address this range of access methods by providing QR codes that link to interactive media or other websites in the epub, pdf, or print versions of their texts. QR codes are images that are connected to an online database that provides smartphones with an individual link to follow.

OER Sourcebook Homepage Link

Relevant Considerations

Creating QR codes: There are many QR code generators online. Bells and whistles (as well as costs) vary. Do your research to ensure that you're using a reliable generator site. Choose a site that will allow you to create a username and password so that you can modify faulty links in the future.

- *The image above was created on uQR.me, a site that allows users to revisit and edit their QR codes. There are numerous other options available to you.*

Ensure multiple means of access. Not all students own or

use smartphones, so it is important to provide direct hyperlinks within your text even if you're planning to use QR codes.

Consider resource stability. As with any link to an external website, the resources you link via a QR code may not remain anchored to the original html address. If you know that some students are accessing your text using a static PDF or print volume, make sure that you're maintaining your QR code links just as you're maintaining your hyperlinks. (This is why choosing a reliable QR code generator is important! When using QR codes, you're not just relying on the linked content remaining accessible, but you're also relying on the QR database site remaining afloat.)

- *For example, if I knew that the address of the OER sourcebook had changed, I would need to address two things to make sure the information on the top of this page was current. First, I'd click the hyperlink text in the caption above–("OER Sourcebook Homepage Link")–and enter the updated site address. Next, I'd log into my uQR.me site, find the entry for the OER Sourcebook homepage QR code, and edit the link that the QR code is connected to.*

Short Links

Sites like TinyURL and Ow.ly create address redirectors that

make it easier for users to hand-type link addresses into a computer or other device.

Example (Print format)

Test yourself by taking this *subject-verb agreement quiz* – (https://tinyurl.com/oersubjectverb)

Try condensing a URL of your own by using the TinyURL widget below!

Enter a long URL to make tiny:

	Make TinyURL!

What other strategies do you use to ensure that people can

access your material in multiple formats?

Please feel free to contribute your ideas in our public Hypothes.is annotation layer!

FORMATIVE ACTIVITIES

The activities in this section provide examples of the ways in which instructors might use a course-specific Pressbook to respond to the needs of students as these needs manifest during the semester.

- Grammar development activities (paper feedback)
- Student conference preparation form

Student Conference Preparation Guide

Goals

- Establish expectations about what occurs during a required office hours conversation meeting
- Encourage students to identify and articulate their own goals and feedback needs before they meet with their instructor
- Invite students to create a list of specific questions to focus on during the conference, something that both participants can refer to during the meeting

Sample Student Conference Overview – English 100

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oersourcebook/?p=182
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This section provides an example of an instructor's use of a Pressbooks resource page to help students address local-level writing issues.

If an instructor for a writing-intensive course noticed a pattern of error in their students' work, they could provide a direct link to additional development-oriented activities in their feedback. They might do this by creating a grammar resource page with some of the most common grammatical issues they saw and creating individual anchor links for each sub-topic on the page.

This could benefit the instructor because it would shorten the time required to leave local-level feedback. Students could benefit from the opportunity to test their recall and access further resources via the link.

In the subject-verb agreement quiz below, for instance, the H5P quiz provides specialized links to Writing Center resources for different kinds of subject-verb agreement errors. If a student takes the self-test and enters an incorrect answer, the quiz returns a link to Writing Center information

about the specific subject-verb agreement conventions they may need to revisit.

Examples of Instructor Feedback That Connect to the Activity Page Below

Comment 1: (comment in a rubric)

Grammar and Style	While this rubric places the most emphasis on finding strong evidence to support your argument, local-level issues can still negatively affect readers' ability to follow your broader claims. In this draft, there are a number of subject-verb agreement errors that might distract your readers. When you're polishing your next paper for this course, see if you can spot and correct subject-verb agreement errors. *Addressing this pattern is simply a matter of practice. One resource that may be helpful for you is this subject-verb agreement activity.*	3 / 5 points

Comment 2: (component of an essay end-note)

During section, we discussed the difference

between the passive and the active voice. While not all instances of the passive voice are problematic, many of the passive voice sentences in this draft appear distractingly technical. In the body of your essay, I've highlighted a few examples of unnecessary passive voice. As you polish your next paper for this course, see if you can remove distracting instances of the passive voice in your work.

This link provides information and interactive activities to help you identify sentences in the passive voice and practice changing them to the active voice.

Course Activity Page:
A Guide to Common English Grammar Rules

Subject-Verb Agreement

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https://wisc.pb.unizin.org/oersourcebook/?p=5

The term "voice" describes the relation of the action of the verb to its subject. The voice of a verb may be either active (with the subject doing the action) or passive (with the subject receiving the action).[1] Sentences that use the active voice often seem more personal and less clinical because they allow your readers to imagine the actors (or "doers") in a sentence.

Of course, not all instances of the passive voice are problematic, but in some contexts, the passive voice can be confusing or simply appear distractingly technical.

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1. See the Oxford Dictionary definition for more information on this topic.

Passive	Active
Coffee was brought to Stephanie by Abby.	Abby brought Stephanie coffee.
It was concluded that the sandwich had been eaten.	Researchers concluded that the boa constrictor ate the sandwich.
The location in consideration for this study is the Memorial Union.	The Memorial Union provides a clear example of this phenomenon.
I was made aware of the problem by a fellow student.	A fellow student informed me about the problem.

This Writing Center resource page provides information and strategies for using the active voice: *https://writing.wisc.edu/Handbook/ CCS_activevoice.html*

Passive to Active Voice Self-Test

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https://wisc.pb.unizin.org/oersourcebook/?p=5

Hyphen Practice

This drag-and-drop hyphenation activity was created by Excelsior College's Online Writing Lab. The Excelsior Lab has shared its activities under a Creative Commons Attribution 4.0 International License.

> *An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=5*

Activity Transcript: I am getting married next month, and I think my future father in law really likes me. My future wife said he bought us a super extravagant honeymoon package. I was worried for a long time that my future in laws did not like me very much, but I know now that I was worried for nothing. This is an amazing wedding gift. It is an all expense paid package vacation to a tropical island near the Bermuda Triangle. I know what you might be thinking, but I have read that the reports from the Bermuda Triangle are greatly exaggerated. I am sure everything will be fine. The only strange thing is that I heard my future sister in law on the phone making long term plans for a family reunion without me. She probably just forgot that I am about to be a part of the family. Still, I think it does seem a little bit suspicious now that I think about it. I also

heard my fiance's father telling her that he did not want her going on our honeymoon. He said something about letting me enjoy a short vacation by myself. I suppose I could use a little time off. I think I might need to rest up if I am going to join this family.

IN-CLASS RESOURCES

Syllabus Annotation Exercise

Activity Description

This activity invites students to reflect on a course's goals and expectations and provide a space for students to ask clarification questions.

Instructors may also use syllabus annotation activities to co-construct course guidelines with students. For example, an instructor might invite students to develop a policy about in-class technology or late work together and then formalize this policy during a course discussion.

Components

This activity incorporates the Hypothes.is annotation tool. If you scroll down to the main content section of this page, you will see that some of the text is highlighted in yellow. Clicking on any of these highlights will allow you to see

additional content related to this page. (These highlights may take a few seconds to appear on your screen.)

<div align="center">Try It Out!</div>

Contribute a comment of your own! What are some of the ways that you've seen students and peers participate productively during discussion sections?

To comment on this text, highlight a section of this page. You will see two options pop up next to your selection:
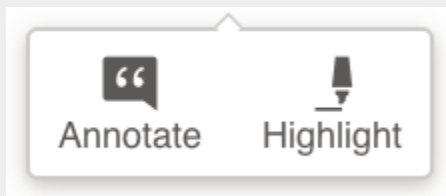
Click "Annotate."

If you don't have a Hypothes.is account, you'll be prompted to make one. (This is free.) Once you've entered your email and logged in, enter your comment, and then click "Post to Public."

Syllabus Excerpt

Participation and Professionalism

To create an open, supportive discussion, we all need to participate—not only as speakers but also as active, attentive listeners. You should come to each class meeting prepared and ready to be an active participant when you're here. **Participation does not mean "talking a lot"—it means a range of things. "Active Participation" can include listening carefully, speaking thoughtfully in large- or small-group discussions, contributing to our online discussion board, or otherwise helping to foster a rewarding discussion that involves all of your classmates.** I am happy to have a conversation about participation strategies at any time during the semester—please feel free to reach out to me after class or send me an email.

While I do allow technology in my classroom, I ask that you use computers and phones only as they enrich your note-taking or participation abilities. Texting while your peers are speaking or surfing the internet during section are unprofessional behaviors that disrupt the flow of the classroom. If you engage in any of these behaviors in class, you and I will discuss these behaviors in private. If you continue to behave in this way after our initial conversation,

you will not be able to claim "daily and active participation" as per the terms of our course grading contract.

> **Syllabus Activity Reflection Question: What are two things you can do to contribute to an inclusive classroom environment? (Think about things that other students have done to make you feel welcome in a conversation, however contentious that conversation may have been!)**

OER Sourcebook Hypothes.is Discussion

- What language would you use to describe the goals and actions required in a syllabus annotation activity?
- How might these instructions differ if you were framing this as a small-group exercise during class?
- What kinds of questions would you ask students to consider in the margins?

COLLECTING INSTITUTIONAL KNOWLEDGE

Resources for Graduate Programs

Often, graduate students learn about their field's expectations through informal networks of colleagues. A Pressbook could provide an organized set of department-specific resources intended to help graduate students understand disciplinary conventions, access field-specific resources, or navigate the job market. [1]

The following list includes some of the materials that may be useful to include in a graduate student resource guide.

1. Graduate students in the UW–Madison English Department are in the process of piloting a crowd-sourced guide of this type. At the end of this pilot project, we will update this page with more information about lessons learned in this process.

Field-Specific Knowledge

Many departments are composed of and connected to multiple sub-disciplines that each have their own institutional knowledge. Graduate students and professors interested in supporting entering students and attracting future applicants might find it useful to provide a centralized resource for succeeding within a sub-discipline.

- Overview of key journals

- Guidelines for IRB approval
- Conference info and characteristics
  - *Ex. which conferences have a reputation for being particularly welcoming to graduate students?*
- Specific research fellowships
  - *Do any major journals offer research support or paper prizes within a particular subfield? When are the deadlines for these applications?*

Prelims Logistics

- Timelines: When should examinees contact potential committee members?

- An overview of the range of note-taking templates and study strategies that past graduate students have found productive

Conferences

Department Funding

- Links to travel support funding rules and required forms

Guidance

- Examples of successful conference abstracts in the field
- Information about presentation preparation:
  - *If your field has a convention of reading papers aloud at conferences, you might provide common wisdom about how many pages of writing to prepare for a 15-minute presentation or provide links to this words-to-minutes speech calculator.*
  - *Are there conventions about using images in presentations in your field? How should images be described or credited during a presentation?*

Publications

- Useful writing guides relevant to your field– (for example, Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks*)
- Links to UW-Madison resources– (for example, the Writing Center's list of publication workshops for graduate students or the English department's Proofreaders and Editors list)
- Advice or archived department presentations detailing strategies for addressing "Revise and Resubmit" feedback

Dissertation Resource Guide

Proposal Conference

- How to set up a dissertation proposal defense conference:
  - For example, who should students contact to schedule a conference room?

Grant Applications

- Which institutions are most likely to provide funding for research travel or writing support?

Writing Resources

- A list of recommended guides to writing dissertation projects in your field. For example:
  - Eric Hayot's *Elements of Academic Style: Writing for the Humanities* (2014)
  - Irene L. Clark's *Writing the Successful Thesis and Dissertation: Entering the Conversation* (2006)
  - Joan Bolker's *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (1998)

Dissertation Defense Conference

- What should candidates bring to the meeting? How early should committee members receive copies of the finished product?

Depositing

- Are there any special considerations for depositing that are particularly relevant in your field?

Job Market Support

- Sample job materials, dissertation and project proposals, and grant applications (password-protected,

if desired)
- Application timelines
- Field-specific advice from experienced applicants
- A direct link to department BOX folder containing department letterhead file

OER Sourcebook Hypothes.is Discussion

- What other resources might departments consider including in a guide for graduate students?

SAMPLE ACTIVITIES FOR LANGUAGE INSTRUCTION

The following pages highlight a range of approaches for helping students develop vocabulary, conjugation, and comprehension skills using interactive H5P activities.

Verb and Noun Forms

- **Conjugation Exercise**

- **Pluralization Practice**

Vocabulary

- **Embeddable Flashcards**

- **Vocabulary Illustration Tool**

- **Vocabulary Image Quiz**

Pronunciation

- **Pronunciation Practice Flashcards**

- **"Speak the Words" Activities**

Listening Activities

- **Dialogue Comprehension Quiz**

- **Vocabulary Recognition Listening Activity**

Multimodal Activities

- **Link to CS / CR Conversion Example**

    ◦ Tutorial Materials for this CS/CR activity

- **Listening Activity with Quiz and Interactive Worksheet**

Additional Resources

- **Importing and Modifying Pre-Existing H5P Activities**

Conjugation Exercise

Activity Materials

- H5P Content – specifically, the "Mark the Words" activity

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

https://wisc.pb.unizin.org/oersourcebook/?p=227

The source of these excerpts is the first digital edition ***Português para principiantes***, a thorough re-working of Severino J. Albuquerque and Mary H. Schil's 1993 revision of Claude E. Leroy's textbook, first published as *Português Para Principiantes* in two volumes by the University of Wisconsin Extension Division in 1964. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Practice Pluralization

Activity Materials

- Simple Tables
- H5P Content – specifically, the "Fill-in-the-Blank" activity

For words ending in stressed -il, drop the final -l and add -s.

funil, fun**is**	*[funnel, funnels]*
barril, barr**is**	*[barrel, barrels]*

For words ending in an unstressed -i, drop the -il and add -eis. Accentuation is maintained on the same syllable.

fácil, fác**eis**	*[easy]*
fóssil, fóss**eis**	*[fossil, fossils]*
difícil, difíc**eis**	*[difficult]*

Prática

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Flashcard Activity

Activity Materials

H5P Content – specifically, the Flashcards activity

Wisconsin Flora and Fauna

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https://wisc.pb.unizin.org/oersourcebook/?p=300

This activity draws upon pre-existing public curation projects and OER materials. The nature crowdsourcing

website iNaturalist encourages users to make their photographs available for reuse by using a Creative Commons license. Other users curate public resource guides such as "Driftless Wisconsin Flora and Fauna," the resource whose images are included in the above question set. Resources like iNaturalist and Siftr make it possible to quickly create learning content that is specifically tailored to UW students' experience in Wisconsin.

Spanish Words for Berries[1]

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

https://wisc.pb.unizin.org/oersourcebook/?p=300

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1. The berry identification activity above comes from the H5P sample activity homepage.

Vocabulary Image Hotspot

Activity Materials

- H5P Content – specifically, the Image Hotspot activity

Self-Test Instructions

During this week's class, we learned about the Dutch words used to describe canine anatomy. Test your recall by taking out a sheet of paper and numbering it 1-14. Which terms do you remember? Click the purple icons to see the correct term.

Vocabulary Question - Image Hotspot Activity

Activity Materials

- H5P Content – specifically, the "Find the Hotspot" activity
- Image embedded in H5P activity

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https://wisc.pb.unizin.org/oersourcebook/?p=279

Vocabulary Pronunciation Flashcards

Activity Materials

- H5P Content – specifically, the "Dialogue Cards" activity
- Images and audio embedded in H5P activity

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https://wisc.pb.unizin.org/oersourcebook/?p=286

"Speak the Words" Activities

Guided Recording

<u>Student instructions</u>: practice your response until you are happy with your recording. Upload your final recording to our Canvas dropbox!

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Activity 2 Materials

- H5P Content – specifically, the "Speak the Words" or "Speak the Words Set" activity

Teaching Considerations

- This activity requires instructors to consider a range of potential answer variations in advance. (For instance, a student might respond with either "Hi!" or "Hello!" when asked to record a greeting in English.)

- At present, the speech recognition algorithm can be unreliable. For instance, it may not recognize some language variations or process accent marks correctly.

"Speak the Words" Self-Test

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https://wisc.pb.unizin.org/oersourcebook/?p=290

Dialogue Comprehension Quiz

Activity Materials

- Embedded audio
- Simple tables
- H5P Content – specifically, the "Single Choice Set" activity

Instructions

Listen and follow along with the dialogue. Then, answer the questions below.

Luísa:	Como é o seu nome?
Pedro:	O meu nome é Pedro, e o seu?
Luísa:	O meu nome é Luísa. Muito prazer.
Pedro:	Muito prazer.
Luísa:	De onde você é, de Portugal ou do Brasil?
Pedro:	Sou do Brasil. Mas meus pais são de Portugal.
Luísa:	E por que você está aqui? Você está de férias?
Pedro:	Estou aqui para visitar meus parentes. Eles são dos Estados Unidos.
Luísa:	Eles estão muito contentes com a sua visita, não estão?
Pedro:	Estão, sim. Eles são todos muito simpáticos.
Luísa:	Você está na casa deles, não é?
Pedro:	É. A casa é perto do lago. Sabe, meus tios são arquitetos, então a casa é muito bonita e confortável.
Luísa:	Você está com vontade de tomar uma cerveja agora?
Pedro:	Estou, sim. Vamos.

Prática de Diálogo

Click on the answer that correctly responds to the information given in the dialogue.

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https://wisc.pb.unizin.org/ oersourcebook/?p=220

The source of this example is the first digital edition ***Português para principiantes***, a thorough re-working of Severino J. Albuquerque and Mary H. Schil's 1993 revision of Claude E. Leroy's textbook, first published as *Português Para Principiantes* in two volumes by the University of Wisconsin Extension Division in 1964. This work is licensed

under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Vocabulary Recognition Activity (Drag the Words)

Activity Materials

- Embedded video
- H5P Content – specifically, the "Drag the Words" activity

Instructions: Listen to this song and complete the dialogue with correct words.

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An interactive or media element has been excluded from this version of the text. You can

view it online here:

https://wisc.pb.unizin.org/oersourcebook/?p=250

Multimodal Activity with Worksheet Export

Activity Materials

- Embedded audio
- Simple textboxes
- H5P Content – specifically, the Documentation Tool and the Question Set activities

Rosa alikoma kutembea na mvulana ye yote. Alikaa peke yake. Hakuzungumza sana. Zakaria alifurahi. Hakujua Rosa alihitaji kujua wavulana kwa ajili ya maisha yake ya mbeleni.

> 🎵 *An audio element has been excluded from this version of the text. You can listen to it online here: https://wisc.pb.unizin.org/oersourcebook/?p=312*

Charles aliondoka Namagondo. Alikwenda shule ya Mkwawa. Rosa alichaguliwa kwenda shule ya sekondari ya wasichana katika mji mwingine. Sasa alihitaji pesa kununua shuka mbili, sanduku, na viatu, na pia barua ilimtaka aje shuleni na shilingi themanini. Lo! Zakaria hana pesa. Kwa hiyo, yeye na Regina wakakubaliana kwamba watauza ng'ombe mmoja.

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Siku moja usiku Zakaria aliondoka. Alikwenda kunywa pombe. Regina pamoja na binti zake walikula chakula cha jioni pamoja. Regina aliongea na Rosa na watoto wengine akiwaonya wawe waadilifu. Alimwambia Rosa kwamba wasichana wengi wa shule hupata mimba. Wengi wao hutoa mimba hizo, yaani huua watoto, kwa vile hawataki kufukuzwa shule. Alisema pia kama Rosa akipata mimba asiitoe. Regina alisema kwamba atamsaidia kumtunza mtoto.Kwenye mwisho wa sura, Zakaria alirudi nyumbani, akawatisha watoto wote na Regina pia na mzaha wake wa "nyoka".

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maswali

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https://wisc.pb.unizin.org/oersourcebook/?p=312

The source of this example is *Rosa Mistika*, an open

CS / CR ACTIVITY WALKTHROUGH

What is a CS / CR Activity?

CS / CR stands for "Case Scenario / Critical Reader" and refers to an interactive tool that instructors at UW began using in 2011. The CS/CR tool promoted active learning by allowing participants to read course materials and engage in simulation activities. UW's Knowledgebase provides more information about CS/CR activities.

Although the University of Wisconsin has discontinued its use of the CS/CR tool, there are a number of ways to translate CS/CR activities into Pressbooks using Pressbooks H5P activities, the Hypothes.is annotation layer, and Canvas integration tools. This walkthrough provides guidance on how to approach this conversion process. This is an evolving resource: we will be updating these materials over the course of the next few months to address instructor questions as they arise.

Organization and Workflow

A CS / CR activity is made up of multiple components working in concert with one another. In this tutorial, you will learn how to do the following:

1. Insert your source text into the Pressbooks editing pane

    1. add a part and chapter
    2. name your chapter and add hyperlinks to your text

2. Add visual media and audio recordings into the Pressbooks media library and insert them into the chapter text
3. Add interactive glossary items to the chapter text
4. Create interactive activities–(quizzes, short answer, etc.)–using the H5P plugin
5. Create annotations in Hypothesis that combine images, text, and multiple interactive activities

click the image above to enlarge it on your screen

Adding Parts and Chapters

How to add a part and a chapter

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This video covers:

- the difference between a part and a chapter
- two ways to create a part or chapter
  - <u>method 1</u>: create and publish a part or chapter using the left-hand menu options: "Text" > Add New Part / Add New Chapter
    - if you use this method to create a chapter, you will need to make sure you have inserted the chapter into your intended part by looking to the top right-hand side of the editor and selecting the desired part
  - <u>method 2</u>: create and publish a chapter by

navigating to the "Organize" page and clicking on the "Add Chapter" button at the bottom of a part

Additional Notes:

- Once you are on the Organization page (menu item "Text" > "Organize"), Pressbooks makes it easy to reorganize your book. You can change the position of any chapter by dragging and dropping them into the location you would like them to be. See a short demo below.[1]
- For a more in-depth overview of parts and chapters, visit *Pressbooks 101: Parts and Chapters*.

---

1. Source link: Pressbooks 101: Parts and Chapters

Pressbooks 101	Author	Status
Pressbooks Landing Page & Book Info	You	Published
Parts & Chapters ★	You	Draft
Editing Interface	You	Draft

Inserting Chapter Title, Text, and Hyperlinks

⊞ *An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=54*

This video covers:

- Adding a title to a chapter
  - making sure that you have added the preface "Assignment:" to your chapter title if you intend to upload the quiz items on this page into your course grade-book
- Inserting text into a part
- Adding a hyperlink
  - ensuring that your hyperlink opens in a new tab by clicking on the gear icon next to your hyperlink text and clicking "open link in new tab"

Note: *Adding the word "Assignment" to a chapter title is necessary if you would like your H5P activities to be counted in your Pressbooks gradebook. However, this is not all you need to do to ensure that your gradebook accurately reports student grades. A later tutorial will outline how to integrate Pressbook activities with a Canvas gradebook so that student scores are recorded in Canvas.*

Adding a Glossary Entry

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

`https://wisc.pb.unizin.org/oersourcebook/?p=60`

In your Pressbooks dashboard, click on the "CM Tooltip Glossary" menu item on the left-hand side of your screen.

Next, select "new glossary item."

Enter the term in the title area of your editor.

Finally, enter your definition into the larger editing window. Click "Publish!"

Your glossary terms should automatically appear underlined in your chapter text.

* It is possible to insert images into your glossary text. Simply follow the same steps you would use to upload and insert a photo into a regular chapter or part.

Adding media to a Pressbooks page

Uploading Media to Pressbooks

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=56

This video describes:

- how to add audio files and visual media into Pressbooks
  - how to add a caption to an image
  - how to attach a media category tag to a media file
- how to insert audio and images directly into a Pressbooks chapter

We will discuss how to add media to a Hypothesis annotation pane in a different part of this document. Click this link to go directly to the annotation instructions page.

To Add Audio in a Hypothesis annotation:

Upload your audio media file to Pressbooks, then copy the url for that audio file and paste it into your hypothesis annotation. Hypothesis will automatically embed the material as an audio file in the annotation.

Adding Interactive Activities

This page shows how to create interactive activities using the H5P plugin.

Multiple Choice Quiz

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=62

This video describes how to:

1. navigate to the H5P content window
2. add a title to an activity
3. choose an activity to insert into my chapter – (in this

case, multiple choice)

4. Set "behavioral settings" for the quiz:

   - By default, this multiple choice quiz will enable multiple attempts, will enable students to click a "show solution" button, and will randomize the order in which question options appear onscreen.
   - in this case, I wanted to allow students to attempt the quiz multiple times and to randomize option order, but I did not want to allow students to view the correct answer after one attempt. Thus, I left the "enable retry" and "randomize answers" buttons checked and de-selected the "enable 'show solution' button" option.

Fill-in-the-Blank Quiz

click the image above to enlarge the screencap

To forgive minor issues with spelling or missing accent marks, click "behavioral settings" and make sure that:

- "Case Sensitive" is <u>un</u>checked
- "Accept Minor Spelling Errors" is checked

In addition, make sure that "Require all fields to be answered before the solution can be viewed" is checked

Essay

Behavioural settings

Minimum number of characters
Specify the minimum number of characters that the user must enter.

Maximum number of characters
Specify the maximum number of characters that the user can enter.

Input field size *
The size of the input field in amount of lines it will cover

10 lines ∨ ← **Leave this "input field size" set to 10 lines—(the default) in order to allow writers to see more of their written response on the screen at one time**

☑ Enable "Retry"
If checked, learners can retry the task.

☑ Ignore scoring ← **Click "ignore scoring"**
If checked, learners will only see the feedback that you provided for the keywords, but no score.

Override case sensitive
This option determines if the "Case sensitive" option will be activated for all keywords.

Override forgive mistakes
This option determines if the "Forgive mistakes" option will be activated for all keywords.

click the image above to enlarge the screencap

Click the "Behavioral Settings" drop-down and check off the "ignore scoring" box for essay questions.

Adding Media and Interactive Activities to an Annotation

I want to include four components in this annotation:

    1) A short text

    2) A multiple choice quiz

    3) An image

    4) An essay question

The first thing I will want to do is make sure I navigate to the published version of my chapter.

We've set Hypothes.is to be automatically enabled in this textbook, so when I view the chapter I have created, an annotation pane should appear on the right-hand side of the screen.

Next, I want to make sure I am logged in to Hypothesis.

I'll click "log in," and if I've told my browser to remember my password in the past (as is the case in the video below,) Hypothesis should log me in very quickly. If this doesn't automatically happen for you, you'll simply enter your username and password.

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=65

This next part works best if I have two tabs or windows open at once. In one tab, I'll keep the published chapter and annotation pane open.
In the second tab, I will open my Pressbooks Dashboard for the text I am working on.

When I select the text I want to be the subject of my annotation, two options should appear: Annotate and Highlight.

I'll click annotate.

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=65

Adding a Multiple-Choice Quiz to an Annotation

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=65

Next, I'll add some text and a multiple choice quiz to this annotation.

I'll copy-paste the text directly into the annotation editing window.

After this, I'll switch to that second tab I kept open so that I could access my Pressbooks Dashboard while editing my annotation.

I will use the left-hand menu to select the "H5P activities" menu item. Because I've prepared my multiple choice quiz in advance, my quiz will show up in my "all H5P content" list.

I will select the quiz in question and a preview version of that quiz will appear on my screen. At the bottom of my preview is an option titled "embed." I'll select this and copy the resulting text.

I'll navigate to my annotation tab and will paste this code directly into the annotation editor.

Once I click "Post to Public," this code will convert into my multiple choice H5P activity. You can always go back and edit your annotations by clicking the pencil icon on the bottom-right of each annotation, so it is fine to save this now and come back later.

Adding an Image to an Annotation

In this case, however, I know I want to add an additional image and activity to this single annotation. Because I have already uploaded my image to the Pressbooks media page and created my additional H5P file, I can continue on to add more media.

I will navigate back to my Pressbooks editor page and click on the "Media" section of my left-hand menu. I'll click on the image I've uploaded for this annotation.

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=65

The process of uploading images or audio to an annotation is different from the process of adding an H5P activity. What I need from this screen is a link to my image url, which I will find listed on the right side of the page.

I'll copy this address and switch back to my annotation tab.

Next, I'll click the photo icon in the annotator editing pane. This will insert a snippet of text that will direct me to paste my image's address between a pair of brackets. Once I have published this annotation, the image will appear.

Adding Another Activity to the Same Annotation

Finally, I want to add that second H5P activity just below the image I have inserted. I will follow the same steps I took above and will paste the embed code directly below my image url.

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=65

Assignment: Baudelaire "Au lecteur" p.1

This page illustrates the completed assignment we've composed as part of the CS/CR Walkthrough Activity.

Baudelaire, "Au lecteur"

Écoutez le commentaire du Professeur:

LES

FLEURS DU MAL

POÉSIES

PAR CHARLES BAUDELAIRE

PARIS
POULET-MALASSIS ET DE BROISE
LIBRAIRES-ÉDITEURS
4, rue de Buci
1857

Exemplaire de Baudelaire du recueil (1857)

> 🎵 *An audio element has been excluded from this version of the text. You can listen to it online here: https://wisc.pb.unizin.org/oersourcebook/?p=80*

Lisez la première strophe du poème, cliquez sur les parties en jaune et faites les exercices qui sont liés à ces parties du texte en utilisant le dictionnaire français-français (le lien se trouve ci-dessous):

La sottise, l'erreur, le péché, la lésine,
Occupent nos esprits et travaillent nos corps,
Et nous alimentons nos aimables remords,
Comme les mendiants nourrissent leur vermine.

DICTIONNARE

INTERACTIVE EXHIBITBOOK WALKTHROUGH

Interactive Exhibitbook Basics

Overview

In this walkthrough, we will discuss the basics of working in Pressbooks by creating a mock-up exhibition page.

- Create a chapter (aka a page)
- Incorporate header text, body text, and footnotes into Pressbooks
- Add a table
- Add media (images)

If you'd like to follow along with this activity using the sample image and text pictured below, you can do so by duplicating text and image from the original page materials replicated at the bottom of this chapter.
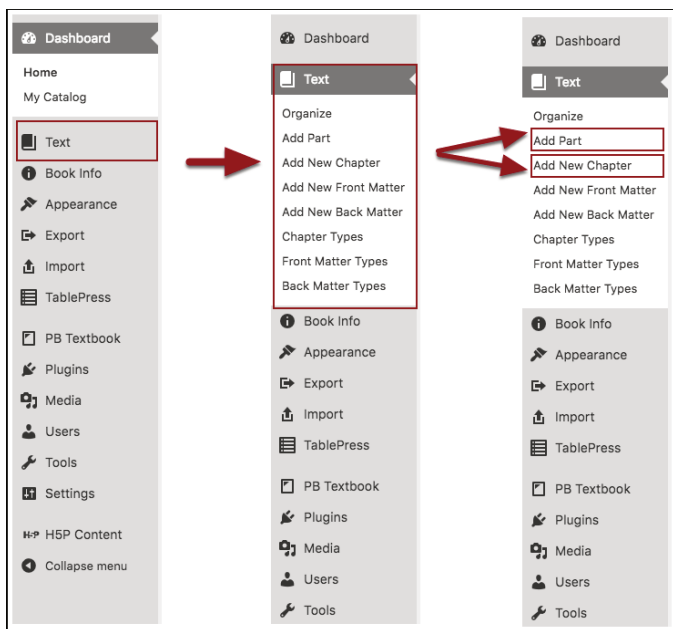
Create a chapter

STEP 1: To add a new Part or Chapter, start by clicking Text on the left side menu. This opens up the menu tray for your text.

Today, you're going to want to add a new chapter.

STEP 2: Give your chapter a name you will remember.

STEP 3: Make sure you've placed your chapter in the correct part of your text. To do so, look to the upper right-hand section of your screen for the "Part" dropdown and click on the "Create a chapter of your own" part of this text.

screenshot of part dropdown featuring two of the sections in this book (Art history 602 walkthrough and "create a chapter of your own")

***Note**: it's ok if you save your chapter in the wrong place to start with. You can fix this by editing your chapter again

or using the organization pane. For more details about the Organization Pane, click this link.

Add a table

STEP 1: click the table icon:

pressbo
oks
table
icon - a
3x3 row
grid
with a
hover
text that
reads
"table"

STEP 2: choose a 2×1 table

image of selection pane for a 2x1 table

STEP 3: Choose your border formatting.
Make sure the table you've just created is still "active." (Click inside of your table.)
Click the table icon again and choose "table properties" > class = "no lines"

table properties options

You can make footnotes in two ways. One is by clicking the FN button in your visual editor. The other is by entering text between two bracketed footnotes segments:
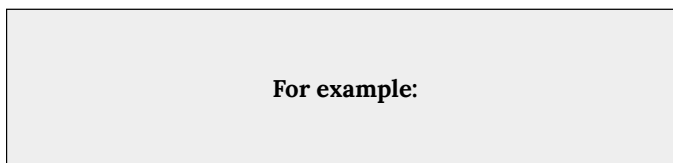
For example:

image of a section of the visual editor featuring text with a footnote attached

Add media (images)

We will walk through how to incorporate images into Pressbooks in person during our session.
If you've not been able to make today's training and would like to see a walkthrough on your own, this video contains an audio description of how to incorporate media into a text. (Scroll straight to minute 1:00).

> ⊞ *An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=595*

This video describes:

- how to upload audio files and visual media into Pressbooks
  - how to add a caption to an image
  - how to attach a media category tag to a media file
- how to insert audio and images directly into a Pressbooks chapter

Final Outcome

(Excerpt from _Creators, Collectors, and Communities_)

wooden spinning wheel	**Spinning Wheel** Norwegian Maker unknown, c.1840 Wood, metal Little Norway Collection, Gift of Scott & Jennifer Winner MHAHS 2014.050.0081

Spinning wheels were vital, if ordinary, objects that a family often brought from Norway to America. Spinning thread to make yarn was an important way that women contributed to family life during early immigrant days. Like the mangle board on display, these items were utilitarian. But by adding traditional Norwegian motifs and decorations, like the acanthus leaf carving seen here, another level of meaning is bestowed on these pieces that would become heirlooms for Norwegian-American families. Of unknown

origin, this spinning wheel was acquired by Little Norway creator Isaak Dahle and displayed in the museum's Norway Building for more than 80 years.[1]

1. This is a footnote

Interactive Exhibitbook - Intermediate

Create a gallery

Gallery Example

A Cooper's Hawk on Observatory Hill being yelled at by a group of crows

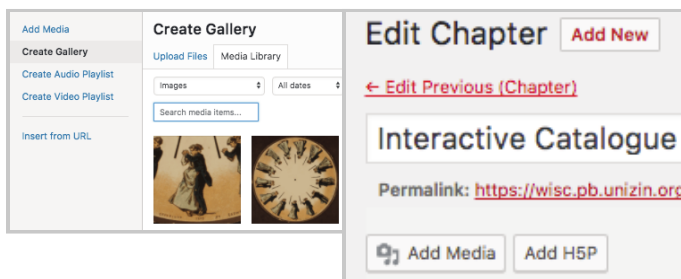Van Hise Hall looking majestic in the mist

A cheerful snowman on Bascom Hill

The Lakeshore Path in summertime
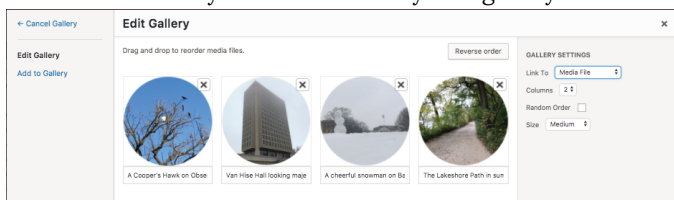
Gallery Set-Up

Step 1:

"Add Media" > "Create Gallery"

Step 2:

Check off the photos you would like to be included in your gallery and click "Create gallery."

From there, you'll see a screen that will allow you to determine how you would like your gallery to look.

In this example, I have added captions to each image, set the image links to "media file" so that the images will expand when clicked, and specified that my images should be medium-sized and arrayed in two columns.
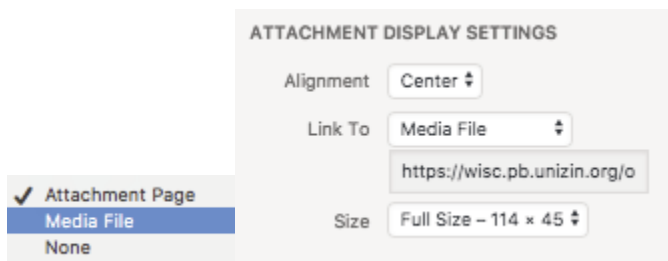
Web-Only Exhibit Content

Rotating Image Gallery | Moving GIF images |
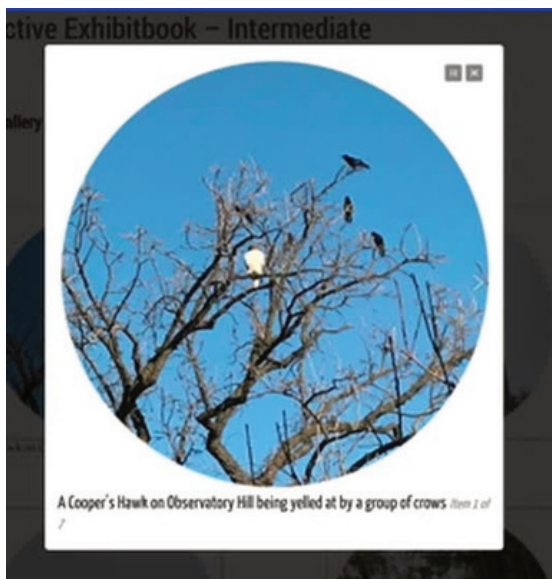Interactive Image Hotspot Activity

Rotating Image Gallery

Understanding the Lightbox plugin:

(Try it! Clicking any of the images below will expand that image on your screen)

Customizing the Lightbox plugin to enable gallery view:

A UW-Madison Kaltura MediaSpace element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=780
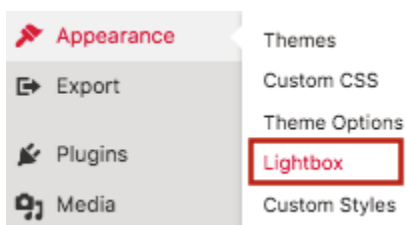
An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=780

Inserting Moving GIF Images

Phenakistoscope (CC BY-SA 2.5)

H5P Image Hotspot Activity

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

https://wisc.pb.unizin.org/oersourcebook/?p=780

H5P ACTIVITY TUTORIALS

Multiple Choice Quiz Settings

This page discusses some of the scoring settings for the H5P Multiple Choice activity type.

Quiz Scoring Options – Multiple Correct Answers

Version 1: Multiple Correct Answers Awarded Multiple Points

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

https://wisc.pb.unizin.org/oersourcebook/?p=193

In the example above, a student is awarded a separate point for each correct answer. If the student tries to answer the

question once, they can see how many answers they need to look for once they click "retry." (In other words, once I make a first mistake on the quiz question above, I'll have more information next time: I'll know that I'm looking for a total of three correct responses.)

Here are the settings used in this example:

In this example, the user has unchecked "Enable 'Show Solution' Button" (a default setting) and left "give one point for whole task" unchecked.

Version 2: Multiple Correct Answers Awarded One Total Point

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

https://wisc.pb.unizin.org/oersourcebook/?p=193

In the example above, a student is awarded a single point for getting all three correct answers. If the student tries to answer the question once, they can see which answers were correct and which were incorrect, but they *can't* see how many answers they need to look for once they click "retry."

(In other words, once I make a first mistake on the quiz question above, I still won't know how many correct responses I'm looking for. If I don't recognize the additional correct answer, I might need to try to answer the question twice more before I am correct. This multiple choice quiz is more difficult than Version 1 above.)

Which answers are correct?

✔ This is the first of three correct answers.

✖ This answer is incorrect.

✔ This is the third of three correct answers

This is the second of three correct answers.

⭐ 0/1

C Retry

⬇ Download   <> Embed   H·P

Which answers are correct?

✔ This is the first of three correct answers.

This answer is incorrect.

✔ This is the second of three correct answers.

✔ This is the third of three correct answers

⭐ 1/1

⬇ Download   <> Embed   H·P

122 | Multiple Choice Quiz Settings

Here are the settings used in this example:

☑ Enable "Retry" button

☐ Enable "Show Solution" button

Question Type
Select the look and behaviour of the question.

Automatic ⌄

☑ Give one point for the whole task
Enable to give a total of one point for multiple correct answers. This will not be an option in "Single answer" mode.

☑ Randomize answers
Enable to randomize the order of questions on display.

☑ Require answer before the solution can be viewed

☐ Disable image zooming for question image

☐ Show confirmation dialog on "Check"

☐ Show confirmation dialog on "Retry"

☐ Automatically check answers
Enabling this option will make accessibility suffer, make sure you know what you're doing.

Pass percentage
This setting often won't have any effect. It is the percentage of the total score required for getting 1 point when one point for the entire task is enabled, and for getting result.success in xAPI statements.

100

☑ Show score points
Show points earned for each answer. This will not be an option in 'Single answer' mode or if 'Give one point for the whole task' option is enabled.

Multiple Choice vs. Single Choice Activity - Advantages and Disadvantages

	Advantages	Disadvantages
Single Choice Quiz	Allows you to include multiple questions in the same quiz	This option automatically shows students the correct answer to a question after they have answered incorrectly once.
Multiple Choice Quiz	Allows you to determine more about how much information students receive once they have tried to answer a question once.	Does not allow you to include multiple questions in the same quiz

Importing and Modifying Pre-Existing H5P Activities

Step 1:

Identify a model H5P activity.

Step 2:

Many (but not all) H5P creators enable the "Download" option. If your model activity does, you'll see the option to click either "download" or "embed." Choose the former! Your file will upload in your Downloads folder or on your desktop.
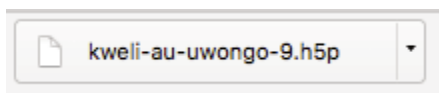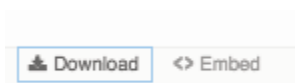
Step 3:

Navigate back to your own Pressbooks dashboard and click the "Add New" pane under the H5P content menu item.

H5P Content

All H5P Content
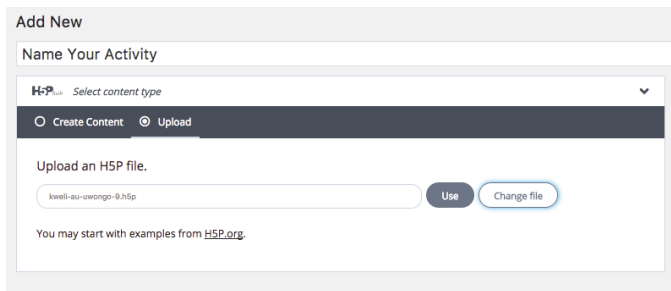
Add New

Libraries

My Results

Step 4:

H5P will give you the option to name your activity and then
select either "create content" or "upload." Click "Upload," find
your downloaded H5P file, and click "Use."

Add New

Name Your Activity

H5P   *Select content type*

○ Create Content   ⦿ Upload

Upload an H5P file.

kweli-au-uwongo-9.h5p   **Use**   Change file

You may start with examples from H5P.org.

Step 5:

From there, you will be able to edit the activity to your own specifications!

Add New

Name Your Activity

H5P *Quiz (Question Set)*   ⌄

Quiz (Question Set) was successfully uploaded!   ✖

🎓 Tutorial   🎬 Example

▸ Quiz introduction

Background image
An optional background image for the Question set.

➕ Add

Progress indicator *
Question set progress indicator style.

Dots ⌄

Pass percentage *
Percentage of Total score required for passing the quiz.

75

Questions *   Textual | Default

1. Multiple Choice ⊗	**Question type ***
2. Multiple Choice ⊗	Library for this question.
3. Multiple Choice ⊗	Multiple Choice ⌄
4. Multiple Choice ⊗	▸ Media: Loading...
5. Multiple Choice ⊗	**Question ***
6. Multiple Choice ⊗	Ziwa Victoria ni ziwa kubwa katika Afrika ya Mashariki.
7. Multiple Choice ⊗	**Available options ***
8. Multiple Choice ⊗	▾ Option: Kweli ⊗
9. Multiple Choice ⊗	
10. Multiple Choice ⊗	Text *
➕ ADD QUESTION	Kweli
	☑ Correct

Note: If you're keeping substantial portions of this activity, make sure to investigate the original text's content reuse policy and frame your work accordingly.

The source activities pictured in this example are from ***Rosa Mistika***, an open textbook created by Katrina Daly Thompson, Amy Clay, Rebecca Mandich, Pamela Kimario, Serah Kivuti, David Lukachi, Mwita Muniko, Vincent Ogoti. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

WEB-ONLY CONTENT AND H5P IFRAME APPLICATIONS

There are two ways to insert content from other websites into Pressbooks. One is to use the direct oEmbed codes that many websites provide as a sharing option. The other is to use a the H5P Iframe Embedder activity.

Depending on the way your intended source material is formatted, embedded activities may or may not function properly when incorporated into a Pressbook and embedded into a Canvas page. Thus, it is a good idea to privately test how your material functions in a published Pressbooks module before committing to an activity for a course.

Direct embeds only work reliably if two conditions are met:

1. **the originating website is whitelisted by**

WordPress or Pressbooks – This page provides a list of websites that WordPress will accept as an oEmbed.

2. **the site in question provides an oEmbed rather than just an embed code**

Consider some of the following questions about resource stability and permissions before you use an embed code or an iframe activity:

What do you know about the source of the embedded material you are incorporating into your text?

- Is the embedded material's URL stable, or does the source site require users to access the material through a path that changes moment to moment? Even if you are using the iframe activity on a short-term basis, make sure that you are confident that the link will remain active during the required period of student engagement.

  - *For example, many online*

*databases use time-sensitive
URLs that become non-
functional after a specified time
has passed.*

- Is the embedded material likely to be
  removed from the web at any time?
  How will you know that this has
  happened? Do you need a backup
  plan?

  - *For instance, is it likely that
    another content producer–say,
    on Quizlet–will delete the
    material in question?*

    - *Is there a simple way for
      you to ethically and
      legally produce a copy of
      this resource on the
      originating site so that
      you are confident that the
      material will stay
      accessible?*

- Is the embedded material equally
  supported in different internet

browsers?

If you are planning to share a Pressbooks activity as an Open Educational Resource, what are some ways that you can ensure an activity's longevity and stability?

- *For instance, if you've used an iframe to embed a Google Document activity that allows your students to collaborate to produce presentation materials for your peers, consider transferring the final version of this material into your Pressbook as opposed to leaving the final text in your iFrame. (Make sure you have obtained student permission for the publication and open licensing of your book.)*

You will also want to consider graceful fallback options for the static formats of your text.

- If you know that some of your students will be accessing your text off of the web, make sure you've incorporated an alternate version or description of your web-only

content into your Epub/PDF export
formats.

- For more information about adapting
  materials for other formats, see the
  Multiformat Stability section of this source
  guide.

Note: While embedded iframes generally work well when accessed through a text on the Pressbooks website, as of February 2018, embedded iframes don't always transfer smoothly when Pressbooks pages are embedded directly within Canvas. (You might see a horizontal white bar appear over a small part of your Pressbook page.) The takeaway: if your end-goal is to embed your Pressbook directly into Canvas, it's a good idea to test the way your iframe activity works in an imported Canvas page before committing to that activity in your course.

This is a known issue we hope will resolve shortly.

Show/Hide Boxes with Pure HTML [Details Element]

One way to implement local show/hide features without using plugins or fancy javascript, is to use a native HTML5 element called `<details>`. There isn't currently a WYSYWIG button for it, so do use it, you'll have to be comfortable working with raw HTML in Pressbooks' text editor, but the `<details>` element offers a simple, powerful way to make expanding text boxes (also known as disclosure widgets) in your Pressbooks web book.

Here's one example:

Show More

Here's some text (and an image) which starts as hidden, but can be shown if the user clicks on the show more text above.

Van Hise Hall looking majestic in the mist

You can put anything that fits inside a standard Pressbooks webbook inside of the details element, including H5P activities, as seen below:

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

https://wisc.pb.unizin.org/oersourcebook/?p=918

One important thing to note is that the <summary> description of the details element is fixed, meaning that it does not dynamically change based on state changes. No matter whether the details element is open or closed, the text remains the same. This just means that you should choose carefully what the text says. In this case, we wrote 'Show More' – this is fine when text is collapsed, but it is no longer true when the text is expanded. A more accurate label might be 'Collapse or Expand Text' or even 'Show/Hide'.

How to make a show/hide collapsible box

The details element is very simple and starts and ends with the standard HTML tags: `<details>` and `</details>`. If the first child element is a `<summary>`, whatever appears within the summary will be used as the label for the show/hide box. Here's some sample code for a very minimal show/hide disclosure widget:

```
<details>

    <summary>Show/Hide</summary>

     This text is hidden at first, but can be
expanded by the user.

</details>
```

The code above would produce a disclosure widget that looks like this:

Show/Hide

This text is hidden at first, but can be expanded by the user.

You can use this code by copying and pasting it into the text editor of your own Pressbooks chapter. To change the label, simple edit the text between the two <summary> tags. To change the hidden text, edit the text that follows.

Plot.ly Embed

Embed Plot.ly Visualizations

Plot.ly is an open-source visualization tool that allows users who work with R and Python to produce embeddable, interactive graphs to incorporate into web pages. For set-up information, visit "Getting Started in Plot.ly for R" or "Getting Started in Plot.ly for Python."

Once you have set up your account and produced a visualization, you can use the embed codes that Plot.ly provides. Your source code will include a pair of iframe tags that look like this:

```
<iframe width="900" height="800" frameborder="0" scro
```

To put a Plot.ly graph in your book, switch from the 'Visual' to the the 'Text' editor and paste this embed code wherever you'd like the Plot.ly visualization to appear.

Change the default width element to allow for dynamic resizing

One other thing you can do to improve your viewers' reading experience is to remove the "width" element in the text. (This will allow the image to adjust to the size of the reader's screen.) Simply change the [width="number"] element to width="100%". Using the example above, your embed code would now read:

```
<iframe width="100%" height="800" frameborder="0" scr
```

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/oersourcebook/?p=879

Siftr

As with all web-only iframe content, there are some caveats to consider before you incorporate this content into a course or textbook. This page includes workflow suggestions that may help instructors use Siftr for student engagement during a course's run and subsequently convert student-contributed content into a more stable, print-friendly format at the end of the semester.

What Is Siftr?

Siftr allows users to post photographs associated with specific locations on a map. During past years, the UW-Madison Active Teaching Lab has discussed Sifter on two occasions. To learn more, visit Margene Anderson's Siftr Overview and Cathy Middlecamp's Siftr Overview.

Examples of Embedded Siftr Activities

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https://wisc.pb.unizin.org/oersourcebook/?p=590

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

https://wisc.pb.unizin.org/oersourcebook/?p=590

Cathy Middlecamp shared this Siftr page of UW–Madison campus
wildlife during her 2015 Active Teaching Lab discussion.

Note: *While the majority of the materials in this sourcebook are openly licensed, this embedded resource is the product of contributors to the Siftr website, and thus, the embedded*

materials in this activity may be subject to copyright restrictions.

<div align="center">Use Considerations</div>

Siftr may be a useful resource for instructors who would like to include students in a collaborative activity during the semester, but embedded Siftr maps should be viewed as short-term, web-only resources rather than long-term components to include in a text. As with all other iframe content that is hosted on a third party platform, it's not guaranteed that your media content or embedded address will remain stable over time.

It's best to have a plan for how to convert the materials your students have gathered into a more stable and/or print-friendly format after your initial activity is complete. The next page in this sourcebook provides an example of this process in action.

Siftr H5P iframe embed walkthrough

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* **Note**: This video is silent. In the near future, the Sourcebook editors will add written instructions to accompany this walkthrough.

Siftr - Sample Activity Workflow

Platform Conversion Options

TIME RANGE	Short-Term (mid-semester)	Long-Term (web only)	Long-term (print-inclusive)
TOOL	Siftr	H5P Multiple Hotspot Activity	Static Diagram
OBJECTIVE	Allow students to collaboratively contribute images, text, and video to a map using a simple upload process.	Preserve student-curated map content in a format that is interactive, draws upon openly licensed materials, and hosted within your Pressbook.	Create a diagram that is stable in all Pressbooks formats, print included.
CONSIDERATIONS	Sitr is web-only. If some of your readers will access your text in a static form, consider including a link or QR code to ensure wider access.	Creative Commons has a search engine that allows users to find openly licensed maps. Users can embed these images into Pressbooks as the background of an image hotspot activity.	Creative Commons can help users find a map to use as the backdrop of their image.

<u>STEP 1</u>: Students contribute images to campus Siftr map.

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https://wisc.pb.unizin.org/oersourcebook/?p=732
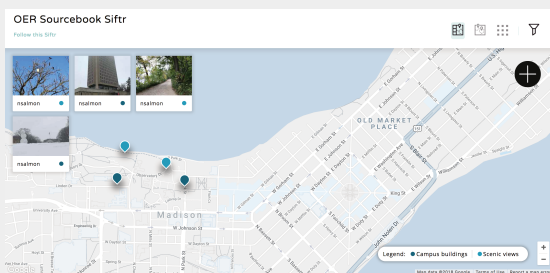
Screenshot of a Siftr map featuring markers that highlight UW-Madison campus buildings. (Campus Siftr map linked here.)

<u>**Conversion A**</u>: H5P Multiple Hotspot Activity

Once students have finished contributing materials to the Siftr map, the instructor or groups of student-editors could convert the materials into an interactive H5P activity using a Creative Commons-licensed photograph as the background image.

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

```
https://wisc.pb.unizin.org/
oersourcebook/?p=732
```

The background image used in this activity was shared by the UW-Madison Water Sustainability and Climate Project under a Creative Commons license that permits non-commercial reuse–(CC BY-NC-SA 2.0).

<u>**Conversion B**</u>: Static Image

Instructors or students could also convert Siftr content into a static image by creating a numbered map for reference and including student contributions below. This would allow future users to view this content in print, EPUB, or PDF formats rather than only on the web.

E100 Campus Photo Activity

TITLE	STUDENT DESCRIPTION	STUDENT PHOTOGRAPH
(1) Bascom Hill Snowman	Our group included this photo because it represents the creativity of students at UW Madison. – *Ashley K., Rashid M.*	
(2) Van Hise in the Mist	We took this picture because seeing Van Hise in the mist made us feel a sense of awe just like the feeling we get when we think about how many classes we could take at UW. – *Dana Q., Thomas R., Xiaohan C.*	

(3) Crows and Cooper's Hawk on Observatory Hill	This photo highlights the natural beauty of UW–Madison. There is wildlife everywhere you look. *– Angelica S., Eliza S., and Peggy S.*	
(4) Lakeshore Path	Our group took this photo to represent the time we spend walking and talking with our friends and roommates. We like the way that we learn as much from one another as we do from our homework assignments. *– Esteban R., Gabriela B., Lisbet M.*	

Padlet

Padlet Description

Padlet is an application that allows multiple contributors to post comments and media in a shared content window at the same time. In her Active Teaching Lab discussion of Padlet, Lauren Rose highlighted some of the advantages of the app. These include:

- a platform that doesn't require students to sign in to add content
- a content window that auto-updates, meaning that all users can see others' posts as they enter them (without refreshing their browser windows)
- the option to post text, hyperlinks, audio, or video content

Padlet as a short-term blended learning resource:

Padlet may be a useful resource for instructors

who would like to include a large number of students in an activity at once, but it should be viewed as a short-term, web-only resource rather than long-term component to include in a text.

As with all other iframe content that is hosted on a third party platform, it's not safe to assume that your media content or embedded address will remain stable over time. It's best to have a plan for how to convert the materials your students have gathered into a more stable and/or print-friendly format after your initial activity is complete.

STEP 1: In-Class

Literature Mix-Tape Activity

Instructions:

Today's class warm-up invites you to think outside of the box. Together with your group members, choose a scene in *Pride and Prejudice*. Next, pick one song (from any genre) that you feel captures the emotions or themes of this scene. Provide a brief description of the incident as well as a page number for reference.

OER Sourcebook contributors: feel free to join in! What song would you add to a literary playlist of this type?

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https://wisc.pb.unizin.org/oersourcebook/?p=457

STEP 2: Content Conversion

Once student group members collaborate to create a *Pride and Prejudice* playlist, the instructor for this class might collect the titles and artists of each group's songs and organize them in order of each scene's appearance in the novel. From there, the instructor could incorporate this completed playlist into the course Pressbook as a stable, self-contained resource within the Pressbooks chapter.

In this way, the students' creative contributions would be

preserved even if the embedded content were to disappear because of an unanticipated change in Padlet's platform.

Quizlet Embed

As with all web-only iframe content, there are some caveats to consider before you incorporate this activity into a course or textbook.

What Is Quizlet?

Quizlet allows users to produce, share, and search for flashcards. In addition to this, the site allows students to determine how they want to be tested. At a February 2018 U-Class event at UW-Madison, students described Quizlet as a particularly popular study resource. They spoke about incorporating these formative assessment activities into their everyday study routines and collaborating to create study sets. Many students download the Quizlet mobile app and use this app to review course materials on-the-go.

Two Examples of Embedded Quizlet Activities

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can view it online here:

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oersourcebook/?p=373

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excluded from this version of the text. You can
view it online here:*

https://wisc.pb.unizin.org/oersourcebook/?p=373

Note: *While the majority of the materials in this sourcebook
are openly licensed, this embedded quiz is the product of
contributors to the Quizlet website, and thus, the pictured
materials in this quiz may be subject to copyright restrictions.*

Potential Uses and Relevant Considerations

Many students already produce and share Quizlet study

resources with their peers. Instructors might invite students who have created course flashcards to share these materials more widely.

- Providing a means for students to share the study materials they are *already* producing by embedding these materials into your Pressbook may be a useful short-term strategy. However, you'll need to consider other ways of maintaining these resources and obtaining permissions for student-created content if you hope to reuse or share this material outside of an individual course.

Instructors who know that a large number of students in their course use the app on their own may consider creating their own course-specific Quizlet sets and embedding these quizzes into a course Pressbook.

- An advantage of this approach: students who use Quizlet as primary study resource might incorporate these instructor-produced materials into their already-established study regimens. Students could interact with Quizlet activities in a Pressbooks iframe, but they might also be motivated to add these same question sets to the study materials many already consult on a regular basis using the Quizlet mobile app.

Some *disadvantages* of creating embedded Quizlet sets:

- Many H5P activities may offer a better option for

textbooks intended to persist outside of an individual course context. H5P formative assessment tools such as multiple choice and fill-in-the-blank activities may be more stable, reliable, and replicable than Quizlet activities embedded in an iframe.

- Like many iframe-based activities, an embedded Quizlet activity won't function in an Epub or PDF format. If you know that some of your students will be accessing your text off of the web, make sure you've incorporated a graceful fallback option such as a link or QR code into your Epub/PDF export formats.

How to Import Quizlet Activities With the H5P Iframe Embedder

An interactive or media element has been excluded from this version of the text. You can view it online here: https://wisc.pb.unizin.org/ oersourcebook/?p=373

* **Note**: This video is silent. In the near future, the Sourcebook editors will add written instructions to accompany this walkthrough.

Customizing link settings

Some instructors who are embedding Pressbooks content into other contexts (Canvas, etc.) prefer to customize individual link settings in their text. The *BC Open Textbook Accessibility Toolkit* provides suggestions for creating link settings according to universal design principles:

> *Accessibility Suggestions for New Tabs/Windows*
>
> In general, it is better if weblinks do not open new windows and tabs since they can be disorienting for people, especially people who have difficulty perceiving visual content.[1]
>
> However, if a link must open in a new window, it is best practice to include a textual reference.
>
> - **<u>For example</u>:** Information on the BC Open

1. [2]
2. [2]

Textbook Project [New Window] is
available online.[3]

If all of the links in a text open new tabs or windows by
default, instructors may choose to provide a statement to
this effect in their book or on Canvas.

3. [4]
4. [3]

Step 1: Click on the link editing icon (pencil)
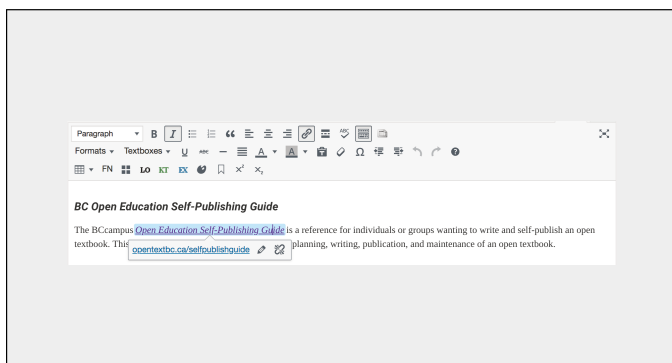
Step 2: Link options (gear icon)
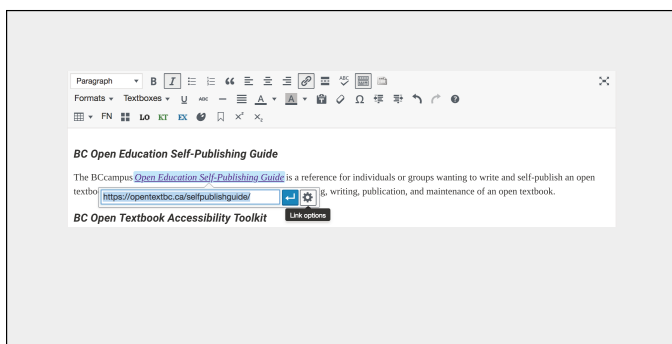
Step 3: Select "new tab" option

Insert/edit link ✕

Enter the destination URL

URL https://opentextbc.ca/selfpublishguide/

☑ Open link in a new tab
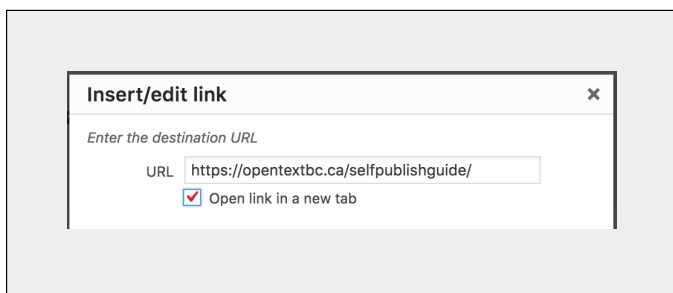
Attributions:

This chapter features content from the B.C. *Open Textbook Accessibility Toolkit* composed by Amanda Coolidge, Sue Doner, and Tara Robertson. (2015). British Columbia: BCcampus. You are welcome to download this book for free at http://open.bccampus.ca

INCLUSIVE DESIGN

Example: An Inaccessible Page

Assessment Activity

The following page provides examples of content that is presented or formatted in inaccessible ways. What are some questions you would ask about this page if you were reviewing it for accessibility? What would you change? *(The next Sourcebook page provides explanations of this content.)*

What do you think

affects the growth

# of a PLANT?

A lot of factors play a role in plant growth. Climate, temperature, plant pathogens, light levels, and the quality of Oscar-nominated films all play a role in plants' ability to thrive. (Plants have discerning taste where movies are concerned.)

Year	Total rainfall (July-August)	Hottest temperature average over course of seven days (°F)	Average Height of Sunflowers (feet)
2016	15″	82	7.2
2017	10″	80	8.1
2018	4″	90	2.6
The average rainfall between 2008 and 2018 was 9 inches.		The average temperature between 2008 and 2018 was 81°F.	

In the following paragraph, the sentences in green are in the active voice, while the sentences in red are in the passive voice.

There was a group of scientists who worked together in a lab and studied mice. One day, another group of scientists applied to work in the lab. Their application was reviewed and it was decided that they would be allowed to share half of the lab space with the mouse researchers. The second group of researchers studied pythons. Everything was going well until one day, it was

discovered that all of the mice in one of the cage had disappeared. Week after week, the mouse researchers would find another empty cage. It was decided that the pythons in the lab looked rather full. The mouse researchers told the python researchers that it was time to skedaddle.

Click here, here, or here for more information.

Inaccessible Example Activity - Explanation

Using Headings Appropriately
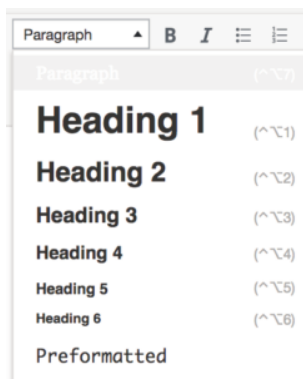
People who use screen readers or who look at the previous page in their browser's developer tools viewer can see that the previous page's opening lines progress from small text to large text because they each use a different header style. This author is trying to be playful by increasing the size of their font, but they have used semantic elements rather than design elements to do so. This influences how a screen reader would present information in the text. The words "of a plant" would be assigned a high-level heading (H2), "affects the growth" a secondary heading (H3), and "What do you think" a lower heading (H4). Because many users navigate

documents by scrolling through headings of different levels, this decorative use of headings would be counterproductive:

Example from Previous Page:

What do you think

affects the growth

of a PLANT?

Instead of using headers to style this text, the author should use html elements to change the font size.

Aha, but what if this text is also intended to be a heading *and* a visual metaphor? In this case, the author should use a top-level heading tag first and then change the text's html styling second. This way, screen readers would interact with this heading as intended but sighted readers would still see the three different font sizes.

For a detailed overview of headings, visit the Web Accessibility In Mind organization (WebAIM) article "Organizing Content."

Table Formatting

The example table lacks a title. It also includes cells that are merged together. Both of these factors negatively affect screen reader navigation. The writer should provide a title for the table For more information on table accessibility

Problem Example:

Year	Total rainfall (July–August)	Hottest temperature average over course of seven days (°F)	Average Height of Sunflowers (feet)
2016	15″	82	7.2
2017	10″	80	8.1
2018	4″	90	2.6
The average rainfall between 2008 and 2018 was 9 inches.		The average temperature between 2008 and 2018 was 81°F.	

Revised Example:

Year	Total rainfall (July-August)	Hottest temperature average over course of seven days (°F)	Average Height of Sunflowers (feet)
2016	15″	82	7.2
2017	10″	80	8.1
2018	4″	90	2.6

Designing Visual Content

The example below relies on only one form of visual information to distinguish between two different concepts. This presents a problem for viewers who have vision problems–(for instance, red-green colorblindness).

To address these concerns, the writer could make changes to the text to ensure that color isn't the only means of conveying information.

In the revised example below, the writer has added italics to the active voice sentences so that readers have multiple visual signifiers that distinguish the two forms of sentences. This writer has also represented this information in another way by providing a pair of explanatory lists. While this is not the only way the author could have made this text more accessible, providing this expanded explanation provides an added benefit: all readers now have the opportunity to learn more about the distinguishing features of the active and passive voice example sentences.

Revised Example:

In the following paragraph, the active voice sentences appear in *blue italics* and are labeled with an asterisk. The passive voice sentences are non-italicized and appear in red:

> *There was a group of scientists who worked together in a lab and studied mice. *One day, another group of scientists applied to work in the lab.* Their application was reviewed and it was decided that they would be allowed to share half of the lab space with the mouse researchers. *The second group of researchers studied pythons.* Everything was

going well until one day, it was discovered that all of the mice in one of the cage had disappeared. *Week after week, the mouse researchers would find another empty cage.* It was decided that the pythons in the lab looked rather full. *The mouse researchers told the python researchers that it was time to skedaddle.*

The sentences in the active voice clearly express who is responsible for the actions:

- There was a group of scientists who worked together in a lab and studied mice.
- One day, another group of scientists applied to work in the lab.
- The second group of researchers studied pythons.
- Week after week, the mouse researchers would find another empty cage.
- The mouse researchers told the python researchers that it was time to skedaddle.

In the passive voice sentences, it is unclear who is taking the action in question:

- Their application was reviewed and it was decided that they would be allowed to share half of the lab space with the mouse researchers. (*Who reviewed* the application and *made the decision*?)
- Everything was going well until one day, it was discovered that all of the mice in one of the cage had disappeared. (*Who discovered* the disappearance?)
- It was decided that the pythons in the lab looked rather full. (*Who decided* that the pythons were to blame?)

WebAIM provides additional information about colorblindness and accessible design.

Hyperlink Design

In the example below, the hyperlink navigator text is unspecific: each example uses the word "here." This is a problem because people who use accessibility devices may choose to scroll through link options nonsequentially.

A second problem with this example is that each of the hyperlinks opens up in a new window but the text does not

indicate this. The BCcampus Accessibility Toolkit provides the following guidelines for weblink settings:[1]

> "In general, it is better if weblinks do **not** open new windows and tabs since they can be disorienting for people, especially people who have difficulty perceiving visual content.[2]. However, if a link must open in a new window, it is best practice to include a textual reference. For example, Information on the BC Open Textbook Project [New Window] is available online.[3]"

Example from Previous Page:

> Click here, here, or here for more information.

Updated Example:

> For more information, see the UW-Madison Writing Center's Active Voice overview (new

1. BCcampus Accessibility Toolkit- "Weblinks"
2. W3 Guidance on Weblinks.
3. Penn State's weblink accessibility information page.

window), UNC's passive voice handout (new window), or Northern Michigan University's passive voice guide (new window).

Alternative Text for Images

The Web Accessibility In Mind organization (WebAIM) provides detailed information about when and how to include alternative text (alt-text) for images.

SHARED CONTENT

The material in this section does double duty. At times, it provides information to help this textbook's own readers interact with this text, as is the case with the Hypothes.is sidebar user page. However, this section's primary purpose is to share and collaboratively improve templates that may be of use to other OER contributors.

Future Components

Concise instructions describing how to use Pressbooks elements

- Hypothes.is sidebar instructions

Sample copyright / attribution statements

Sample waiver forms for student-produced media

OER Sourcebook Hypothes.is Discussion

What other templates or template variations should we add to this section?

Attribution Statements

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

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

Example of an attribution statement for adapted text

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

Note:

- The statement is clear, simple, and contains all

elements required for a complete attribution: title of the work used, author(s), and license type. A link is provided to the original work, the home page of the website (this is optional), and the license type.

- There is no need to name the adapting author in this statement. This information should either be included on the Book Info page as a main author OR if you want to indicate which author wrote/adapted which chapter, you can use the Chapter Author option at the bottom of each chapter/web page in Pressbooks.
- If the book is to be CC-BY licensed, then you will need to address the conditions dictated by the license for each resource you are using in your adaptation. At the bottom of the Chapter page in Pressbooks, there is an option to set the license type for that page which will override, for this page only, the overarching license chosen for the book on the Book Info page.
- If the chapter contains some original material AND some material from another source, then rather than saying "This chapter is an adaptation of…", say "This chapter contains material taken from…".

Example of an attribution statement for an adapted image

Figure 1.2

Dog by David Locke is used under a CC-BY 2.0 license. Modifications to this photo include cropping.

Note:

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

An extremely meta attribution statement for this very chapter:

This chapter is a February 2018 adaptation of the *Open Education Adaptation Guide* by Lauri M. Aesoph is used under a CC BY 4.0 International Licence. You may download this book for free at http://open.bccampus.ca.

Using the Hypothes.is Annotation Sidebar

Comment in the margins

To contribute a comment in the margins of this guidebook, highlight a section of this page. You will see two options pop up next to your selection:
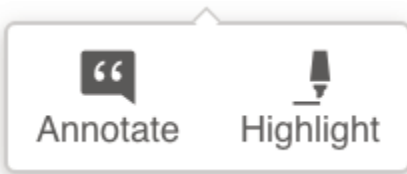

Click "Annotate!" If you don't have a Hypothes.is account, you'll be prompted to make one. (This is free.) Once you've entered your email and logged in, enter your comment, and then click "post to public."

Hide the annotation pane

This right-hand annotation pane will appear by default but

should disappear when you click on any unhighlighted text within the main reading window. To hide or resize the annotation window, click the arrow icon to the left of the globe icon that says "Public."
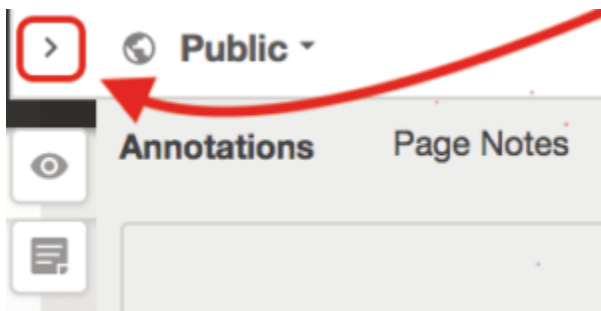
To see other comments once you have hidden the Hypothesis pane, click on any yellow-highlighted text on the screen.

FURTHER RESOURCES

Resources for OER Curation and Creation

BC Open Education Self-Publishing Guide

The BCcampus *Open Education Self-Publishing Guide* is a reference for individuals or groups wanting to write and self-publish an open textbook. This guide provides details on the preparation, planning, writing, publication, and maintenance of an open textbook.

BC Open Textbook Accessibility Toolkit

The *Accessibility Toolkit* is a collaboration between BCcampus and CAPER-BC. The goal of the Accessibility Toolkit is to provide the resources needed so that each content creator, instructional designer, educational technologist, librarian, administrator, teaching assistant, etc. has the opportunity to create a truly open and accessible textbook. An open textbook that is free and accessible for all students.The Accessibility Toolkit has also been translated into French. http://opentextbc.ca/troussedoutildaccessibilite

A Guide to Making Open Textbooks with Students

The *Guide to Making Open Textbooks with Students* (ed.

Elizabeth Mays) was collaboratively created and published by The Rebus Community for Open Textbook Creation. Two of the contributors to this text, Andrea Andrzejewski and Steel Wagstaff, are members of the UW-Madison community!

BC Open Education Adaptation Guide

The *BCcampus Open Education Adaptation Guide* is a practical guide about how to customize – or adapt – an open textbook so that it better fits your needs in the classroom and elsewhere. This guide defines the term adaptation and discusses reasons for revising a book, why this is possible with an open textbook, and the challenges involved.

BC Open Education Adoption Guide

The *BCcampus Open Education Adoption Guide* provides basic guidance on choosing an open text or resource for instructional use.

BCcampus Open Education OER by Discipline Guide

The *BCcampus Open Education OER by Discipline Guide* is an in-progress (open creation) this lists a broad range of open educational resources organized by discipline.

BCcampus Open Education Print-on-Demand Guide

The *BCcampus Open Education Print-on-Demand Guide* is a

practical manual on the what, why, and how of creating your own hard copy textbook of any openly licensed textbook found in the B.C. Open Textbook Collection. However, these same steps can be used to create a print-on-demand textbook from other collections providing you have access to the correct file types. This guide will continue to be updated as new information, practices and processes are developed.

Faculty OER Toolkit

The *Faculty OER Toolkit* is an information resource about and guide to adapting and adopting Open Educational Resources. Included are definitions and examples, information about Creative Commons licensing, and tips on how to adapt and/or adopt OER for classroom use.

B.C. Open Textbook OER Student Toolkit: An Advocacy Guide for Student Leaders

The B.C. Open Textbook OER Student Toolkit is an in-progress resource intended to provide students with information about OER adoption and support.

Pressbooks Support

UW-Madison's *Pressbooks 101 Guide*

Pressbooks 101 teaches the basics of getting started with

Pressbooks. Many of the lessons here have grown out of topics covered at our monthly Pressbooks users group meetings.

BCcampus *Pressbooks Guide*

This BC Campus *Pressbooks Guide* was created to provide information specific to the creation and adaptation of open textbooks and other open educational resources (OER) using the authoring platform, Pressbooks. It is intended to act as an adjunct to the very comprehensive *Pressbooks Userguide*. Specifically, this guide addresses the issues faced by authors of open textbooks, most of whom are using versions of Pressbooks for which the PressBooks Textbook plugin has been installed.

Pressbooks for EDU Guide

The *Pressbooks EDU Guide* was created by the Pressbooks team and details how to use the many features that are specific to academic publishing. It has excellent walkthroughs.

The *Pressbooks Userguide*

The *Pressbooks Userguide* is a resource intended for general Pressbooks use cases. It is well-maintained and comprehensive.

OER Conversations

OER at UW-Madison

- The Educational Innovation initiative at UW-Madison has identified OER as a priority for the university. EI's "Open Educational Resources" page provides an overview of OER principles and a detailed strategic framework document for UW-Madison.
- Steel Wagstaff's *Medium* article, "Publishing Open Textbooks at UW-Madison," provides an overview of OER progress in 2017 and goals for 2018. It includes a discussion of how the Canvas-Pressbook integration works at a technical level.
- "Core Principles For An Open Authoring Tool" – Steel's 2016 article discusses the objectives that led UW to identify Pressbooks as a primary authoring tool.

Open Pedagogy and OER Principles

- Maha Bali and Suzan Koseoglu's 2016 *Chronicle of Higher Education* article, "Self as OER," discusses how a commitment to OER principles shaped their teaching philosophies and practices more broadly.

Organizations

- SPARC – (Scholarly Publishing and Academic Resources

Coalition) is an organization committed to open research principles and pedagogy, including OER.

We welcome contributions to this list!

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

https://wisc.pb.unizin.org/ oersourcebook/?p=626

If you would like to access this page in a larger frame, this link will take you directly to the shared Suggestions Document above. If you'd prefer, you can post a Hypothes.is comment with your suggestions instead.

*Note – it may take you one or two clicks inside this frame for the Google document to allow typed input.

OER Examples

Have you found any open projects that you find particularly exciting or interesting? Please feel free to add a project link and description in the shared suggestions document below and we'll update this list to include it.

The American Yawp

A Free and Online, Collaboratively Built American History Textbook

The American Yawp

This open, multimedia textbook results from a wide-ranging collaboration of authors from an impressive range of

universities. *The American Yawp* provides both a primary source reader and athematic overview of American history.

Many of the contributors are from the University of Wisconsin, including Stephen Kantrowitz, Jesse Gant, James McKay (an ongoing contributor to UW's OER and Pressbooks efforts), Simon Balto, Megan Falater, Margaret Flamingo, Erin B. Kramer, and Naomi R. Williams.
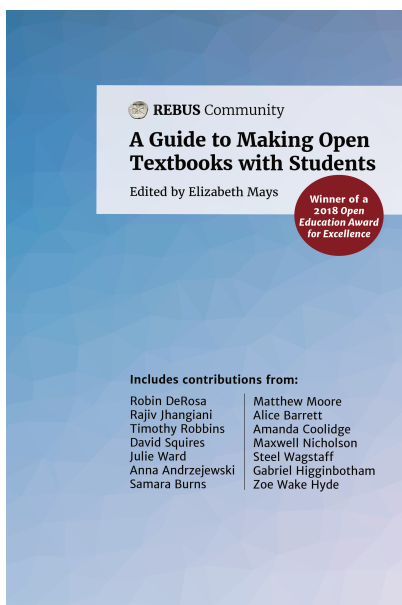
A Guide to Making Open Textbooks With Students

A *Guide to Making Open Textbooks With Students* is a

handbook for faculty interested in practicing open pedagogy by involving students in the making of open textbooks, ancillary materials, or other Open Educational Resources. Steel Wagstaff of Learning Support Services and Anna Andrejewski, professor of Art History at UW-Madison, were two of the contributors to this text.

English Literature: Victorians and Moderns

*English Literature: Victorians and Moderns*

English Literature: Victorians and Moderns provides annotated teaching editions of commonly

taught texts from Victorian and Modern poetry, fiction, and drama. It also provides a series of guided research casebooks which make available numerous published essays from open access books and journals as well as several reprinted critical essays from established journals (shared with the permission of the authors and editors). Designed to supplement the annotated complete texts of three famous short novels, (Henry James's *The Turn of the Screw*, Joseph Conrad's *Heart of Darkness*, and Aldous Huxley's *Brave New World*,) each casebook offers cross-disciplinary guided research topics which will encourage majors in fields other than English to undertake topics in diverse areas, including History, Economics, Anthropology, Political Science, Biology, and Psychology. Selections have also been includedto encourage topical, thematic, and generic cross-referencing. Students will also be exposed to a wide-range of approaches, including new-critical, psychoanalytic, historical, and feminist. Finally, the open text contains 3 practical appendices: a glossary of literary terms, detailed instruction in writing about literature, and thorough guidance in documenting the research paper in accordance with current MLA guidelines.

This is part of the BCcampus Open Textbook Project. Dr. James Sexton is the primary author of this text, but multiple other editors and contributors took part in the composition process.

Research Methods in Psychology: 2nd Canadian Edition
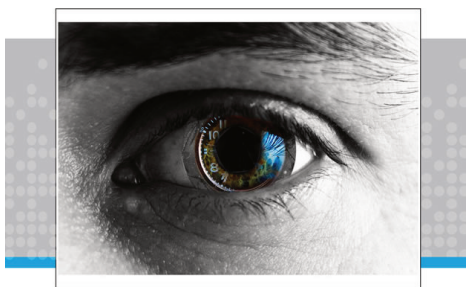

Research Methods in Psychology, Second Edition

Research Methods in Psychology is part of the BCcampus Open Textbook Project and was co-authored by Rajiv S. Jhangiani (Kwantlen Polytechnic University) and I-Chant A. Chiang (Quest University Canada)Paul C. Price, Rajiv S. Jhangiani, and I-Chant A. Chiang.

One of the noteworthy aspects of this resource is the way that the authors describe the adaptation process that the text has undergone from its initial publication to its current form. You can find this account by navigating to

the cover page of the *Research Methods in Psychology* text and scrolling past the table of contents section to the "Book Information" section.
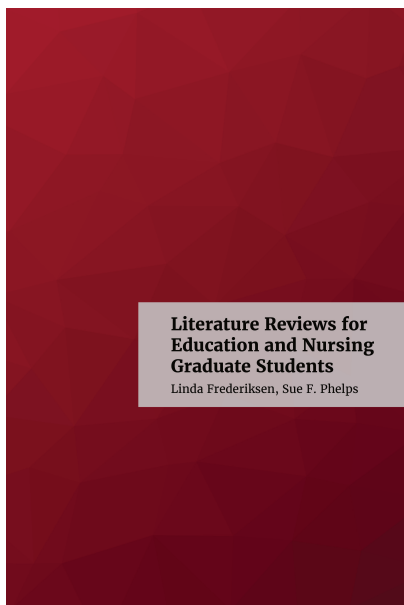
Literature Reviews for Education and Nursing Graduate Students

Literature Reviews for Education and Nursing Graduate Students is designed for students in graduate-level nursing and education programs. This text guides readers through the process of developing a research question to locating and evaluating sources to writing a sample literature review using appropriate publication guidelines. The book was

produced by Linda Frederiksen and Sue F. Phelps in collaboration with members of the REBUS Open Texbook Authoring community. It has been peer-reviewed by seven subject experts.

One of the noteworthy aspects of this text is the inclusion of an accessibility assessment page.

Supporting Individuals with Intellectual Disabilities & Mental Illness: What Caregivers Need to Know

Supporting Individuals with Intellectual Disabilities & Mental Illness is a multidisciplinary resource that develops topics of

interest to those who care about and for individuals with co-occurring intellectual disabilities and mental illness. Each chapter presents current evidence-informed practice knowledge. Each topic is also presented with audio-enabled text boxes emphasizing 'Key Points for Caregivers.' For those who are interested in background knowledge, the authors provide a comprehensive literature base. For those interested mainly in 'what to do,' the authors provide text box summaries that can be accessed in print and audio formats. This is part of the BCcampus Open Textbook Project.

One of the noteworthy aspects of this text is the way in which its authors have produced a multimedia resource that can function in multiple formats–(print, epub, pdf, and web). For an example of their use of audio interaction symbols and QR codes, visit the first chapter, "Support Work:

Concepts of Biology
1st Canadian Edition

B.C. Open Textbook Project
open.bccampus.ca

BCcampus ⬛ OpenEd

Concepts of Biology (1st Canadian Edition)

Concepts of Biology was curated by Charles Molnar and Jane Gair and is intended to be a survey text for college students not (currently) planning to major in biology. This is a richly multimedia textbook.

Two of the noteworthy aspects of this resource:

- It is an adaptation of an OpenStax OER textbook by authors within the BCcampus Open

Textbook community

- In addition to providing content for students to interact with, Molnar and Gair include powerpoints and videos for instructors and students to adapt for their own purposes.

Simulator Laboratory

The Simulator Laboratory (SIMLAB) book was created by to provide ancillary resources for Thermodynamics and Thermal Power Plant Simulator courses. It is intended to act as a collection of exercises to help students merge the theory covered in the classroom with the practice performed in the labs.

One of the noteworthy aspects of this text is the way in which it pairs with free, online simulator tools. (For instance, this steam pressure simulator tool.)

We welcome contributions to this list!

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https://wisc.pb.unizin.org/ oersourcebook/?p=630

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