

MacEwan Open Textbook Authoring Guide

MacEwan Open Textbook Authoring Guide

*A Guide to Authoring & Adapting Open Textbooks
Using Pressbooks*

MACEWAN UNIVERSITY LIBRARY

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MACEWAN OPEN BOOKS
EDMONTON



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About this Guide

This guide provides readers with an introduction to creating an open textbook or customizing an existing open textbook using Pressbooks software. Readers will also find production tips, accessibility and copyright guidance, and input on creating supplementary materials.

The original [B.C. Open Textbook Authoring Guide](#) (archived version) stated that this book is ever evolving. We hope others can reuse parts of our adaptation to produce other institutional authoring guides so this work can continue to evolve.

Contact digitalscholarship@macewan.ca with questions about this specific resource.

This guide is an adaptation of the [Ryerson Open Textbook Authoring Guide](#) created by Toronto Metropolitan University (formerly Ryerson University). Toronto Metropolitan University's work is an adaptation of the [Open Textbook Authoring Guide](#) (archived version), and its predecessor, the [B.C. Open Textbook Authoring Guide](#) (archived version) created by BCCampus, with some material also incorporated from the [Pressbooks User Guide](#) and two other BCCampus open books, the [BC Open Textbook Adaptation Guide](#), and the [BC Open Textbook Accessibility Toolkit](#)

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Open Textbooks at MacEwan

MacEwan University is committed to providing affordable, accessible and relevant teaching materials to its students. With this in mind, [MacEwan Open Books](#) was launched as a pilot project in 2019 with support from MacEwan University Library, the Students' Association of MacEwan University (SAMU), and the Office of the Provost.

The service opened to all MacEwan faculty and staff members interested in open textbook creation in June of 2022.

Works hosted by MacEwan Open Books are done so in accordance with the service's [Terms of Use](#).

MacEwan faculty and staff members interested in developing an open textbook can request an account by visiting the [Publish With Us](#) page on the MacEwan Open Books site.

Why Are Open Textbooks Important For MacEwan University?

Open textbooks reduce barriers to education by providing students with low or no-cost learning materials in a variety of online, accessible formats.

They also benefit instructors by providing opportunities to easily create new content, and adapt, refine and enhance existing materials to meet learners' needs.

Contains material from the "[Introduction](#)" to [Ryerson Open Textbook Authoring Guide](#) by Ryerson University and licensed under [CC-BY 4.0](#).

CHAPTER 1: INTRODUCTION

What are Open Textbooks?

Suggested Readings

Before you get started with open textbook development, you may be interested in reading the following:

- [Why This Matters – Benefits to Students & Instructors](#) on MacEwan Library's Textbook Affordability Program website.
- [Open Education in Promotion, Tenure, and Faculty Development](#) by Iowa OER (2021).
- [Writing an Online, Open Textbook: Is It Worth It?](#) by Tony Bates (2015).

An open textbook is a textbook licensed under a flexible [Creative Commons license](#), and made available online to be used and adapted freely by students, instructors, and members of the public.

Open textbooks:

- are created by educators,
- peer-reviewed by educators, and
- contribute to successful learning outcomes.

What Makes Open Textbooks Different From Other Textbook?

Traditionally published textbooks are produced under closed copyright, meaning they cannot be shared, re-used, or re-purposed freely online. They are usually costly (hundreds of dollars each) with new editions published frequently, rendering texts that are only a year or two old out of date. Increasingly, textbooks from commercial publishers are sold as digital rentals with digital rights management software that means students can only access books online for a short period of time (4-6

months). This prevents them from accessing a copy through a library, buying used copies, keeping the textbook for future reference, or re-selling it to fellow students.

In contrast to traditional textbooks and digital rentals, open textbooks give faculty the ability to use any portion of a textbook in their courses without requiring students to purchase an entire book. They can also make the content of a given textbook more pedagogically appropriate for their specific educational context. The flexible licensing of open textbooks also allows for collaborations on, and improvements to, textbooks from contributors around the world.

When an instructor uses an open textbook as an assigned reading, students typically have the option to access the digital edition for free through a website, or in a variety of downloadable formats including PDFs and EPUBs. Students can also print out a copy for minimal cost.

Why Use Open Textbooks?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/authorsguide/?p=20#oembed-1>

Education is much more than the textbooks used to educate students. The quality of instruction, the entire post-secondary experience, and the learning environment all contribute to education. Post-secondary institutions do not ‘compete’ on the content of their textbooks or courses – rather an institution provides *unique educational experiences*. That is what makes a student choose one institution over another. Open textbooks can foster these unique educational experiences through instructors adapting and personalizing content to meet learners’ needs.

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What is Pressbooks?

Pressbooks is simple eBook publishing software used to host open textbooks. Working in Pressbooks is similar to working within a learning management systems such as Blackboard or Moodle. MacEwan University Library maintains an installation of Pressbooks for the MacEwan community to use at no-charge.

In addition to providing users with a platform for creating original content, users can make copies of existing open textbooks that use Pressbooks software (including those listed in the [Pressbooks Directory](#)) and modify them to meet their needs.

Once a book is ready for publication, Pressbooks will output a completed textbook as a mobile-friendly website, and other formats including an ePub document (for use in e-readers), and a PDF (for printing).

To work within Pressbooks, users require an account, which is set up by MacEwan University Library. To learn more, visit [About MacEwan Open Books](#), or email us at digitalscholarship@macewan.ca.

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CHAPTER 2: GETTING STARTED WITH PRESSBOOKS

Creating an Open Textbook

As a MacEwan instructor, perhaps you have reviewed existing open textbooks and not found one that meets your needs. If you are committed to using open textbooks in your teaching, the next step could be to create your own.

Getting Started

Once you have decided to create an open textbook, review the MacEwan Open Books [Terms of Use](#) and fill out a [Request Form](#) to request an account, or contact digitalscholarship@macewan.ca to discuss whether MacEwan University Library's Pressbooks platform is the best fit for your project.

Upon receiving a request for a MacEwan Open Books account, the librarian overseeing the service will be in touch to set up a session with you and any collaborators to discuss your project in more detail and provide an introduction to Pressbooks functionality and features (see: [Pressbooks Training Checklist](#)).

Planning Your Open Textbook

How can you ensure that your textbook is of the greatest utility to students and other instructors? The way you select and organize your content will determine how useful the book will be as an instructional tool.

You may want to develop a workflow for how you will approach the project.

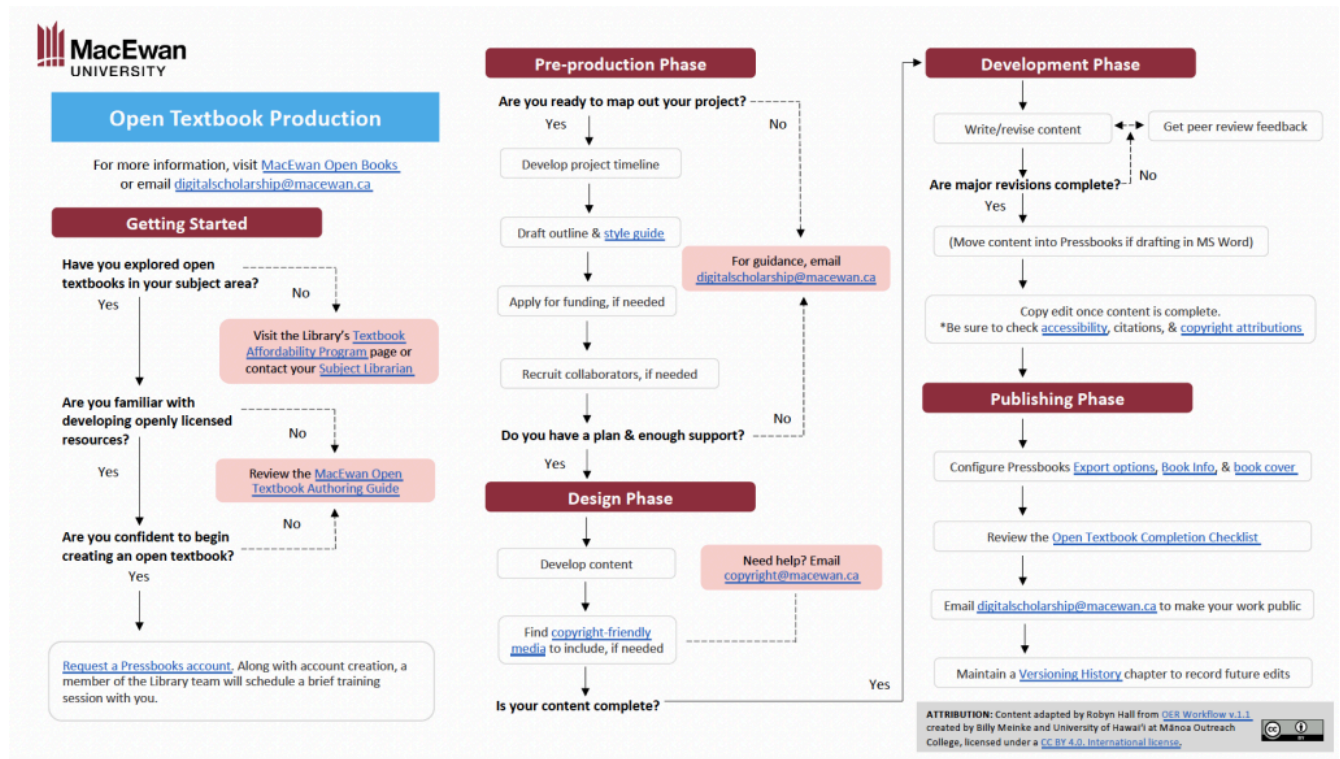
A typical writing workflow could be something like this:

Conceptualize → Outline → Write → Review → Edit → Publish

An open textbook production workflow also requires finding and attributing media that is under open copyright licenses, as needed, and making sure that your book

is accessible to others. Visit our chapters on [Using Copyrighted Material](#) and [Accessibility Considerations](#) to learn more.

Here is a detailed workflow of typical open textbook production in [MacEwan Open Books](#):



[Click to enlarge \[PDF\]](#)

Setting Learning Objectives

Before beginning to write, think about planning your book chapters in terms of desired learning objectives. By the end of the chapter, what should students be able to do? Setting learning objectives will help you determine the level of the material, the content you include, and the design of any assessments that might be included at the end of each chapter or section.

Learning objectives for your textbook can be written using Bloom's *Taxonomy of Educational Objectives* (1956) as shown in Figure 2.1. The taxonomy has six levels, moving from the least complex type of learning, "Remember," to the most complex,

“Create.” An effective learning objective will use an appropriate action verb to define the level of learning. For example, “By the end of this section, learners will be able to *organize* their textbook content according to Bloom’s Taxonomy of educational objectives.” By using the verb “organize,” the level of learning is set at the “Analyze” level of Bloom’s Taxonomy.

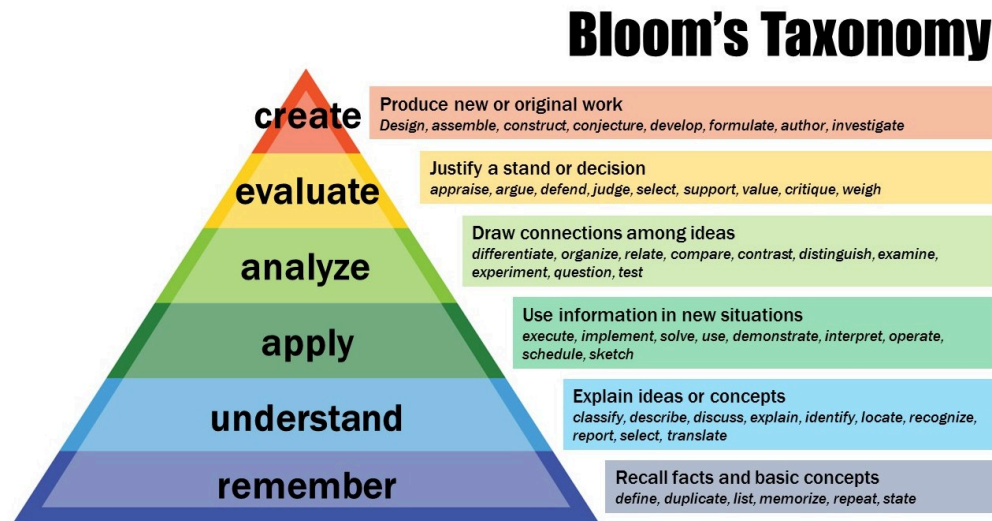


Figure 2.1 [Bloom’s Taxonomy](#) from the Center for Teaching, Vanderbilt University is licensed under [CC BY 2.0](#). [Click to view](#).

Using Bloom’s Taxonomy to write learning objectives for each chapter can help you keep the level of your textbook consistent (for instance, an introductory textbook aimed at first or second year students may never move past the “apply” level) or help you structure your chapters so that they build on each other, moving from a low level to a high level of learning.

Selecting and Organizing Your Content

Most textbooks follow a specific framework and consistent pattern. One way to think about designing each chapter is with Robert Gagné’s “Nine Events of Instruction,” as described in Gagné et al.’s [Principles of Instructional Design](#) (2005). The “Nine Events of Instruction” are as follows:

- Gain attention

- Inform the learner of the objectives
- Stimulate the recall of prior learning
- Present the content
- Provide guidance
- Elicit performance (practice)
- Provide feedback
- Assess performance
- Enhance retention and transfer of learning

Similarly, in his [Textbook Writing Tutorial](#), Schneider (2008) breaks typical textbook chapter elements into four categories – openers, integrated pedagogical devices, interior features, and closers.

Typical elements for each of these categories are as follows:

Opener Elements

Gain the learner's attention, inform the learner of the objectives, and stimulate the recall of prior learning.

- Overviews (or Previews)
- Introductions
- Outlines (can be in text form, bullets or graphics)
- Focus questions (knowledge and comprehension questions)
- Learning goals / objectives / outcomes / competences / skills
- A case problem or relevant real-world example
- In addition, one may use “special features” inside chapters, e.g. vignettes, photos, quotations, ...

Integrated Pedagogical Devices

Help present the content and provide guidance.

- Emphasis (bold face) of words

- Marginalia that summarize paragraphs
- Lists that highlight main points
- Summary tables and graphics
- Cross-references that link backwards (or sometimes forwards) to important concepts
- Markers to identify embedded subjects (e.g. an “external” term used and that needs explanation)
- Study and review questions
- Pedagogical illustrations (concepts rendered graphically)
- Tips (to insure that the learner doesn’t get caught in misconceptions or procedural errors)
- Reminders (ensuring that something that was previously introduced is remembered)

Interior Features

Provide additional help with understanding content.

- Case studies
- Profiles
- Problem descriptions
- Debates and reflections
- Primary sources and data
- Models

Closers

Elicit performance, provide feedback, allow for self-assessment, and enhance retention and transfer of learning.

- Conclusions and summaries
- List of definitions
- Reference boxes

- Review questions
- Self-assessment (usually simple quizzes)
- Small exercises
- Substantial exercises and problem cases
- Fill-in tables (e.g. for “learning-in-action” books) to prepare for a real world task
- Ideas for projects (academic or real world)
- Bibliographies or annotated links

Pressbooks provides a set of pre-made box features that you can use to structure your chapters:

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

Learn how to use these features in the [Layout section of the Style Guide chapter](#).

Consultation on instructional design is available through MacEwan Open Books on a limited basis. Email digitalscholarship@macewan.ca to discuss your needs.

Using Chapter Prototypes

Traditional textbook publishers often plan out how a textbook will work by developing a chapter prototype. Chapter prototypes can help you plan and embed instructional and assessment strategies, determine an ideal typical chapter length, and work out other design features. You will have the opportunity to think through, for instance, how you will set apart case studies, or if you want assessment questions at the end of each chapter.

Visit our chapter on [Chapter Prototypes](#) to see an example of how yours might look.

By creating a full fledged sample chapter you can work out a road map for how you

complete the rest of the book, which can be very useful if you have multiple authors working on the project. It also gives you something to show others to promote your project, even when the rest of the textbook is still in progress.

The following rules for textbook development provides a simple set of guidelines that can help you review your chapter prototype:

1. Rule of Frameworks: Maintain a consistent structure
2. Rule of Meaningful Names: Create and use consistent titles and terminologies
3. Rule of Repetition: Repeat important concepts
4. Rule of Hierarchy: New knowledge builds on learned knowledge
5. Rule of Manageable Numbers: Limit the amount of new information introduced at one time.

5 RULES OF TEXTBOOK DEVELOPMENT

- 1 Rule of Frameworks
- 2 Rule of Meaningful Names
- 3 Rule of Manageable Numbers
- 4 Rule of Hierarchy
- 5 Rule of Repetition

RULE OF FRAMEWORKS
 Maintain a consistent structure.
 The text can best aid understanding by making this framework visible early on.

The framework acts as a **mental roadmap** that allows learners to navigate within and through the subject domain.

RULE OF MEANINGFUL NAMES
 Create and use consistent titles and terminologies.
 These names are critical to the ability to recall or retrieve the things we know and remember.

Use terminology that is **common in your discipline**.

RULE OF REPETITION
 Repeat important concepts.
 There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory.

- ↑ frameworks and important hierarchies are repeated as many as **five or six** times
- ↑ frequently used elements are repeated **three or four** times
- ↓ elements of lesser utility **may not be repeated** at all

RULE OF HIERARCHY
 New knowledge builds on learned knowledge.
 The student needs to understand the foundational knowledge before being introduced to a new concept. When new concepts are introduced they should be explicitly connected to the foundational material.

When introducing new material, only refer to foundational material if it is **relevant** to the new material.

RULE OF MANAGEABLE NUMBERS
 Limit the amount of new information introduced at one time.
 Most of us are limited in our ability to absorb new material. As we become familiar with part of a subject domain, this number expands

For new material, **four to six** new elements is a reasonable limit

Figure 2.2 Guidance on textbook development. [5 Rules of Textbook Development](#) (archived version) is by [BCcampus](#) licensed under [CC BY 4.0](#) with text from [Wikibooks](#) licensed under [CC BY-SA 3.0](#). [Click to view](#).

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Adapting an Existing Open Textbook

Pressbooks makes it easy to adapt and redistribute an existing open textbook.

When customizing an open textbook, keep it simple, *especially* if you are approaching a remix project for the first time. While it may be tempting to make a number of major changes to a textbook before releasing it to your students, think of the textbook as a living resource that you can improve incrementally over time.

Getting Started

Step 1: Find an Open Textbook to Adapt

Recommended sources for finding open textbooks include:

- [Pressbooks Directory](#)
- [BCCampus – Open Textbook Collection](#)
- [eCampus Ontario – Open Library](#)
- [Open Education Alberta](#)
- [Open Textbook Library](#) (University of Minnesota)

Other ways to find open textbooks:

1. Connect with your [subject librarian](#) or request assistance through the Library's [Textbook Alternative Service](#).
2. Ask your colleagues if they use open textbooks
3. Ask your students to find open resources as part of a class activity.

Step 2: Check the license and file format

Once you have found an existing open textbook you would like to adapt, check the license to make sure you have permission to modify the content. As long as the [Creative Commons license](#) does not have a [No Derivative \(ND\)](#) attribute, you will be able to change the contents of the book.

If you want to adapt an open textbook using Pressbooks, you will need it to be in one of the following editable file types:

- Pressbooks or WordPress files (.xml or .wxr)
- HTML files (.html)
- Word document (.docx) or OpenDocument Text (.odt)
- Simple text files (.txt)
- EPUB
- LaTeX files (if the original book includes math or science formulas and equations)

Pressbooks makes it especially easy to copy, or “clone”, an existing book hosted on any [Pressbooks platform](#). Simply include a link to the Pressbook you would like to adapt in the [MacEwan Open Books request form](#).

Avoid PDFs

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

Converting a PDF document to an editable format is a difficult, time consuming, and imprecise process. Before taking the time to do this, consider contacting the author and asking for a copy of the textbook’s source files.

Step 3: Contact Us

Once you have an editable file, review the MacEwan Open Books [Terms of Use](#) and fill out a [Request Form](#) to request an account, or contact digitalscholarship@macewan.ca to discuss whether MacEwan University Library's Pressbooks platform is the best fit for your project.

Upon receiving a request for a MacEwan Open Books account, the librarian overseeing the service will be in touch to set up a session with you and any collaborators to discuss your project in more detail and provide an introduction to Pressbooks functionality and features (see: [Pressbooks Training Checklist](#)).

For more information about using Pressbooks, see the [What is Pressbooks](#) section of this book.

Planning Your Adapted Open Textbook

Before adapting an existing open textbook, it's important to consider the layout and style of the work, and the changes that you would like to make. Whether your customization is small or large, this step is important to ensure a cohesive and consistent final product.

Here are some tips to help you with style, consistency, and making changes.

Style

To begin, you may want to explore the [Style Guide](#) section of this authoring guide. Consider creating a [Style Sheet](#) that identifies the idiosyncrasies of your adaptation in terms of style, such as citation, spellings, and layout. If you are creating a Canadian edition of a textbook, remember to adjust the text to use [Canadian spellings](#).

Consistency

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

Assess language and tone

Begin by assessing the style and tone of the original text. Here are some elements to keep in mind:

- Is the tone of the language formal, or friendly and conversational?
- How does the author address the reader? Does the author address the reader from a distance, or include the reader with phrases such as “we will learn” and “you will see”?
- How is punctuation used? For example, are serial commas used, i.e. a comma before “and” when listing three or more things: “the cat, the dog, and the horse” OR “the cat, the dog and the horse”.
- How long is the typical sentence? How long is the average paragraph?
- Pay attention to the word count for existing chapters. Try to maintain this approximate length for both new and revised chapters.

What is the layout?

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

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

How are resources used?

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

- Resources should have some form of description, like a caption or transcript (e.g., Figure 1 + description). See [Alternative Text Description for Images](#) and [Audio Descriptions and Transcripts](#) for instructions on how to create the proper descriptive information for your resources.
- Differentiate between figures and tables (e.g., Figure 1.2 or Table 1.2).
- For adaptations, use the numbering system employed by the original author.
- For new additions, use a numbering system that incorporates the chapter number and image sequence. For example, the first figure in Chapter 1 would be labeled Figure 1.1.
- New resources can be added to the adaptation, however, keep the overall textbook in mind. When adding a new resource, ensure that it enhances the flow of the book.
- Attributions should be based on the Creative Commons [Best Practices for Attribution Guidelines](#).

References and citation style

When reviewing the textbook, identify both the citation style, and how and where references are listed in the book (e.g., at the end of each chapter, at the end of the book, or as footnotes). Note how in-text citations are used, including punctuation. Consider using the same citation style.

What Will You Change?

Adapting an existing open textbook doesn't need to be onerous. The changes you make can be as simple as:

- Changing the title of the book, or the titles of its chapters or chapter sections.
- Adding one or two new images.
- Removing a chapter that isn't pertinent to your course.
- Extracting a chapter to be used in your course and leaving the rest of the book behind.

Sometimes, an adaptation might require more than a few simple changes. For example:

- A significant number of chapters might be removed, leaving behind just the ones that fit the curriculum.
- Chapters might be reordered to more accurately match the sequence in which material is presented in a course.
- The entire work might be adapted as a new Canadian edition with new content and examples added throughout.

It might be necessary to add material from other open textbooks or open educational resources to the open textbook you are adapting.

Maybe you will decide to write new material to fill in the gaps of an existing textbook such as adding new examples or exercises.

Will It Be Difficult?

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

- How much content you wish to change. Do you want to remove chapters, or rewrite entire chapters of content?
- The format of the original textbook. A Word document is much easier to modify than a PDF document.
- The type of license the content is released under. Does it have a Creative Commons license that allows for modification or adaptation of the content?
- How comfortable you are with using technology and creating content.

Keep a Record of All Changes and Additions

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

As you edit and make changes (text and images) and/or add new material, such as a chapter or section within a chapter, keep a list of these additions/changes and summarize them in your work upon publication. Your list of changes can be included in a number of locations:

- On an About page added at the start of the book
- In the Book Description metadata describing the book (see: [Updating Book Info Metadata](#)).
- In a short summary at the end of a chapter or section.

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

If you add material from another openly licensed work to your adaptation, record the source and where it is used in your adapted version. This information is needed for the wording and placement of each **attribution statement** required for each

Creative Commons licensed work you use. For more information, see [Attribution Statements](#).

Changing Images: Add New Ones or Remove Old Ones

With an openly licensed resource, you are welcome to remove images that don't fit your needs or you can add new ones. You are also permitted to edit existing images, as long as their license allows modification.

For more information see:

- [Adding and Editing Images](#)
- [Adding Captions and Attributions to Images](#)
- [Attribution Statements and Copyright Notices](#)

Use a Subject Matter Expert and Copy Editor

In accordance with the MacEwan Open Books [Terms of Use](#), peer review by two subject matter experts — presumably colleagues or other individuals who are an expert on the topic you're writing about — is expected when creating a original open textbook, and when making substantial changes to an existing open textbook.

Visit the section of this guide on [Peer Review](#) for more information.

We also recommend using a copy editor following peer review and making any necessary revisions. Even the best author benefits from the keen eyes of a copy editor to provide feedback on grammar, spelling, readability, clarity, and consistency (see [Working with Copy Editors](#)).

Copy editing is available through MacEwan Open Books on a limited basis. Email digitalscholarship@macewan.ca to discuss your needs.

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Pressbooks Training Checklist

After a MacEwan University faculty or staff member submits a MacEwan Open Books [Request Form](#), the librarian overseeing the service will set up a 1-hour training session to go over the following features and answer any questions or concerns.

Help Resources

- [MacEwan University Open Textbook Authoring Guide](#)
- [Pressbooks Tutorials](#) (YouTube)
- MacEwan Open Books/Pressbooks Support: digitalscholarship@macewan.ca
- Copyright Support: copyright@macewan.ca

Getting Started

- [Logging in](#)
- Adding [Collaborators](#)
- Creating a [Style Guide](#)

Creating Content

- Adding and Editing [Chapters](#)
- Importing from [Word](#)
- Content Editing, including [Linking Materials](#)

- Adding **Glossary Terms**
- Adding Digital Media ([images](#), [audio](#), [video](#))
- Copyright Considerations, including [Creative Commons](#) and [Attributing Copyright](#)
- Adding Interactive Content using [H5P](#)
- Making and Tracking Changes if [Customizing an Existing Open Textbook](#)

Getting Your Work Publication-Ready

- Adding [Book Info](#) Metadata
- Creating a [Book Cover](#) Image
- [Accessibility](#) Guidelines
- [Peer Review](#) Process
- [Exporting](#) to PDF and Other Formats
- Appearance Settings

*We recommend using the Jacobs theme available under *Appearance* in the left-hand menu after logging in as a book administrator.

CHAPTER 3: DEVELOPING CONTENT IN PRESSBOOKS

Logging In

Logging In To MacEwan Open Book's Pressbooks Software

To log in, go to <https://openbooks.macewan.ca> >> *Sign In*.

Only users who have had a book created by MacEwan Open Books administrators, or who have been added as an administrator, editor, author, or contributor to an existing book can log in to the MacEwan Pressbooks service.

For assistance, contact digitalscholarship@macewan.ca.

Changing Your Password

An option to change your password is located under the Profile section of your book site. To access this option, log in, hover over your name in the top-right corner and click **Edit My Profile** in the navigation menu.

Once you are on your **Profile** page, do the following to change your password:

1. Scroll to the bottom of the page and find the **New Password** field.
2. Click on the **Generate Password** button; Pressbooks will generate a strong password. If you wish to choose your own password, delete the suggested password and enter your own. Try to choose a password that includes numbers and/or symbols.
3. Click the **Update Profile** button.

Your password has now been changed.

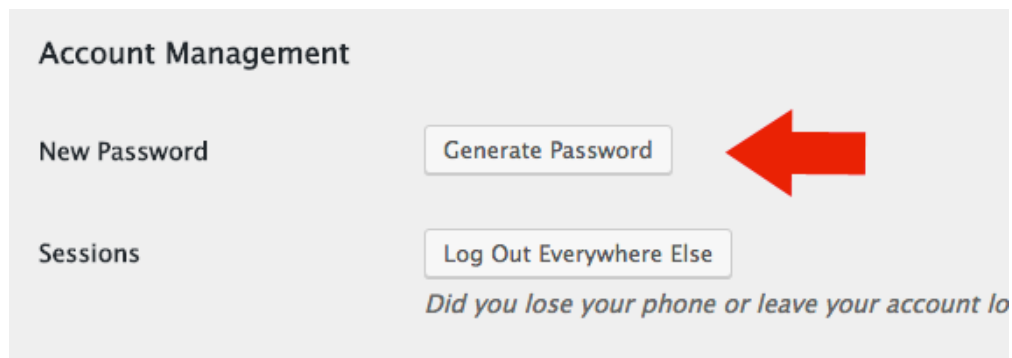


Figure 3.1 Pressbooks Account Management page

Recover Password

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

1. Go to the [login page for Pressbooks](#).
2. Underneath the login box, you will see a link called **Lost your password?** Click that link.
3. Enter your username or, if you cannot remember your username, enter your email address.
4. Click **Get New Password** button.
5. Check your email and follow the instructions in the email to change your password. If you do not receive an email within a few minutes, check your spam filters to make sure that the email has not been flagged as spam.

Can't Log in to Pressbooks

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

Note: Your username should never change. It will remain the same as whatever it was originally set up as by MacEwan Open Books administrators.

Email digitalscholarship@macewan.ca for assistance.

Content adapted from “Recover your Password” and “Can’t Log into Pressbooks” by Lauri Aesoph and Amanda Coolidge from the [B.C. Open Textbook Authoring Guide](#) (archived version). Images have been modified and in some cases removed.

Adding Users

User Roles in Pressbooks

There are several different user types in Pressbooks, each with a different level of access to accommodate the user's role within the team. Below are each of the user roles, and what they have access to once they have been added to a book, listed from most to least access.

Role	Manage Users & Settings	Add or Edit Pages	Publish Pages	Delete Pages	Read Pages*
Administrator	Yes	Yes	Yes	Yes	Yes
Editor	No	Yes	Yes	Yes	Yes
Author	No	Only their own	Only their own	Only their own	Yes
Contributor	No	Only their own	No	No	Yes

**Authors and Contributors can only read private pages which have been marked to "Show in Web" (available under Organize).*

Add New User

Administrators of a book in Pressbooks can add a new user by going to **Users** >> **Add New** from the administrator dashboard left-hand menu and filling out the form provided.

Alternately, email the following information to digitalscholarship@macewan.ca:

- name of your open textbook project
- user's name

- user's email address
- role they should be given: Administrator, Editor, Author or Contributor

New users will receive an email notification and activation link when they have been given access.

Note: New user activation links time out after a period of time. If an activation link needs to be resent, email digitalscholarship@macewan.ca.

Change a User's Role

To change a user's role, a book administrator can go to:

- **Users >> All Users**
- Select the box beside the user's name
- Select the role you would like to change them to from the drop-down menu above (or below) the list of users
- Select **Change**

To Remove a user, go to **All Users** and hover over their name to select **Remove**.

Add User to Book Info

To add a user to Book Info so that their name will appear on the main page about your book once published:

- Select **Book Info** from the administrator dashboard left-hand menu
- Click inside the text box you want to add them to, e.g., Author(s), Editor(s), Reviewers(s)
- Select their name from the drop-down list that appears
- Select **Save** in the top right corner of the page

To add a user to the Book Info who does not have a user account, go to Book Info and:

- Select **Create New Contributor** below the section you would like to add them to (e.g., Author(s), Editor(s), Reviewers(s))
- Enter their name as it should appear in your book information, a description (optional) and first and last name in the fields shown
- Select their name from the list of users to the right of the screen
- Select **Add New Contributor**
- Go back to Book Info and click inside the text box you want to add them to, select their name from the list of users that appears, and select **Save**

Content adapted from "[Users & Collaborators](#)" in the [Pressbooks User Guide](#) licensed under [CC BY](#).

Book Structure: Parts and Chapters

To structure your book in Pressbooks, log in as an administrator and select **Organize**. If you are starting a book from scratch you will see an empty book structure that looks something like this:

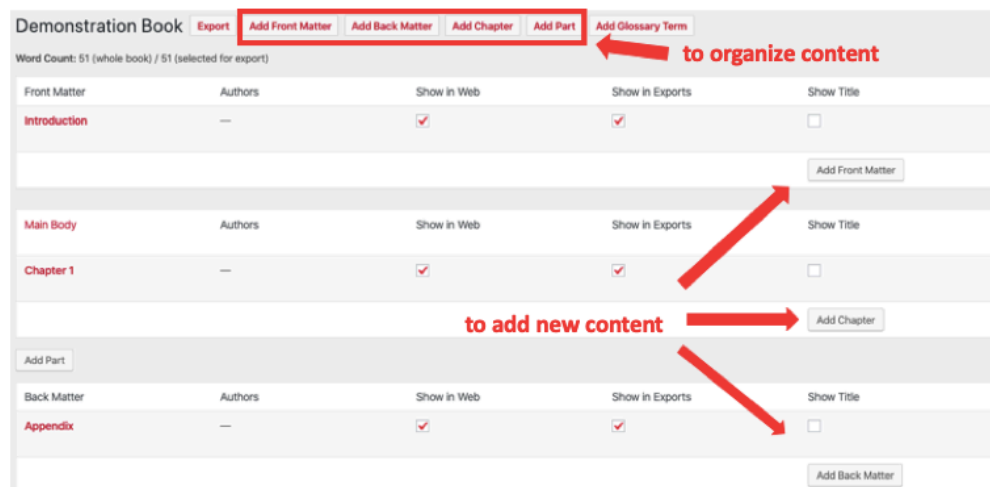


Figure 3.3.1 Pressbooks Organize options

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

- Front Matter: Includes pages such as Acknowledgements, Dedication or Foreword
- Back Matter: Includes content such as Appendix, Afterword, or Credits
- Parts: Organizational blocks that hold Chapters
- Chapters: The building blocks of your book

Parts and Chapters

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

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

Reordering Chapters

To reorder chapters, go to **Organize**. Select the **Move Up** or **Move Down** link that appears when hovering over the chapter, or drag and drop the chapter to where you want it.

To reorder Parts, go to edit each Part and change the numbering of each to the order you would like.

Content adapted from “Book Structure: Parts and Pages” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge. Image has been modified.

How to Remove Automatic Chapter Numbering

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

To Disable Auto-Numbering Chapters

- In the book administration area go to **Appearance > Theme Options**
- Under Global Options uncheck “display chapter numbers”
- Save changes

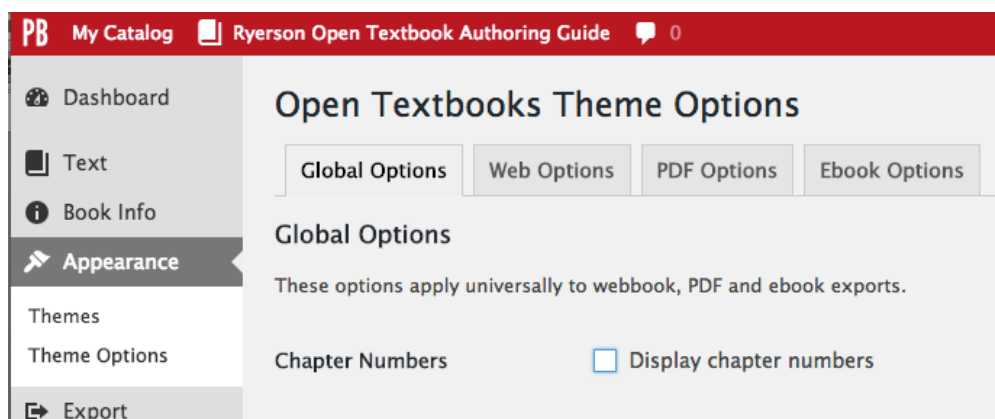


Figure 3.4.1 Disable chapter numbers

Content adapted from “Remove Automatic Chapter Numbering” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge. Image has been

modified.

How to Import Content from Microsoft Word

Let us help! If you have drafted content for an open textbook in Microsoft Word, contact us at digitalscholarship@macewan.ca. Our staff can help reformat the text in the Text editor in Pressbooks to avoid formatting issues that can arise when importing a Word document into Pressbooks (as described below) or cutting and pasting content directly into Pressbook's default Visual editor.

MS Word Import Instructions

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

Step 1. Prepare your .docx file

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

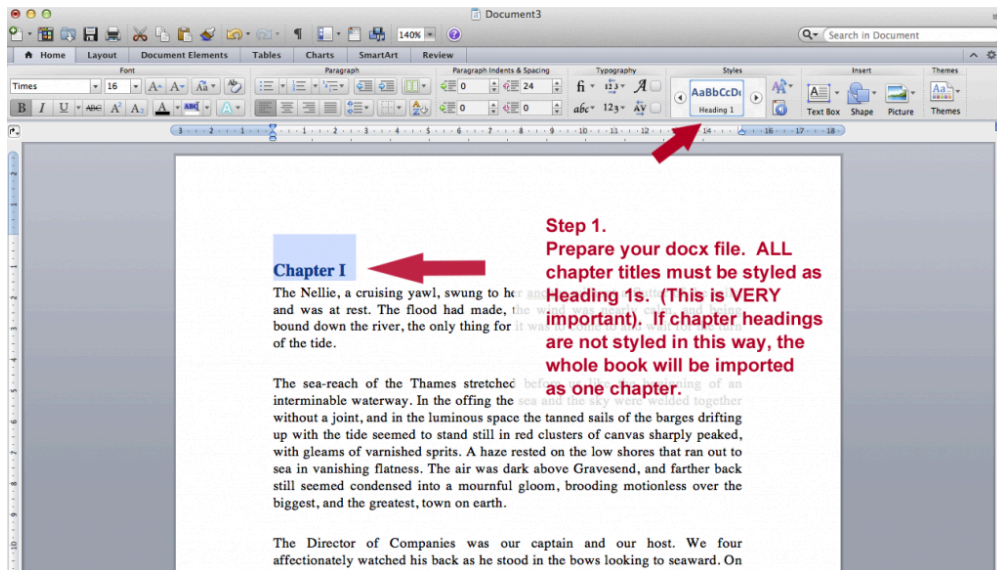


Figure 3.5.1 Step 1

Step 2. In Pressbooks, go to: Left Menu/Tools—> Import

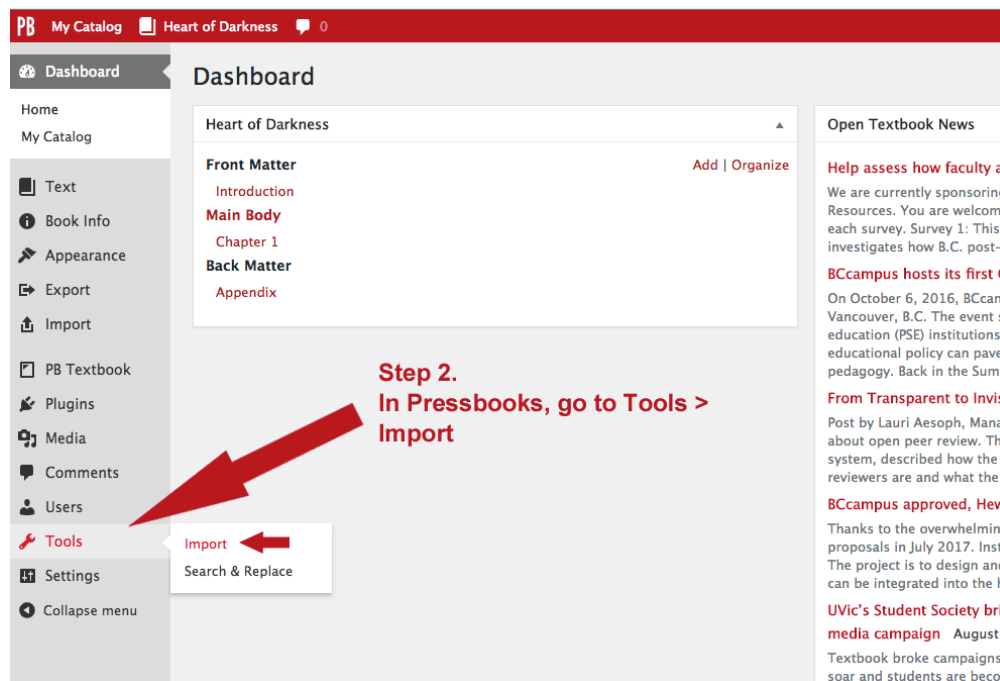


Figure 3.5.2 Step 2

Steps 3, 4 & 5: Select your file type, choose file and upload

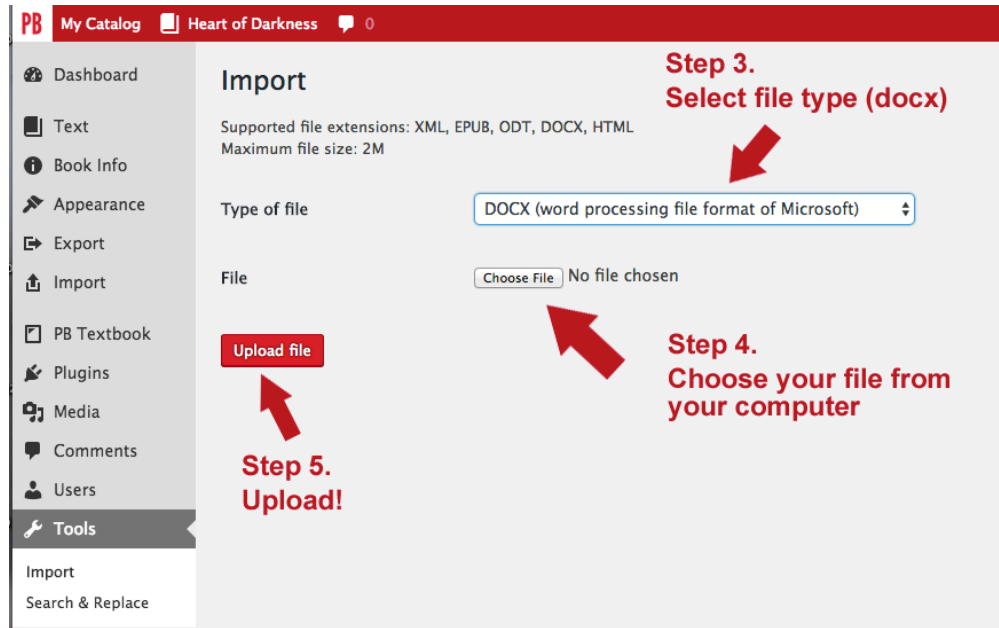


Figure 3.5.3 Steps 3, 4 and 5

Steps 6, 7, 8: Select your content, decide what it is, and import

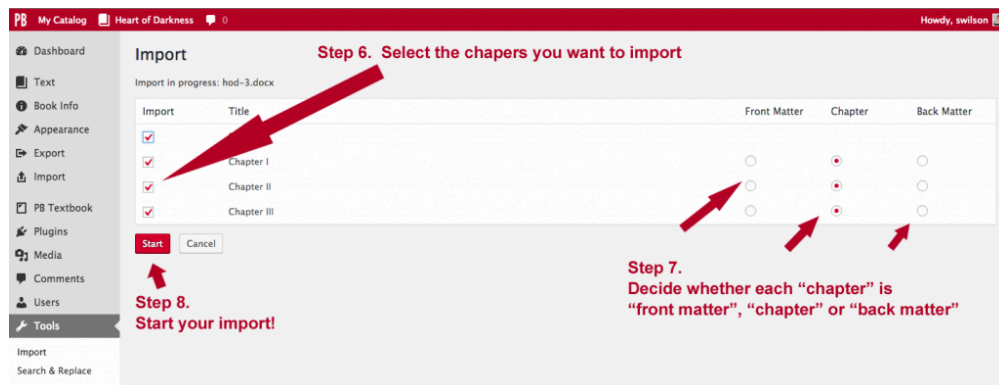


Figure 3.5.4 Steps 6, 7, and 8

Select which chapters to import, what kind of content they are, and then click the Start button!

Steps 9 & 10: Rearrange your chapters (if necessary) and check them

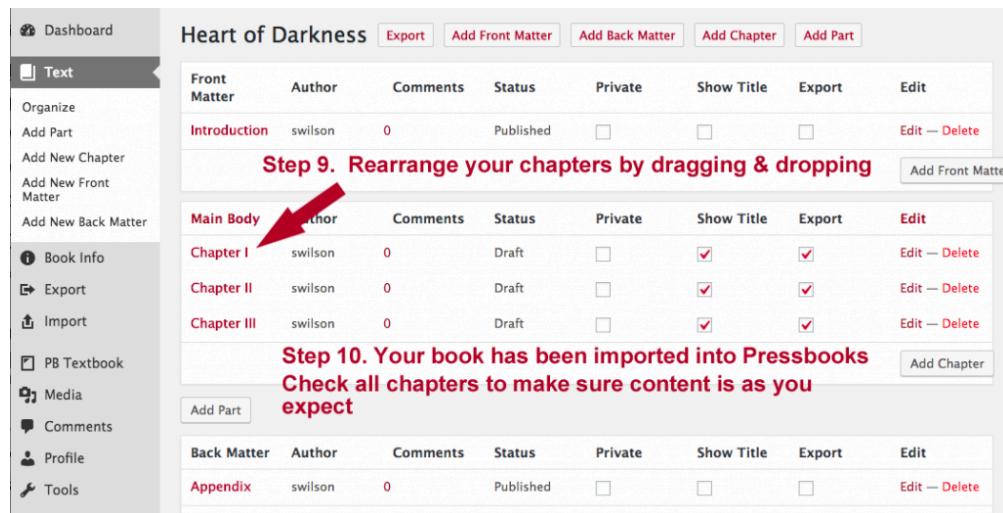


Figure 3.5.5 Steps 9 and 10

Notes:

- Everything other than basic styling is stripped out by design... so fancy fonts and such won't get imported. Italics, bold, etc. should.
- All chapters are imported as DRAFTs. A quick way to get this listed as published is: mark all the chapters Private, then revert to Public. This will make them "published".
- All chapters assign a Chapter Author by default (usually, your username). You'll have to edit each chapter and delete the Chapter Author in the Chapter Metadata section.

Content adapted from "How to Import Content from MS Word" from the [B.C. Open Textbook](#)

[Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge. Images have been modified.

Linking Material

How to Link Text From Pressbooks to an External Source

Begin by identifying the text you want to link and:

- Highlight the text
- Click on the “link” icon in the tool bar

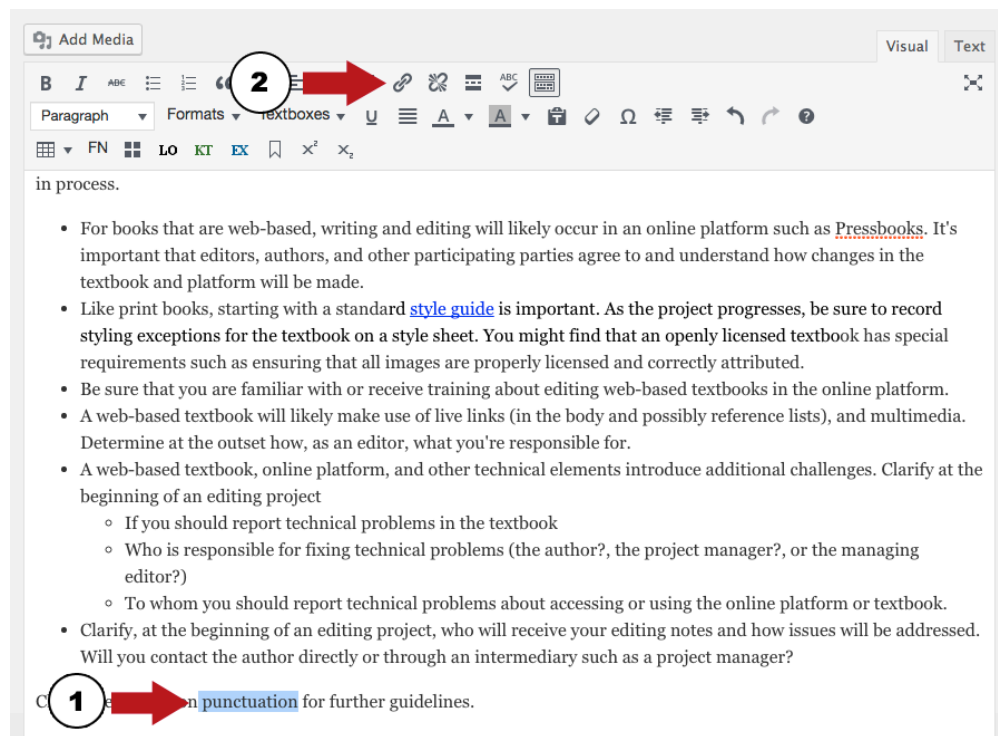


Figure 3.6.1 How to link to external content

When the link icon opens,

- Add the URL for the external source you want to link your text to
- Click on the **Add Link** button.
 - Optionally, click the settings wheel icon to set the link to open in a new

tab. This is typically only done if linking to external content and should be followed with a textual reference, e.g., [New Tab] to let readers know.

- Remember to **Save** the page.

To check your link, click on the **Preview** button (in the right-hand side menu) and click on the link as it appears in Book view (what readers will see).

Chapter I

The Nellie, a cruising yawl, swung to her anchor without a flutter of the sails, and she had made, the wind was nearly calm, and being bound down the river, the only thing to do was to anchor and wait for the turn of the tide.

The sea-reach of the **Thames** stretched before us like the beginning of an interminable plain. The offing the sea and the sky were welded together without a joint, and in the luminousness the sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas against the white sky. The air was dark above Gravesend, and farther back still seemed condensed into a oppressive brooding motionless over the biggest, and the greatest, town on earth.

Figure 3.6.2 Preview external link

How to Link Text Within a Chapter

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

- First, place your cursor by the text or image to which you want to link
- Then click on the anchor icon (in the third line of the tool bar).

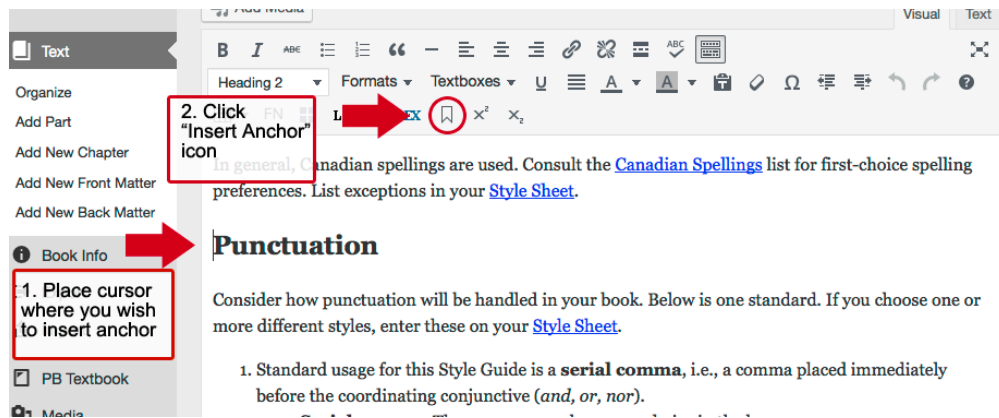


Figure 3.6.3 Link within a chapter

- Enter a word to describe your anchor (e.g., [punctuation](#)) in the **Name** field that appears and click the **OK** button.

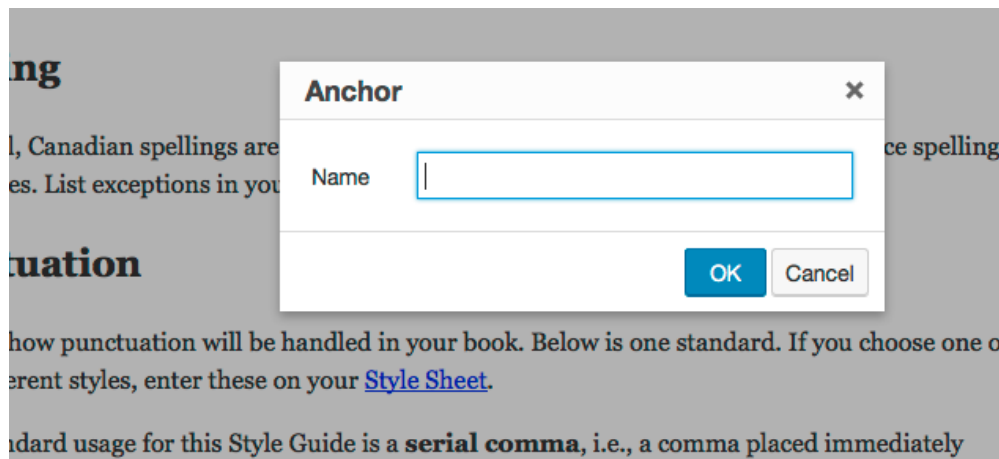


Figure 3.6.4 Create anchor name

- This action will produce an anchor.

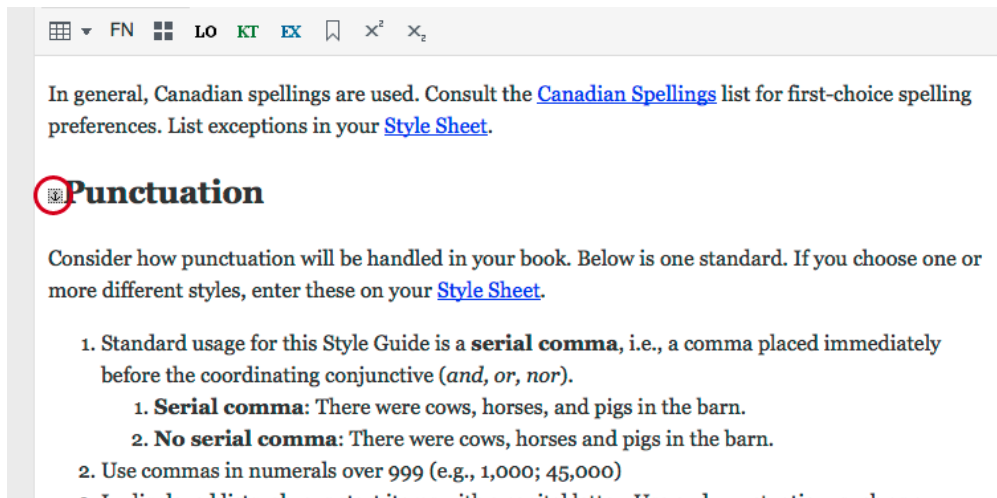


Figure 3.6.5 Anchor location

Now make a link to the anchor:

- Highlight the text that you want to link to the anchor
- Click on the “link” icon in the tool bar

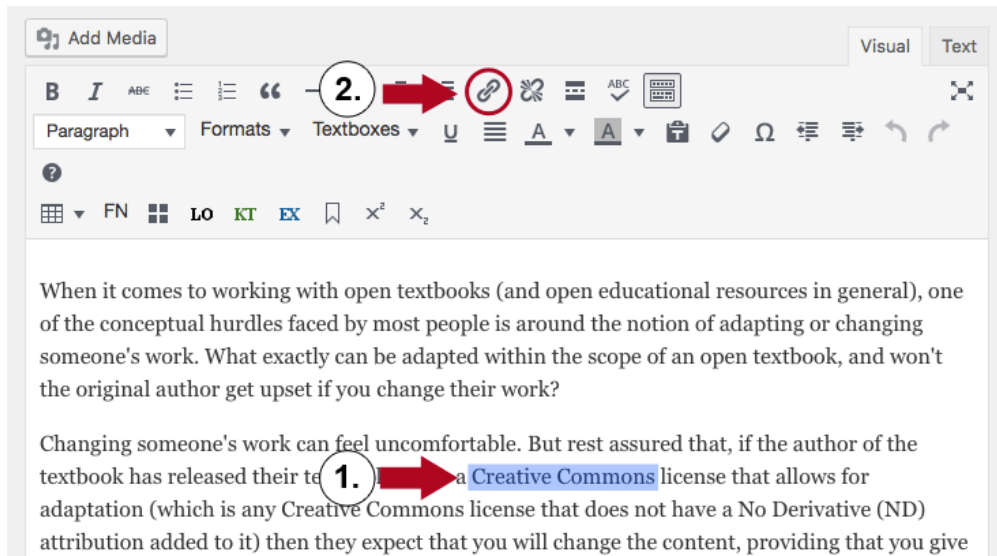


Figure 3.6.6 Add chapter link

When the “Insert/edit link” icon opens,

- Add # (pound sign) and the word you used to describe your anchor (e.g., [#punctuation](#))
- Click on the **Add Link** button.
- Remember to **Save** the page.

How to Link Text Between Chapters Within the Same Book in Pressbooks

Follow the same steps as above for creating an anchor and:

- Go to the chapter that contains the anchor
- Click the **View Chapter** link at the top of the page

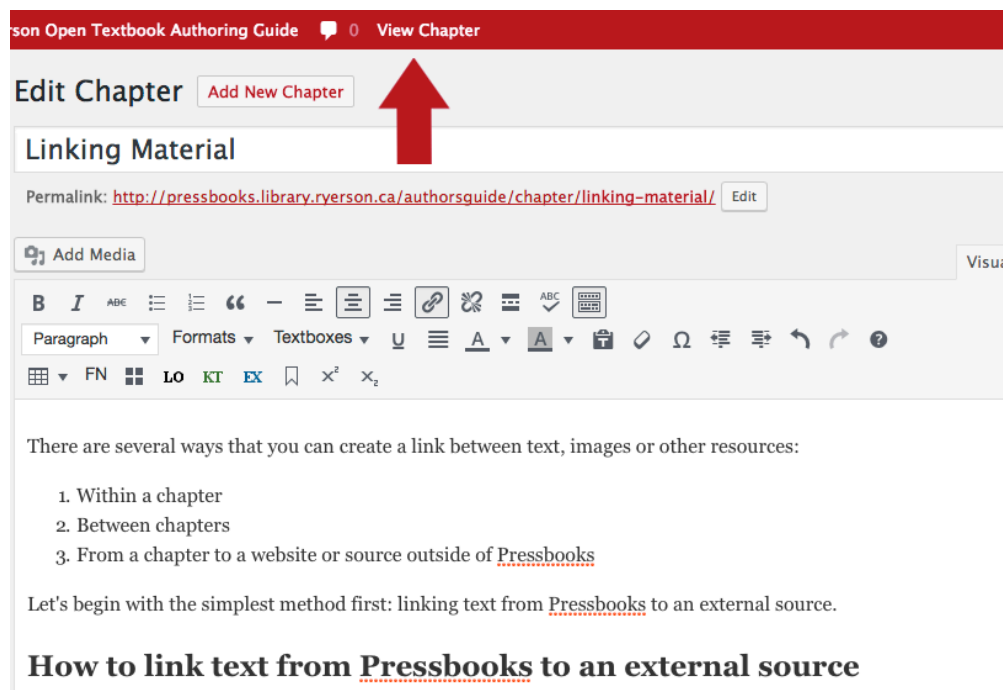


Figure 3.6.7 Link between chapters

- Copy the URL for the chapter

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

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

When the “Insert/edit link” icon opens,

- Add the URL for the chapter with the anchor with **http://** (e.g., <http://openbooks.macewan.ca/authorsguide/chapter/what-are-open-textbooks/>)
- After the forward slash (/), add # (pound sign) and the word you used to describe your anchor (e.g., [#punctuation](#))
- With chapter URL and anchor word, the final URL would be, in this example:
 - <http://openbooks.macewan.ca/authorsguide/chapter/what-are-open-textbooks/#punctuation>
- Click on the **Add Link** button.
- Remember to **Save** this page.

Content adapted from “Linking Materials” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge. Images have been modified.

Adding Images

Find Openly Licensed Images

Ensure you have permission to use images in your open textbook. Below are some good places to find free-to-use images. Check license terms for individual images as they vary.

[Flickr: Creative Commons](#)
[National Gallery of Art Public Domain](#)
[NYPL Digital Collections](#)

[Openverse](#)
[Pexels](#)
[Pixabay](#)
[Unsplash](#)

When adding an image to your book, always attribute who took the image, where it came from, and any licensing terms. Visit [Add Captions to Images](#) and [Add Image Attribution Statements](#) below to learn more.

How to Add an Image

To add an image to your textbook, open the page where you want to place the image. Select the spot where the image will go with your cursor. Then click the **Add Media** button (see Figure 3.7.1).

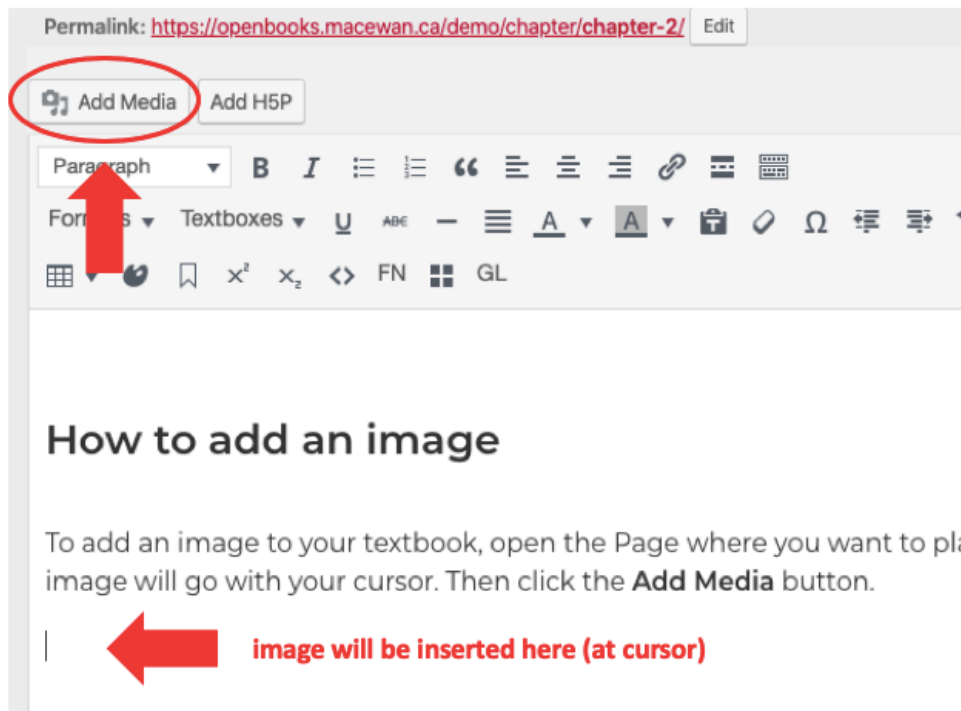


Figure 3.7.1 Select where image should appear and select Add Media

You will be taken to an **Insert Media** screen where you can choose a previously uploaded image or you can upload a new image. To upload a new image, click on the **Upload Files** tab in the upper left corner and then on **Select Files** in the middle of that page. This will allow you to search for image files to add from your computer (Figure 3.7.2).

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

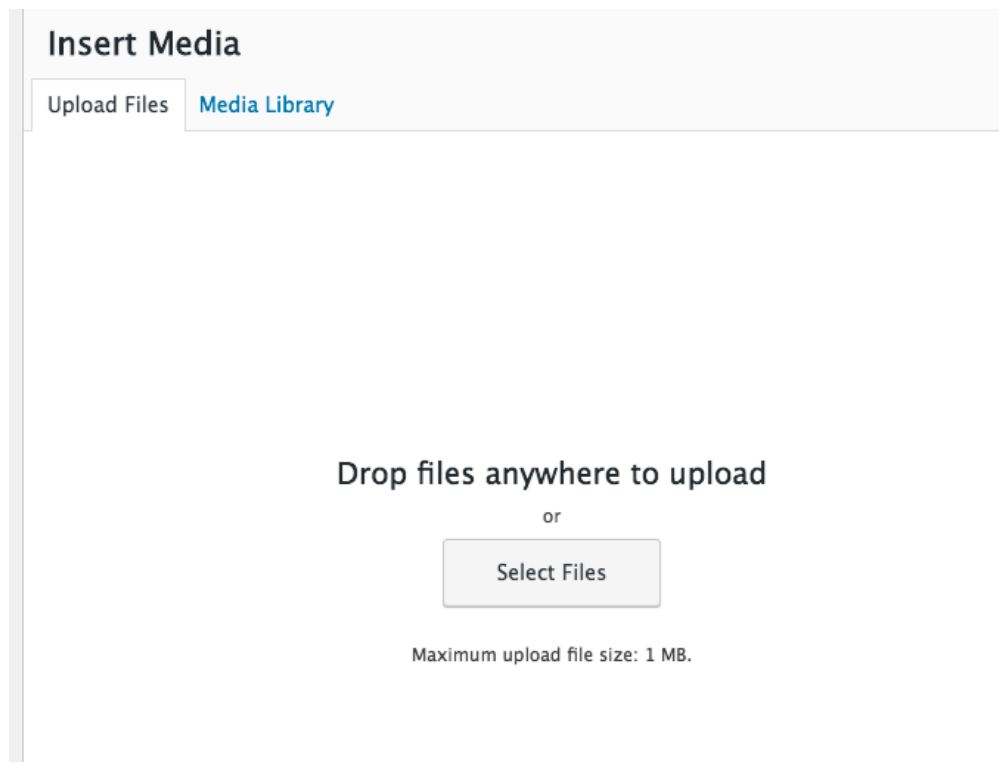


Figure 3.7.2 Upload file

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

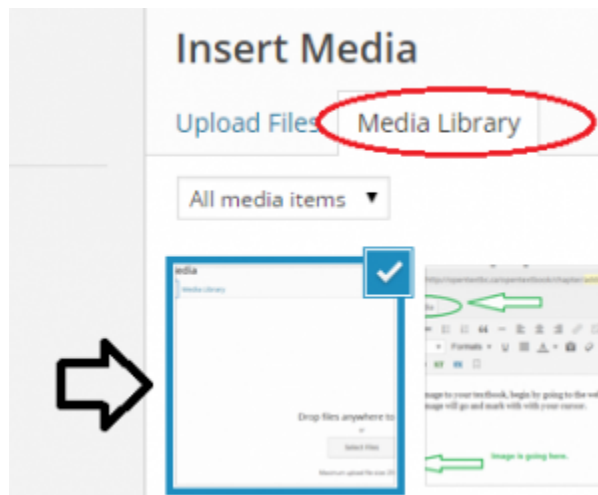


Figure 3.7.3 Select uploaded image from Media Library

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

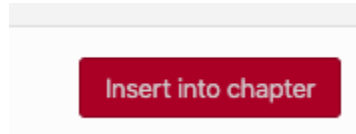


Figure 3.7.4 Insert image into chapter

Note: an image file must be uploaded into the Media Library for use. Avoid simply copying and pasting images from other websites since that could mean the image will disappear if it is ever removed from the original website hosting it.

Finally, make sure that your image is centred correctly and the right size. We strongly recommend that:

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

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

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

How to Edit an Image

To change the placement or size of an image that has already been added to a page, simply click anywhere on the image. You will see a menu of options appear above the image. Use the pencil to edit the image and the X to delete the image.



Figure 5

Figure 3.7.5 Edit image

After you click on the pencil icon, the **Image Details** box will appear. Here you can:

1. Add text for the image's caption. (See [Add Captions to Images](#) and [Add Image Attribution Statements](#) for details.)
2. Under DISPLAY SETTINGS, select "Center". We recommend that you centre images.
3. Using the "Size" dropdown list, determine if any of the sizes are the correct size for your image. If not, then select "Custom Size"...

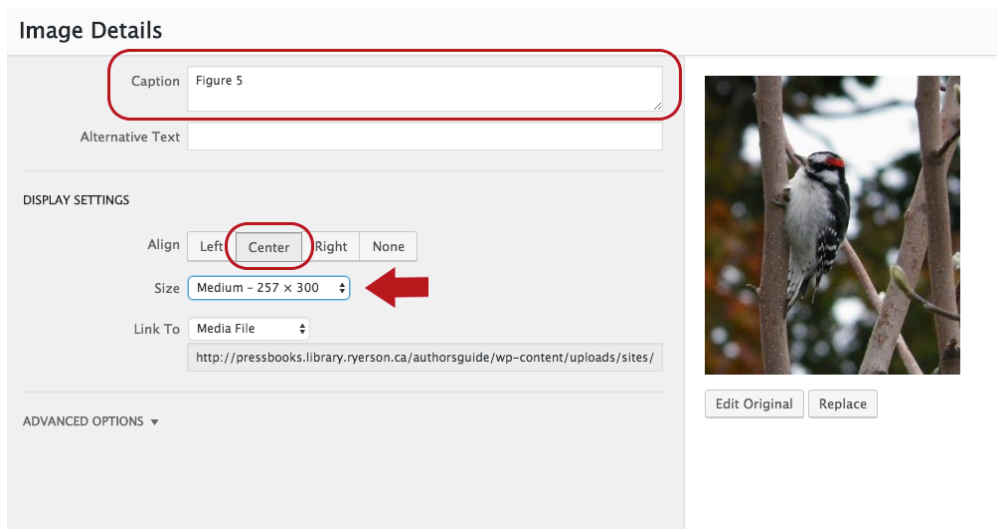


Figure 3.7.6 Size and placement of image

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

4. Ensure that either “None” or “Media File” is selected by the “Link To” drop-down list, which enables a reader to open up the image separate from the chapter.

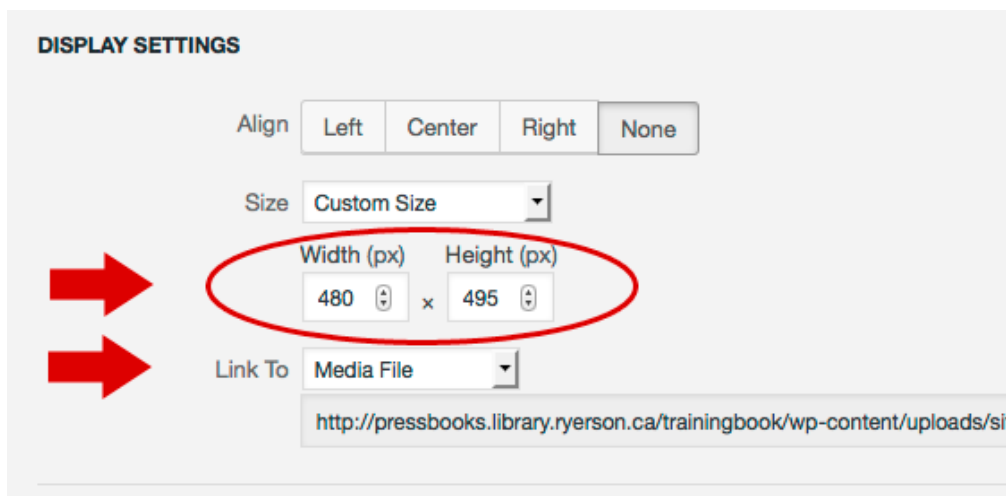


Figure 3.7.7 Customize the size (we recommend maximum width 500px) and make sure the image is linked to its media file or “None”

5. Save changes by clicking the **Update** button in the lower right corner of the page, and then **Save**.



Figure 3.7.8 Save by clicking the Update button

Add Captions to Images

Caption descriptions should be added beneath images to provide the reader with details and context.

Add caption descriptions beneath images using the Pressbooks caption button:

- Click anywhere on an image you have added.
- Locate and click on the **pencil icon** that appears in the upper left corner of the image.
- Enter description in the **Caption** field.
 - Add a clear description of the image in the **Alternative (Alt) Text** field for accessibility. See [“Alternative Text Descriptions.”](#)
- Click on **“Update”** and then **Save** the page.

What to Include in a Caption

When adding the caption description, be sure to use a numbering system that incorporates the chapter number and image sequence within the chapter section.

After numbering the figure or table, provide a description:



Figure 3.8.1 Green turtle in its natural environment in Indonesia.

Add Image Attribution Statements

Attribution statements are used to credit the author/creator of an image, provide its source, and detail any copyright terms.

Visit [Attribution Statements](#) for guidance on how to create an attribution statement.

Image attributions can either be included in the caption area beneath an image or in an Attributions section at the end of a chapter or section.

Who Gets Attribution for an Image?

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

Below is a photograph of the famous painting, *The Night Watch*, by Rembrandt. In

the attribution statement, credit is given to the photographer, not Rembrandt (see Figure 3.8.2).



Figure 3.8.2 Rembrandt's *The Night Watch*. [Image](#) of painting held at Rijksmuseum, Amsterdam by [Garrett Ziegler](#) licensed under [CC BY-NC-ND](#).

Attributing Creative Commons Licensed Images

Attributions for images under a [Creative Commons](#) license should include this license information (see Figure 3.8.3).



Figure 3.8.3 Golden retriever. [Dog](#) by [David Locke](#) licensed under a [CC-BY 2.0](#).

If you have modified an image under a Creative Commons license in some way, indicate this in your attribution statement (see Figure 3.8.4).



Figure 3.8.4 Golden retriever. [Dog](#) by [David Locke](#) licensed under a [CC-BY 2.0](#). Modifications to this photo include cropping.

Note: If an image includes “ND” (no derivatives) as part of a Creative Commons license, the image cannot be changed. This includes cropping.

Including an Image Source Statement

Sometimes it is significant to the textbook subject matter that the physical location of something pictured, like a painting in a museum collection, be noted as part of the attribution statement. If required and available, a source statement can be included (see Figure 3.8.5)



Figure 3.8.5 Painting of the Toronto Rolling Mills, an iron rails factory founded in 1857 by a group of businessmen led by railway magnate Sir Casimir Gzowski. [Toronto Rolling Mills](#) is in the public domain and available from the Toronto Public Library (reference number JRR 1059).

Content adapted from “Finding Openly Licensed Content” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge, and includes content from the [Ryerson Open Textbook Authoring Guide](#) section “[Open Access and Public Domain Images](#),” each licensed under [CC-BY 4.0](#). Images have been modified. Also contains material from “Images: Captions, Attributions and Citations” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge. New examples have been added.

Adding Video

Find Openly Licensed Video

Below are some good places to find openly licensed videos online for reuse. Check license terms for individual videos as they vary.

- [Internet Archive](#): Search and limit to **Movies**. Be sure to check the License and/or Copyright Notice appearing alongside individual works.
- [YouTube](#): After doing a search, select **FILTER >> Creative Commons** (under FEATURES)
- [Vimeo](#): After doing a search, select **More Filters** from the side menu to filter results by Creative Commons (CC) license types.

The following instructions apply only to users of the MacEwan Open Books service wishing to add videos to their books. Directions for users of other Pressbooks installations may vary.

Uploading a Video File

IMPORTANT NOTE: Because video files can be quite large, MacEwan University provides a streaming service where users can upload videos and then embed them into Pressbooks.

First email digitalscholarship@macewan.ca to request access to the Pressbooks Media channel in MacEwan's streaming service.

Once given access, go to <https://streaming.macewan.ca> and select **Guest** in the top right to log in.

Your name should now appear in the top right corner. Select your name and then **My Channels**. Go to the channel titled **Pressbooks Media**. Select **+ Add to Channel** and then **ADD NEW>> Media Upload**.

Agree to the **Copyright Notice**. Remember that you can only use videos in your work that you own copyright to, or that are openly licensed.

Upload your file.

Once your upload is complete, enter a **Name** (required) and **Description** (optional) for the video. (This information will not be visible to users in your Pressbook.)

Select **Save**.

Once your video is uploaded, select **Share** and copy the link under **Link to Media Page**.

Paste the link to the video where you would like it to appear in your Pressbook and select **Save**. Your video should now appear.

Here is an example. Note that we do not recommend using cell phone videos captured in portrait mode, however, cat videos are always encouraged.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/authorsguide/?p=76#oembed-1>

Uploading an Interactive Video

The H5P plugin in Pressbooks allows you to upload videos and add interactive elements throughout that users can engage with, including true/false and multiple choice questions.

To add an interactive video, select **H5P Content** from the Pressbooks administrator side bar and select **Add New**. If it is your first time using H5P you may need to agree to terms of use.

Find **Interactive Video** in the list of content types. Select **Get >> Install >> Use**. (In subsequent uses, you will need to click **Details >> Use**.)

Upload the video file you want to add interactive elements to under *Step 1*.

Once complete, select **Step 2 Add Interactions**. Drag and drop elements from the toolbar above the video and follow the instructions provided.

Optionally, add Summary Tasks to the end of your video.

When complete, select **Create**. Copy the shortcode in the top right of the screen appearing between square brackets, and paste it wherever you want your interactive video to appear in your Pressbook. Select **Save**.

To edit your video, select **H5P Content** from the side menu and select **Edit** beside the interactive video you have created. Here you can also view Results from people who have interacted with this content.

Embedding Streaming Videos (YouTube, Vimeo)

To embed openly licensed videos from streaming services like YouTube or Vimeo, simply paste a link to the video where you would like it to appear in your Pressbook and select **Save**. Your video should now appear. Here is an example:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/authorsguide/?p=76#oembed-2>

We recommend adding any applicable attributions centered beneath the video, or at the end of the page in a Media Attributions section (see below).

Note: Remember that any videos you embed from streaming sites like YouTube and Vimeo may become unavailable in the future so it is recommended that you check on this regularly following the publication of your book and remove any content that is no longer available on these sites.

If the work is openly licensed, we may be able to download a copy and upload it to MacEwan's streaming service to help ensure long-term access. Email digitalscholarship@macewan.ca for assistance.

Media Attributions

[How to Create Inclusive and Accessible OER](#) by [CARL-ABRC](#) is licensed under [CC BY](#)

Adding Audio

Find Openly Licensed Audio

Below are some good places to find openly licensed audio. Check license terms for individual audio as they vary.

- [CCMixer](#): Locate samples and mixes under Creative Commons licenses.
- [Digital History](#): Provides a variety of songs believed to be copyright free for non-profit and educational use.
- [Internet Archive](#): Search and limit to **Audio**. Be sure to check the License and/or Copyright Notice appearing alongside individual works.
- [Musopen](#): Search for and download music in the public domain.

Uploading an Audio File

Audio should be in **MP3** format.

To upload an audio file, log in and select **Media** from the administrator side bar to the left.

Select **Add New** and upload your file. It will appear below.

Go to the section of the chapter where you would like your audio to appear and select **Add Media**.

Select the audio file and select **Insert into chapter** and **Save**.

Here is an example of how audio will appear:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/authorsguide/?p=78#audio-78-1>

[Toads and frogs in pond, village, light distant chatter from villagers](#) by [Felix Blume](#)
licensed under [CC0 1.0 Universal License](#)

We recommend adding any applicable attributions centered beneath the audio, as shown above, or in a *Media Attributions* section at the end of the chapter or section.

For help converting audio from different formats to MP3, and with uploading files larger than 98 MB, please email digitalscholarship@macewan.ca.

Adding H5P Interactive Content

H5P is a popular plugin used to create exciting, interactive content on the web. In Pressbooks, it's most in demand to create interactive quizzes and other activities in open textbooks and other open educational resources. There are dozens of different kinds of content enabled by H5P. You can view all of them, as well as examples and more detailed instructions for creating the different types on the [H5P website](#). (Note: they offer different installation and embedding options, but that's all taken care of by Pressbooks – you just need to think of the exciting things you can create!)

Instructions for Adding H5P Elements to Your Book

1. Navigate to the H5P Content menu and select **Add New**.
2. Select a content type from the dropdown menu.
3. If not already installed, click **Get** and follow the steps indicated (if necessary).
4. Enter the information for your quiz/activity etc.
5. Click on **Create** when you're done!

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

1. Copy the shortcode displayed in the top right of the screen.
2. Navigate to the chapter where you would like to add the element.
3. Paste the shortcode into place (you can do this in the visual editor, no need to switch to text).
4. **Save** your chapter.
5. View the web version to see the element in action.
6. Export other desired formats to see the fallback message (e.g., how the H5P appears in a PDF, which is typically a link to the content online).

Here's an example of creating a simple multiple-choice question:

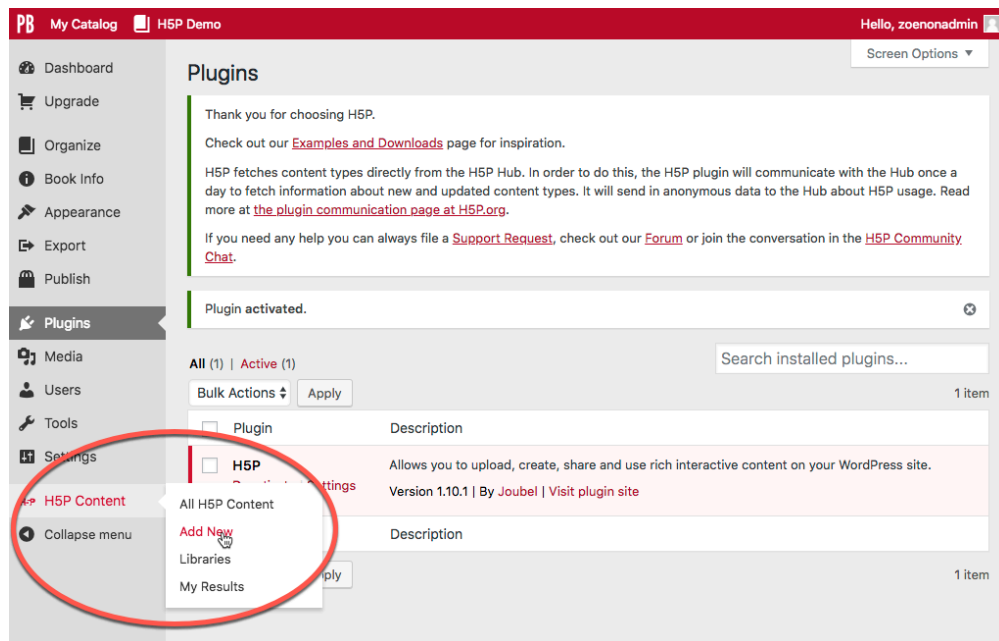


Figure 3.11.1 Find the “Add New” option under the H5P Content menu.

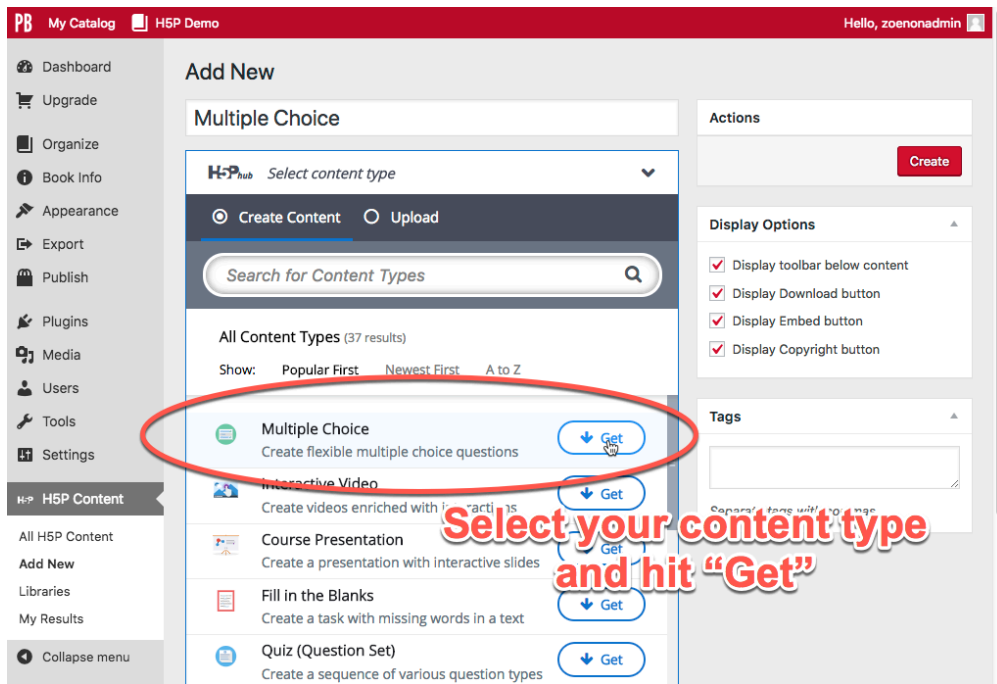


Figure 3.11.2 Click on “Get” and follow steps to install content type.

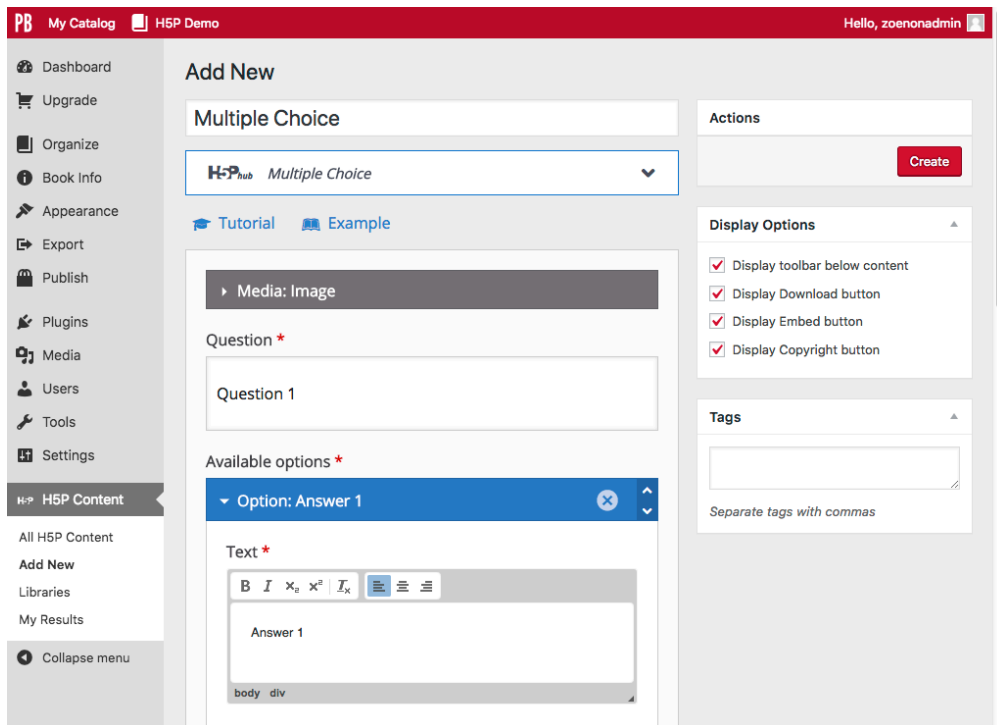


Figure 3.11.3 Enter your questions, answers and other info to create your quiz.

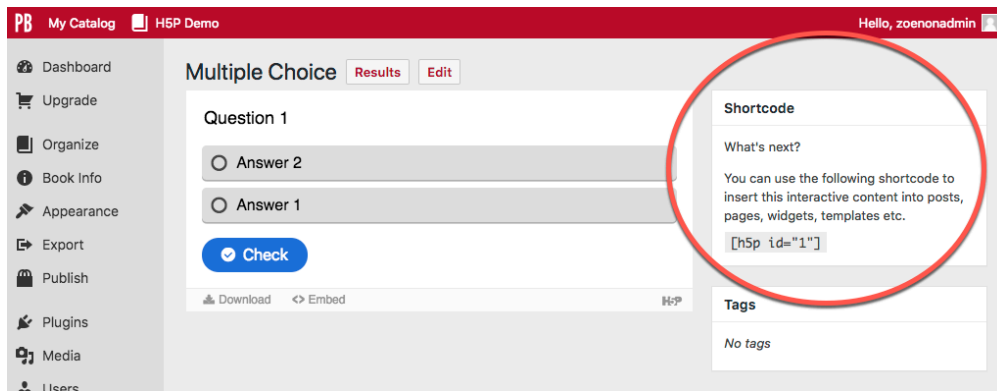


Figure 3.11.4 Once you've created your quiz, copy the shortcode indicated in the top right.

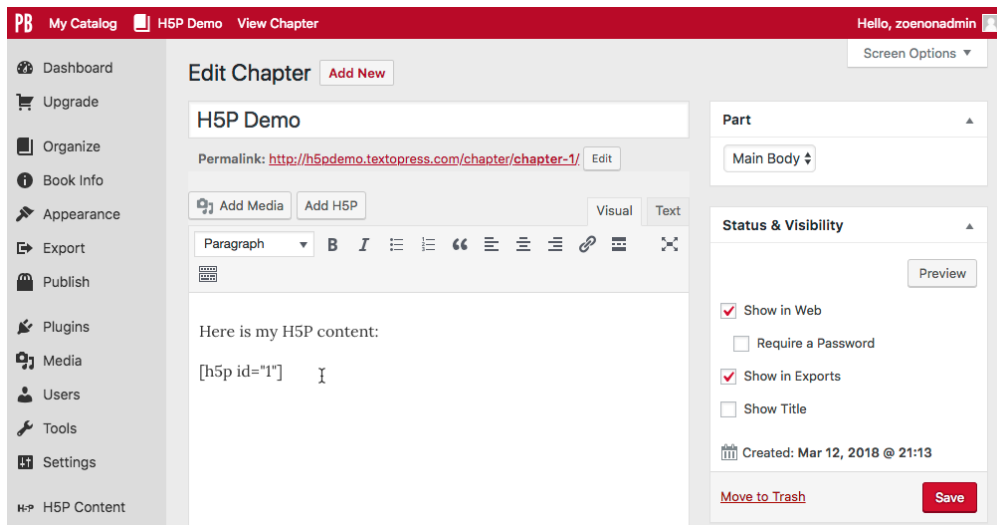


Figure 3.11.5 Paste the shortcode into your chapter where you want your quiz to appear.

CONTENTS ▾ H5P DEMO

H5P Demo

Here is my H5P content:

Question 1

Answer 2

Answer 1

Check


[Download](#) [Embed](#) 

Figure 3.11.6 Save and view in the webbook.

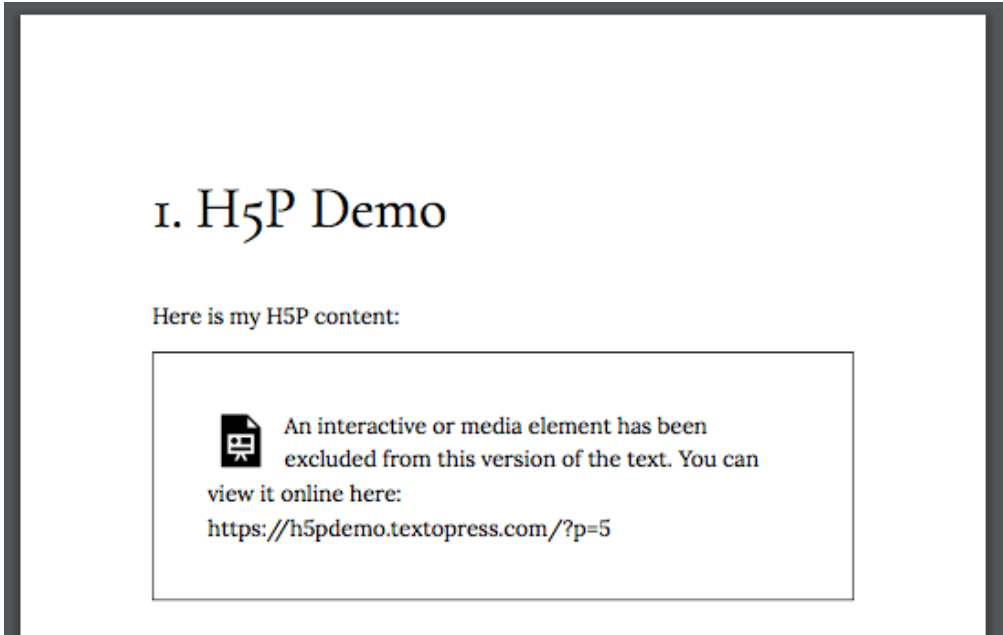


Figure 3.11.7 Display in PDF

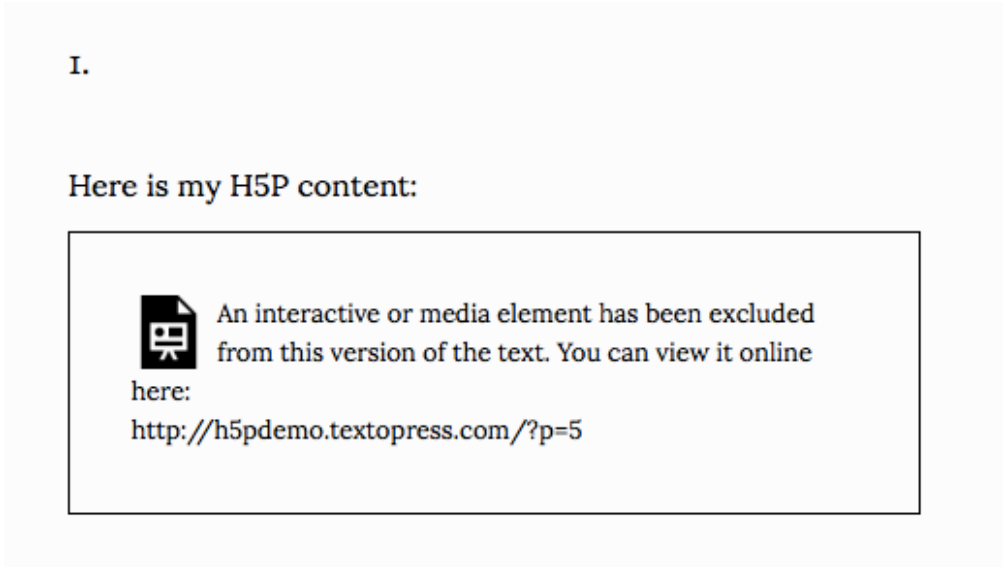


Figure 3.11.8 Display in epub

This section contains material from “[H5P Interactive Content](#)” in the [Pressbooks User Guide](#) by [Pressbooks](#) licensed under [CC BY 4.0](#).

Math and Science Formulas Using LaTeX

Pressbooks supports LaTeX code, a typesetting language that is often used to format complex science and math equations, using [MathJax](#) built into the software.

How to Add LaTeX Equations

LaTeX can be added using the LaTeX option in the visual text editor when editing a chapter or section, or by writing out shortcodes as shown.

Note: The LaTeX shortcodes below are **coloured** to show examples. Actual formulas and shortcodes have to be the same color and style.

- `[latex]latex code here[/latex]`
- `$latex latex code here$`

Example 1:

`\left(1+x\right)^n=1+\frac{nx}{1!}+\frac{n\left(n-1\right)x^2}{2!}+\dots`

$$(1 + x)^n = 1 + \frac{nx}{1!} + \frac{n(n - 1)x^2}{2!} + \dots$$

Example 2:

`$latex \left(1+x\right)^n=1+\frac{nx}{1!}+\frac{n\left(n-1\right)x^2}{2!}+\dots$`

$$(1 + x)^n = 1 + \frac{nx}{1!} + \frac{n(n-1)x^2}{2!} + \dots$$

Using LaTeX syntax in H5P elements

If you would like to use LaTeX in H5P elements, email us at digitalscholarship@macewan.ca and we will activate this option for you.

You can draft equations inside of H5P elements in Pressbooks with MathJax LaTeX.

For H5P elements, use these LaTeX shortcodes:

- `some LaTeX`
- `some LaTeX`
- `some LaTeX`



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.macewan.ca/authorsguide/?p=90#h5p-1>

Additional Resources

- [LaTeX in WordPress](#)
- [LaTeX reference guides](#)
- [MathJax](#) (SPSCC Pressbooks Tutorial)

Content adapted from “Math and Science Formulas Using LaTeX” from the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge, and from the SPSCC Pressbooks Tutorial on [MathJax](#) by Alaka Pradhan, each licensed under a [Creative Commons Attribution 4.0 International License](#),

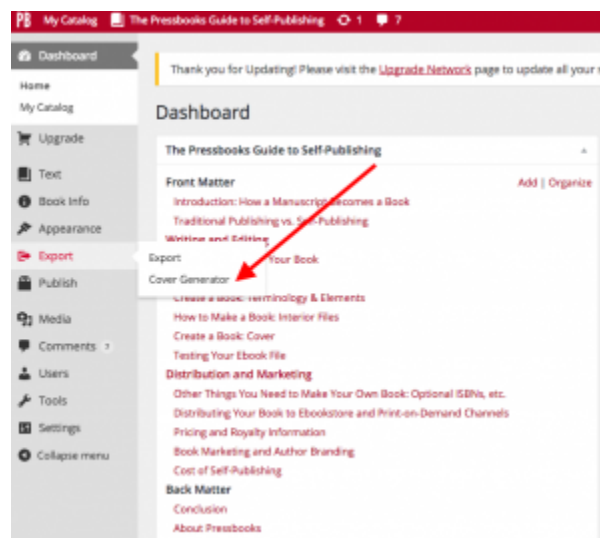
Creating and Uploading a Book Cover

It is easy to generate a basic book cover directly in Pressbooks, and relatively easy to create a more sophisticated cover image for your open textbook using photo editing software.

Want some help designing a book cover image? Email digitalscholarship@macewan.ca.

Easy Option: Create a Cover Using the Pressbooks Cover Generator

1. Log in and go to **Export >> Cover Generator** in the side menu.



3.13.1 Cover generator

2. Next, adjust your book information. This is automatically imported from what you

have entered under Book Info, but what you enter here will not override the text you have entered on the Book Info page.

Note: If you would like to keep any of these fields blank, you will need to enter ** ** in order to prevent the system from automatically pulling in the information from the Book Info.

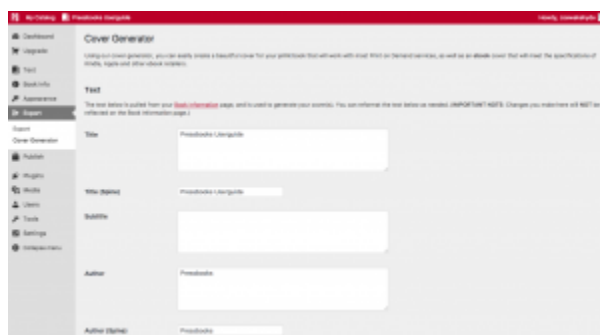


Figure 3.13.2 Cover overview options

3. Check the page count. Pressbooks will automatically fill this field with the page count of your most recent PDF export (which you can do under the Export option in the left side menu). If you change it manually once, **it will no longer be automatically updated**, so you will have to be very careful to check the page count here before exporting your final cover file.

4. Set the colours for your cover's background and text

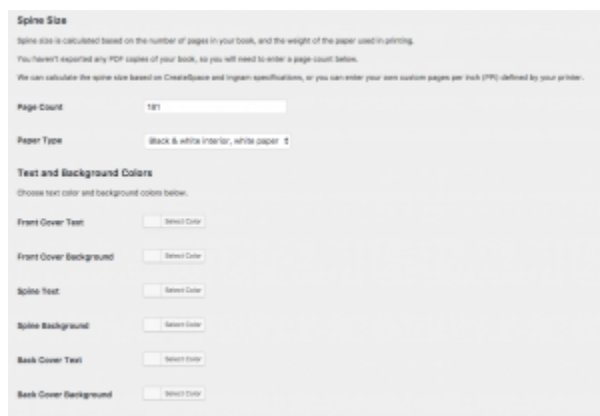


Figure 3.13.3 Text and colour settings

5. Click on **Make PDF Cover** and **Make Ebook Cover** to generate print and ebook cover files. A progress bar will appear to track your cover files as they export. When complete, the cover files will appear underneath the **Download** heading.

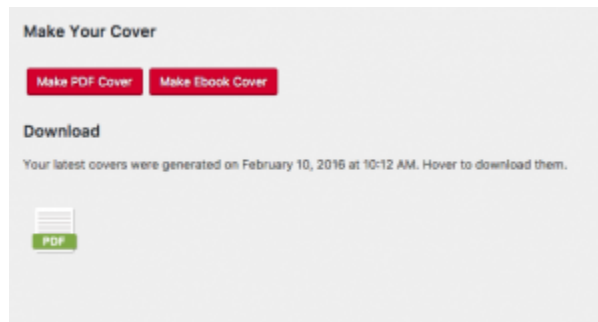


Figure 3.13.4 Make your cover

6. Save the Ebook cover **JPG** and go to Book Info in the side column. Upload it to the **Cover Image** section and **Save**. This cover will appear on the book information page for the Ebook version of your open textbook.

Send the **PDF** book cover that you have generated as a separate file to any print-on-demand providers along with an interior PDF file of your book content, which you can generate by going to the Export section of the left side menu.

Advanced Option: Create and Upload a Book Cover Image

Need photo editing software? MacEwan University members can contact Tech Support to discuss options to access Adobe Photoshop. A free alternative option is [GNU Image Manipulation Program \(GIMP\)](#).

1. Using photo editing software, create an image for your book cover that is **900px (width) × 1200px (height), 300 dpi** (recommended) and a maximum size of **2MB**.

Remember to only include images that you have copyright permission to use. For help finding openly licensed images, go to the chapter on [Adding Images](#).

On the cover, be sure to include:

- The title of your work
- The names of any authors and editors
- Optionally, include one of the following MacEwan University logos in the top left corner
 - [MacEwan logo](#) (light background)
 - [MacEwan logo](#) (dark background)

Save your completed cover image file as a **JPG**.

2. To upload the Ebook cover for your open textbook, log in and go to **Book Info** in the side menu to the left.

Scroll down to **Cover Image** and select **Choose file** to upload your cover. Scroll up and select **Save**.

Your eBook cover will now appear on the main book information page for your open textbook.

Generating a Printable Book Cover

If you are planning to have your open textbook made available in print, you will need to generate a separate cover that includes a spine and back information.

To generate a basic cover follow the instructions detailed at the beginning of this chapter.

To use the same eBook cover image that you have created:

- Log in and go to **Export >> Cover Generator** in the side menu.
- Delete the title and author information, except for those labelled “Spine”
 - In the empty fields, enter ** **; (this will stop the generator pulling in the information from your Book Info again)
- Fill in the “About” section that will appear on your back cover
- Change your theme if desired

- Upload your ebook cover as the **Front Cover Background Image**
- Complete the page count and paper size as normal
- Choose your background and font colors for the spine and back cover
- Select **Make PDF Cover**

This section contains material from the chapter "[Book Covers for Ebooks and Print-on-Demand](#)" in the [Pressbooks User Guide](#) by [Pressbooks](#), licensed under [CC BY 4.0](#).

Updating Book Info Metadata

Before publishing your work, be sure to review and update the information in the **Book Info** section in the left side menu of Pressbooks (visible to book administrators when logged in). This information communicates to readers what your book is about, will make it more discover-able to search engines, conveys copyright information, and ensures contributors receive credit.

The following overview provides guidance and recommendations on required elements to include in the Book Info section.

Title: Enter the Title of Your Work in Title Case.

*If your work has a subtitle, enter it below in the Subtitle field, also in title case.

Authors: Enter each of the authors of the work. It is common to list authors according to who contributed most to the work. To add authors, you must first add them as a User in the User section in the left side administrator menu.

- *Other contributors:* Be sure to list Editors, Translators, Reviewers, Illustrators, and other Contributors as appropriate. Each of these people must first be added to the User section in the left side administrator menu.

Publisher: Enter *MacEwan Open Books*

Publisher City: Enter *Edmonton*

Publication Date: Enter the date the work is published.

Book ISBN & Digital Object Identifier (DOI): Leave blank. MacEwan Open Books administrators will update this information as appropriate when making the work public.

Language: Select the language that the work is in.

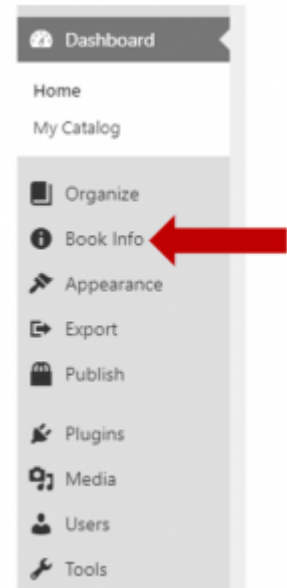


Figure 3.14.1 Book Info option

Cover image: Upload an image for your book cover (see: [Creating and Uploading a Book Cover](#)).

Copyright

- *Copyright Year:* Enter the year of publication.
- *Copyright Holder:* This is typically the author(s). When publishing with MacEwan Open Books, authors retain copyright.
- *Copyright License:* Select a Creative Commons license that allows for reuse and adaptation by others (CC-BY, CC-BY-NC, CC-BY-SA, or CC-BY-NC-SA).
 - We encourage CC BY-NC when possible.
- *Copyright Notice:* In addition to selecting a Copyright License as noted above, we recommend adding a preferred citation for your work that will also appear on the main information page about your open textbook:
 - Please cite this work as follows: [add citation including MacEwan Open Books as the publisher]

Short Description: Enter a short paragraph about your book, including things like what it's about and its intended audience. This paragraph will appear near the top of the main web page for your book and may be used to describe your book in Library catalogues, in book reviews, etc.

Long Description: Enter a longer, full description of your book. This will appear near the bottom of the main web page for your book in Pressbooks, and on the back of your book if you [generate a PDF cover](#) for print copies.

Keywords: Enter 3-5 keywords describing your work to help search engines find it. Click "+Add New" for each new keyword entered.

Note: To indicate authors for specific chapters, add these contributors to the Users section of the left side bar, and then include their names in the **Chapter Author(s)** section at the bottom of the page when editing that chapter.

This section contains material from the chapter “[Book Info](#)” in the [Pressbooks User Guide](#) by [Pressbooks](#), and is licensed under [CC BY 4.0](#).

CHAPTER 4: WRITING AND EDITING

Style Guide

Before adapting an existing book, or creating a new one, it's important to establish a road map that will guide the style of the work. Creating an editorial [Style Sheet](#) is recommended to keep your formatting consistent across your book.

A [Style Sheet](#) template and [Style Guide Content](#) to include in a style sheet with recommended formatting choices to consider is provided below.

Style Sheet

A style sheet should be a separate document that you use for your own formatting purposes or that you share with other authors and contributors. It is recommended that your style sheet is in a format that is easily shareable with others (e.g, a Google document). Below is an example of a style sheet template and the types of content it might include. Links to suggested considerations are provided in this example, but you may change yours however best suits your text.

Style Item	Notes	
Citation Style		
Captions		
Spelling		
Punctuation		
Other style points		
Layout		
Pedagogical Features	Placement	Notes
Learning objectives		
Key takeaways		
Key terms/glossary		
Exercises		
Reference list		
Suggested readings		
Attributions		
Appendices		

Style Guide Content

The elements listed in the Style Guide are not exhaustive. Feel free to use the examples here or adapt them to fit your preferences.

Citation Style

Select the citation style to be used for referencing material in your book and note this on your [Style Sheet](#). If you are writing for a specific discipline, select the citation style appropriate for your area. If you are adapting an existing book, use the citation style chosen by the original author.

Use the citation style you've selected to set out rules for your book and record them in your Style Sheet to ensure consistency. Some basic questions to ask yourself:

1. What will in-text citations look like?
2. When paraphrasing, is a page number required?
3. How will you list multiple authors for an in-text citation or entry in a reference list?
4. Where will the reference list be located?
5. Will you use footnotes instead of a reference list?
6. How will you ensure that all in-text citations are noted in full in the reference list?

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

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

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

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

Captions

See [Add Captions to Images](#) and [Add Image Attribution Statements](#). The same principles for adding captions and attributions to images can apply to other types of content, including tables, audio and video.

Spelling

In general, Canadian spellings should be used. Consult [Canadian Spellings](#) for first-choice spelling preferences. List any exceptions in your [Style Sheet](#).

Punctuation

Consider how punctuation will be handled in your book. Below is one standard to use as a model. If you choose one or more different styles, enter these on your [Style Sheet](#).

1. Use a serial comma, i.e., a comma placed immediately before the coordinating conjunctive (*and, or, nor*) in a series of three or more terms.
 1. Serial comma: There were cows, horses, and pigs in the barn.
 2. No serial comma: There were cows, horses and pigs in the barn.
2. Use commas in numerals over 999 (e.g., 1,000; 45,000)
3. In displayed lists, always start items with a capital letter. Use end punctuation, such as a period, with full sentences only.
4. Do NOT capitalize the first letter of the first word after a colon unless the colon introduces two or more sentences.
5. With em dashes (inserted in Pressbooks by adding two hyphens side-by-side), insert a space on either side.
6. Use the North American system for quotation marks: periods and commas always go inside quotation marks; semicolons and colons go outside.
7. Use double quotes for all quoted matters. Single quotation marks should be reserved to enclose quotes within quotes. (e.g., Mark exclaimed, “You have driven a stake into my heart! Now I truly understand Caesar’s words, ‘Et tu Brute?’ How could you treat me so?”)
8. Place footnote numbers outside punctuation (usually a comma or period).
9. Do not use periods in abbreviations, acronyms, and initialisms, except as noted in spelling list (e.g., et al., etc., i.e. are the most common that retain the periods).
10. Do not hyphenate Latin phrases used adjectivally: ad hoc proposal, post hoc analysis.
11. For hanging hyphen constructions (15- to 19-year-olds), do not hyphenate after

“to.”

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

Other Style Points

Use of boldface

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

Use of italics

1. Use italics for words used as words (e.g., The term *vocal cords* is often misspelled. What do you mean by *nexus*?)
2. The titles of movies, TV shows, and radio programs are italicized (e.g., *The Grey Fox*, *Definitely Not the Opera*). The names of bands and music channels are regular font not italic (e.g., Bob's Your Uncle, MuchMusic).
3. See [Italics and Foreign Words](#).

Dashes

Em dashes (—)

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

En dashes (-)

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

Spacing

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

Italics and Foreign Words

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

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

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

Emphasizing Words with Punctuation

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

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

misspelled. What do you mean by *nexus*?)

3. Words that are meant to alert the reader that a term or word is used in nonstandard, ironic, or other special sense should be marked off with quotation marks (e.g., “Child protection” sometimes fails to protect).
4. Words that are common expressions and figures of speech should NOT be set off in any way (and in this text, sometimes they are).

Measurements

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

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

Numbers

1. Spell out numbers from one to nine and use arabic numerals for numbers greater than nine, except as indicated in the checklist below.
2. For ordinals, spell out first through ninth unless they are part of an array that includes a higher ordinal. Ordinals greater than ninth are expressed as numerals unless they occur at the beginning of a sentence (...in the 12th century but Twelfth-century monks...). Acceptable suffixes are 21st, 32nd, 43rd, 54th.
3. Spell out fractions in running text with a hyphen (e.g., two-thirds).
4. Use commas in numbers greater than 999.
5. For percentages, use arabic numbers and the % symbol, closed up. The symbol should be repeated with each number in a range or series (the incidence varied from 1% to 4%; 6% to 7% of cases). If a sentence begins with a percent value, spell out both number and percent.
6. For temperatures, use arabic numerals and the degree symbol (37.8°C).
7. For times of day, use a colon only when a fraction of an hour is indicated (9:05 a.m.; otherwise 2 p.m.). With 12 o'clock, specify noon or midnight.
8. For number ranges in text, use “to” (50 to 100 mg) except for years (1998–99,

1999–2013) and pages (213–223), which take en-dashes.

9. For number ranges in tables and parentheses, use an en-dash (50–100 mg).
10. Always use numerals with school grades (e.g., Grade 6).
11. Use digits and abbreviations in measurements (e.g., puzzle boxes were 50 cm long, 38 cm wide, and 30 cm tall).

Use numerals rather than words

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

Layout

Book Outline

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

Chapters and Boxes

Once you’ve created a book outline, consider the framework for each chapter and

what is needed to address pedagogical concerns. The following items can be identified for your [Style Sheet](#).

Use the boxes features only as labelled:

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

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

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

Learning Objectives

The Learning Objectives function is found at the top of the editing page in the Text boxes drop down menu.

This is what the Learning Objectives box looks like:



Key Takeaways

The Key Takeaways function is found at the top of the editing page in the Textboxes drop down menu.

This is what the Key Takeaways box looks like:

Key Takeaways

Type your key takeaways here.

- First
- Second

Key Terms (Glossary)

Typically, key terms are highlighted as bold or italicized in the text body and then added to the Key Takeaways box. The term is set as bold in the KT box; the definition is in plain text.

The Key Takeaways box function can be used to list Key Terms. Just relabel the box as so:

Key Terms

Type your definition here.

Exercises

The Exercises function is found at the top of the editing page, also in the Text boxes drop down menu. The “Exercises” label for this box can be renamed using other synonyms for exercises that are descriptive of the type of exercises included such as “Short Answers”, “Exercises and Critical Thinking”, “Essays”.

This is what the Exercises box looks like:

Type your exercises here.

1. First
2. Second

Headings

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

1. The default setting in Pressbooks defines the chapter title as H1, therefore all subsequent headings within a chapter should begin with H2.
2. Create a hierarchy for the sections in your chapters and note which headings you've assigned to each in your [Style Sheet](#).
3. Decide how words in headings will be capitalized and record this decision in your [Style Sheet](#) as well.

Headings are important for accessibility, which we will explore more in the [Accessibility Toolkit](#) section of this guide.

This is what the six different headings look like:

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Heading 6

Content adapted from “Style Guide” in the [B.C. Open Textbook Authoring Guide](#) (archived version) by Lauri Aesoph and Amanda Coolidge licensed under [CC-BY 4.0](#).

Chapter Prototype

As discussed in our chapter on [Creating an Open Textbook](#), chapter prototypes can help you plan the design and structure of each chapter or section of your textbook. This *sample chapter* provides a road map for you and any collaborators.

Below is an example of how your chapter prototype might look. Feel free to use this as a starting place when developing your own prototype.

Chapter Title (Heading 1)

[This chapter title appears in the title text box at the top of a page when editing content in Pressbooks so there is no need to select Heading 1 when formatting this text. Do not use Heading 1 anywhere else in your work.]

Chapter Overview (Heading 2)

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Chapter Topics (Heading 3)

1. Lorem ipsum dolor sit amet
2. Lorem ipsum dolor sit amet

3. Lorem ipsum dolor sit amet
4. Lorem ipsum dolor sit amet

Learning Objectives

[Please include at least four learning objectives for your chapter. Learning objectives should be specific and measurable]. After completing this chapter, you should be able to:

- Learning objective 1
- Learning objective 2
- Learning objective 3
- Learning objective 4

Chapter Introduction (Heading 2)

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim **bolded text indicates a key term that can be found in the glossary**, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

Activity [#]: [Activity Title]

[Instructions for how to complete the activity]

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[Figure 4.3 Image example]

[Image example: Centered. Include a brief one-sentence caption, alternative text describing the image for anyone visually impaired, license information, and citation information including a link where available]

Section (Heading 2)

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Did you know?

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Subsection (Heading 3)

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Table Example Title (bold text, title case)

Column heading	Row heading 1	Row heading 2	Row heading 3
Column heading 1	Date	Date	Date
Column heading 2	Date	Date	Date

[Include 1-2 sentence table description, clearly labelled column and row headers, no merged cells, and cell padding “10”]

Key Point (Heading 4)

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Recommended Reading (Heading 4)

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Pause and Reflect

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Self Test (Heading 2)

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit?
2. Lorem ipsum dolor sit amet, consectetur adipiscing elit?
3. Lorem ipsum dolor sit amet, consectetur adipiscing elit?

Glossary (Heading 2)

[All glossary terms should appear in the text as bolded words]

Key Term: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

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References (Heading 2)

[Citations should follow the APA style.]

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Canadian Spellings

When writing a textbook for the Canadian market, it's best to use Canadian spellings. Consult this list for first-choice spelling preferences for Canadian and other words and terms.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

a.m./p.m.

AB (Alberta)

Aboriginal (preferred to “Indian” and “Native”)

acknowledgment (no “e”)

Act (of Parliament; u.c., roman)

AD/BC (small caps, no periods; AD 5, 12 BC) [Note, however, that in most current texts CE and BCE are preferred style.]

advisor (not -er)

aging

AIDS (no need to spell out)

Alzheimer’s disease

analgesics

analogue

analyze

anti (close compound except when word begins with an i or capital letter, or if word may be unclear or looks awkward)

anti-anxiety

anti-inflammatory

attention deficit disorder, ADD

attention deficit hyperactivity disorder, ADHD

attorney general (no hyphen; u.c. when used as title)

audioconferencing

axe

B

baby boomers

barbecue

backup (n. and adj.)

BC (British Columbia)

behaviour

benefited

benzodiazepine

best-seller list

Bill (u.c. when referring to legislation)

breastfeeding, breastfed

breast milk

burnout (n.)

bylaw

bypass

by-product

C

cabinet (l.c.)

café

calibre

caregiver, caretaker

catalogue

CD-ROM

cellphone

centre

chair (not chairman or chairperson)

checkup (n.), check up (v.)

cheque, chequebook
child care
childbearing
cigarette
clawback
cleanup (adj., n.)
clear-cut (adj.)
co-author
co-chair
co-director
coexisting
co-founder
cognitive-behavioral therapy, CBT
co-infection
colour
co-management
common sense (n.), commonsense (adj.)
cooperate
coordinate
co-payment
cost-effective, cost-effectiveness
counselling, counsellor
co-worker
Criminal Code
cross-examine
cutoff (adj.)

D

data (may be plural or singular, but be consistent)
database
data set
day care (n.), day-care (adj.)
decision-maker (n.)

decision making (n. phrase)
decision-making (adj.)
de facto (no italics)
defence (n.)
dependant (n.)
dependent (adj.)
desktop
diarrhea
dietitian
dos and don'ts
dropout (n.)

E

e.g. (follow with comma)
e-learning
email
emphasize
endeavour
endpoint
end-stage (adj.)
end-user
enroll, enrolled, enrolling, enrollment

F

favour
fetus
fibre optic
field test
fieldwork
first aid supplies
First Nations

firsthand

flare-up (n.), flare up (v.)

focused, focusing

...fold (close compound and spell out number used, “twofold,” “twelvefold”)

follow-up (n., adj.), follow up (v.)

front-line (preceding adj.)

fuelled

fulfill

full-time

fundraising

G

glamour

governor general (no hyphen; u.c. as title)

Grade (1, 2, etc.)

grey

H

halfway

hand washing (v.), hand-washing (adj.)

hands-on (adj.)

health care (n. or adj., open)

HIV (human immunodeficiency virus; never HIV virus)

HIV/AIDS (no need to spell out)

HIV-positive

honorary

honour

hotline

I

i.e. (follow with comma)

Indian (see “Aboriginal” “Non-Status” and Status”)

Indo-Canadian

inpatient

in-service

instalment

Internet

intra (close compound except when word begins with a or when word may be unclear or looks awkward)

intranet

J

judgment

K

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

L

labelled, labelling

labour

layperson

legislature (but Legislative Assembly of Ontario)

licence (n.), license (v.), BUT: when referring to a formal open license agreement note the use of “s”

lieutenant governor (u.c. when used as title)

life cycle

lifelong
lifesaving
life stage
lifestyle
lineup (n.), line up (v.)
litre
login (n.), log in (v.)
long-lasting
long-standing
long-term, longer-term (adj.)

M

makeup (n.)
manoeuvre
MB (Manitoba)
medallists
mental health (n. or adj., open)
meta-analysis
Métis
metre
mg (sing. and pl.), but use only with measurements; otherwise spell out as milligrams
midlife
Ministry of Health, MOH (not “MoH”)
modelling
mL (sing. and pl.), but use only with measurements; otherwise spell out as millilitres
multi (close compound when word begins with consonant, “multidisciplinary,” “multispecialty”; hyphenate with vowel, “multi-authored”)

N

nationwide

Native people (“Aboriginal” and “First Nations” preferred)

NB (New Brunswick)

neighbour

neonatal

NL (Newfoundland and Labrador)

non (close compound except when word may be unclear or looks awkward)

non-Aboriginal

nonprofit

nonresidents

nonsmoker

NS (Nova Scotia)

NT (Northwest Territories)

NU (Nunavut)

O

offence (n.)

ON (Ontario)

ongoing

online

on-site (adj.)

oriented (not “orientated”)

outpatient

overeating

overprotective

overrepresented

overuse, overused

P

Parliament

payoff

PE (Prince Edward Island)

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

Q

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

R

raison d'être (no ital.)
randomized controlled trial, RCT
re (close compound except when word may be unclear or looks awkward; re-emerge, reissue)
reassessment
real-time (adj., no quotation marks)
rebuild

re-create (as in “create anew”)

re-evaluate

reinstate

risk-benefit ratio

Q

QC (Québec)

S

seatbelt

secondhand

Section (of legislation)

sexually transmitted infection, STI (preferred to “sexually transmitted disease, STD”)

shock wave

shortcut

shortsighted

side effect (always open)

sizable

SK (Saskatchewan)

skeptical

skillful

smart phone

sociocultural

socioeconomic

specialized

spinoff (n.)

Status Indian

sub-Arctic

sub-Saharan Africa

subspecialties

subtypes
sulphur

T

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

U

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

V

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

W

wait list (n.), wait-list (v. and adj.)

walk-in clinic

wavelength

web, the

website

well-being

West Nile Virus, WNV

Western society, Western world, Western Canada

widespread

Wi-Fi

workday

workforce

workload

workout

workplace

workup

World War I, II

World Wide Web

worldwide

X

X-ray

Y

YT (Yukon)

Z

Content adapted from “[Canadian Spellings](#)” in the [Ryerson Open Textbook Authoring Guide](#) by Ryerson University and licensed under [CC-BY 4.0](#).

Generative Artificial Intelligence

Consider these guidelines if you plan to use generative artificial intelligence (AI) tools in the process of creating or adapting your open textbook.

As the technology and legal considerations continue to evolve rapidly, email digitalscholarship@macewan.ca for up-to-date guidance on best practices for using generative AI.

What is Generative Artificial Intelligence (AI)?

For the purposes of this guide, generative artificial intelligence refers to a type of artificial intelligence that is used to create images, text, audio, video, computer code and other types of content via text prompts from a user. Generative AI can be in the form of a standalone tool or can be incorporated or integrated into other content creation tools.

Examples of generative AI tools

The following table shows some examples of the types of tools that are considered generative AI for the purposes of these guidelines.

Tool	Output
ChatGPT	Text
Dall-e or midjourney	Images
Eleven Labs	Voice/speech
Make a Video	Video
Riffusion	Music
GitHub Copilot	Computer code

Ways You Could Use Generative AI in Your Open Textbook Creation Process

Here are some ways that generative AI could be used when creating or adapting open textbooks:

- To create question sets, case studies, and other types of instructional resources.
- To analyze a photo to create alt text for accessibility purposes.
- To create illustrations and photo-realistic images for both decorative and instructional purposes.
- To generate scripts that can be used for videos and podcasts.
- To create instructional videos.
- To generate sentences, paragraphs, and chapters for a textbook.
- To analyze and create summaries of longer sections of text.
- To automate the creation of an audio version of text, usually for accessibility purposes.
- To translate text to another language.

Prompt Engineering Tips

- **Instruction:** ensure you give detailed instructions in your prompt. It can help to phrase the prompt as a task.

- Think of tasks in terms of verbs like create, summarize, formulate, synthesize, generate, etc.
- **Context:** adding context in your prompt can help the Generative AI give a more relevant and tailored response.
 - You can add context by explaining your role, the AI's role, or the expected outcome.
- **Persona:** ask the AI to take on a persona to guide the response.
 - You can ask the AI to take on the persona of an expert or an instructor: “Act as an Expert” or “Act as an Instructor of [x] subject”.
- **Tone and Style:** include directions for the tone, style, or format you would like for the AI's response.
 - For example, you can ask for a bulleted list of 10 questions styled in an educational tone.
- **Examples:** providing examples can help ensure the AI gives the type of result you are looking for.
 - You can give a pre-existing example of the type of output you need.

Intentional vs. Unintentional Use

With the proliferation of generative AI tools and the integration of these tools into other software packages, you may not know that a tool you are using to create learning materials is using generative AI. Therefore, these guidelines are intended to be interpreted with leniency and flexibility to allow for the possibility that generative AI use may not always be visible or apparent to the person who is using a tool.

Considerations and Risks

While these tools can be of great value, there are numerous ethical concerns and potential risks to be aware of when you consider using generative AI tools in the process of creating your open textbook.

1. **Lack of transparency.** The source of the training data and the programming logic used by many generative AI tools is not always made available to the public. Indeed, even the companies that develop the tools may not be able to explain exactly how they work, or how they arrived at the outputs they did.
2. **Bias.** Because there is a lack of transparency in how the tools are constructed and what data is used to train them, this can lead to biases being present in the output.
3. **Accuracy.** Generative AI systems can sometimes produce inaccurate or made-up answers (also referred to as hallucinations).
4. **Intellectual property (IP) and copyright.** As the Canadian legal landscape continues to evolve around copyright considerations regarding use of copyright-protected content to train AI models, as well as the copyright status of generated output content, email copyright@macewan.ca for up-to-date information.
5. **Sustainability.** Generative AI uses massive amounts of electricity to operate, which has led to examinations as to how environmentally sustainable generative AI is.

Guidelines and Recommendations

1. **Be cautious** with your use of AI generated content. AI generated content is an area that is in considerable flux and best practices may change as the field evolves.
2. **Review and assess** all AI generated content for accuracy, appropriateness, and usefulness before including it in your open textbook. Only use generative AI to generate content for areas or subjects where you have the appropriate level of knowledge or understanding to verify the accuracy of the output content.
3. **Review AI generated content for bias**, including language or images that reinforce cultural or societal stereotypes around race, ethnicity, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, ability, sex, gender identity and expression, sexual orientation, age, and class and/or socioeconomic status.
4. **Be transparent** about your use of generative AI. Just like attributing the reuse of open content, consider including statements within your open textbook

that let others know that you have used generative AI in the creation of the open textbook. This may include:

1. what content was generated
 2. what tools were used to generate the content, including links to the tool,
 3. how you used that tool (i.e., what prompts was the tool given that generated the content)
 4. the date the content was generated
 5. what steps were taken to review the content to ensure it was valid and correct.
5. Avoid generating content that may include content that is protected by a **trademark or patent** (i.e., logos, recognizable characters, etc.).

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Working with Authors

To assist textbooks authors through the writing process, provide them with a set of guidelines and a chapter template to use when writing. Comprehensive guidelines and clear expectations will help ensure that each author composes their chapter in a standardized format, reducing the need for major structural edits and giving the book a unified look and feel.

Your authors should have access to a [project summary document](#) that provides an overview of the project. You can also ask authors to sign a [contributor agreement or memoranda of understanding](#) that sets out expectations, clarifies their role, and gives them a clear sense of the process of editing and revision.

Finally, you can provide them with a [style guide](#) and [chapter prototype](#). Comprehensive guidelines and clear expectations will help ensure that each author composes their chapter in a standardized format, reducing the need for major structural edits and giving the book a unified look and feel.

Define an Audience and Reading Level

Referring to your project summary, clarify the ideal length for each chapter, the reading level, tone, and intended audience including the regional focus.

Define the **reading level** for the chapter – set a specific grade level (or equivalent reading level) and, if possible, provide an example text written at that level. Provide a link to some form of reading level checker and ask authors to check their text as they write. The [WebFX Readability Test Tool](#) is one example of an online reading level checker. This [LEXILE Framework for Reading Map \[pdf\]](#) provides examples of well-known books at each reading level.

Set a **tone** for your book – Would you like authors to use a more conversational style of writing or a formal style? Should they write the book in the second person or third person? Will readers be familiar with the terminology associated with the topic, or

should specialized and technical language be either avoided or defined within the text?

What is the **audience** for your book? Does your book have a **regional focus**? For example, are you aiming to produce a global edition, with diverse examples from around the world, or are you aiming to produce a local edition, with examples limited to a particular country or region?

Links

Provide authors with examples of how and when to include links within the text. For example, you can set expectations for how much authors should **link out** to content rather than include the content within the book. When linking out, ensure authors choose links to sites that are accessible, work on multiple browsers, and don't require plugins.

Ask that authors use links that can be opened regardless of **geographic region**—for example, not linking to videos or other media that can only be accessed from a particular country. Wherever possible, ask authors to use **permalinks** to reduce the amount of effort that needs to be spent replacing expired links.

Ask authors to keep links **accessible** to screen readers by using clear and meaningful link text and avoiding links that are plain URLs or that say “Read More” or “Click Here.” To learn more, visit our [chapter on accessible weblinks](#).

Citations

Let authors know how they should handle **in-text citations** as well as **reference lists**. Rebus Community has developed this boilerplate for their [author guidelines](#):

“Citations should follow the [MLA/APA/Chicago etc.] style. References to historical figures should include the dates of birth and death in parentheses, such as Karl Marx (1813-1883). The text as a whole will be edited in accordance with the [Chicago Manual of Style].”

Visual Resources and Media

Provide authors with any standards you have for **image size** (minimum pixel width or height), **orientation** (landscape or portrait), and **resolution** (DPI or dots per inch). For example, “images must be no more than 500px wide, landscape orientation, and at least 72 DPI.”

For each image, ask authors to provide a full citation, including licensing information and URL if available, a caption, and [alternate text for the image](#) for accessibility. Let authors know if you expect all media to carry a **specific license**, for example (CC-BY, CC-BY-SA, or CC0).

If using Google Docs to share drafts, make sure to create a file folder for images to be used in each chapter, along with a naming structure for files.

Using Pressbooks

Pressbooks includes a set of features that can be inserted into your chapter. If you would like to use any of them, make note of this in your [chapter prototype](#). This will help authors know what type of content they must include and help editors keep the chapters standardized.

When editing a chapter in Pressbooks, you will see options like these for formatting the text:



Your chapter prototype should set out rules for the use of any of the Pressbooks features that appear in the image above that you intend to use:

1. Headings
2. Bold / Italics / Underline
3. Bullets / Numbers
4. Blockquotes
5. Text alignment and justification
6. Links
7. Textboxes and sidebars
8. Special characters
9. Tables
10. Anchor links
11. Superscripts and Subscripts
12. Footnotes
13. Glossary Terms

Pressbooks provides a set of pre-made textbox features that you can use to structure your chapters:

1. Learning Objectives (LO)
2. Key Takeaways (KT)
3. Exercises (EX)

Your prototype should include a template for how these features should be used (for example, providing formatting guidelines and length expectations) as well as indicate to authors how many of each feature should be included.

Content adapted from "[Working with Authors](#)" in the [Ryerson Open Textbook Authoring Guide](#) by Ryerson University licensed under [CC-BY 4.0](#).

Peer Review

Project leads should have **two subject matter experts** provide a peer review of new works created and hosted on MacEwan University Library's Pressbooks platform. (Exceptions apply for minor adaptations of existing works.)

We recommend having works peer reviewed and revised prior to any copy editing of the work.

Authors are encouraged to use an *open peer review* process whereby the author and reviewers can directly discuss changes and adjustments to benefit student learning, and the reviewers can receive recognition for their contributions in the book information metadata (instructions below).

The Peer Review Process

Sharing Unpublished Works with Reviewers

Once someone has agreed to complete a peer review, give them access to your unpublished work using one of the following methods:

Option 1: Add Peer Reviewer as a Contributor to View the Work

- Add the peer reviewer as a “Contributor” to your work in the Pressbooks software (see: [Adding Users](#)). Ensure each chapter is set to “Show in Web” from the **Organize** page in the left side menu of the book’s dashboard so that they can see it.
 - Once this is complete, the peer reviewer will be able to log in and view the work from the **Organize** page.

Option 2: Send the Peer Reviewer a PDF Copy

- Log into your book administrator dashboard and ensure each chapter is set to “Show in Exports” on the **Organize** page.
- Go to **Export** and export a PDF copy of your work in its entirety to email to the peer reviewer.

Review Criteria

Send reviewers the following open textbook review criteria to help guide their feedback. Feel free to modify this criteria as needed to ensure useful input on your specific work.

1. **Comprehensiveness:** Does the text adequately cover the topic(s) addressed?
2. **Content Accuracy:** Is content error-free and unbiased?
3. **Relevance:** Is content up to date, but not in a way that will quickly make the text obsolete within a short period of time? Is the text written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement?
4. **Clarity:** Given the primary audience (see above), is the text written in lucid, accessible prose, and does it provide adequate context for any jargon/technical terminology used?
5. **Organization/Structure/Flow:** Are the topics in the text presented in a logical, clear, and consistent fashion?
6. **Additional feedback** (optional):

Remember to include a review deadline (at least 3 weeks) and brief overview of the work and its intended audience.

Email digitalscholarship@macewan.ca to request a copy of an editable **TEMPLATE** detailing the review criteria above and instructions (see PDF version: [Open Textbook Peer Review Guidelines](#)).

Additional Feedback

You may also wish to invite reviewers added to your Pressbooks account as a Contributor (see Option 1 above) to add web annotations directly to the work using hypothes.is.

New to Hypothes.is? Visit [Get Started](#) and [How to Create a Private Group](#).

Those reviewing a PDF version (see Option 2 above) can use the commenting tool available in PDFs.

Crediting Reviewers in Book Metadata

To give public credit to your reviews, log into Pressbooks and go to **Book Info** in the left-hand menu. Add reviewers to the section under **Reviewer(s)**.

This section contains review criteria from original guides by Saylor & College Open Textbooks, and from derivative works by [BC Campus](#) in the [BC Open Textbooks Review Criteria](#), the [Rebus Community Review Guide Template](#), and Ryerson University in the “[Peer Review](#)” chapter of the [Ryerson Open Textbook Authoring Guide](#), each licensed under [CC BY 4.0](#).

Working with Copy Editors

We recommend involving copy editors following any peer-review.

Copy editors add an important element to the creation or revision of a textbook. They provide an objective set of eyes that ensures grammar and spelling are correct, the style is consistent (see [Style Guide](#)), and that the book's language will be suitable and understandable to the students reading it.

While the basic rules of copy editing apply whether working on a traditional or open textbook, there are some key differences. When working with a copy editor or other collaborators on an open textbook, keep the following in mind:

- It's important that editors, authors, and other participating parties understand how the Pressbooks platform works, and how changes in the textbook will be made so that no one overwrites someone else's work.
- Like print books, starting with a standard [style guide](#) is important. As the project progresses, be sure to record styling exceptions for the textbook on a [style sheet](#). Openly licensed textbooks have special requirements such as ensuring that all images are [properly licensed](#) and correctly attributed.
- A web-based textbook will likely make use of live links (in the body and reference lists), and multimedia. Determine at the outset who is responsible for those links and other embedded content.
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CHAPTER 5: COPYRIGHT CONSIDERATIONS

Using Copyrighted Material

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Understanding Creative Commons Licenses

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License information should be noted in a few places in the book.

1. In the preface of the book there should be a statement that makes it clear that the book is a derivative of an original textbook.
2. Individual chapters can be covered under a separate license, if needed, by selecting this license from the **Chapter Copyright License (overrides book license on this page)** section at the bottom of the page for editing each chapter.
3. There should also be a list of what changes were made so readers know exactly what parts are new and what parts are from the original source.

As an example, in the preface of the book, you could say:

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

Remember to include a summary of the substantial changes you made to the textbook. You don't have to note small things, like fixing spelling mistakes or minor stylistic changes. Concentrate on acknowledging substantial changes. An example might look like:

The modifications from the original textbook include:

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

Don't Make It Too Complicated

Track all your changes *within reason*. If you are making a major revision and you try to be exhaustive with your attributions, the task can quickly become onerous. Creative Commons has a guide called [Best Practices for Attribution](#), which says that while you should try to attribute as clearly as possible, attribution should not be too complicated. Since the goal of many Creative Commons licenses is to make remixing and reusing of content easier, if you are heavily adapting content the expectation is that you make a “reasonable” effort to document the origin of the material. Don't sweat it if you make more general attributions, as long as all your sources end up on your reference list at the end! You can also use a traditional academic mode of citation if you find that easier.

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- The **title** of the work
- A **link to the content** (can be embedded in the title text)
- **Author(s)/creator(s)/Copyright holder(s)**
- **License type**

If you have modified a work, include details about these changes.

Attribution Statement Examples

Audio Example



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

<https://openbooks.macewan.ca/authorsguide/?p=129#h5p-2>

[Toads and frogs in pond, village, light distant chatter from villagers](#) by [Felix Blume](#) licensed under [CC0 1.0 Universal License](#)

Image Example



[Dog](#) by [David Locke](#) licensed under a [CC-BY 2.0](#). Modifications to this photo include cropping.

Video Example

[What are OER?](#) by [Algonquin College Library](#) licensed under [CC BY 4.0](#)

Examples at the End of a Chapter or Section

To see an example, scroll to the bottom of this chapter on “[The Communication Process](#)” in *Professional Communication Skills for Health Studies* by Andrea Chute, Sharon Johnston, and Brandi Pawliuk.

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

Note that if you are taking photographs in a public space that includes members of the public you should try to take images that do not identify individuals or get a model release form signed if possible.

Note that a minor may not be able to consent to a use of their image, so you will need parental or guardian consent.

If you are doing a film shoot in a public space it can be helpful to post a sign that lets a member of the public know that you are currently filming and that if they enter into the shot their image might be used, so they can choose to not participate and avoid being filmed.

CHAPTER 6: MAKING YOUR OPEN TEXTBOOK ACCESSIBLE

Accessibility Considerations

The focus of many open textbook projects is to provide access to education at low or no cost. But what does *access* mean? If the materials are not accessible for each and every student, do they fulfill the mandate to deliver fully open textbooks?

The goal of this chapter on accessibility considerations is to provide the necessary resources to each content creator, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open and accessible textbook — one that is free and accessible for all students. Being proactive about accessibility is one of the principles of [Universal Design for Learning](#).

Within this chapter you will find information on how to make content accessible, with specifics on:

- [Organizing content](#)
- [Images/Charts/Graphs/Maps](#)
- [Tables](#)
- [Weblinks](#)
- [Multimedia \(video and audio\)](#)
- [Formulas \(math and scientific\)](#)
- [Colour contrast](#)

As you work through the content of the *Accessibility Toolkit*, you will find that the suggestions provided are intended for the non-technical user. If you are looking for more technical descriptions of how to make your work accessible, we suggest you review the [WCAG \(Web Content Accessibility Guidelines\)](#).

Universal Design for Learning (UDL) and Open Textbooks

Universal Design is the process of creating products (devices, environments, systems, and processes) that are usable by people with the widest possible range

of abilities, operating within the widest possible range of situations (environments, conditions, and circumstances).

Access Rather Than Accommodation

The goal of Universal Design for Learning is to create learning experiences and materials that are by default accessible to all learners, rather than having to make individual accommodations for learners with specific needs. An example of this would be captioning a video. While captions are often added to videos as accommodation for learners who are deaf or hard of hearing, they also benefit students who have English as an additional language (EAL), students with learning disabilities, and students who are new to a field or discipline and may be unfamiliar with certain terminology or jargon. Research has shown that captions on videos make it easier for students to take notes, and provide bimodal access to information, thus improving their retention of information (Bird & Williams, 2002). The UDL approach would therefore dictate that all video content be captioned by default, rather than as an accommodation later.

For our purposes, we frame the practice of using Universal Design in a holistic and manageable way, and begin by addressing the barriers that are easy to anticipate and proactively re-mediate. This chapter, therefore, will provide guidance to you if the answers to any of the following questions is “yes”:

- Do I have visual materials (images, figures, tables) that present core concepts that not all students may be able to see or understand?
 - Do I have multimedia (audio, video) materials that present core concepts that not all students may be able to hear, see, or access?
 - Do I have documents that present core concepts in a format that not all students may be able to access?
-

References

Bird, S. A., & Williams, J. N. (2002). The effect of bimodal input on implicit and explicit memory: An investigation into the benefits of within-language subtitling. *Applied Psycholinguistics*, 23(4), 509-533. [https://doi.org/10.1017.S0142716402004022](https://doi.org/10.1017/S0142716402004022)

The “Accessibility Toolkit” sections of this book are adapted from the [B.C. Open Textbook Accessibility Toolkit](#) by Amanda Coolidge, Sue Doner, Tara Robertson, and Josie Gray [CC BY 4.0](#). The chapter has been revised to address the principles of Universal Design for Learning (UDL).

Organizing Content

Using headings and subheadings to organize content in each chapter of your open textbook makes it easier for students to understand and follow. Headings are also one of the main ways that students who are blind or have low vision using a screen reader will navigate through a chapter.

What Do You Need to Do?

When it comes to using visual references to indicate the hierarchy and structure of a document, you may be accustomed to just changing the font, enlarging the type size, making it bold or underlined or italicized, creating the impression of a heading. This approach presents problems when creating material with accessibility in mind because screen readers won't identify the text as a heading. Instead, a screen reader will just "read" through bold or underlined text as if it were part of another paragraph of content, missing your intended cues about structure and organization.

To create effective, accessible headings in Pressbooks use styles in the visual editor to tag sections in your chapter (see Figure 6.2.1):

- Start with Heading 2.
- Use Heading 3 for sub-sections.
- Use Heading 4 for sub-sections of sub-sections.



Figure 6.2.1 Heading examples from Pressbooks Visual Style Editor.

The title of your chapter will be rendered to screen readers as Heading 1, therefore you should avoid using Heading 1 for sections within your chapter.

Images

In this section, we provide recommendations to guide your inclusion of accessible, image-based content, including photographs, diagrams, pictures, charts, graphs, and maps in the following file types: .gif, .jpg, .png.

Before You Begin

Why Are You Including the Images You Have Selected?

Before you can determine what you need to do to make an image accessible, you first need to identify its **purpose** or **value** to your textbook. Consider the following questions:

1. Does your image serve a [functional purpose](#)? In other words, is it conveying important non-textual content to students? If so, you should:
 - Provide an alternative text description (alt text) that explains the content that the image is conveying for students who are blind or have low vision.
 - Not use colour as the only visual means of conveying information (W3C, 2008) for students who are, for instance, colour blind or have contrast sensitivity issues.
2. Does your image serve more of a [decorative purpose](#)? In other words, is it primarily a design element that does not convey content? If so, you should:
 - Avoid unnecessary alternative text descriptions.

What Do You Need To Do?

Functional Images and Alternative Text Descriptions

Consider what your content would look like if the images didn't load. Now try writing alternative text descriptions for each image that serve as a replacement and provide the same information as the image.

As you work on developing your alternative text descriptions, keep the following recommendations and guidelines in mind:

- Alternative text should convey the content of the image and its purpose (WebAIM, 2014).
- Leave out any unnecessary information. For example, you do not need to include information like “image of...” or “photo of...”; assistive technologies will automatically identify the material as an image, so including that detail in your alternative description is superfluous.
- Avoid redundancy of content in your alternative description. Don't repeat the same information that already appears in text adjacent to the image.
- Aim to create a brief description (one or two short sentences — less than 125 characters) that is an accurate and concise equivalent to the information in the image.
- For more complex images requiring longer descriptions (e.g., detailed charts, graphs, maps), you can either provide the details in the text surrounding the image or provide a link to a longer text description on a separate page in the appendix. You should still include a short text description that gives the image a meaningful name and tells students how to access the longer description.

Example (from [Introduction to Sociology](#)):



Figure 6.3.1 The slum city and the global city: the Favéla Morro do Prazères in Rio de Janeiro and the London financial district show two sides of global urbanization (Photos courtesy of dany13/Flickr and Peter Pearson/Flickr)

This photograph could be described in this way in the alternative text description:

Figure 6.3.1 shows a photo of densely packed buildings on a hillside and a photo of an architecturally diverse city skyline.

How to Add Alternative Text Descriptions

When [Editing Images](#) in Pressbooks, provide alternative text descriptions in the box titled “Alternative Text.”

These descriptions should be no longer than 125 characters, including punctuation and spaces, to work properly with screen readers. Remember: if your description is longer, consider adding the bulk of the description to the surrounding text or including a link to a long description in the appendix.

How to Add Long Image Descriptions

1. Create an appendix entitled, “Appendix [X]: Figure Descriptions.”
2. In the appendix, list all long image descriptions according to your [numbering system](#), in the order they appear in your textbook.
3. Create and insert your long image description, followed by a link to the image within the chapter. See [Linking Material](#) for steps on creating links between chapters.
4. In the image caption, ensure that you include a link to the long description in the appendix.
5. Be sure to include a brief description in the image’s “Alternative Text” field, within the image editor, that states that there is a long image description available.

Example See [Figure 2.1](#) and [Figure 2.1’s long image description](#) in [Appendix C: Figure Descriptions](#) from [Research Methods: Exploring the Social World in Canadian Context](#) by Diane Symbaluk and Robyn Hall, licensed under a [CC-BY-NC 4.0 license](#)

Let us help! Adding long image descriptions in Pressbooks can be complicated. Email digitalscholarship@macewan.ca for support.

Using Colour

Consider what your images would look like if they only displayed in black and white. Would any necessary context or content be lost if the colour was “turned off”? Images should not rely on colour to convey information; if the point you are making depends on colour to be understood, you may need to edit your image or formatting so that concepts presented are not lost to those who are colour blind or who require high contrast between colours.

Example 1 — not accessible:

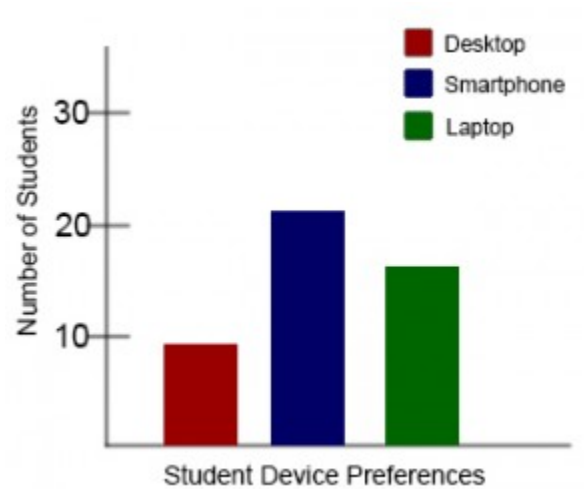


Figure 6.3.2 In this example of a bar chart, colour is the sole means of communicating the data.

Example 2 — not accessible:

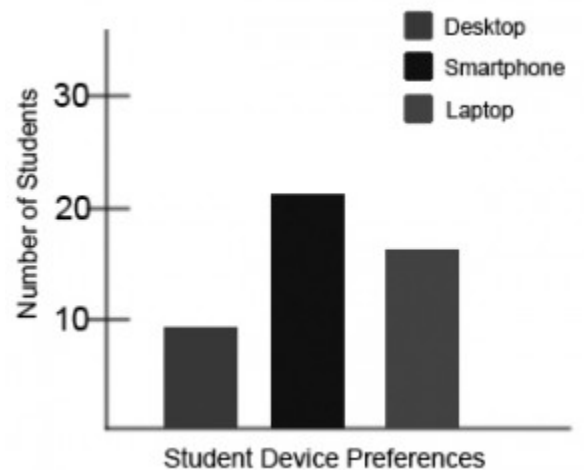


Figure 6.3.3 This view of the same bar chart displays how the chart might appear to a student who is colour blind, or whose device does not display colour. All of the meaningful data is lost.

Example 3 — accessible:

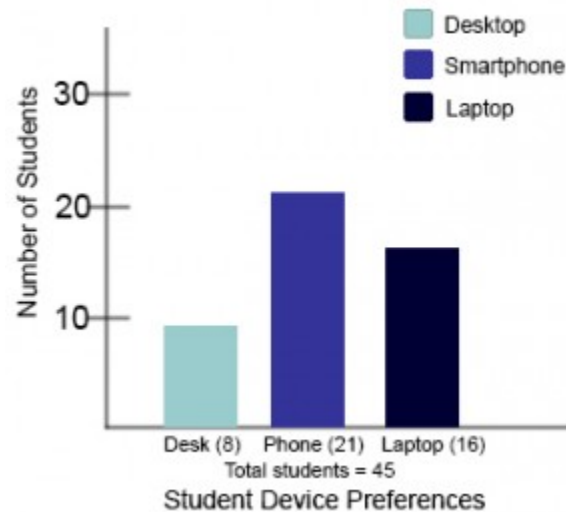


Figure 6.3.4 In this view of the bar chart, high-contrast colours have been used so that shading differences will still display in grey scale. Text labels have also been added so that the data is not just being communicated with colour. Note that the chart will still require an [alternative text description](#).

Decorative Images

If your image does not add meaning and is included for decorative or design purposes only, the alternative text description field should be left empty or blank. Assistive technologies will detect the image, and by leaving the alternative text description blank, you will signal to the student that there isn't any contextual content embedded. Including alternative text descriptions for decorative images "simply slows the process down with no benefit because the screen-reading software vocalizes the content of the [alternative text description], whether that alternative text adds value or not" (webAccess, 2012).

References

W3C. (2008). *Web content accessibility guidelines (WCAG) 2.0*. <http://www.w3.org/TR/WCAG20>

webAccess (2012). *Top ten tips for making your website accessible*. <http://webaccess.berkeley.edu/developer-information/top-ten-tips> (archived version)

WebAIM. (2014). *Alt text blunders*. <http://webaim.org/articles/gonewild>

Tables

In this section, we provide guidelines and recommendations for formatting tables. In this context, we are referring to **data tables**, which are tables that include row and/or column header information to categorize content.

Before You Begin

Are Your Tables Simple or Complex?

A [simple table](#) includes a maximum of one header column and/or one header row. A complex table includes more than one header column and/or header row, and may include merged or split cells (EIT Accessibility Group, 2019).

We recommend you make every effort to keep data tables as simple in structure as possible. The more complex the design of a data table, the less accessible it will be for students using screen-reading technology to access their textbook materials. Screen readers move left-to-right, top-to-bottom, one cell at a time, and because a screen reader does not repeat a cell, merging or splitting cells may affect the reading order of a table.

What Do You Need To Do?

In the same way that your [content needs true headings to create a logical hierarchy](#), tables need a properly defined structure to be accessible. This means that you must add row and column headers to define the different sections of data.

Creating Simple Tables

A simple table includes:

1. A table title or caption
2. Maximum of one row of column headers and/or maximum of one column of row headers
3. No merged or split cells
4. Adequate cell padding for visual learners.

Example:

The table below is a simple table. Reviewed against the preceding requirements list, this table:

1. Includes a **title** (Spring Blossoms)
2. Has one row in which cells are tagged as **column headers** (Colour Family, Bulbs, Shrubs, Trees), and one column (beginning on the second row) in which the cells are tagged as **row headers** (Pink, Yellow)
3. Contains no merged or split cells
4. Has adequate **cell padding** to provide space buffering around the data in each cell. (Cell padding in this table is set at "10").

Spring Blossoms			
Colour Family	Bulbs	Shrubs	Trees
Pink	Tulips	Flowering currant	Ornamental plum
Yellow	Daffodils	Forsythia	Star magnolia

For a student accessing the table through a screen reader, the first row of data will be presented along the lines of:

- Pink, Bulbs: Tulips
- Pink, Shrubs: Flowering currant
- Pink, Trees: Ornamental plum

Create simple tables in Pressbooks using the [Table Creator tool](#) in the visual editor.

References

EIT Accessibility Group. (2019). *Tables*. <http://accessibility.psu.edu/tables>

Weblinks

In this section, we review how to add accessible weblinks to content.

Before You Begin

Why Are You Including the Weblinks You Have Selected?

Generally links are included within content to provide the user with additional information that is available at another location.

What Do You Need To Do?

Descriptions

A reader should be able to identify the purpose of the link by the link text. You shouldn't have to include additional information to justify the use of the link and you want the link to be meaningful in context. For example, do not use generic text such as "click here" or "read more" (Level Access, 2019).

Consider the following examples.

Example 1 — unclear:

- Click [here](#) for information on the BC Open Textbook Project.

Example 12 — clear and accessible:

- [Information on the BC Open Textbook Project](#) is available online.

New Tabs/Windows

In general, it is better if links do **not** open new windows and tabs since that can be disorienting for people, especially people who have difficulty perceiving visual content (W3C, 2014).

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 (EIT Accessibility Group, 2019).

References

EIT Accessibility Group. (2019). *Links on a web page*. <http://accessibility.psu.edu/linkshtml>

Level Access. (2019). *Ensure link text is meaningful within context*. <https://www.webaccessibility.com/resource-library/best-practice/?bestPractice=1301>

W3C. (2014). *G200: Opening new windows and tabs from a link only when necessary*. <http://www.w3.org/TR/2014/NOTE-WCAG20-TECHS-20140916/G200>

Multimedia

In this section, we provide recommendations to guide your inclusion of accessible multimedia content, including videos, audio, and animations, slideshows.

Before You Begin

What Type of Multimedia Are You Including?

Before you can determine what you need to do to make media materials accessible, you need to understand what is required for different types of multimedia. Consider the following questions:

1. Does your multimedia resource include **audio narration** or **instruction**? If so, you should:
 - Provide a complete [transcript](#) of all speech content and relevant non-speech content in the resource.
2. Does your multimedia resource include **audio that is synchronized with a video presentation**? If so, you should:
 - Provide [captions](#) of all speech content and relevant non-speech content in the resource.
3. Does your multimedia resource include **contextual visuals** (e.g., charts, graphs) that are not addressed in the spoken content? If so, you should:
 - Provide [audio descriptions](#) of relevant visual materials in the resource.

What Do You Need To Do?

Transcripts

Consider what your students would get out of your multimedia resource if they were not able to hear the audio portion, or if they had difficulty understanding what was being said. A text transcript provides students with the equivalent information of the audio content (W3C, 2008).

As you work on developing your text transcript, keep in mind the following recommendations about what to include:

1. **Speaker's name**
2. **All speech content:** If there is speech that is not relevant, it is usually best to indicate that it has been excluded from the transcript. For example: “[A & B chatted while slides were loading].”
3. **Relevant descriptions about the speech:** Descriptions that convey emotions, mood, etc. are usually provided in brackets. For example: “Don't touch that! [shouted].”
4. **Descriptions of relevant non-speech audio:** These are usually provided in brackets. For example: “[metal pipes crashing to concrete floor].” Background noise that isn't relevant can be left out.
5. **Headings and sub-headings:** Where they will make the transcript more usable or easy to navigate, headings and sub-headings can be helpful aids, especially when the transcript is long. When including these, put them in brackets to show that they were not part of the original audio. For example: [Introduction]; [Group Discussion]; [Case Study].

Transcripts and third-party videos

If you are not producing your own video resource but are planning to include video materials from a third-party source (e.g., YouTube), be aware that not all third-party sources include transcripts. If you select a video resource that does not already have a transcript, you will need to produce one yourself.*

***Copyright note:** Producing your own transcript for a third-party video could infringe on copyright, depending on how the video has been licensed. Before you proceed with producing a transcript for media materials you did not create yourself, you should verify if it is under a Creative Commons license that allows for the creation of derivative works (so, avoid any with a No Derivatives clause) or contact the copyright holder of that material to obtain permission to do so.

Video Transcript Example



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/authorsguide/?p=153#oembed-1>

[What are OER?](#) by [Algonquin College Library](#) is licensed under [CC BY 4.0](#). [Video transcript – see [Appendix A](#)]

For assistance on linking to transcripts from multimedia in an appendix in Pressbooks, email digitalscholarship@macewan.ca.

Captions

Captions are the text that is synchronized with the audio in a video presentation.

Captions are important when people need to see what's happening in the video and get the audio information in text at the same time.

The work you put into creating a text transcript for a video resource can be repurposed to provide the captions. Keep in mind the following recommendations about what to include in your captions:

1. **All speech content:** If there is speech that is not relevant, it is usually best to indicate that it has been excluded from the captions. For example: “[A & B chatted while slides were loading].”
2. **Descriptions of relevant non-speech audio:** These are usually provided in brackets. For example: “[metal pipes crashing to concrete floor]”; “[background music by XXX plays].” Background noise that isn't relevant can be left out.

Audio Descriptions

Consider what your students would get out of a multimedia resource if they were not able to see embedded visual materials critical for comprehension. Audio descriptions are helpful if visual content (e.g., a chart or a map) in a video or presentation provides important context that is not available through the audio alone (W3C, 2008).

When describing visual elements in your multimedia resources, keep in mind the following recommendations and guidelines.

1. When contextual visual content on the screen is not described in the audio itself, you will need to provide an audio description that is an objective description of the visual element.
2. Whenever possible, avoid creating the need for audio descriptions in the first place by being proactive at the time of recording. If you pay attention to contextual visuals during the recording of the media piece, you may find opportunities to convey the visual content within the spoken material itself; you will not need to provide audio descriptions of the visual content after the fact.

Example:

You are recording a video or presentation that includes a chart that tracks coal production in British Columbia, and as part of the presentation you want to focus attention on specific data in the chart. The narrator or presenter might point to sections on the chart and say:

“As you can see, metallurgical coal production increased by 3 million tonnes over these two years.”

In this case, audio descriptions would be necessary to provide the missing context to students with visual disabilities; these students cannot see the data on the chart that tells visual learners what the production figures are and for what dates. However, if the narrator or presenter instead says:

“This chart illustrates that metallurgical coal production in B.C. increased from 23 million tonnes in 1999 to 26 million tonnes in 2001,”

the visual content is conveyed through the audio and no audio description will be necessary.

For more information on captioning and additional resources for how to caption your multimedia content, visit the [Web Accessibility Initiative's Video Captions webpage](#).

References

W3C. (2008). *Web content accessibility guidelines (WCAG) 2.0*. <http://www.w3.org/TR/WCAG20>

Formulas

In this section, we review how to add accessible formulas to your content, including math equations or science formulas using LaTeX or MathType.

What Do You Need To Do?

There are several ways to handle equations, from images with ALT tags to MathML. Having access to an equation editor such as MathType or MathMagic can streamline the processing and conversion of equations considerably. These tools are similar to equation editors found in the ANGEL HTML Editor and Microsoft Office.

MathML

[Math ML](#) is a text-based XML markup language designed for math equations. Browsers that support MathML are able to translate the XML into a formatted equation. Since MathML with MathJax can be rendered in many systems, including HTML, it is considered the best choice for accessibility.

MathML may vary from system to system and the content can change rapidly.

Image with ALT tag

Another option is to create an image of an equation (or export it from an equation editor) and then insert the image into a document with an ALT tag (See [Add Captions to Images](#)). However, complex equations may require alt text descriptions longer than the recommended 125 characters. For complex equations, consider using MathML.

Note: ALT tags can be written in Nemeth MathSpeak for students who have learned that system.

Example 1– an equation in HTML:

$$m = \frac{m_0}{\sqrt{1 - \frac{v^2}{c^2}}}$$

*Figure 6.7.1
Equation
example*

The equivalent ALT tag:

ALT= “m equals begin fraction m sub 0 over begin square root 1 minus begin fraction v sup 2 over c sup 2 end fraction end square root end fraction”

LaTeX

LaTeX is a math markup language familiar to many in the science and math community. It is not currently supported by screen reader technology. However, it is fairly simple to convert LaTeX to an image or MathML in most equation editors.

To import LaTeX, follow these steps in MathMagic and MathType:

1. Copy a piece of LaTeX code such as
$$m = \frac{m_0}{\sqrt{1 - \frac{v^2}{c^2}}}$$
into an equation editor’s main editing window.
2. The equation should appear fully formatted. Make minor adjustments as needed.

During user testing at BCcampus, students indicated that it would helpful to have an audio file of the formula or equation. The audio file would be placed beside the

formula or equation and would allow the user to hear exactly how the formula or equation is interpreted.

Content adapted from [Equations: MathML, Images and LaTeX](#) from [Accessibility and Usability at Penn State](#).

Colour Contrast

In this section, we provide guidelines and recommendations about colour contrast in your textbook materials.

Before You Begin

What Role Does Colour Play in the Delivery of Your Content?

When documents or web pages do not provide enough contrast between foreground elements (e.g., text, images) and background elements (e.g., colour, watermark images), some students will have difficulty reading the content. Consider the following questions:

1. Have you presented text- or image-based content on a coloured or textured background? If so, you should:
 - Confirm that there is [sufficient contrast](#) between your foreground content and the chosen background colour or texture.
2. Have you included links in your content? If so, you should:
 - Confirm that the [colour of your web links](#) is distinct from both your background colour and the colour of the surrounding text.
3. Have you used colour to convey concepts or information? If so, you should:
 - Confirm that you are [not using colour alone](#) to convey this information.

What Do You Need To Do?

Contrast

Students with low vision and/or a form of colour blindness may have difficulty reading text that does not contrast enough with the background colour you have selected. If the colour palette you have adopted is too subtle (e.g., white text on a pastel background; medium-grey text on a light-grey background), the contrast between your foreground and background is probably insufficient for some students.

Web Content Accessibility Guidelines (WCAG 2.0) require that “the visual presentation of text and images of text has a contrast ratio of at least 7:1” (W3C, 2016). The image below presents four different foreground/background colour-contrast examples to illustrate insufficient and sufficient colour contrast ratios.



Figure 6.8.1 Image displays four examples of foreground (text) colour against background colours; only the example on the far right presents combinations with sufficient colour contrast.

Not sure how to test your materials for colour contrast ratios?

There are many online and downloadable tools available to help you evaluate colour contrast ratios. Here are a few we have tried and like:

- **WebAIM's [Color Contrast Checker](#):** This web-based tool allows you to select or enter colour values to test and provides you with a “pass” or “fail” on your contrast ratio.
- **ACART's [Contrast Checker](#):** This is a straightforward, web-based tool you can use to both check colour contrast and view your selections in grey scale. This tool also allows you to keep a history of the colour combinations you have tested.

Weblink Colours

Links must be visually distinct from both the surrounding, non-linked text and from the background colour. If you do not underline your links (or provide some other non-colour cue), you must ensure that you provide both sufficient contrast between the link and background colours *and* between the link colour and that of the surrounding text.

Web Content Accessibility Guidelines (WebAIM, 2015) require a:

- 4.5:1 contrast between the link text color and the background, and
- 3:1 contrast between the link text color and the surrounding non-link text color.

High-Contrast Mode

Some students need to see light text on a dark background for it to be readable, while others require dark text on a light background. Students with low vision must be able to see content when it is displayed in high-contrast mode. This can be a subjective experience, based on individual student needs. We recommend that you try testing your text and image-based content as you go by using high-contrast mode on your own computer and making adjustments as needed.

All content items such as text, images, bullets, and table borders must be visible in both regular and high-contrast modes.

Not sure how to test your content in high-contrast mode?

To test the visibility of your content in this mode, turn on high contrast by simultaneously pressing the following keys on your (PC) keyboard:

Left ALT + Left SHIFT + Print Screen.

To turn off high contrast mode, repeat this step.

Use of Colour*

You should not rely on colour as the sole means of conveying information. If the point you are making depends on colour to be understood, you will need to edit your materials so that concepts presented in the visuals are not lost to those who are colour blind or who require high contrast between colours (W3C, 2008).

**This topic is also addressed in the [Images](#) section of the Chapter.*

References

- W3C. (2016). *Web content accessibility guidelines (WCAG) 2.0, guideline 1.4.6 contrast (enhanced)*. <http://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast7.html>
- W3C. (2008). *Web content accessibility guidelines (WCAG) 2.0*. <http://www.w3.org/TR/WCAG20>
- WebAIM (2015), WCAG 2.0 and link colors. <http://webaim.org/blog/wcag-2-0-and-link-colors>

Accessibility Checklist

Organizing content

- Content is organized under headings and subheadings.
- Headings and subheadings are used sequentially (e.g., Heading 1, Heading 2).

For information on how to add headings in Pressbooks, visit [Organizing Content](#).

Images

- Images that convey information include short alternative text (alt text) descriptions of the image's content or function (less than 125 characters).
- Images that are purely decorative do not have alt text descriptions.
- Graphs, charts, and maps requiring longer descriptions also include contextual or supporting details in the text surrounding the image.
- Images do not rely on colour to convey information.

To learn more about adding alternative text descriptions to images, visit the chapter on [accessibility considerations for Images](#).

Links

- The link is meaningful in context and does not use generic text such as “click here” or “read more.”
- Links to content do not open in new windows or tabs. Note: Links to external

content may open in a new window or tab but should include a textual reference in the link information (e.g., [Pressbooks User Guide](#) [New Tab]).

Visit [Linking Material](#) to learn more about adding links.

Tables

- Tables include row and column headers.
- Tables include a caption explaining their content.
- Tables avoid merged or split cells.
- Tables have adequate cell padding.

Visit the [chapter on Tables](#) to learn more.

Multimedia

- Wherever possible, captions of all speech content and relevant non-speech content are included in the multimedia resource.
- Also recommended: A transcript is available for each multimedia resource including relevant non-speech content.
 - Transcript includes:
 - speaker's name
 - all speech content
 - relevant descriptions of speech
 - descriptions of relevant non-speech audio
 - headings and subheadings

Visit the [chapter on Multimedia](#) and the chapter on [Adding Video](#) to learn more.

Formulas

Formulas have been created using [MathJax](#). Note: If using images instead, include alternative text descriptions.

Visit the [chapter on Formulas](#) to learn more.

Font size

Font size is 12 point for body text.

Font size is 9 point for footnotes or endnotes.

Font size can be zoomed to 200%.

Note: Fonts in the web version of Pressbooks are set by default. Fonts in PDF versions can be modified by going to the Pressbooks dashboard and selecting *Appearance >> Theme Options >> PDF Options*.

Content adapted from “[Appendix A: Checklist for Accessibility](#)” in the [Accessibility Toolkit – 2nd Edition](#) by BCcampus and is licensed under [CC-BY 4.0](#).

CHAPTER 7: PUBLISHING AND DISTRIBUTION

Publish and Distribute

When you are ready to publish your open textbook, email digitalscholarship@macewan.ca. Prior to doing so, **read through this page carefully** to ensure your work is ready for publication and use.

Open Textbook Completion Checklist

- Has your work been [peer-reviewed](#) by at least two subject matter experts?
- Does your work meet [accessibility standards](#)?
- Are all sources correctly [cited and attributed](#) to the appropriate copyright holders?
- Have you checked your work for proper spelling and grammar?
- Do you have a [book cover](#) uploaded?
- Have you filled out all of the information in the [Book Info](#) section of Pressbooks?
- Have you configured book export options (see below)?

Export Option Instructions

Students like flexibility when it comes to their textbooks.

Follow these instructions to make your work available in multiple formats so students have the ability to choose the format that works for them (.pdf, .epub). This also includes editable files so that others can use your work to create their own adaptations (.xml).

- Go to the **Export** page listed in the left menu in the Pressbooks dashboard.
- At minimum we recommend selecting:

- PDF (for print)
- PDF (for digital distribution)
- EPUB
- Pressbooks XML
- Common Cartridge with Web Links
 - *This format enables users to embed chapters of your textbook into their Learning Management System (LMS). For assistance using this, contact digitalscholarship@macewan.ca
- Once selected, click on **Export Your Book** and these options will be available to users from your book's homepage once published.

Remember to export your book each time you make updates following publication.

Ready to Publish?

When you are ready to publish your work, notify digitalscholarship@macewan.ca and we will ensure that it is made public and available in our [catalogue](#) of works. We will notify you as soon as this is complete.

We will also:

- Assign a digital object identifier (DOI) and International Standard Book Number (ISBN).
- Archive a PDF version of your book with Library and Archives Canada, and in MacEwan's research repository, [RO@M](#). (If you do not want it archived in RO@M at this time, just let us know.)

After You Publish

Making Post-Publication Edits

Each time you update your work:

- Update the [Versioning History](#) in the back matter of your work to track and communicate any changes.
- Export your book (see above) to update downloadable versions of it and delete older export versions from that page.

Share Your Work

You can distribute your textbook by providing students, your colleagues, and anyone else with a link to the book.

You can also share your work in an established open education repository or open textbook collection:

- [Merlot II](#)
- [OER Commons](#)
- [Open Textbook Library](#)

Note: Some of these options require undergoing a formal review before being accepted.

When you publish an open textbook with MacEwan Open Books, we can work with you to ensure your work is discoverable by a wide audience. Email digitalscholarship@macewan.ca to discuss how we can help!

Printing Options

To download a print-able copy of one of the books hosted on this Pressbooks service, visit the main web page for the book and select Print PDF from under the “Download this book” option.

When setting up Export Options (see above), select **Digital PDF** to make this version available. Students can print all or part of this version for minimal charge. Visit [Print your document at MacEwan \(students\)](#) for on campus options.

Note: Embedded media, interactive H5P elements, and accessible LaTeX equations will not be available in a PDF version of a work. Refer users to the web-based version of the open textbook to access this content.

Faculty or staff interested in printing multiple copies of their open textbook to make available to their classes should connect with MacEwan's [Print Services](#) and the [MacEwan University Bookstore](#).

When using a print/copy shop:

- Inform the printer that the work is licensed under a Creative Commons license and can be freely copied in full for non-commercial educational purposes.
- Pressbooks software includes an option to generate a separate book cover with spine and back information. Work with the printer and book cover designer to ensure this version meets print requirements. Visit [Creating and Uploading a Book Cover](#) for details.

Supplementary Resources

Open textbook authors should consider adding supplementary resources to their textbook whenever possible. Traditional textbooks often provide instructors with supplementary resources like slides, test banks, image banks, and videos. A [BC Faculty Survey on Open Educational Resources](#) (2015) found that 12% of faculty wouldn't adopt an open textbook that was not accompanied by supplementary resources, and 28% reported that they felt they didn't have the time to experiment with open education resources in their classroom.

After putting so much work into your open textbook, adding features that will make it easier for instructors to integrate your book into their teaching will increase the likelihood that it will be adopted or adapted.

NOTE: Be sure to talk to email digitalscholarship@macewan.ca to discuss ways that we can help ensure supplementary materials are stored, shared and managed for long-term access.

Developing Supplementary Resources

One of the most important aspects of creating supplementary material is to make sure you publish the material using open-source or free software so anyone can use, reuse, and adapt the material without having to purchase proprietary software.

Also remember to include a [Creative Commons license](#) on the work to clearly communicate permitted uses to others.

Teaching Slides

Slides are one of the easiest and most important supplementary materials you can create to support instructors looking to adopt your textbook. Think about creating and publishing these slides using open-source or freely available software such as [Google Slides](#) or [LibreOffice](#).

Test Banks

Including test banks and assessments with your textbook will make it that much more attractive to potential adopters. To ensure academic integrity, assessment material is typically provided to users only upon request. This can be done by placing the materials within a password protected site, or by requiring requests to be made by email.

If developing a test bank, email digitalscholarship@macewan.ca so we can work with you to facilitate secure access to these materials.

Creating Supplementary Resources with Development Sprints

If you have adopted an open textbook or are building one from scratch, consider using a development sprint to build supplementary resources. Development sprints allow a group of instructors to work together over a short period, usually one or two days, to develop open content.

References

Lalonde, C. (2015). *Early findings from BC faculty survey on open educational resources*. <https://web.archive.org/web/20201026041259/https://open.bccampus.ca/2015/05/26/early-findings-from-bc-faculty-survey-on-open-educational-resources/> (archived version)

Appendix A: Video Transcript Example

Video Transcript Example

[Intro]

Hi and welcome to what are Open Education Resources (OER)? This video is a brief introduction to the concept of open education resources or OER.

What is an OER?

Open means these resources do not have the added constraints of licenses or royalty fees for educational purposes. Educational resources refers to items that teachers or students find valuable to use in their classes. Essentially they can be anything photos, videos, even entire textbooks.

[Does this mean you can do anything?]

Does this mean you can do absolutely anything you want with an OER? Well not quite, although there is no fee attached creators will specify how the item can be reused. You can find this information in the terms of use disclaimer, or more often in a creative commons license.

[Creative Commons]

Assigning a creative commons license to a work allows creators to hold onto their

copyright while offering users the option to reuse the work in a manner that is acceptable to the author. You can find the full description of different creative commons licenses from the website creativecommons.org

[Not an OER]

What is not an OER? Fully Copyrighted Resources which are resources that do not reside in the public domain and are not licensed using Creative Commons. Subscription-Based Resources your campus Library subscribes and pays for the digital resources available to students and faculty. There are a number of different ways to locate open education resources. Algonquin College's Open Educational Resources Guide is one place to start. Creative commons also has a search tool available at creativecommons.org. When you're searching anywhere online check the search settings to see if you can limit by license type.

There you have it; everything you need to know to get you started about OER. For a more in-depth look at Open Educational Resources please consult the works listed on the Algonquin College Subject Guide or stop by and chat with your friendly library staff.

[Return to [Video Transcript Example](#)]

Other Versions of this Authoring Guide

Below are other versions of this authoring guide that we are aware of:

1. BCcampus: [BC Open Textbook Authoring Guide – Ver. 1.0](#) (archived version)
2. Toronto Metropolitan University: [Ryerson Open Textbook Authoring Guide](#)
3. University of Saskatchewan: [USask Open Textbook Authoring Guide – Ver.1.0](#)
4. Queen’s University: [Queen’s Open Textbook Authoring Guide](#)

Versioning History

This page provides a record of edits and changes made to this book since its initial publication in the MacEwan Open Books collection. Whenever the authors make edits or updates to the text they provide a record and description of those changes here.

If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the version number goes up to the next full number. The work presented on our website always reflects the most recent version.

Version	Date	Change Details
1.0	December 2, 2019	Guide is published to the MacEwan Open Books catalogue
1.1	September 25, 2020	Changed the word “ancillary” to “supplementary” throughout.
2.0	March 25, 2021	Added chapter entitled “Accessibility Checklist.” Updated chapters on “Images” and “Linking Material” to provide instructions on meeting accessibility requirements using the Pressbooks content editor.
2.1	November 2, 2021	Updated the “Publish and Distribute” section of Chapter 7 to more clearly outline how to make a work publication-ready, and how to make post-publication changes.
3.0	June 5, 2022	Entire guide reviewed and updated to align with the launch of MacEwan Open Books service following pilot phase.
4.0	January 14, 2026	<p>Entire guide reviewed and updated for clarity. Updates included:</p> <p>Chapter 6: Accessibility revised to follow up-to-date best practices for alternative text length for images and using Math ML for formulas. New guidance on long image descriptions and video transcripts also added.</p> <p>A new chapter on Generative Artificial Intelligence added.</p> <p>Common cartridges with weblinks added to list of export options in Chapter 7: Publish and Distribute.</p> <p>Merged “Adding Captions and Attributions” into “Adding Images” chapter.</p>

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