

Open Content Deserves Open Platforms

Publishing OER with Pressbooks

Steel Wagstaff, Educational Client Manager, Pressbooks

Texas Digital Library Webinar | May 16, 2019

Slides posted to Twitter [@steelwagstaff](https://twitter.com/steelwagstaff) this afternoon

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Hi, I'm Steel

Earned MLIS & Ph.D. [English] from University of Wisconsin-Madison

Taught English lit & composition courses and served as administrator for a freshman writing program

Worked 6+ years as an educational technology consultant in the College of Letters & Science at UW-Madison

Ran grassroots OER publishing program at UW, grew to love Pressbooks, [joined Pressbooks full-time](#) in November 2018.



Original Art by [Michelle Reed](#)

OPEN =

FREE +

permissions

Michelle Reed

The Permissions of OER

The 5Rs

In addition to being free, these five basic permissions (as [described by David Wiley](#)) are constitutive of “open content.”

Revise

The right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

Retain

The right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

Remix

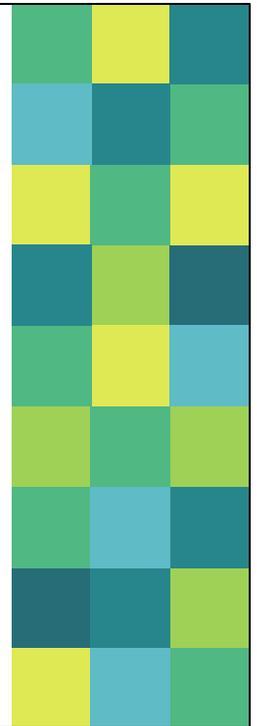
The right to combine the original or revised content with other material to create something new

Reuse

The right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

Redistribute

The right to share copies of the original content, your revisions, or your remixes with others (e.g., give copies away to students)



☆ **Consumer Price Index for All Urban Consumers: Educational books and supplies** (CUUR0000SEEA)

DOWNLOAD

Observation:
Mar 2019: **689.515** (+ more)
Updated: Apr 10, 2019

Units:
Index 1982-1984=100,
Not Seasonally Adjusted

Frequency:
Monthly

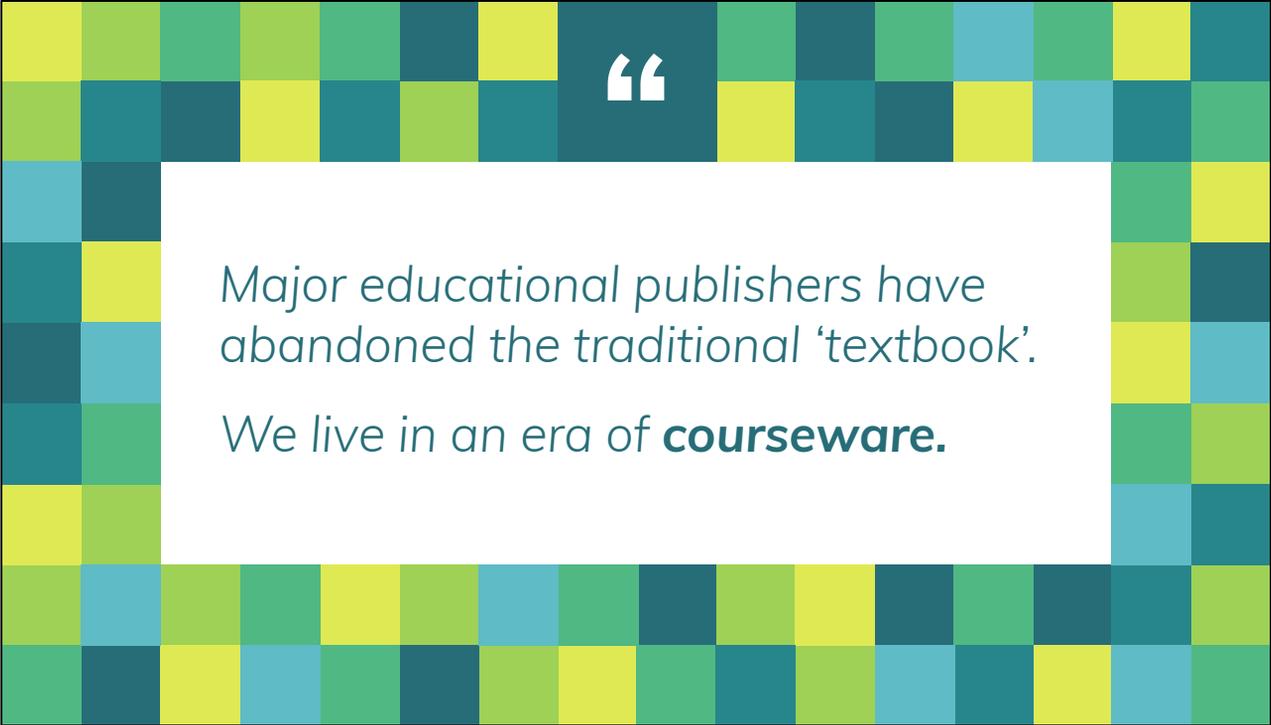
1Y | 5Y | 10Y | Max

2016-09-01 to 2019-03-01

EDIT GRAPH



Graphs depicting the US consumer price index for 'educational books & supplies' since 1967; since March 2014 [5 years]; & since September 2016 [2 ½ years]. Generated May 2019 at [Federal Reserve Bank of St. Louis](#) & [U.S. Bureau of Labor](#) websites.



“

Major educational publishers have abandoned the traditional ‘textbook’.

*We live in an era of **courseware**.*

Publishers are essentially ceding the high-cost development of texts to the community at large (much of it in the not-for-profit sector) and focusing on the lower cost and higher margin business of selling materials around the core text. -- Joseph Esposito, quoted in Inside Higher Ed Feb 14, 2018



Growth in the market of digital solutions ... enables us to capture a greater share of the total market, given the embedded and gradeable/assessable orientation of our digital products as well as lack of alternative substitutes. ... [H]igher education core digital gross sales have grown at ~11% CAGR over the last three years. ... Our revenues are now predominantly derived from our courseware technology. ... Our sales, marketing & services teams have shifted over the last few years from a textbook to a software sales & support model.

— Cengage's [Annual Report to Shareholders](#) (2018)

OER Delivery = Content + Platform

CONTENT

The actual book, activity, or object that learners use

Examples: everything in the [Open Textbook Library](#), [Merlot](#), [OER Commons](#), & [LibreTexts](#) libraries; [OpenStax](#) books.

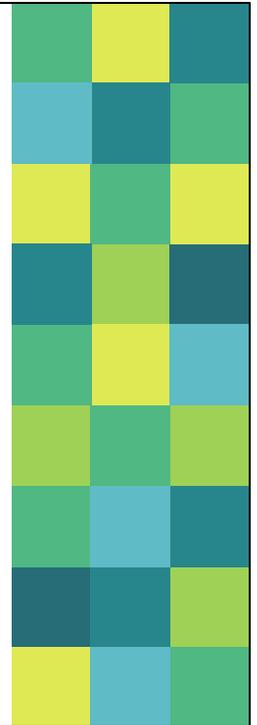
Content can be copyrighted, permissively licensed, or in the public domain. Openly licensed textual content is increasingly common, but requires a platform to edit, remix, integrate w/ LMS.

PLATFORM

Where content is authored, edited, assembled, & distributed.

Examples: Mindtap; Connect; Revel; Top Hat Textbook; [Open Author](#); [Waymaker](#); [OpenStax CNX](#) [retired]; [Pressbooks](#)

Platforms can be proprietary or open-source. Can be free/\$ to use (for creators); free/\$ to implement (for instructors or institutions); and free/\$ to access (for learners).



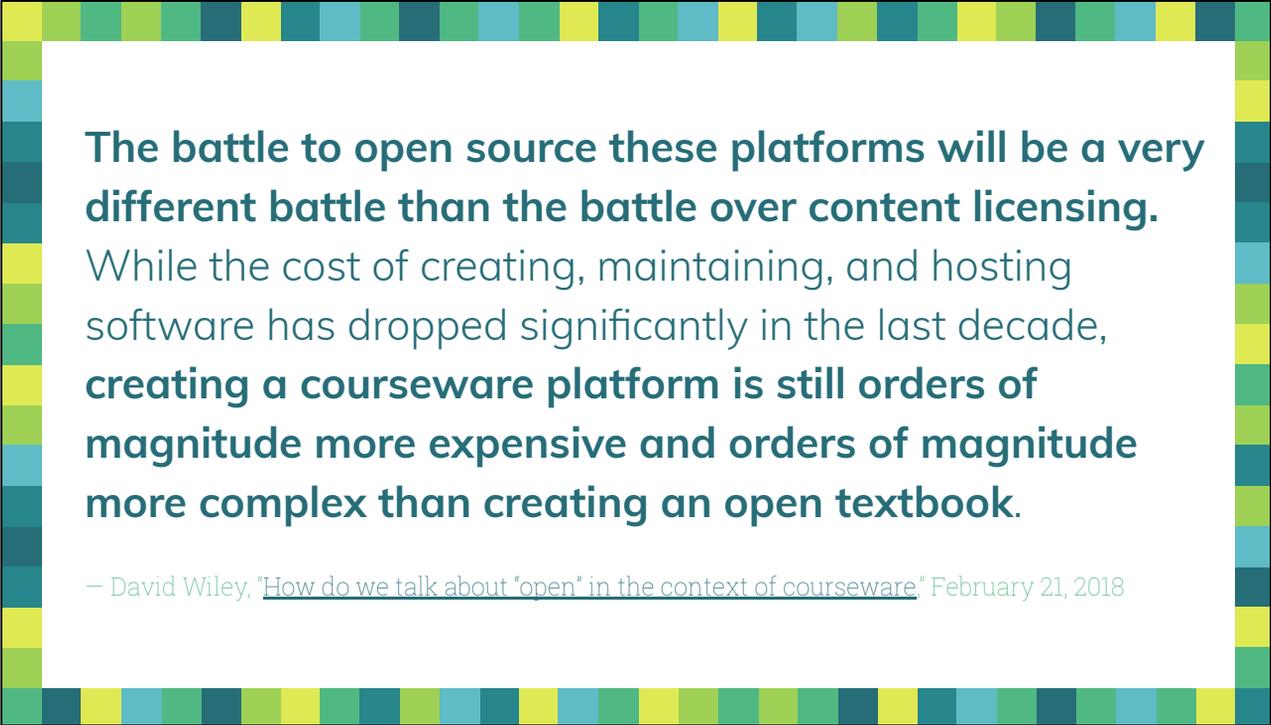


“

Courseware is a mixture of content and platform, **each of which can be licensed separately.**

Content is increasingly OER, but **most platforms remain proprietary.**

Publishers are essentially ceding the high-cost development of texts to the community at large (much of it in the not-for-profit sector) and focusing on the lower cost and higher margin business of selling materials around the core text. -- Joseph Esposito, quoted in Inside Higher Ed Feb 14, 2018



The battle to open source these platforms will be a very different battle than the battle over content licensing.

While the cost of creating, maintaining, and hosting software has dropped significantly in the last decade, **creating a courseware platform is still orders of magnitude more expensive and orders of magnitude more complex than creating an open textbook.**

– David Wiley, "[How do we talk about "open" in the context of courseware?](#)" February 21, 2018

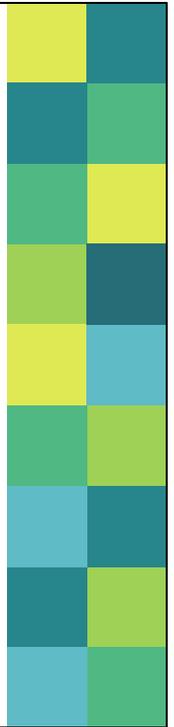


What do we want from our **platforms?**

Why it matters who owns the pipes, not just the flow

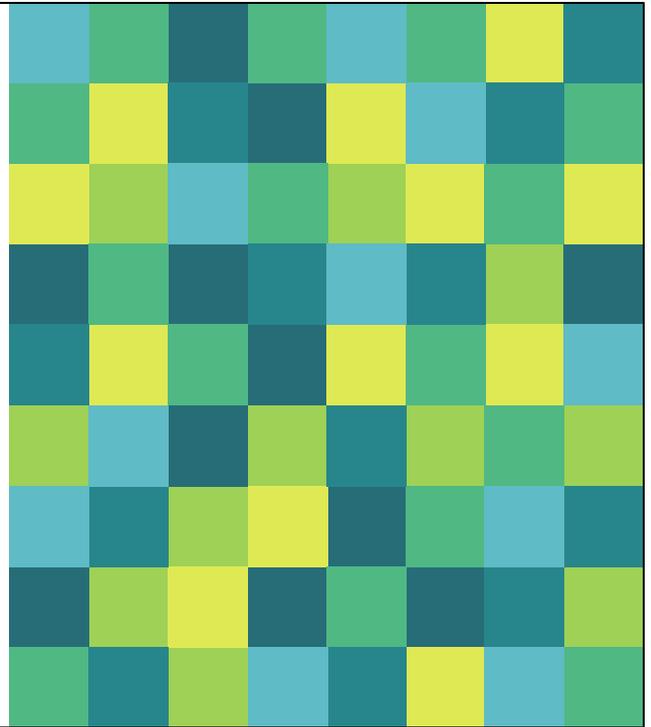
Our Platform Principles

- 1. Non-proprietary:**
Is open-source & uses open-source components
- 2. Lets users come & go freely:**
Avoids vendor lock-in by allowing easy import & export of content
- 3. Can be made personal/local:**
Supports open 'permissions' by letting users quickly clone, revise, & remix content
- 4. Plays well with others:**
Uses broadly accepted standards
- 5. Helps learners achieve their goals:**
Includes interactive components where feedback is designed for learners *first*
- 6. Is broadly inclusive & participatory:**
Invites and enables public (& private) standards-based web annotation
- 7. Skeptical of surveillance:**
Only permits ethical, learner-centered analytics and reporting.



Non-proprietary

Is open-source & uses
open-source components



“

Pressbooks is an online book publishing platform that makes it easy to generate clean, well-formatted books in multiple outputs. Pressbooks is built on WordPress and is [open source](#).



— Hugh McGuire, Pressbooks founder

Is Open Source



Pressbooks — Open publishing. Open web. Open source.

[Blog](#) [Documentation](#) [Roadmap](#) [Support Pressbooks](#) ▾



Welcome

Welcome to the home of the Pressbooks Open Source project.

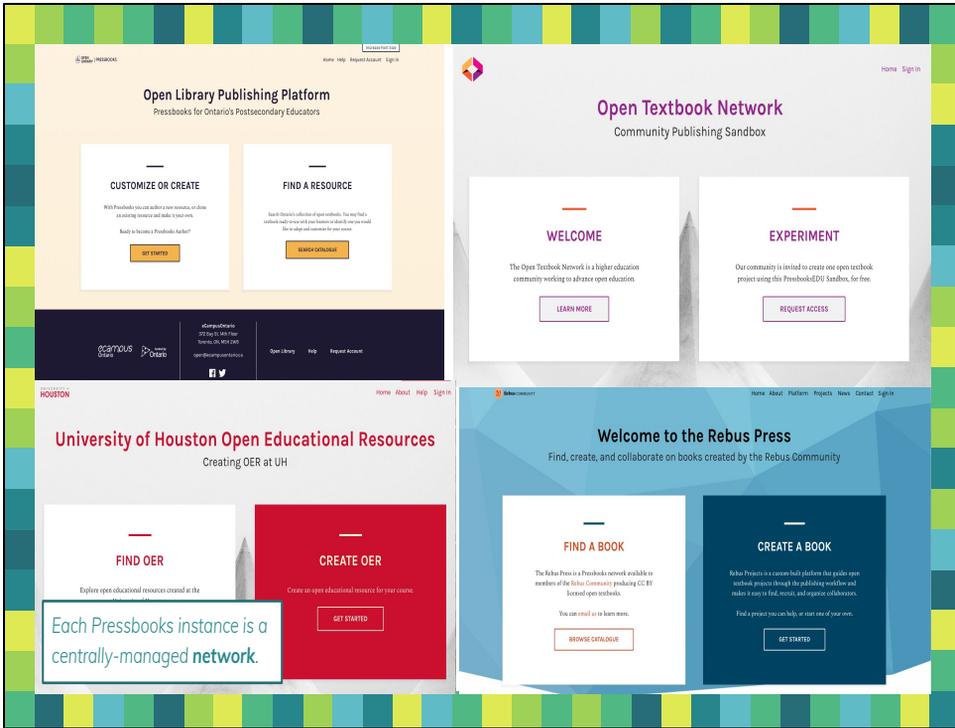
Pressbooks is a book content management system that exports in multiple formats: ebooks, webbooks, print-ready [PDF](#), and various XML flavours. The system is built on top of [WordPress Multisite](#), and makes significant changes to the admin interface, web presentation layer and export routines of a vanilla WordPress install.

Pressbooks is used by educational institutions, academic presses, small publishers, as well as individual authors. There are three ways to use it:

The screenshot shows the GitHub README for Pressbooks. At the top, it says 'Pressbooks' and lists navigation links: 'Home', 'Blog', 'Documentation', 'Roadmap', 'Support Pressbooks'. Below that are badges for 'WordPress 5.7.2', 'PHP 7.4', 'Build', 'Codecov 60%', 'Translations', 'Issues', and 'Openers'. The main text describes Pressbooks as a book content management system that produces multiple formats: ebooks, webbooks, print-ready PDF, and various XML flavours. It is built on top of WordPress Multisite and makes significant changes to the admin interface, web presentation layer, and export routines. A list of features includes: admin interface (customized for books and other structured documents, such as magazines, journals, reports, etc.); web presentation layer (again, customized for books and structured documents); and export routines. It is free software, released under the GPL v3.0 or later license. Our webbook and PDF exports are all driven by HTML + CSS. XML outputs have no styling. An 'Important!' section lists: Do NOT use Pressbooks with an existing WordPress site; Please use with a FRESH install of WP MULTISITE; and If this makes you nervous, please use our free site: Pressbooks, or contact us. A 'Try pressbooks.com' section recommends trying Pressbooks.com before deciding whether or not you wish to host and maintain your own instance.

At left: [Pressbooks.org](#)

At right: Pressbooks on [GitHub](#)



The image shows a screenshot of a web application interface for a book catalog. On the left is a sidebar with filtering options: 'Filter by Subject' (with a dropdown arrow), 'All Subjects' (checked), 'Biography, Literature & Literary studies', 'Economics, Finance, Business & Management', 'History & Archaeology', 'Filter by License' (with a dropdown arrow), 'All Licenses' (checked), 'CC BY', 'Sort by' (with a dropdown arrow), 'Title' (checked), 'Subject', and 'Latest'. At the bottom of the sidebar is a 'CLEAR FILTERS' button. In the top right corner of the main content area, there is a small 'Increase Font Size' button. The main content area displays a grid of nine book cards. Each card has a title, a subtitle, and a link 'About this book ->'. The cards are: 1. 'A Guide to Making Open Textbooks with...' (Publishing & book trade); 2. 'An Open Approach to Scholarly Reading...' (Publishing & book trade); 3. 'Antología abierta de literatura hispana' (Comparative literature); 4. 'Authoring Open Textbooks'; 5. 'Blueprint for Success in College and...'; 6. 'Blueprint for Success in College: Career...'; 7. 'Blueprint for Success in College...'; 8. 'Financial Strategy for Public Managers' (Public finance accounting); 9. 'History of Applied Science &...' (History). A text box in the bottom right corner of the grid contains the text: 'At left: Each Pressbooks network features a sortable catalog of publicly listed books'.

Common Uses for Pressbooks

Replace \$\$\$ Textbooks

Free textbooks for high-enrollment courses

Remixed versions of existing OER

Manuals, guides, handbooks, course 'teasers'

CC/Public Domain Anthologies

Collections of CC-licensed work

Anthologies of writing published pre-1923 (US)

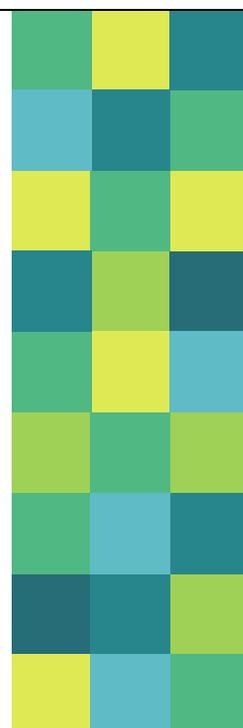
Government docs or other public material

Student/Community Authored Projects

University-Community Partnerships [GLAMs]

Renewable assignments, "object studies," field work

Student writing, class projects, ePortfolios



Webbook Homepage

Each book has a unique web address. Books can have different structures, themes, licenses & permissions. Each book's homepage includes:

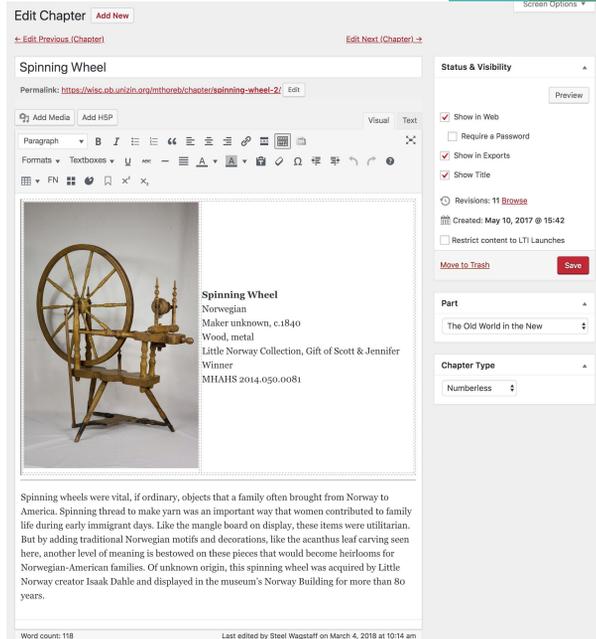
1. Title, author, description, license
2. Cover image
3. Download options
4. Table of contents
5. Additional book info/metadata [not shown]

The screenshot shows the homepage for the book "Principles of Social Psychology - 1st International Edition" by Charles Stangor, Dr. Hammond Tarry, and Dr. Rajiv Jhangiani. The page features a dark header with the book title and authors (1). Below the title is a description: "Helping students organize their thinking about social psychology at a conceptual level." and Creative Commons Attribution NonCommercial ShareAlike license icons. A "READ BOOK" button is present. A cover image of the book is shown (2). A dropdown menu for "load this book" is open, showing options for EPUB3, EPUB, Digital PDF, Print PDF, and MOBI (3). Below the header is a "CONTENTS" section with a "SHOW ALL CONTENTS" button (4). The table of contents lists: Acknowledgments, Acknowledgements: eCampusOntario, Preface, 1. Introducing Social Psychology, 2. Social Cognition, 3. The Self, and 4. Attitudes, Behavior, and Persuasion.

Editing Interface

AT RIGHT: Pressbooks features a standard WordPress visual/text HTML editor. Editing text and inserting media is as easy as using a word processor.

Many collaborators can work together on the same book with different [roles & permissions](#) (admin, editor, author, contributor, etc.).



The screenshot shows the 'Edit Chapter' interface for a chapter titled 'Spinning Wheel'. The interface includes a top navigation bar with 'Edit Chapter' and 'Add New' buttons. Below this is a breadcrumb trail: '< Edit Previous (Chapter)' and 'Edit Next (Chapter) >'. The main content area features a WordPress-style visual editor with a toolbar containing options for Paragraph, Bold, Italic, Underline, Textboxes, and various alignment and link tools. A 'Visual' and 'Text' toggle is also present. The main content area displays a large image of a wooden spinning wheel. To the right of the image is a metadata box with the following information: 'Spinning Wheel', 'Norwegian', 'Maker unknown, c.1840', 'Wood, metal', 'Little Norway Collection, Gift of Scott & Jennifer Winner', and 'MHAS 2014.050.0081'. Below the image and metadata is a paragraph of text: 'Spinning wheels were vital, if ordinary, objects that a family often brought from Norway to America. Spinning thread to make yarn was an important way that women contributed to family life during early immigrant days. Like the mangle board on display, these items were utilitarian. But by adding traditional Norwegian motifs and decorations, like the acanthus leaf carving seen here, another level of meaning is bestowed on these pieces that would become heirlooms for Norwegian-American families. Of unknown origin, this spinning wheel was acquired by Little Norway creator Isak Dahle and displayed in the museum's Norway Building for more than 80 years.' To the right of the main content area is a 'Status & Visibility' sidebar with options for 'Show in Web', 'Require a Password', 'Show in Exports', and 'Show Title'. It also shows 'Revisions: 11 Browse', 'Created: May 10, 2017 @ 15:42', and 'Restrict content to LTI Launches'. At the bottom of the sidebar are 'Move to Trash' and 'Save' buttons. Below the main content area, the 'Part' is set to 'The Old World in the New' and the 'Chapter Type' is set to 'Numberless'. At the very bottom of the page, it says 'Word count: 118' and 'Last edited by Steel Wagstaff on March 4, 2018 at 10:14 am'.

Organizing a Book

AT RIGHT: Pressbooks features a drag-and-drop chapter organization interface. You can create front & back matter, as well as two-level 'part' & 'chapter' organization for main content.

Content can be published/hidden from web & included/excluded in exports (ePUB, PDF, etc.) separately.

This book's global privacy is set to **PUBLIC**

Public — Promote your book, set individual chapters privacy below.
 Private — Only users you invite can see your book, regardless of individual chapter visibility below.

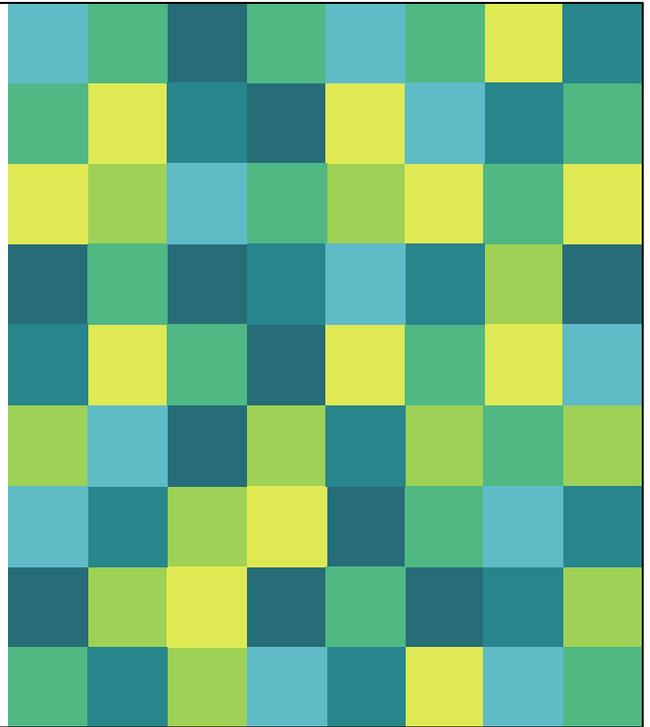
Creators, Collectors & Communities | [Front Matter](#) | [Chapters](#) | [Back Matter](#) | [Parts](#)

Word Count: 12972 (whole book) / 12972 (selected for export)

Front Matter	Authors	Show in Web	Show in Exports	Show Title
Acknowledgments	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Overview	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Add Front Matter				
<hr/>				
The Old World in the New	Authors	Show in Web	Show in Exports	Show Title
Trunk	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Object Study: Trunk	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Spinning Wheel	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Snuff Box	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Trunk	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mangle Board (Mangletree)	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Box	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Traveling Box	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Walking Stick	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Add Chapter				
<hr/>				
Made in America with Foreign Parts	Authors	Show in Web	Show in Exports	Show Title
Norwegian Water (Krumkake) Iron	—	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

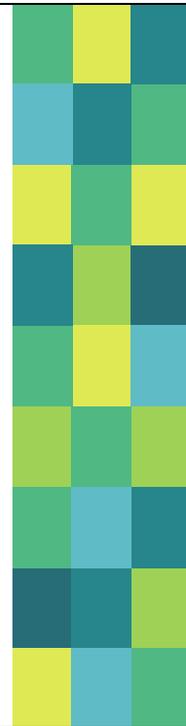
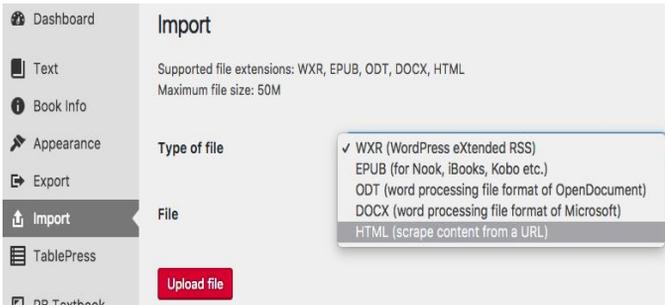
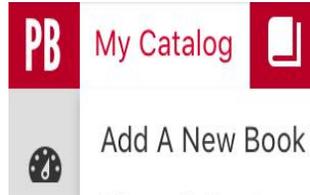
Lets users come & go freely

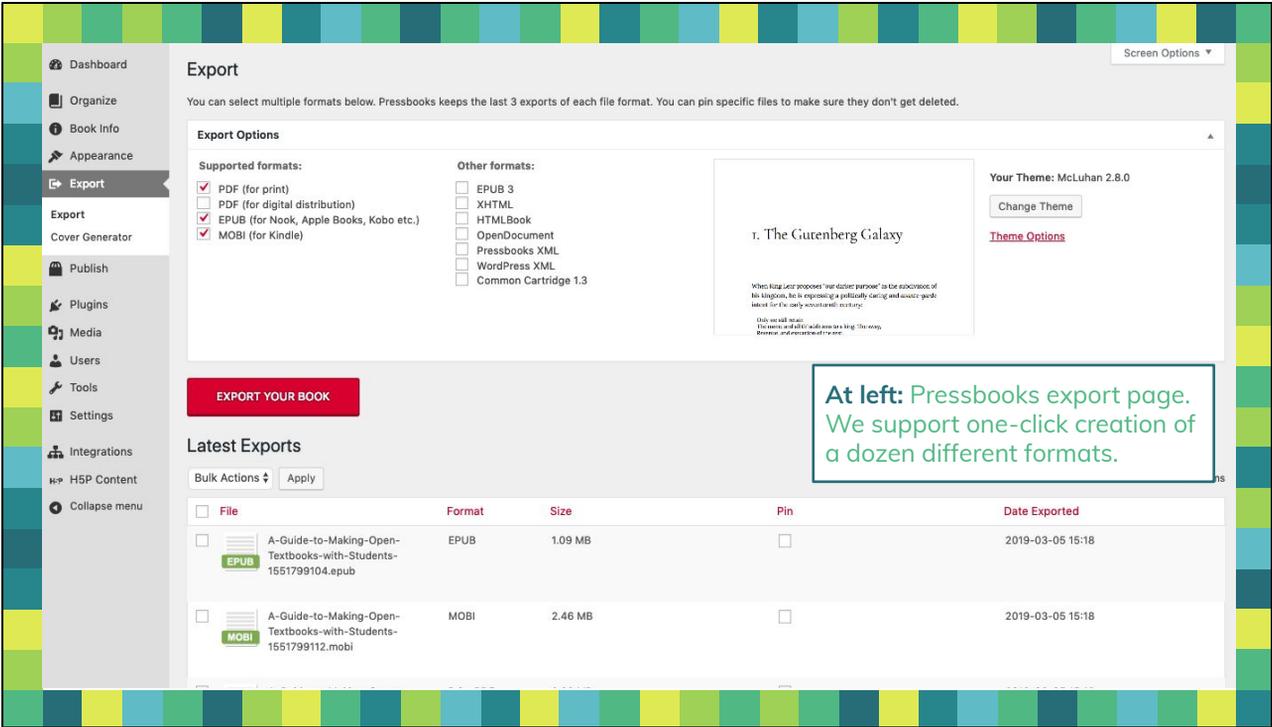
Avoids vendor lock-in by
allowing easy import &
export of content



Importing Content

If you find openly licensed content that isn't already in Pressbooks, you can import it by uploading the file & [following the instructions](#). We've added [shortcode support](#) to make importing from Word documents even easier.





Export

Screen Options

You can select multiple formats below. Pressbooks keeps the last 3 exports of each file format. You can pin specific files to make sure they don't get deleted.

Export Options

Supported formats:

- PDF (for print)
- PDF (for digital distribution)
- EPUB (for Nook, Apple Books, Kobo etc.)
- MOBI (for Kindle)

Other formats:

- EPUB 3
- XHTML
- HTMLBook
- OpenDocument
- Pressbooks XML
- WordPress XML
- Common Cartridge 1.3



Your Theme: McLuhan 2.8.0

[Change Theme](#)

[Theme Options](#)

EXPORT YOUR BOOK

At left: Pressbooks export page. We support one-click creation of a dozen different formats.

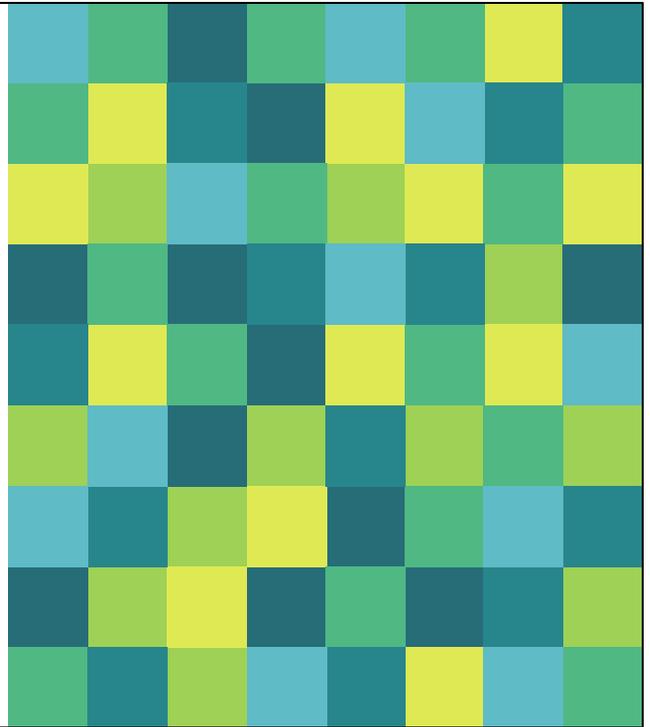
Latest Exports

Bulk Actions ▼ [Apply](#)

<input type="checkbox"/>	File	Format	Size	Pin	Date Exported
<input type="checkbox"/>	A-Guide-to-Making-Open-Textbooks-with-Students-1551799104.epub	EPUB	1.09 MB	<input type="checkbox"/>	2019-03-05 15:18
<input type="checkbox"/>	A-Guide-to-Making-Open-Textbooks-with-Students-1551799112.mobi	MOBI	2.46 MB	<input type="checkbox"/>	2019-03-05 15:18

Can be made personal/local

Supports open 'permissions'
by letting users quickly clone,
revise, & remix content



Selecting An Appropriate License

Copyright

Copyright Holder

Steel Wagstaff

Name of the copyright holder.

- All Rights Reserved
- CC BY (Attribution)
- CC BY-NC (Attribution NonCommercial)
- CC BY-NC-ND (Attribution NonCommercial NoDerivatives)
- CC BY-NC-SA (Attribution NonCommercial ShareAlike)
- CC BY-ND (Attribution NoDerivatives)
- CC BY-SA (Attribution ShareAlike)
- CC0 (Creative Commons Zero)
- Public Domain

Enter a custom copyright notice, with whatever information you like. This will override the license selected, and will be inserted after the title page. If you select a Creative Commons license, this will be inserted after the title page and your exports.

Chapter Metadata

Chapter Short Title (appears in the PDF running header and webbook navigation)

Chapter Subtitle (appears in the Web/ebook/PDF output)

Chapter Author(s)

Choose author(s)...

Create New Contributor

Chapter Copyright License (overrides book license on this page)

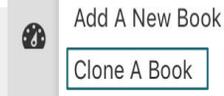
CC BY-SA (Attribution ShareAlike)

Chapter Digital Object Identifier (DOI)

At right: Licensing options at both the book [L] and chapter [R] level.

Cloning Content

Any public, openly licensed book can be quickly cloned from one Pressbooks network to another.



Clone

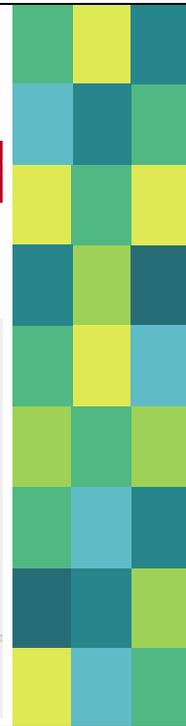
Enter the URL to a Pressbooks book to clone it.

Source Book URL

Target Book URL

Target Book Title

Optional. If you leave this blank, the title of the source book will be used.



Below: Source attribution in a cloned book.

BOOK INFORMATION

BOOK SOURCE

This book is a cloned version of *A Guide to Making Open Textbooks with Students* by , published using Pressbooks by The Rebus Community for Open Textbook Creation under a **CC BY (Attribution)** license. It may differ from the original.

AUTHOR

Ed. Elizabeth Mays

LICENSE



A Guide to Making Open Textbooks with Students by **Rebus Community** is licensed under a **Creative Commons Attribution 4.0 International License**, except where otherwise noted.

SHOW COMPARISON WITH ORIGINAL

Note: The comparison below is between this text and the **current version** of the text from which it was adapted.

14 additions / 15 deletions

Anna Andrzejewski, an art history professor and director of graduate studies at the University of Wisconsin-Madison, was looking for a hands-on learning project for her Frank Lloyd Wright art history course.

The class was an upper-division, research course designed for art history majors or grad students, but also open to other disciplines. Andrzejewski had arranged access to seven historic local Frank Lloyd Wright houses for the course.

Known for hands-on learning projects that used student research to get ideas out into the broader community, she had had her students create walking tour booklets and websites documenting architectural landmarks in previous courses, but for this class she wanted to do something different.

Steel Wagstaff, an instructional technology consultant at the university, approached her with the idea of having the students create a book using `Pressbooks`, `[footnote]` `Pressbooks.com`, `https://pressbooks.com/[footnote]` `` an online book-formatting software often used for open textbook projects.

Anna Andrzejewski, an art history professor at the University of Wisconsin-Madison, was looking for a hands-on learning project for a course about the Madison buildings of the legendary American architect Frank Lloyd Wright.

The class was an upper-division, research course designed for art history majors or grad students, but also open to other disciplines. Andrzejewski had arranged access to seven historic local Frank Lloyd Wright houses for the course.

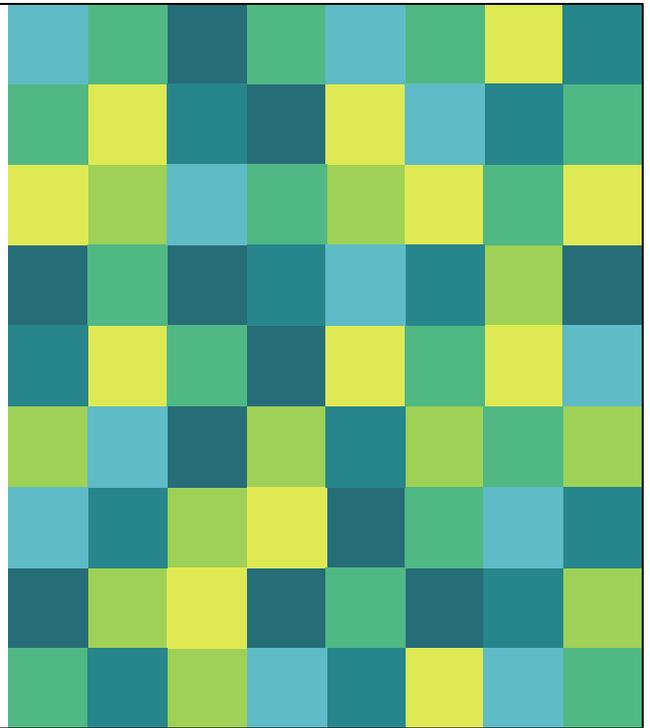
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Steel Wagstaff, an instructional technology consultant at the university, approached her with the idea of having the students create a book using `Pressbooks`, an online book-formatting software often used for open textbook projects.

At Left: A view of the 'Show Comparison' tool for a cloned book which has been edited from the original.

Plays well with others

Uses broadly accepted standards



Uses Broadly Accepted Standards

Supported Web Standards

HTML5 + CSS

Schema.org [microdata]

Supported Export Formats

EPUB

MOBI

PDF

[HTMLBook](#)

XHTML & XML

ODT

Accessibility Standards

[WCAG 2.0 A & AA](#)

Supported IMS Standards

[LTI 1.1](#)

Thin Common Cartridge

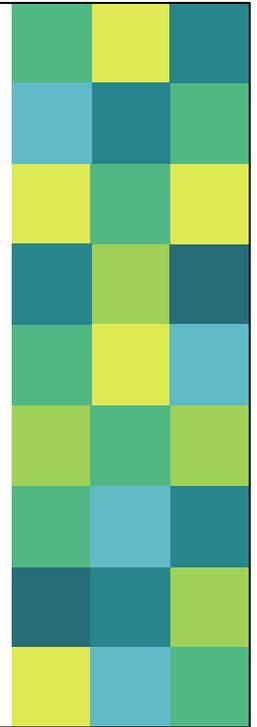
Supported SSO Protocols

[CAS](#) & [SAML2](#)

Standards We're Exploring

MARC record export

Caliper Analytics 1.1



Pressbooks LTI Integration

AT RIGHT: Users can produce Thin Common Cartridge exports with LTI links and bring books directly into the LMS.

Demo video:

https://www.youtube.com/watch?v=7tqL-9z_fFA.

Political Science 302 / Modules / The 9th Amendment / The Anti-Federalists on Enumerating Rights

Home
Announcements
Assignments
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes
Outlets
Modules
Collaborations
Chat
BBCollaborate
Ultra
Settings

About This Text

While the 9th Amendment reflects concerns about writing down a list of rights, the anti-federalists of course insisted on the enumeration of rights. Here is the Federal Farmer reminding readers of the history of writing down rights – all the way back to Magna Carta

Letter 16

The Federal Farmer

[SOURCE](#)

When we particularly enumerate the powers given, we ought either carefully to enumerate the rights reserved, or be totally silent about them; we must either particularly enumerate both, or else suppose the particular enumeration of the powers given adequately draws the line between them and the rights reserved; particularly to enumerate the former and not the latter, I think most advisable; however, as men appear generally to have their doubts about these silent reservations, we might advantageously enumerate the powers given, and then in general words, according to the mode adopted in the 2d art. of the confederation, declare all powers, rights and privileges, are reserved, which are not explicitly and expressly given up. People, and very wisely too, like to be express and explicit about their essential rights, and not to be

Public

Announcements 7 Page Notes

Isurandey
Apr 29, 2018
Is Public
People, and very wisely too, like to be express and explicit about their essential rights, and not to be bound to claim them or ... More
I would probably just put this quote to use.

Isurandey
Apr 29, 2018
Is Public
Many of some countries do not remain free, merely because they are entitled to natural and undeniable rights new to it or ... More
Absolutely love this passage! I think this document and the counterpart found in the previous document would be very useful in helping students grasp what amendments 9 & 10 were all about. Students tend to really buy into Amendment one and four because they have immediate resonance to most teenagers. Amendment 2 always generates interest and disagreements between students and this, unfortunately been very much in the news each school year. Amendment 2 does not find much adum, but is easy to comprehend. Older H.S. students tend to have enough life experience to understand how 9 - 10 might affect them, or at least have watched enough movies & television courtroom dramas to realize how the rights of the accused matter. When it comes to 9 & 10 they seem to be the quickest to forget after we've moved along through our coursework. I think these last two documents may help to resolve some of that.

Hide replies (2)

Isurandey
Apr 29, 2018
Is Public
I totally agree with your analysis of how students interact with the individual amendments.
I usually use the 9th Amendment in connection with the included right to privacy and the following case: Roe v. Wade (the prohibiting abortion, Griswold v. Connecticut (the prohibiting sale of contraceptives), and Lawrence v. Texas (anti-sodomy laws). Basically, how the 9th Amendment "fills the

Previous Next

LOG IN

Username or Email Address

Password

Remember Me

LOG IN

OR

HAWKID LOGIN

[Lost your password?](#)

[← Back to University of Iowa Pressbooks](#)

HawkID Login for Pressbooks



HawkID

Password

Log In

[Forgot your HawkID or password?](#)

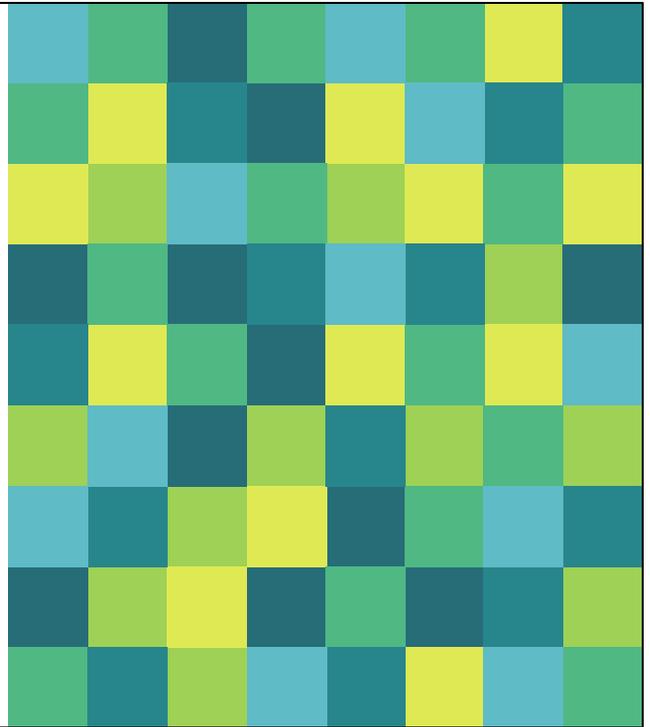
You will be logged in to this service securely. Information which will allow you to access the site you requested will be transmitted to the site. This information will be encrypted before it is sent. Please see the ITS Help Desk [Shibboleth support pages](#) for additional information.

Please contact the [ITS Help Desk](#) for assistance, questions, or concerns.

ABOVE: Pressbooks allows network managers to set up SSO with CAS or SAML2 authentication systems.

Helps learners achieve their goals

Includes interactive components
where feedback is designed for
learners first

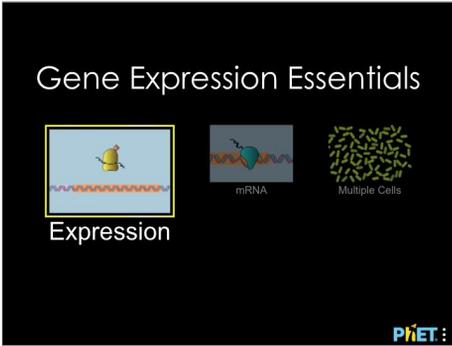


Embedded Interactive Elements

AT RIGHT: Authors can add interactive components (like YouTube/Vimeo videos, PHET simulations, open assessments, TimeLine JS, and more) just by pasting the URL into the editor.

TESTING INTERACTIVE

I.



The screenshot shows a PHET simulation interface with a black background. At the top, the title "Gene Expression Essentials" is displayed in white. Below the title are three interactive elements: a "Gene Expression" simulation showing a ribosome translating mRNA, an "mRNA" simulation showing a DNA double helix being transcribed into mRNA, and a "Multiple Cells" simulation showing a cluster of green cells. The PHET logo is visible in the bottom right corner of the simulation window.

I. Online Discussions Introduction

Thank you for participating in this session of L&S Learning Support Services' online workshop series, "Teaching With Technology." In the following short opening, you'll meet one of your facilitators, Theresa Pesavento, and get acquainted with the outline of the upcoming module on the exciting topic of online discussions.

Before we dive in, take a moment to consider the uniqueness of online learning. For instance, while we believe most of you will be joining us from here in Madison, Wisconsin, we also know that you may be participating from places near and far, using the power of the internet. In this light, we hope that by providing a brief look at our 'place' in and around Van Hise Hall, we are offering a useful context for our culture and geography. And we hope to hear from you as we move through the course—about the topic at hand, of course, and also a little bit about your own place on campus or on your side of the world.

1



Examples of embedded media in Pressbooks:

1. embedded YouTube video [top left],
2. audio playlist [top right],
3. audio file [bottom right].

Please listen to the following vocabulary terms connected to the body and then practice your own pronunciation:

2

Track	Artist	Duration
1. "Telefonema"	MICHAEL PANTALEÃO	0:04
2. "Velho"	MICHAEL PANTALEÃO	0:03
3. "Vizinho"	MICHAEL PANTALEÃO	0:06
4. "Voz"	MICHAEL PANTALEÃO	0:03
5. "Abrir"	MICHAEL PANTALEÃO	0:03
6. "Comer"	MICHAEL PANTALEÃO	0:03
7. "Compreender"	MICHAEL PANTALEÃO	0:03
8. "Conhecer"	MICHAEL PANTALEÃO	0:03
9. "Convidar"	MICHAEL PANTALEÃO	0:03
10. "Ensinar"	MICHAEL PANTALEÃO	0:03
11. "Entrar"	MICHAEL PANTALEÃO	0:03
12. "Escolher"	MICHAEL PANTALEÃO	0:03

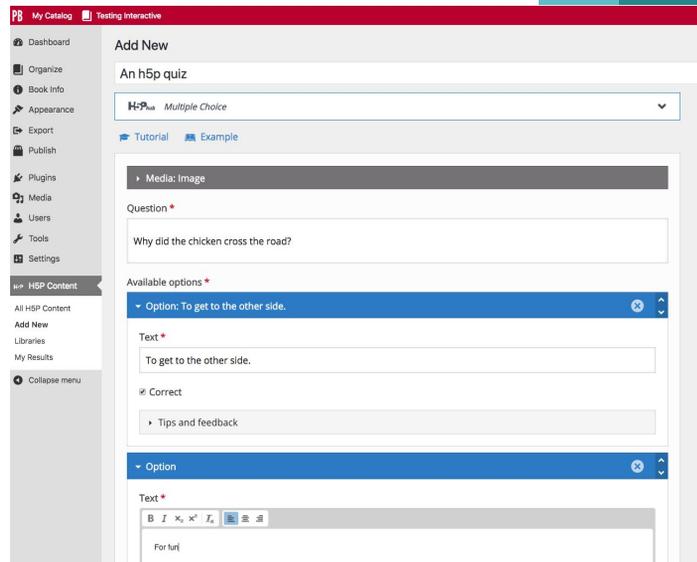
3

Paulo:	João, quando é que você se formará?
João:	Eu me formarei daqui a três anos.
Paulo:	Quantos anos você terá então?
João:	Terei vinte e cinco anos, e você?
Paulo:	Terei vinte e três anos. Será o meu quarto ano aqui. Puxa, o tempo passa tão depressa, não?
João:	É mesmo. Eu gostaria de poder estudar mais alguns anos antes de formar-me.

H5P Interactive Activities

PressbooksEDU networks allow users to make interactive H5P activities directly from the Pressbooks dashboard. These H5P activities are included when books containing them are cloned.

AT RIGHT: An H5P multiple choice quiz being created from the Pressbooks dashboard.



The screenshot displays the Pressbooks dashboard interface for creating a new H5P activity. The left sidebar contains navigation options: Dashboard, Organize, Book Info, Appearance, Export, Publish, Plugins, Media, Users, Tools, Settings, H5P Content, All H5P Content, Add New, Libraries, My Results, and Collapse menu. The main content area is titled 'Add New' and shows the creation of an 'An h5p quiz'. The activity type is set to 'H5P Multiple Choice'. Below this, there are tabs for 'Tutorial' and 'Example'. The 'Question' field contains the text 'Why did the chicken cross the road?'. Under 'Available options', there is one option selected: 'Option: To get to the other side.' with a text field containing 'To get to the other side.'. There is also a 'Correct' checkbox and a 'Tips and feedback' field. A second 'Option' is partially visible at the bottom, with a text field containing 'For fun!'.

Content Types

View all Games Multimedia Questions Social media



Accordion
Create vertically stacked expandable items



Agamotto
Create a sequence of images that gradually



Arithmetic Quiz
Create time-based arithmetic quizzes



Audio Recorder
Create an audio recording



Chart
Quickly generate bar and pie charts



Image Juxtaposition
Create interactive images



Image pairing
Drag and drop image matching game



Image Sequencing
Place images in the correct order



Image Slider
Easily create an image slider



Impressive Present...
Create a slideshow with parallax effects



Collage
Create a collage of multiple images



Column
Column layout for H5P Content



Dialog Cards
Create text-based turning cards



Dictation
Create a dictation with instant feedback



Documentation Tool
Create a form wizard with text export



Mark the Words
Create a task where users highlight words



Memory Game
Create the classic image pairing game



Multiple Choice
Create flexible multiple choice questions



Personality Quiz
Create personality quizzes



Questionnaire
Create a questionnaire to receive feedback



Drag and Drop
Create drag and drop tasks with images



Drag the Words
Create text-based drag and drop tasks



Essay
Create essay with instant feedback



Fill in the Blanks
Create a task with missing words in a text



Find Multiple Hots...
Create many hotspots for users to find



Quiz (Question Set)
Create a sequence of various question types



Single Choice Set
Create questions with one correct answer



Speak the Words
Answer a question using your voice



Speak the Words Set
A series of questions answered by speech



Summary
Create tasks with a list of statements



Find the Hotspot
Create image hotspot for users to find



Flashcards
Create stylish and modern flashcards



Guess the Answer
Create an image with a question and answer



Iframe Embedder
Embed from a url or a set of files



Image Hotspots
Create an image with multiple info hotspots



Timeline
Create a timeline of events with multimedia



True/False Question
Create True/False questions



Virtual Tour (360)
Create interactive 360 environments



Interactive Video
Create videos enriched with interactions



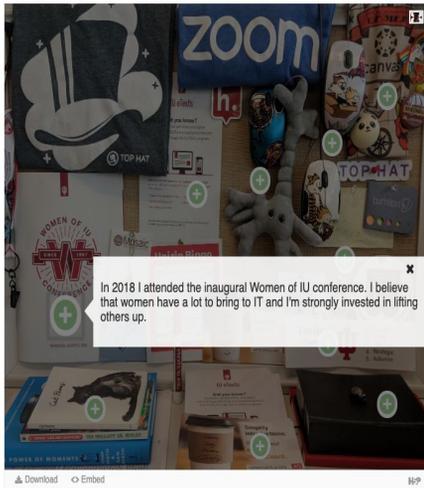
Course Presentation
Create a presentation with interactive slides



Branching Scenari...
Create dilemmas and self-paced learning.

ABOVE: Full list of 40+ unique H5P Content Types at <https://h5p.org/content-types-and-applications>

PROFESSIONAL LIFE



The bulletin board above, which lives on my desk, tells the story of my career. I've gravitated toward learning technologies and diversity initiatives, I have interests in the arts, humanities, and sciences, and I like to have fun. I pursue work that I will enjoy, because when I enjoy my work, I will go above and beyond to do it well.

Wisconsin Flora and Fauna

What are the common names of these animals or plants?

1 / 6

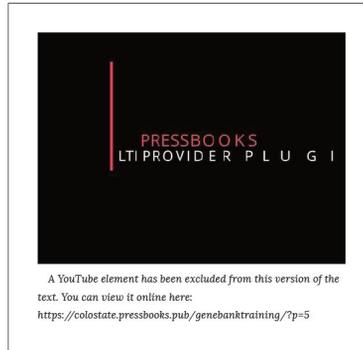


H5P activities in Pressbooks. **Left:** An image hotspot interactive [built by Emily Hunt](#) at Indiana University. **Right:** A [flashcard activity](#) built by Naomi Salmon at UW-Madison.

Graceful Fallback in Exports

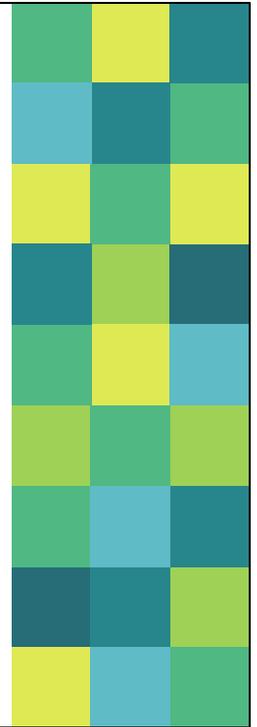
Placeholder links for interactive elements are automatically added to export formats which do not support interactivity.

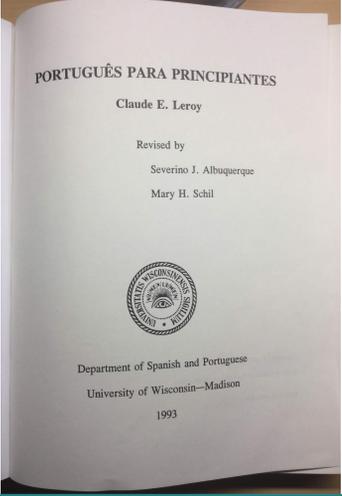
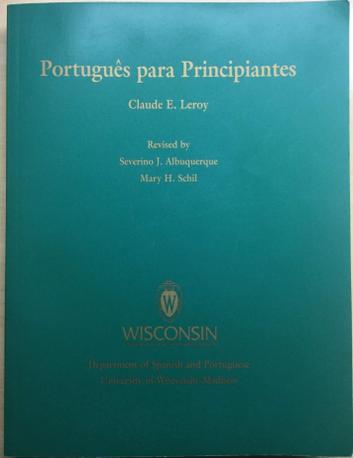
AT RIGHT: An embedded YouTube video as seen in an example PDF export file.



Species Diversity

This is the first chapter in the main body of the text. You can change the text, rename the chapter, add new chapters, and add new parts. This is the first chapter in the main body of the text. You can change the text, rename the chapter, add new chapters, and add new parts.

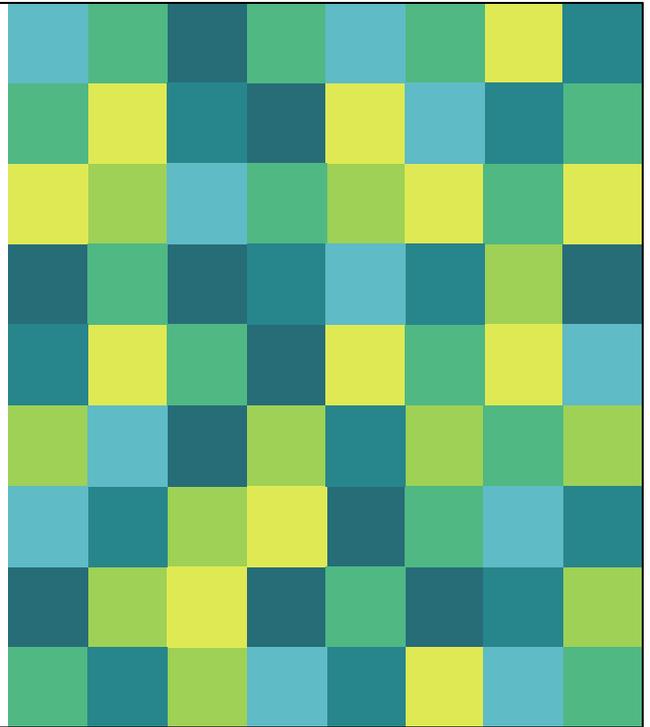




Português Para Principiantes is a Brazilian Portuguese language textbook first published in 1964 (last revised in 1993). The digital edition of this [free, online text](#) now includes 30 audio dialogues, 1000+ vocabulary words (pronounced by native speakers), and 120+ interactive H5P activities.

Is inclusive & participatory

Invites and enables public (& private) standards-based web annotation



Open Web Annotation

The Hypothesis plugin adds flexible annotation layers which invite public annotation, 'publisher' commentary, class discussion or editorial review in private groups, and/or highlighting and personal note taking (marginalia).

AT RIGHT: A Pressbooks chapter with public annotation layer embedded in Canvas.

Modules > Rights, Natural Rights, and the Bill of Rights > D. Locke on the Social Contract

CHAPTER. II.

OF THE STATE OF NATURE.

Sect. 4. TO understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man.

A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection, unless the lord and master of them all should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty.

a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man

Stop and Think

Both Hobbes and Locke describe human beings as equal in the state of nature. How do their understandings of equality in the state of nature differ?

Public -

Show all annotations (6)

fulledad Apr 14, 2018

Both Hobbes and Locke describe human beings as equal in the state of nature. How do their understandings of equality in the state of nature differ?

This question works well to help students compare the ideas of Hobbes & Locke (which are part of what I ask students to think of as the "bookshelf" or perhaps today the twitter feeds, etc. of the founders) When working with H.S. students, I find it is useful to ask them to point out specific evidence or passages from documents we are using to support their assertions. While this may go without saying for college students, high school students sometimes need that directive to help them develop that habit rather than offer a more "intuitive" contribution to the discussion or writing prompt.

For the high school student, many teachers (myself included) often ask the students early in the course to reflect upon, and define pivotal concepts such as "equality" to provide an anchor point before venturing with what Hobbes, Locke, et. al have to say. It has been my experience that they are pleased with themselves any time their own thought process aligns with the political philosophers they are being introduced to. Any traction of that nature usually helps to encourage them to entertain the possibility that course content is relevant to their own lives.

Please advise if my suggestions regarding the high school classroom are not the direction you are seeking in this editing / reflection process.

Hide replies (2)

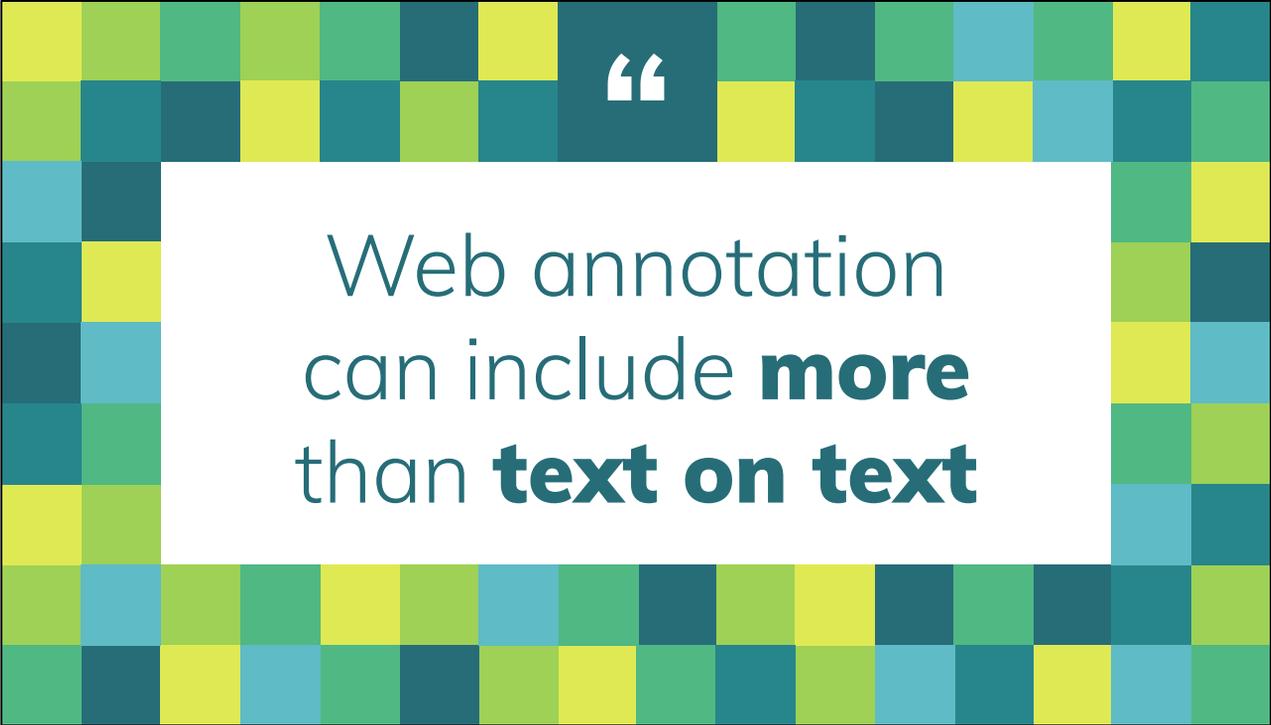
lauraroddy Apr 15, 2018

I agree with the usefulness of asking for evidence. I am just not sure if, at this point in the Locke piece, they will be able to discern any differences. I think they need to get to know Locke a bit better before figuring that out.

fulledad Apr 15, 2018

Hi,

Agreed. I find that with almost all these readings, they would be useful only when "applied retroactively" as enrichment activities after developing at least a basic understanding of related ideas, and in some cases the "participating" would need to be pretty extensive. Salton has an ex-

A decorative border composed of a grid of small squares in various shades of green, teal, yellow, and blue, surrounding a central white text box.

“

Web annotation
can include **more**
than **text on text**

Publication history:

This short poem was probably written in 1941 and was included in Niedecker's first book, *New Goose*, published in 1946 by the Press of James A. Decker. One of Niedecker's favorite poems, she also included it in her second book, *My Friend Tree* published in 1961 by The Wild Hawthorn Press in Edinburgh, Scotland as well as both of the collected editions of her work that appeared during her lifetime: *T&G: The Collected Poems, 1936-1966*, published in 1969 by Jonathan Williams' The Jargon Society, and *My Life By Water: Collected Poems 1936-1968*, published by Stuart and Deidre Montgomery's Fulcrum Press in London in 1970.

Black Hawk held: In reason
land cannot be sold,
only things to be carried away,
and I am old.

Young Lincoln's general moved,
pawpaw in bloom,
and to this day, Black Hawk,
reason has small room.

Post poem quiz:

Who was Lincoln's general?

- Jacob Early
- Samuel Whiteside
- Henry Atkinson
- Isaiah Stillman

Check

Public -

also the name of a small community in Northern Illinois that was incidental to the Black Hawk War. The Illinois State Historical Society has erected a historical marker in Paw Paw:

1

HOMES OF CHIEF WAUBONSIE AND MAEJLINE DEE
DEEP WITHIN THE PAW PAW GROVE, PRESSION IN ENKAW, TO IOWA UNDEE WAUBONSIE AND HIS TRIBE MADE THEIR HOME 1824-30. AT THE TREATY OF PEABIE, ILL. IN 1822 MAEJLINE DEE, PUTAWAM, WIFE OF IOWA UNDEE, WAS GRANTED TWO SECTIONS OF LAND IN THE GROVE. PUTAWAM, CHIPPEWA, OTTAWA, CHIEFS, WAUBONSIE, SHABBONA, ...

Hide replies (3)

steelwagstaff Apr 14

Wow, I never knew this. I grow up eating Paw paw. Here's a video I found explaining different ways to cut and eat them!

How to Cut and Serve Pawpaw ...

2

steelwagstaff Apr 14

I also found this great [link](http://www.seriouseats.com/2014/09/10-ways-to-prepare-and-eat-pawpaw.html) with all kinds of recipes and advice for eating/cooking paw paws: <http://www.seriouseats.com/2014/09/10-ways-to-prepare-and-eat-pawpaw.html>

3

steelwagstaff

Niedecker reading H... enclosure":

4

5

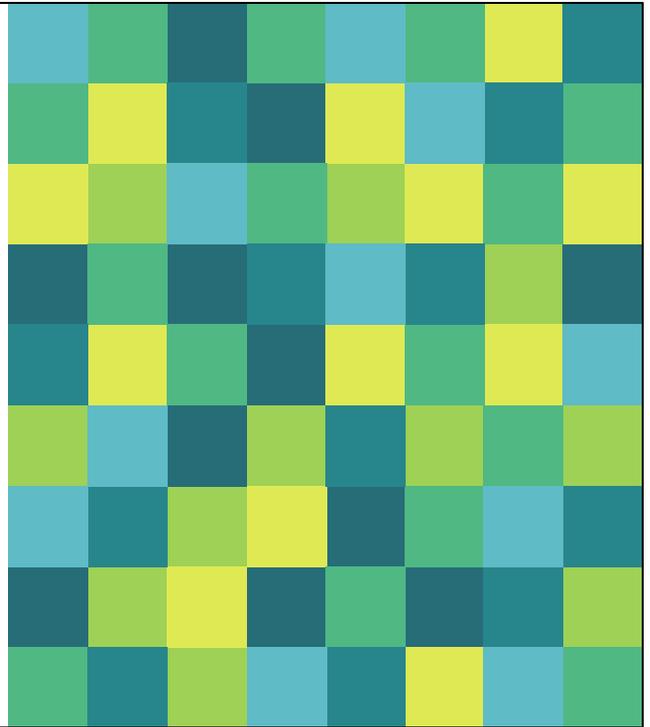
At left: [Pressbooks](#) chapter with public annotation

1. Embedded image
2. Embedded video
3. Annotation with external link
4. Embedded audio
5. Edit, delete, reply, share buttons for each annotation

Steel & Jeremy Dean's [recent OpenEd week presentation](#) includes lots more ideas for using Pressbooks + Hypothesis for teaching & learning.

Skeptical of surveillance

Only permits ethical, learner-centered analytics and reporting



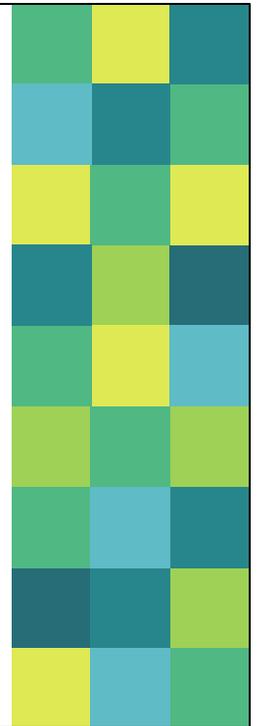
Learner-Centered Analytics

Pressbooks does not track or store any information about learner activity in our texts. See our [privacy policy](#).

We have begun to talk with existing clients and others in the open education community about what ethical, learner-centered analytics might look like.

Two possibilities we are considering:

1. Adding outcomes reporting to our LTI plugin
2. Instrumenting Pressbooks to transmit learning analytics statements directly to institution-owned Learning Record Stores.





Using Pressbooks as your **open platform**

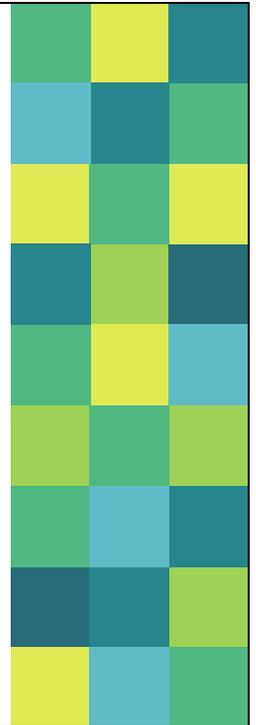
Understanding your options

Learn More About PressbooksEDU

1. Hosted plans: contact sales@pressbooks.com or visit <https://pressbooks.com/educational-institutions/>
2. Our blog: <https://pressbooks.com/blog/> + [TDL partnership announcement](#)
3. Detailed user guide: <https://guide.pressbooks.com>
4. Training videos: <https://www.youtube.com/user/pressbooks>
5. Open source project: <https://pressbooks.org> + community forum: <https://pressbooks.community/>
6. GitHub repositories: <https://github.com/pressbooks>

<https://pressbooks.com/educational-institutions/>

<https://pressbooks.com/blog/>





“

Questions?

Email: steel@pressbooks.com