



Teamwork Makes the Dream Work: OER Publishing at MSU Libraries

Regina Gong, Joshua Newman, Julie Taylor, Chandlee Marcyk-Taylor

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MICHIGAN STATE UNIVERSITY



OPEN EDUCATIONAL RESOURCES

Our Team



OER &
Student
Success
Librarian



Senior Asc.
Dean
of Scholarly
Communication
& Faculty Affairs



Accessibility
Coordinator



Publishing
Services
Coordinator



Publishing
Assistant &
OER Editor



OER
Accessibility
Editor



Photo by [Clay Banks](#) on [Unsplash](#)



MSU Libraries OER Program

- Formally launched in October 2019
- Full-time librarian leading the program
- OER Team:
 - Publishing Coordinator for print-on-demand services
 - Publishing Assistant and Copy Editor
 - Accessibility Coordinator and Editor
 - Student employees
- OER Award Program – \$50K/annual fund
- Institutional member of the Open Education Network (OEN)

OER Program Goals

- Reduce educational costs for students.
- Encourage and support the adoption, adaptation, or creation of OER and other free and low-cost materials as a textbook alternative.
- Provide technical support for instructors to implement OER in courses.
- Empower instructors to engage in new pedagogical models that leverage the affordances of OER and open education.



OPEN EDUCATIONAL RESOURCES



MICHIGAN STATE UNIVERSITY

Services We Offer

- Finding, discovery, and curation of appropriate OER.
- Technology and platform to support adopting, adapting, and creating OER course content.
- Professional development opportunities, both on-campus and online.
- Training for faculty and staff on OER, open licensing, open textbook publishing, and OER-enabled pedagogy.
- Networking across institutions to advance open educational practices.
- Provide opportunities for recognition, research, and publication related to OER.

OER Adoptions

[illegible]

OER Award Program

An incentive program for instructors that encourages and supports the use of openly-licensed materials as a pathway to increase student success.

<https://lib.msu.edu/OERAwardProgram/>



MICHIGAN STATE UNIVERSITY



OER Award Program for Faculty

- Total award amount for AY 2019-2020: **\$26,500**
 - Anticipated savings for one academic year – **\$287,475**
- Total award amount for AY 2020-2021: **\$28,500**
 - Anticipated savings for one academic year – **\$363,590**



OER Award Program for Faculty

- Total award amount for AY 2021-2022: **\$28,500**
 - Anticipated savings for one academic year – **\$245,760**

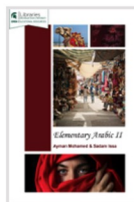
Call for proposals for AY 2022-2023 will open
October 15, 2023



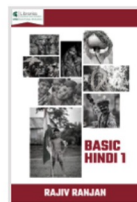
OUR LATEST TITLES



[Matrix Algebra With Computational Applications](#)
[Dirk Colbry](#)



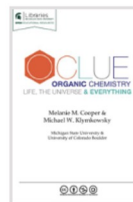
[Elementary Arabic II](#)
[Ayman Mohamed and Sadam Issa](#)



[Basic Hindi 1](#)
[Rajiv Ranjan](#)



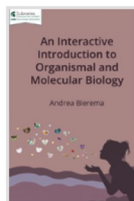
[Reframing Digital Humanities: Conversations with Digital Humanists](#)
[Julian Chambliss](#)



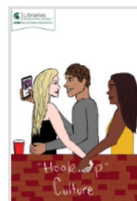
[OCLUE: Organic Chemistry, Life, the Universe & Everything](#)
[Melanie M. Cooper and Michael W. Klymkowsky](#)



[Foundations of Neuroscience](#)
[Casey Henley](#)



[An Interactive Introduction to Organismal and Molecular Biology](#)
[Andrea Bierema](#)



[Hookup Culture: Reflections from MSU Humanities Student Scholars](#)
[IAH231B.003 Class and Denise Acevedo](#)



[CLUE: Chemistry, Life, the Universe and Everything](#)
[Melanie Cooper and Michael Klymkowsky](#)



[Financial Management for Small Businesses: Financial Statements & Present Value Models](#)
[Lindon Robison, Steven Hanson, and J. Roy Black](#)

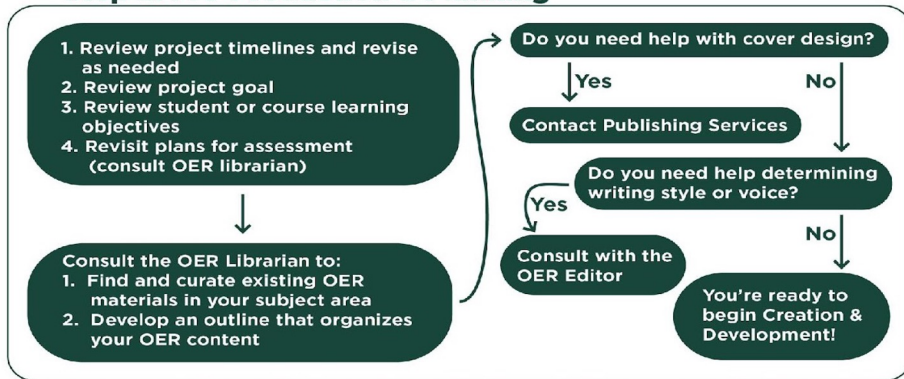
[VIEW COMPLETE CATALOG](#)

OER Production Workflow

Step 1: Research & Learning



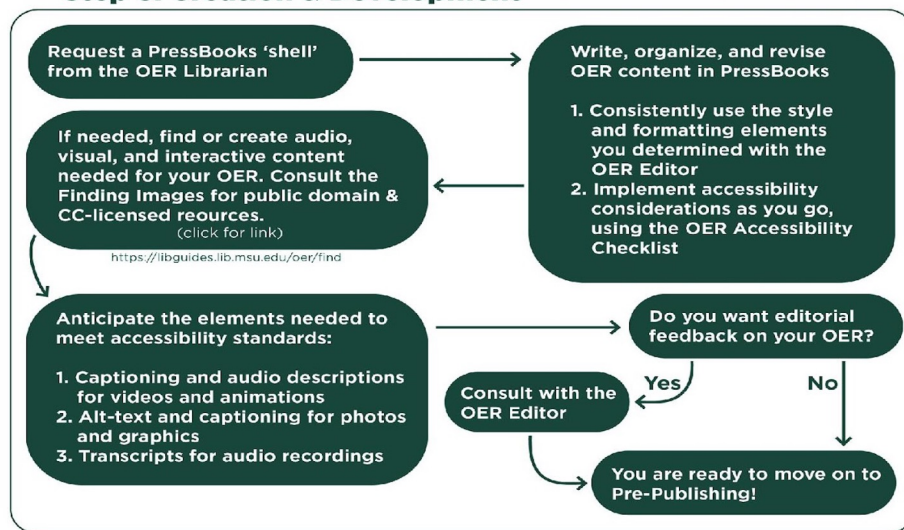
Step 2: Pre-Production & Planning



Reach Out to our OER Team!

OER Librarian: Regina Gong - gongregi@msu.edu
Publishing Services: Julie Taylor - taylorjk@msu.edu
OER Editor: Joshua Newman - newman36@msu.edu
Accessibility Asst: Chandlee Marcyk-Taylor - tayl1076@msu.edu

Step 3: Creation & Development



Step 4: Pre-Publishing



Step 5: Publishing

Publishing Services QA Check
(Facilitated by OER Team)

1. OER Editor check
2. Accessibility compliance report
3. Export files for download and print
4. Design and/or Brand Cover
5. User Experience QA Check

Step 6: Implementation

1. Distribute OER to students/upload to LMS
2. OER Librarian will announce publication to various listservs, forums, and social media
3. Continue to improve OER by implementing student & educator feedback
4. OER Librarian will upload materials to OER Commons & other repositories



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Photo by [Perry Grone](#) on [Unsplash](#)



OER Accessibility Evaluation

- MSU Libraries accessibility team generates accessibility evaluation based on MSU OER Accessibility Checklist.
- Evaluation is passed along to MSU Libraries OER & Publishing Team – they resolve issues that they're able to.

Proc

To: Heidi Schroeder, MSU Libraries' Accessibility Coordinator
Subject: Preliminary Accessibility Evaluation of *Elementary Arabic*
Date: Summer 2021

In Summer 2021, a MSU Libraries accessibility student employee conducted a preliminary accessibility evaluation of *Elementary Arabic*.

OER tested: *Elementary Arabic*

- <https://openbooks.lib.msu.edu/elementarabic/>

Specifically, we used the [MSU Libraries' OER Accessibility Checklist](#) and tested:

- Using [WAVE](#).
- General OER accessibility guidelines: language of text is identified, logical reading order, and visual presentation/color contrast has a ratio of 4.5:1, general [screenreader](#) accessibility (JAWS and/or NVDA and/or VoiceOver)
- Organization/Structure: Headings/proper use of headings, navigability of structural elements, tabbing/keyboard navigation.
- Images: alternative text, graphs/charts/maps have contextual or supporting details, null images are labeled to be identified as such by assistive technology, and images do not rely purely on color to portray information.
- Links: meaningful in context, accessible with assistive technology, and open in other/new windows.
- Tables: proper markup functionality and captions.
- Multimedia/Videos: captions (and if PDF transcript is accessible/readable with NVDA), accessibility of flashing visuals.
- STEM/formulas: compatible with assistive technology.
- Body text font size (12 point or higher) and if font adjustability/zoomability (minimum of 200%).

Preliminary Findings

WAVE Findings

Chapter I

- Vocabulary
 - WAVE found 0 accessibility errors and 16 alerts. The alerts included 2 possible



To: Heidi Schroeder, MSU Libraries' Accessibility Coordinator
Subject: Preliminary Accessibility Evaluation of *Basic Hindi I*
Date: Summer 2021

In Summer 2021, a MSU Libraries accessibility student employee conducted a preliminary accessibility evaluation of *Basic Hindi I*.

OER tested: *Basic Hindi I*

- <https://openbooks.lib.msu.edu/l151/>

Specifically, we used the [MSU Libraries' OER Accessibility Checklist](#) and tested:

- Using [WAVE](#).
- General OER accessibility guidelines: language of text is identified, logical reading order, and visual presentation/color contrast has a ratio of 4.5:1, general screenreader accessibility (JAWS and/or NVDA and/or VoiceOver)
- Organization/Structure: Headings/proper use of headings, navigability of structural elements, tabbing/keyboard navigation.
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Chapter 2

- Section 2.1
 - WAVE found 0 accessibility errors and 3 alerts. The alerts included 1 redundant link and 2 layout tables.
- Section 2.2
 - WAVE found 0 accessibility errors and 15 alerts. The alerts included 2 redundant links, 10 underlined text, and 3 layout tables.
- Section 2.3
 - WAVE found 0 accessibility errors and 17 alerts. The alerts included 1 redundant link, 12 underlined text, and 4 layout tables.
- Section 2.4
 - WAVE found 0 accessibility errors and 4 alerts. The alerts included 1 redundant link, 4 underlined text, and 1 layout table.
- Section 2.5
 - WAVE found 0 accessibility errors and 6 alerts. The alerts included 1 redundant link, 3 underlined text, and 2 layout tables.
- Section 2.6
 - WAVE found 0 accessibility errors and 6 alerts. The alerts included 1 redundant link, and 5 layout tables.
- Section 2.7
 - WAVE found 0 accessibility errors and 19 alerts. The alerts included 1 redundant link, 10 underlined text, and 8 layout tables.
- Section 2.8



OER Accessibility – Lessons & Tips

- Review OER Accessibility Checklist/Requirements
- Be aware of common OER Accessibility Issues:
 - Video & Audio: Captions, Transcripts, Scripts
 - Images
 - Captions, alternative-text, descriptions in text
 - Figures, Tables, etc.
 - Language must be identified & switched if going between languages

Language

The language of the text is partially identified, the entire page is marked as english but when the language switches to Arabic, the language is not updated.

- See: [WCAG 3.1.2](#) and [HTML lang Attribute](#) and [Language tags in HTML](#), and [Choosing a Language Tag](#)
- For example:
 - `<h1>عن نفسي : عن نفسي الأول </h1>`
 - `<p>Activity (9): Do more research and find updated information about the Arab World العالم العربي and discuss the following with your classmates.</p>`
 - **Should be:**
 - `<h1 lang="ar">عن نفسي : عن نفسي الأول </h1>`
 - `<p>Activity (9): Do more research and find updated information about the Arab World العالم العربي and discuss the following with your classmates.</p>`



OER Accessibility Reference Sheet

Headings	<p>Beyond the title of the chapter, Heading 1 will create subsections within the chapter. Heading 2 should be used for headings within the subsection and so on.</p> <p>For the purpose of assistive reading software, headings styles should NEVER be skipped or jumped.</p> <p>✓ Heading 1 ▶ Heading 2 ▶ Heading 3 ✗ Heading 1 ▶ Heading 2 ▶ Heading 4</p>	<p>Paragraph</p> <p>Heading 1 <h1> </h1> Heading 2 <h2> </h2> Heading 3 <h3> </h3> HEADING 4 <h4> </h4> HEADING 5 <h5> </h5> Heading 6 <h6> </h6></p>
Color	<p>Color can be a very useful tool when helping to visually organize information. However, it is helpful to keep in mind that some of your students may not perceive color the way that you do.</p> <ul style="list-style-type: none"> When creating graphs or charts, incorporate textures or patterns (in addition to or in place of color) that are visually dissimilar. When emphasizing text, consider underlining, emboldening, or italicizing text rather than a color change. <p>WebAIM's Color Contrast Checker ACART's Contrast Checker BCCampus Guide to Color Contrast</p>	
Images & AltText	<p>Choose images that have a CC-license.</p> <p>OER LibGuide - Find Openverse Search</p> <p>AltText is the text that assistive reading technology will use to describe an image to a student. As the subject expert and educator, you are the best person to write AltText that ensures this student will come away with an accurate and clear understanding of information contained within an image.</p> <ul style="list-style-type: none"> If an image is purely decorative, it is important to avoid a lengthy description. You can simply write "graphic" in the AltText. When possible, use two or less concise sentences. When images contain sets of data or information (such as a graph), you will likely need to surpass a couple sentences to ensure that all the information contained in the graphic is accurately and completely communicated. Avoid redundancy when describing an image or graphic in the AltText and surrounding paragraph text. Leave out unnecessary information, i.e. "photo of", "bar graph showing", etc. <p>BCCampus Guide to Images</p>	



Accessibility Support

- Created based on commonly found errors in previous OER awarded books
- Keeping accessibility in mind from the start helps everyone
- This is not a comprehensive list; if using lots of links, images, videos, etc., faculty can reach out and we can provide further tips





OER Accessibility Reference Sheet

Headings

Beyond the title of the chapter, Heading 1 will create subsections within the chapter. Heading 2 should be used for headings within the subsection and so on.

For the purpose of assistive reading software, headings styles should NEVER be skipped or jumped.

- ✓ Heading 1 ▶ Heading 2 ▶ Heading 3
- ✗ Heading 1 ▶ Heading 2 ▶ Heading 4

Paragraph

Heading 1 <h1> </h1>

Heading 2 <h2> </h2>

Heading 3 <h3> </h3>

Heading 4 <h4> </h4>

Heading 5 <h5> </h5>

Heading 6 <h6> </h6>

Color

Color can be a very useful tool when helping to visually organize information. However, it is helpful to keep in mind that some of your students may not perceive color the way that you do.

- When creating graphs or charts, incorporate textures or patterns (in addition to or in place of color) that are visually dissimilar.
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[WebAIM's Color Contrast Checker](#)

[ACART's Contrast Checker](#)

[BCCampus Guide to Color Contrast](#)

Images & AltText

Choose images that have a CC-license.

[OER LibGuide - Find](#)

[Openverse Search](#)

AltText is the text that assistive reading technology will use to describe an image to a student. As the subject expert and educator, you are the best person to write AltText that ensures this student will come away with an accurate and clear understanding of information contained within an image.

- If an image is purely decorative, it is important to avoid a lengthy description. You can simply write "graphic" in the AltText.
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- Avoid redundancy when describing an image or graphic in the AltText and surrounding paragraph text.
- Leave out unnecessary information, i.e. "photo of", "bar graph showing", etc.

[BCCampus Guide to Images](#)



Accessibility Support

Parsing Accessibility Reports

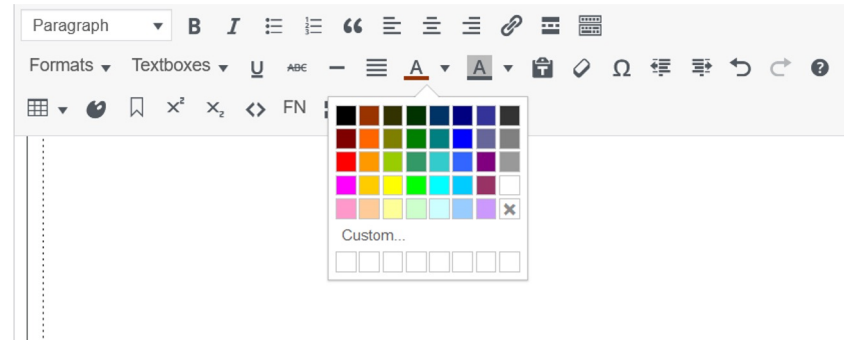
- Errors: must fix (e.g., empty or out of order headings, color contrast errors)
- Alerts: fix if possible (for example, we won't address an alert that indicates a link to a YouTube video)





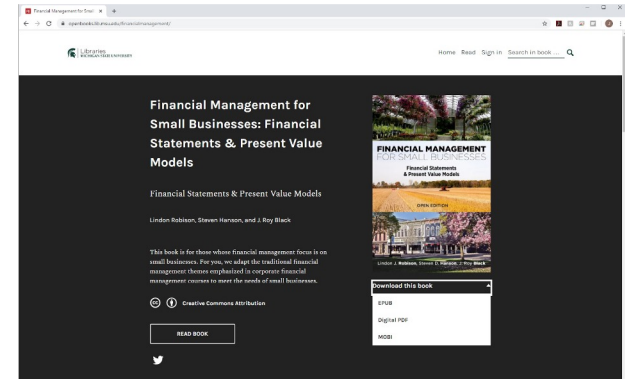
How We Help OER Authors

- Identify appropriate color contrast for graphic elements (not all options offered in Pressbooks are accessible)
- Language tags: please incorporate as you go if applicable, but we can offer support



OER Textbook Publishing

- Pressbooks Reading Platform: <https://openbooks.lib.msu.edu/>
 - Easy to access and navigate
 - Read online or download as EPUB, MOBI, PDF,
 - Physical copies available via Publishing Services print on demand.
- Services for OER award authors
 - Pressbooks formatting & assign ISBNs (Julie)
 - Editing & style consistency (Joshua)
 - Accessibility (Chandlee)
 - Cover design (Student)





Publishing Services

- Print on demand for paperback books & booklets
- Publishing consultations
- File formatting & conversion
- Book design workshops
- OER publishing support

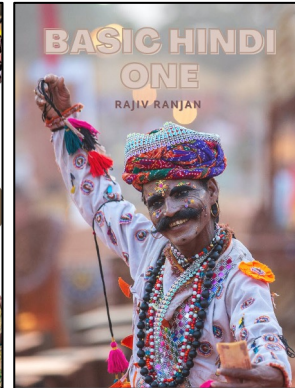
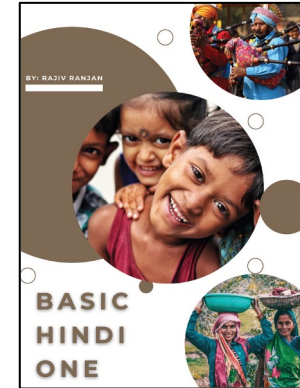
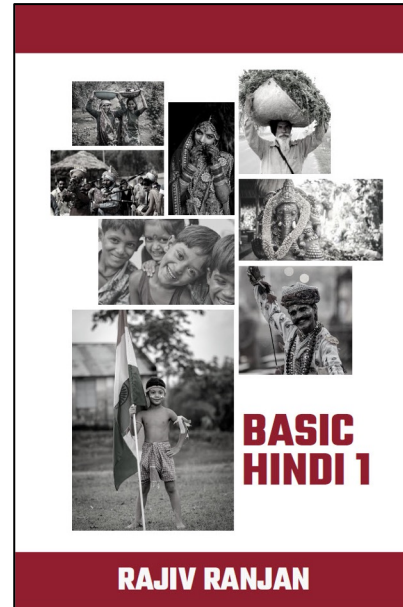


<https://lib.msu.edu/publish/>



Publishing Services Student Contributions

- Cover Designs
- LaTeX formatting
- Pressbooks formatting
- Accessibility fixes
- Book print production





Print-on-demand at Publishing Services

- Book & booklet printing
 - Departmental pricing at production cost (paid on university accounts):
 - \$2.02 base + \$0.025 per page + \$0.035 per color page
 - Example: 300 page book with 50 pages in color = \$11.27
 - Non-departmental pricing (calculator:
<https://lib.msu.edu/publish/calculate/>)
 - \$8.00 base + \$0.025 per page + \$0.10 per color page
 - Example: 300 page book with 50 pages in color = \$20.50



OER Editing Services

Perspective & Approach

- Subject area expert vs language expert
- Idea and concept clarity
- Use of syntax



OER Editing Services

Copyediting & Proofreading

- Grammar
- Punctuation
- Spelling
- Style & Conformity (CMS, APA, MLA, ACS, AMA)
- Redundant/Awkward Phrasing



OER Editing Services

Consultations & Queries

- Clarity and consistency of voice
- Flow and “wordiness”
- Cultural implications of language use
- Author/editor dialogue
- Feedback
- Optional/Suggested changes

OER Style Reference Sheet

Readability

- Style is not about “correctness,” it’s about continuity and reducing ambiguity.
- Once you make a style choice, be consistent.
- Don’t rely on Grammarly.
- **Bold** is best used for **key terms** rather than emphasis.
- Focus on clear, simple sentences. Sentences are complete thoughts, but it can take multiple thoughts/sentences to communicate ideas.
- When new acronyms are introduced for the first time, spell them out completely in parentheses.
- Use the serial (Oxford) comma when ending a list with *and*.
- There is never a reason to use two spaces.
- Conform as best you can with existing style conventions for your subject area. (e.g. Chicago, AP, ACS, APA, AMA, etc.)

Diagrams & Images

- Try to place images near to the concepts that they illustrate.
- Label figures using a consistent system so they are easy to reference.

- Hyphen

- Hyphens are really only for connecting words that function as one word. (e.g. much-needed, high-profile, mass-produced, non-English-speaking)

- En Dash

↵ option + hyphen
ctrl + hyphen

- Use an en dash between ranges of numbers.
- Use for a negative (minus) symbol.
- Join names in titles with an en dash. (e.g. Myers-Briggs, Wisconsin-Madison)

— Em Dash

⇧ shift + ↵ option + hyphen
ctrl + alt + hyphen

- Em dashes can be a better choice than a comma for sudden insertions or breaks in a sentence
- Denotes interruptions when placed at the end of a sentence.
- Use before attribution at the end of a quote block

Numerals

- Use numerals for numbers 10 and larger, spelling out one through nine. *However, always use numerals with quantifiers, such as million or billion. (e.g. 2 million)*
- Use numerals for measurements, addresses, times, and dates.

Italics

- Italics can denote when a word is being referred to as a term. (e.g. What do we mean by *amorphous*?)
- Use italics for the titles of periodicals, TV shows, books, and movies.

OER Style Guide

- Uniformity across OER catalog
- Readability
- Consistency
- Style conformity



Questions?

- Regina Gong, gongregi@msu.edu,
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- Chandlee Marcyk-Taylor, tayl1076@msu.edu