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OER Design: Creating Functional and Attractive Open Textbooks

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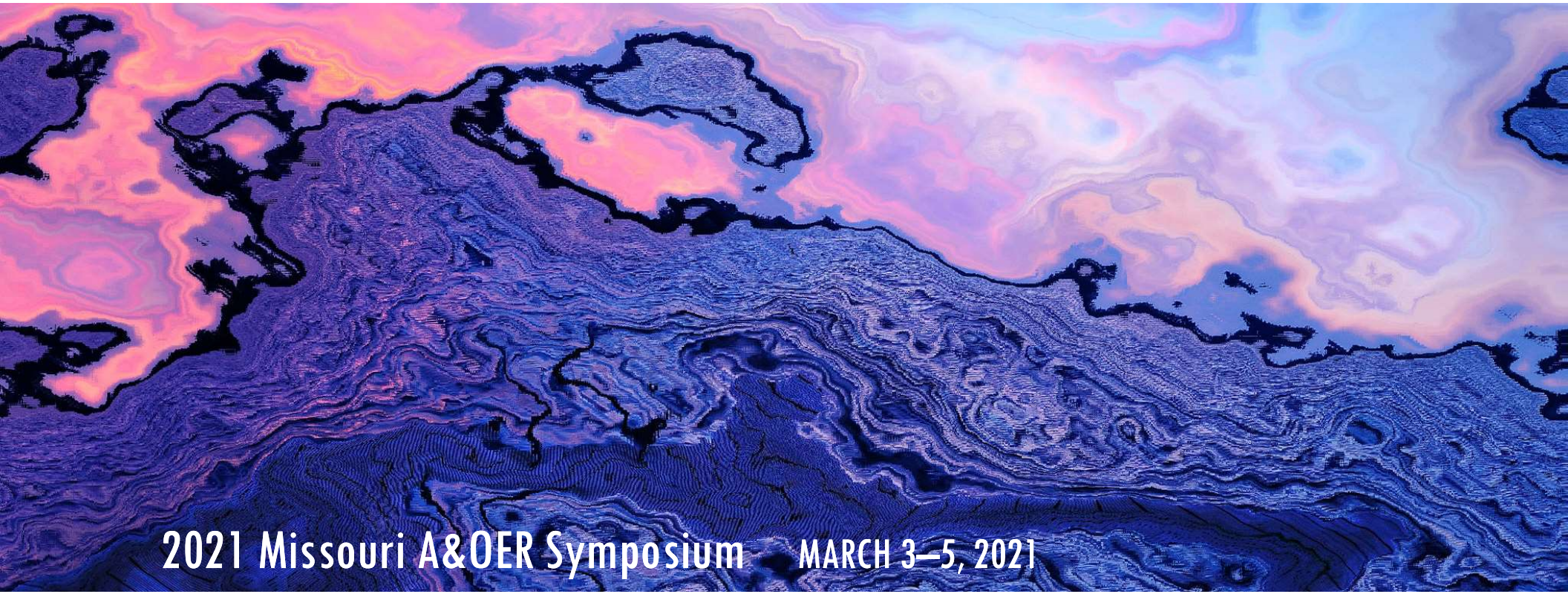

OER DESIGN

Creating Functional and Attractive Open Textbooks

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HELLO!

Judy Schmitt

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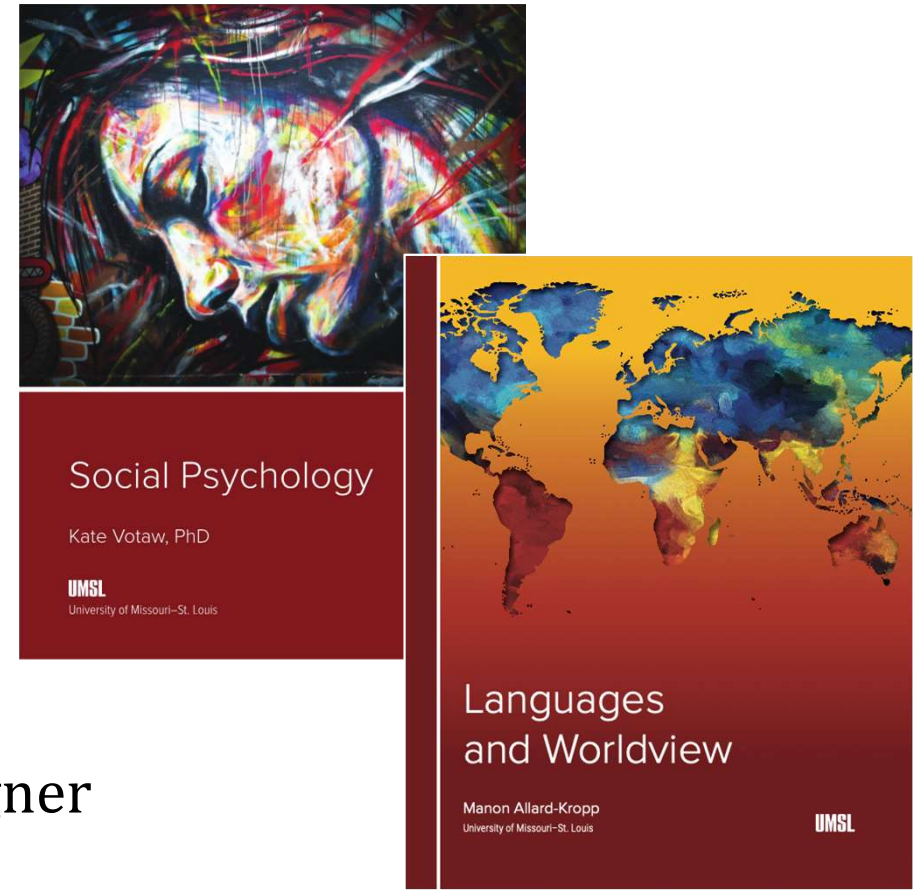
Spent nearly 25 years in the publishing industry as a book designer and layout professional



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WHO ARE YOU?

What is your role or interest in OER creation?

A. Teaching Faculty

B. Librarian

C. Instructional Designer

D. Graduate Assistant

E. Other (please type in Chat)

WHAT WE'LL COVER TODAY

FUNCTION

Helping users get the most out of your OER

APPEARANCE

Reducing the "yuck" factor

ACCESSIBILITY

Making your OER accessible to users of all abilities

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FORMATS AND FILE TYPES

Printed (or easily printable)

- PDF

Electronic

- HTML
- Webbook: Pressbooks
- E-book: EPUB or MOBI (Kindle)

SOFTWARE

Word processors

Layout programs

Hybrids

Pros and cons of each

What software do you use most?

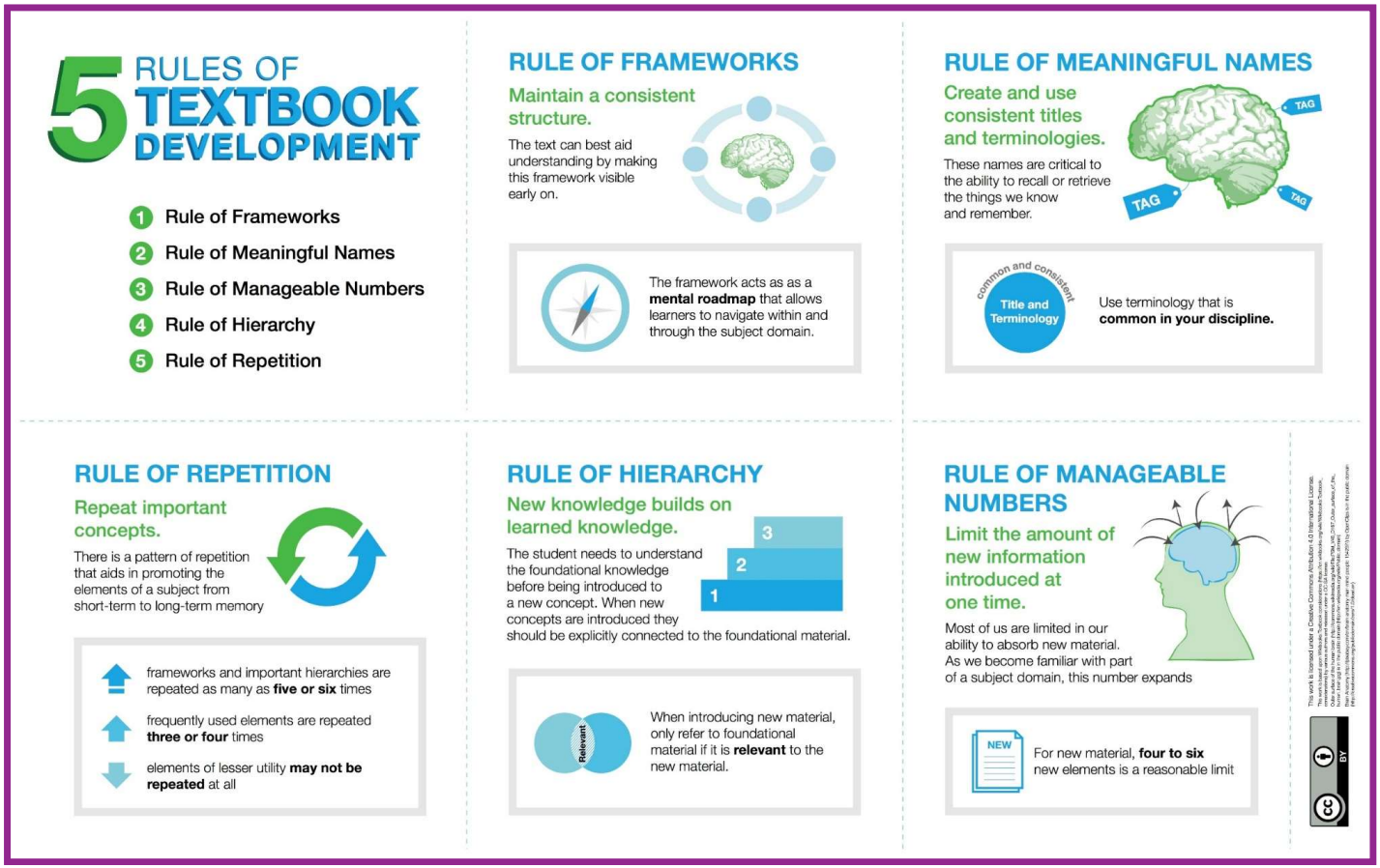
A. Microsoft Word
B. Google Docs
C. An LMS (Canvas, Blackboard, etc.)
D. Adobe InDesign
E. Microsoft Publisher
F. Pressbooks
G. Other (please type in Chat)

DEVELOP A COHESIVE PRODUCT

Consistency

Repetition

Hierarchy



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STUDENT USE

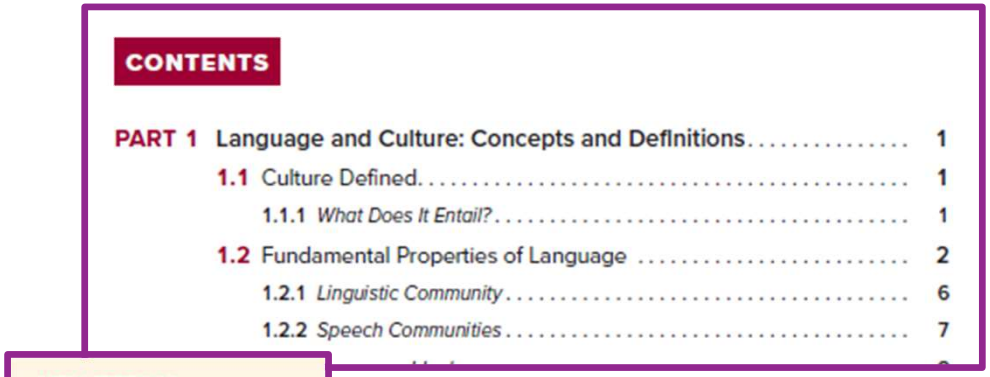
Table of contents »
- Easily navigable with links

Pedagogical aids »

Currency of content

Connections between topics
- Cross references

Index
- Thumb index



CONTENTS

PART 1 Language and Culture: Concepts and Definitions 1
1.1 Culture Defined 1
1.1.1 *What Does It Entail?* 1
1.2 Fundamental Properties of Language 2
1.2.1 *Linguistic Community* 6
1.2.2 *Speech Communities* 7

KEY TERMS

ableism
antimiscegenation laws
ascribed identities
avowed identities
code-switching

EXERCISES

1. List some of your personal, social, and cultural identities. Are there any that relate? If so, how? For your cultural identities, which ones are dominant and which ones are nondominant? What would a person who looked at this list be able to tell about you?
2. Describe a situation in which someone ascribed an identity to you that didn't match with your avowed identities. Why do you think the person ascribed the identity to you? Were there any stereotypes involved?

Top, Allard-Kropp, M. (2020). *Languages and worldview.* http://irl.umsl.edu/oer/17
Bottom left and right, Ahrndt, S. (2020). *Intercultural communication.* https://irl.umsl.edu/oer/24
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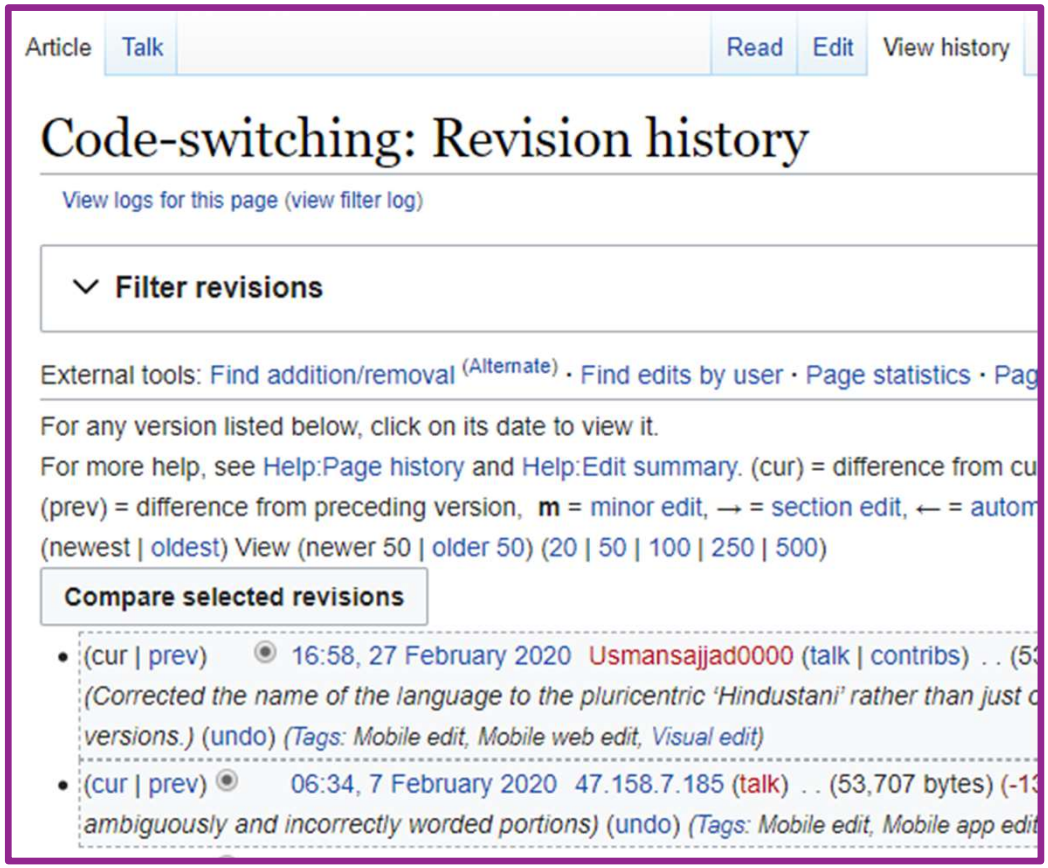
FACULTY RE-USE

References

- Use Crossref.org to look up DOIs
- For Wikipedia entries, use the "View history" feature to cite the archived version you accessed

Source files



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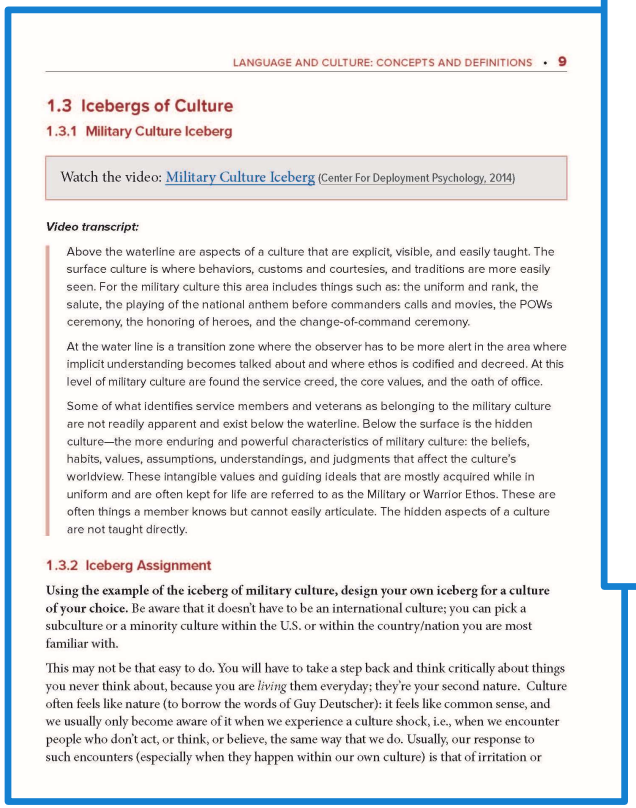
PAGE DESIGN AND COLORS

One column vs. multiple columns

- Maximum column width
- Leading
- Paragraph breaks
- Alignment

Colors

Visual interest



LANGUAGE AND CULTURE: CONCEPTS AND DEFINITIONS • 9

1.3 Icebergs of Culture

1.3.1 Military Culture Iceberg

Watch the video: Military Culture Iceberg (Center For Deployment Psychology, 2014)

Video transcript:

Above the waterline are aspects of a culture that are explicit, visible, and easily taught. The surface culture is where behaviors, customs and courtesies, and traditions are more easily seen. For the military culture this area includes things such as: the uniform and rank, the salute, the playing of the national anthem before commanders calls and movies, the POWs ceremony, the honoring of heroes, and the change-of-command ceremony.

At the water line is a transition zone where the observer has to be more alert in the area where implicit understanding becomes talked about and where ethos is codified and decreed. At this level of military culture are found the service creed, the core values, and the oath of office.

Some of what identifies service members and veterans as belonging to the military culture are not readily apparent and exist below the waterline. Below the surface is the hidden culture—the more enduring and powerful characteristics of military culture: the beliefs, habits, values, assumptions, understandings, and judgments that affect the culture's worldview. These intangible values and guiding ideals that are mostly acquired while in uniform and are often kept for life are referred to as the Military or Warrior Ethos. These are often things a member knows but cannot easily articulate. The hidden aspects of a culture are not taught directly.

1.3.2 Iceberg Assignment

Using the example of the iceberg of military culture, design your own iceberg for a culture of your choice. Be aware that it doesn't have to be an international culture; you can pick a subculture or a minority culture within the U.S. or within the country/nation you are most familiar with.

This may not be that easy to do. You will have to take a step back and think critically about things you never think about, because you are *living* them everyday; they're your second nature. Culture often feels like nature (to borrow the words of Guy Deutscher): it feels like common sense, and we usually only become aware of it when we experience a culture shock, i.e., when we encounter people who don't act, or think, or believe, the same way that we do. Usually, our response to such encounters (especially when they happen within our own culture) is that of irritation or

36 • CHAPTER 2

LGBT activists are attacked during an action "Day of Kisses" against a homophobic bill in Moscow. Photo credit: Ilona Yarchuk used under (CC BY SA 2.0

community and the treatment of the Jewish community by the Nazi regime in the years leading up to the Holocaust.

In 2014, public figures around the world called for a boycott (unsuccessfully) of the Winter Olympic Games in Sochi, arguing that the language of the Olympic Charter explicitly denounces all forms of discrimination. Ultimately, the Winter Olympic Games went ahead as planned, although athletes and Olympic tourists alike were warned against promoting "non-traditional sexual relations."

Sources

Ennis, S. (2014, January 14). *Homophobia spreads in Russian media*. BBC News. http://www.bbc.com/news/world-europe-25778272

Michaelson, J. (2014, June 9). *Homophobia in Russia is taking a Kafkaesque turn*. The Daily Beast. http://www.thedailybeast.com/articles/2014/06/09/homophobia-in-russia-is-taking-a-kafkaesque-turn.html

Nemtsova, A. (2013, August 9). *Russia: The next Third Reich?* The Daily Beast. https://www.thedailybeast.com/russia-the-next-third-reich

Contemporary increases in globalization and immigration are leading to more culturally diverse populations in many countries. These changes will create many benefits for society and for the individuals within it. Gender, cultural, sexual orientation, and ethnic diversity can improve creativity and group performance, facilitate new ways of looking at problems, and allow multiple viewpoints on decisions (Cunningham, 2011; Mannix & Neale, 2005; van Knippenberg & Schippers, 2007). On the other hand, as we have seen in many places in this book, perceived similarity is an extremely important determinant of liking. Members of culturally diverse groups may be less attracted to each other than are members of more homogeneous groups, may have more difficulty communicating with each other, and in some cases may actively dislike and even engage in aggressive behavior toward each other.

The principles of social psychology, including the ABCs—affect, behavior, and cognition—apply to the study of stereotyping, prejudice, and discrimination, and social psychologists have expended substantial research efforts studying these concepts (Figure 2.1). The cognitive component in our perceptions of group members is the **stereotype**—the positive or negative beliefs that we hold about the characteristics of social group. We may decide that "French people are romantic," that "old people are incompetent," or that "college professors are absent minded." And we may use those beliefs to guide our actions toward people from those groups (Figure 2.2). In addition to our stereotypes, we may also develop **prejudice**—an unjustifiable negative attitude toward an outgroup or toward the members of that outgroup. Prejudice can take the form of disliking, anger, fear, disgust, discomfort, and even hatred—the kind of affective states that can lead to behavior

FIGURE 2.1 Relationships among social groups are influenced by the ABCs of social psychology.

Left, Allard-Kropp, M. (2020). *Languages and worldview.* http://irl.umsl.edu/oer/17. **Above,** Ahrndt, S. (2020). *Intercultural communication.* https://irl.umsl.edu/oer/24 Both used under CC BY-NC-SA 4.0.

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TYPEFACES/FONTS

Serif vs. sans-serif »
- Other typeface categories

Numbers »

Heading hierarchy

Obtaining, licensing, and embedding
- What is a font license?
- More on licensing
- How to embed fonts in PDFs
- Embedding fonts in eBooks

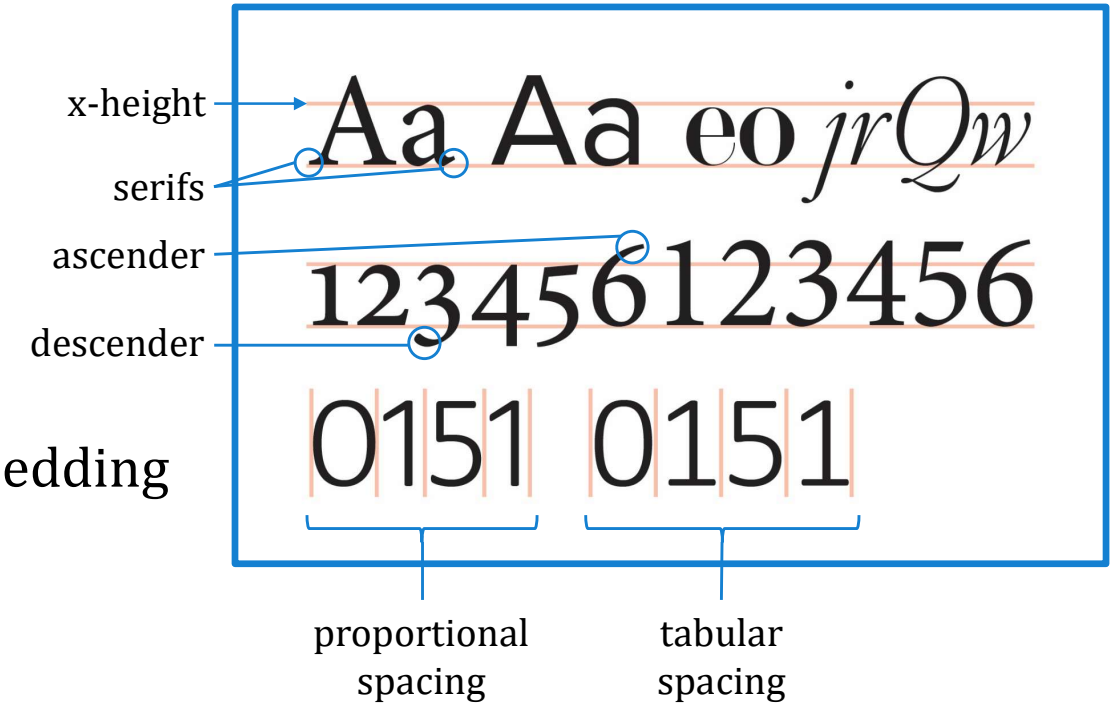
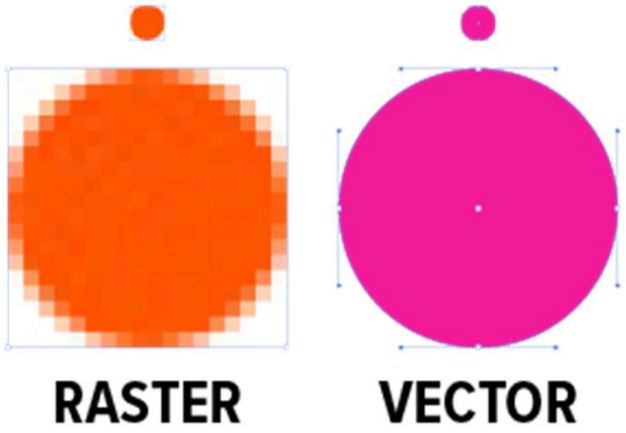


IMAGE CONSIDERATIONS



Understanding image file types

Resolution (dpi or ppi)

- 300 ppi for print
  - No. of inches × 300 = No. of pixels ⇒ 6(300) × 4(300) = 1800 × 1200 pixels
- Effective resolution
  - Reducing an image's dimensions will increase its resolution

Image licenses

Attribution best practices

THE HIGH POINTS

Alternate text »

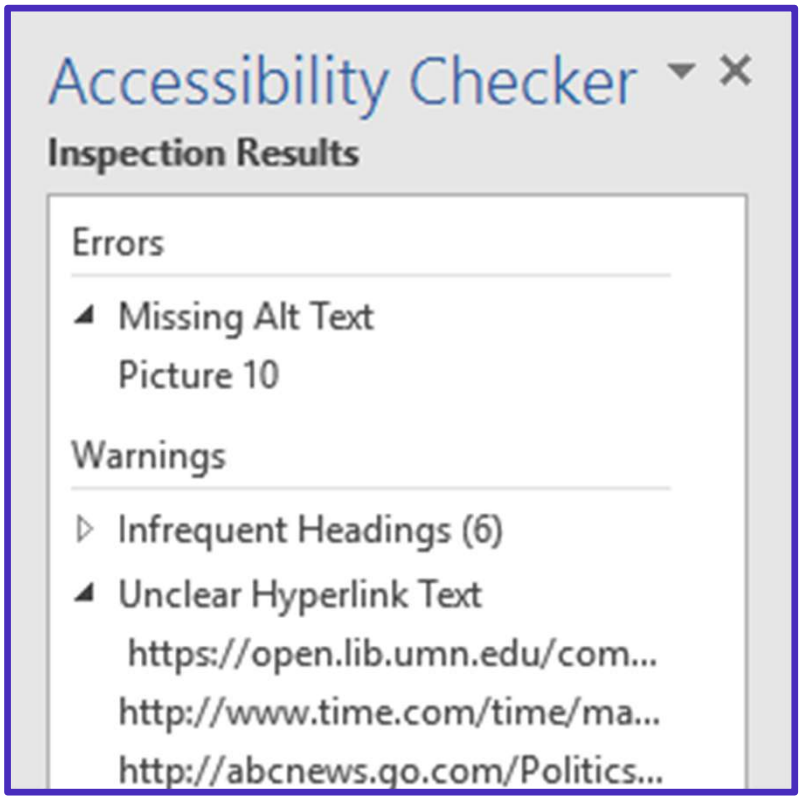
Paragraph styles

Meaningful hyperlinks »

Color and contrast

Sensory characteristics

Tables



See my OER Accessibility presentation

WHERE TO GO FOR MORE INFORMATION

Princeton University: Digital Accessibility

Illinois State University: Website and Digital Accessibility

University of Washington: Creating Accessible Documents • Creating Accessible PDFs from Microsoft Word

Penn State: PDF Files

City University of New York (CUNY): Accessibility Toolkit for Open Educational Resources (OER): Evaluation

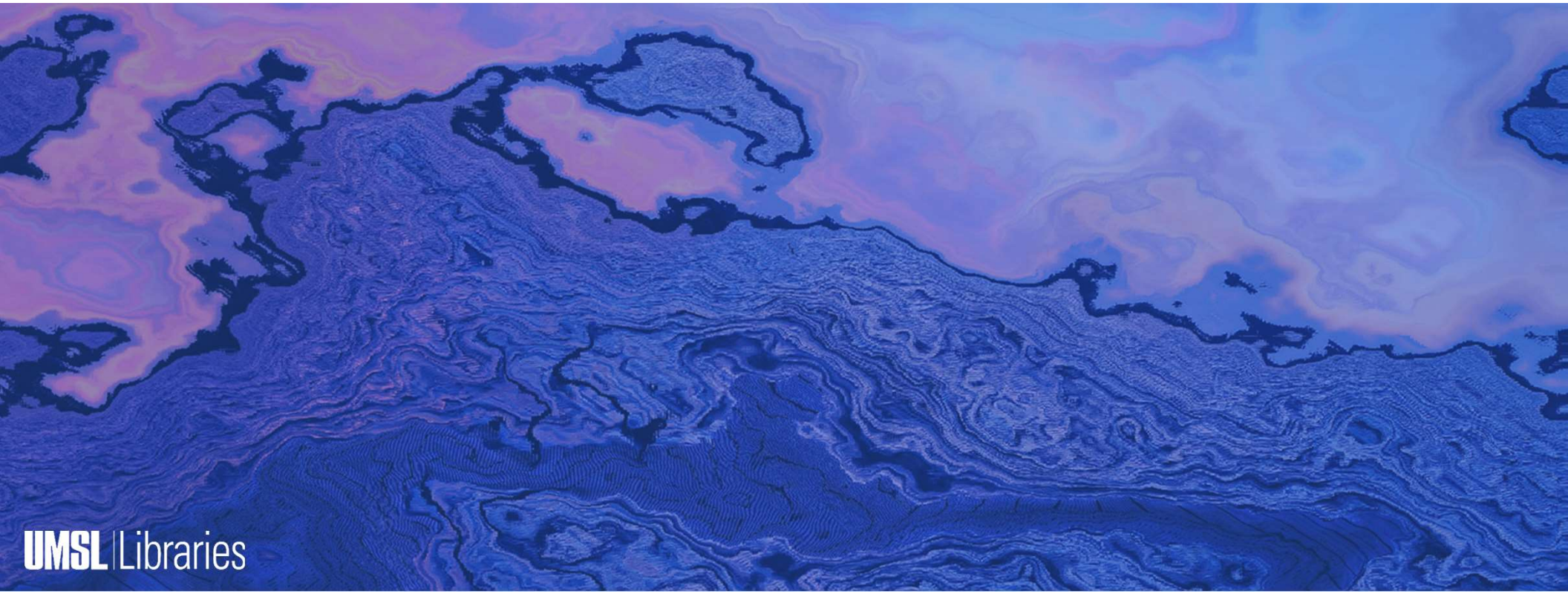
OTHER RESOURCES

CAST: Universal Design for Learning

WebAIM:

- Numerous articles focused on accessibility, user perspectives, evaluation and testing, standards and laws, etc.
- Contrast Checker

The Paciello Group: Colour Contrast Analyser



THANK YOU FOR YOUR TIME!

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