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OER Design (Old)

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OER Design

Creating Functional Open Textbooks
(That Don't Make Your Students' Eyes Bleed)

Presented by Judy Schmitt

REFERENCE LIBRARIAN, UNIVERSITY OF MISSOURI-ST. LOUIS

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

Formats, File Types, and Software

- Printed (or printable)
 - PDF
- Electronic
 - EPUB or Kindle (MOBI)
 - HTML
- Word processors
- Layout programs
- Hybrids
- Pros and cons of each

Develop a Cohesive Product

- Consistency
- Repetition
- Hierarchy

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.

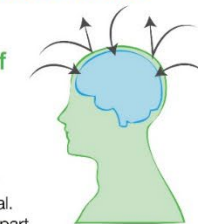


When introducing new material, only refer to foundational material if it is **relevant** to the new material.

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

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Student Use

- Table of contents >
 - Set up differently in EPUB
- Pedagogical aids >
- Currency of content
- Connections between topics
 - Cross references
- Index
 - Not necessary in EPUB

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?

Faculty Re-Use

- References
 - Use [Crossref.org](https://crossref.org) to look up DOIs
 - For Wikipedia entries, use the “View history” feature to cite the archived version you accessed ➤
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Page Design and Colors

- One column vs. multiple columns
 - Maximum column width
 - Paragraph breaks and 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.

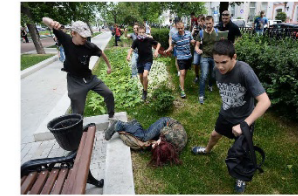
Some of what identifies service members and veterans as belonging to the military culture are not readily apparent and exist below the waterline. Below the surface is the hidden culture—the more enduring and powerful characteristics of military culture: the beliefs, habits, values, assumptions, understandings, 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: Roma Yankin used under CC BY SA 7.0

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>

Michalson, 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

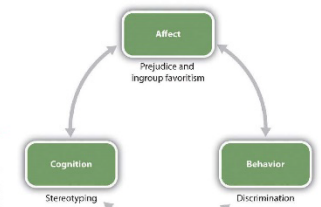


FIGURE 2.1 Relationships among social groups are influenced by the ABCs of social psychology.

Typefaces/Fonts

- Serif vs. sans-serif >
 - Other typeface categories
- Numbers >
- Heading hierarchy
- Obtaining, licensing, and embedding
 - [What is a font license?](#)
 - [More on licensing](#)
 - [Embedding fonts in eBooks](#)

Aa Aa eo jr Qw

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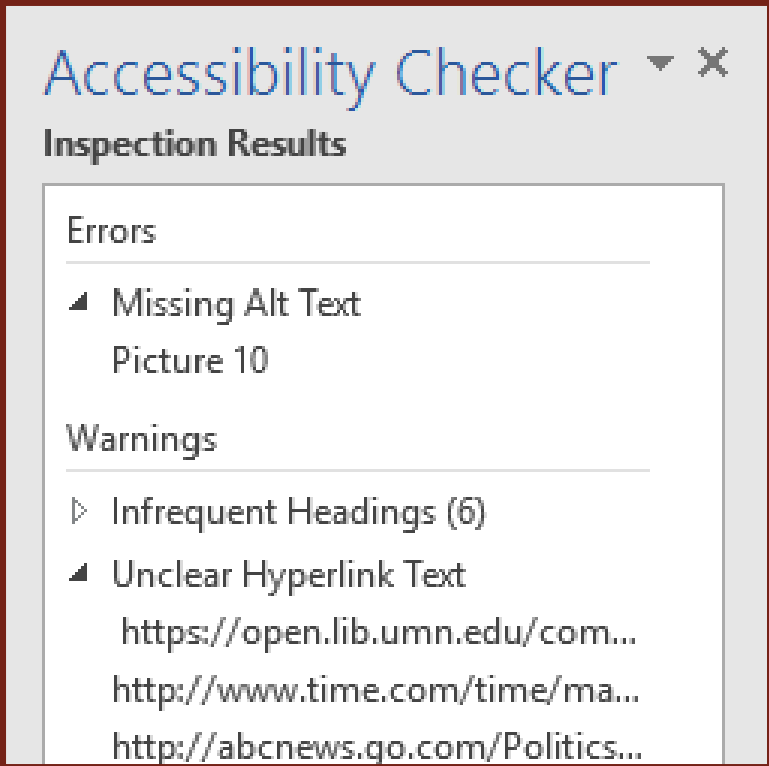
0151 0151

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 - 300 ppi for print
 - No. of inches \times 300 = No. of pixels \Rightarrow 6-by-3 inches \times 300 = 1800-by-900 pixels
 - Effective ppi
 - Reducing an image's dimensions will increase its resolution, so a 300-ppi image scaled to 50% of its actual size will have an effective ppi of 600
- Image licenses
- Attribution [best practices](#)

The High Points

- Paragraph styles that indicate heading level
- Meaningful hyperlinks
- Lists
- Captioned text for audio and video content
- Alternate text for images ➤
- Accessible tables
- Tagged PDFs (Word users, see [instructions](#))



Accessibility Checker ▾ ✕

Inspection Results

Errors

- ▲ Missing Alt Text
Picture 10

Warnings

- ▷ Infrequent Headings (6)
- ▲ Unclear Hyperlink Text
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- University of Washington
 - [Creating Accessible Documents](#)
- Penn State
 - [PDF Files](#)
- City University of New York (CUNY)
 - [Accessibility Toolkit for Open Educational Resources \(OER\): Evaluation](#)

Thank you for your time!

Judy Schmitt

If you have any questions,
please contact me at j.schmitt@umsl.edu

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