

# Open Content Deserves Open Platforms

*Principles & Practices for a Publicly-Owned Publishing Infrastructure*

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**Steel Wagstaff**, Educational Client Manager, Pressbooks

**Amanda Wentworth**, OER Publishing Coordinator, SUNY Geneseo

# THE FIRST PEOPLE'S GATHERING PLACE

Simon Fraser University  
Vancouver Campus, Harbour Centre

We wish to welcome visitors to the shared territory of the Skwxwú7mesh Úxwumixw, səliłwətaʔt, and xʷməθkʷəy̓əm First Nations on whose traditional lands this campus resides. We also acknowledge the presence in this urban place of other First Nations, Métis, and Inuit peoples. The cultural and historical images and symbols of the Aboriginal peoples of Canada are found throughout this room.

We are meeting on the unceded, ancestral, and occupied lands of the Skwxwú7mesh (Squamish), səliłwətaʔt (Tsleil-Watuth), and xʷməθkʷəy̓əm (Musqueam) Nations of the Coast Salish peoples.



# What are ‘**platforms**’ & why should we care?

Exploring the state of things in 2019

## ☆ 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](#)

### FRED — Consumer Price Index for All Urban Consumers: Educational books and supplies



Shaded areas indicate U.S. recessions

Source: U.S. Bureau of Labor Statistics

fred.stlouisfed.org

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**.

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.

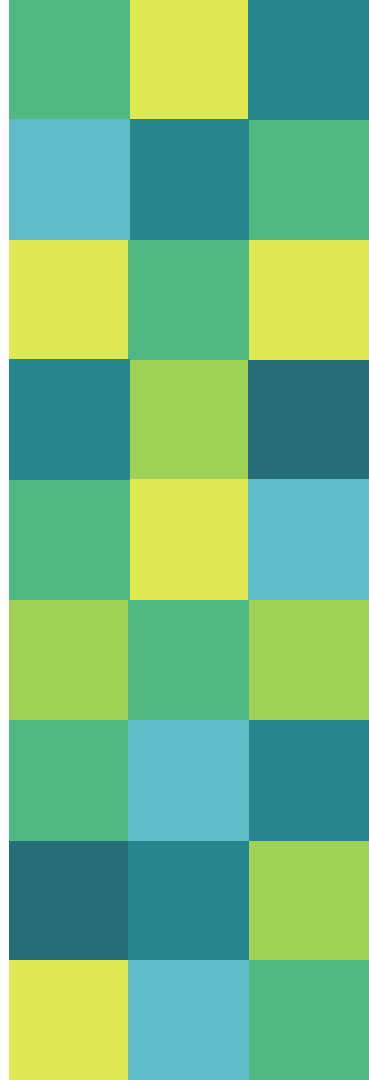
Content can be copyrighted, permissively licensed, or in the public domain. Openly licensed textual content is increasingly common, but requires a platform to edit, remix, integrate w/ LMS.

## 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.**

**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

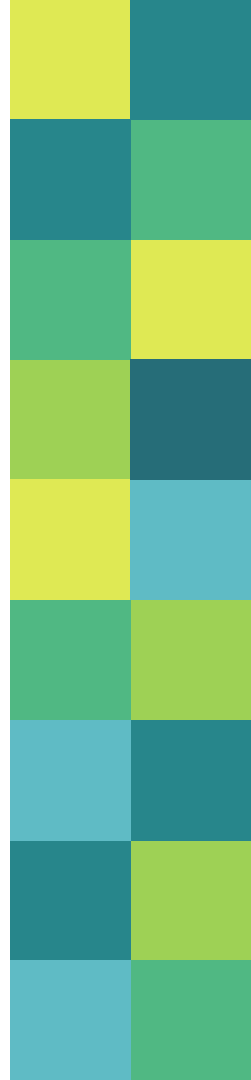


# What do we want from our **platforms?**

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

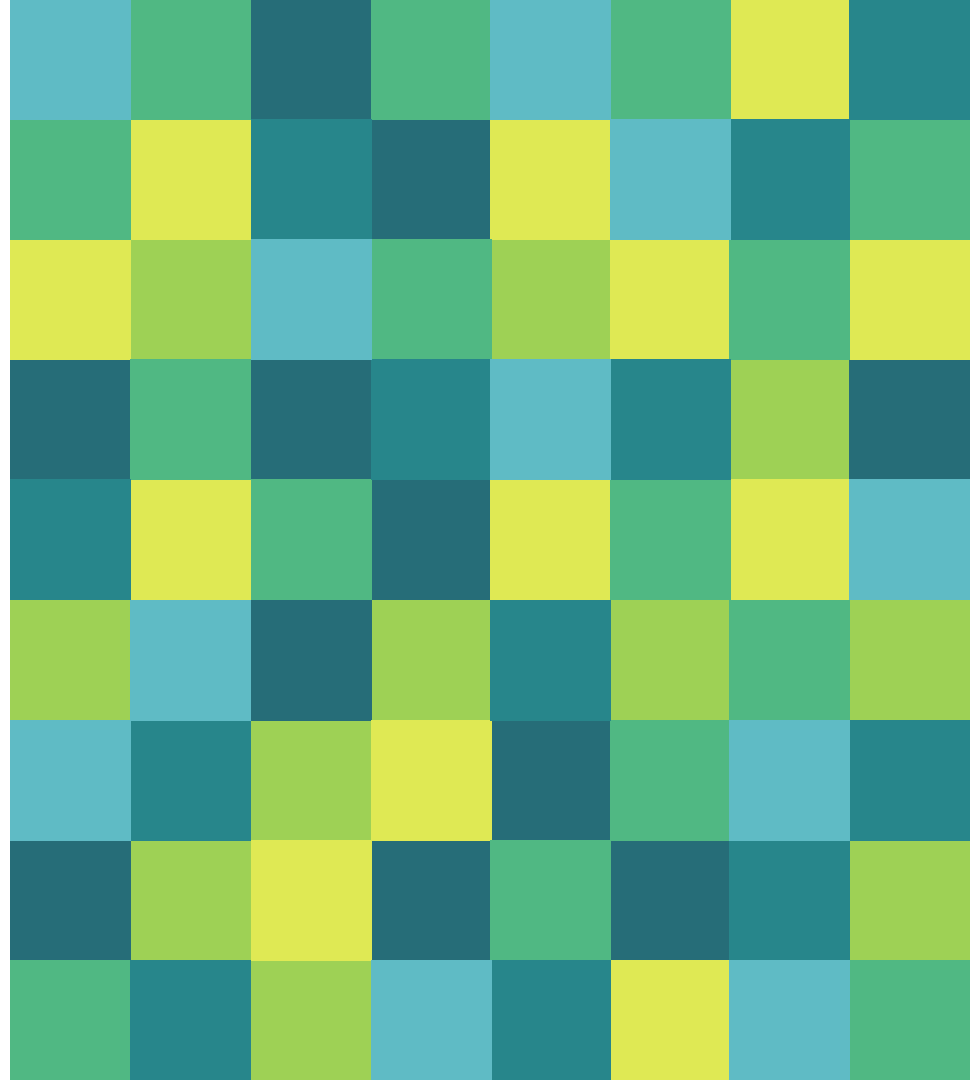
# Our Platform Principles

- 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



# 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:

README.md

## Pressbooks

license

GPL-3.0-or-later

release

v5.7.2

packagist

v5.7.2

php

>=7.1

build

passing

codecov

65%

Translate Pressbooks

downloads

5k

backers

4

sponsors

1

[Pressbooks](#) is a book content management system which produces multiple formats: ebooks, webbooks, print-ready [PDF](#), and various XML flavours. [Pressbooks](#) is built on top of [WordPress Multisite](#), and makes significant changes to:

- 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.

Pressbooks is free software, released under the [GPL v3.0 or later](#) license.

Our web/ebook and [PDF](#) exports are all driven by HTML + CSS. XML outputs have no styling.

### Important!

- Do **NOT** use Pressbooks with an existing WordPress site.
- Please use with a **FRESH** install of [WP MULTISITE](#).
- If this makes you nervous, please use our free site: [Pressbooks](#), or contact us.

### Try pressbooks.com

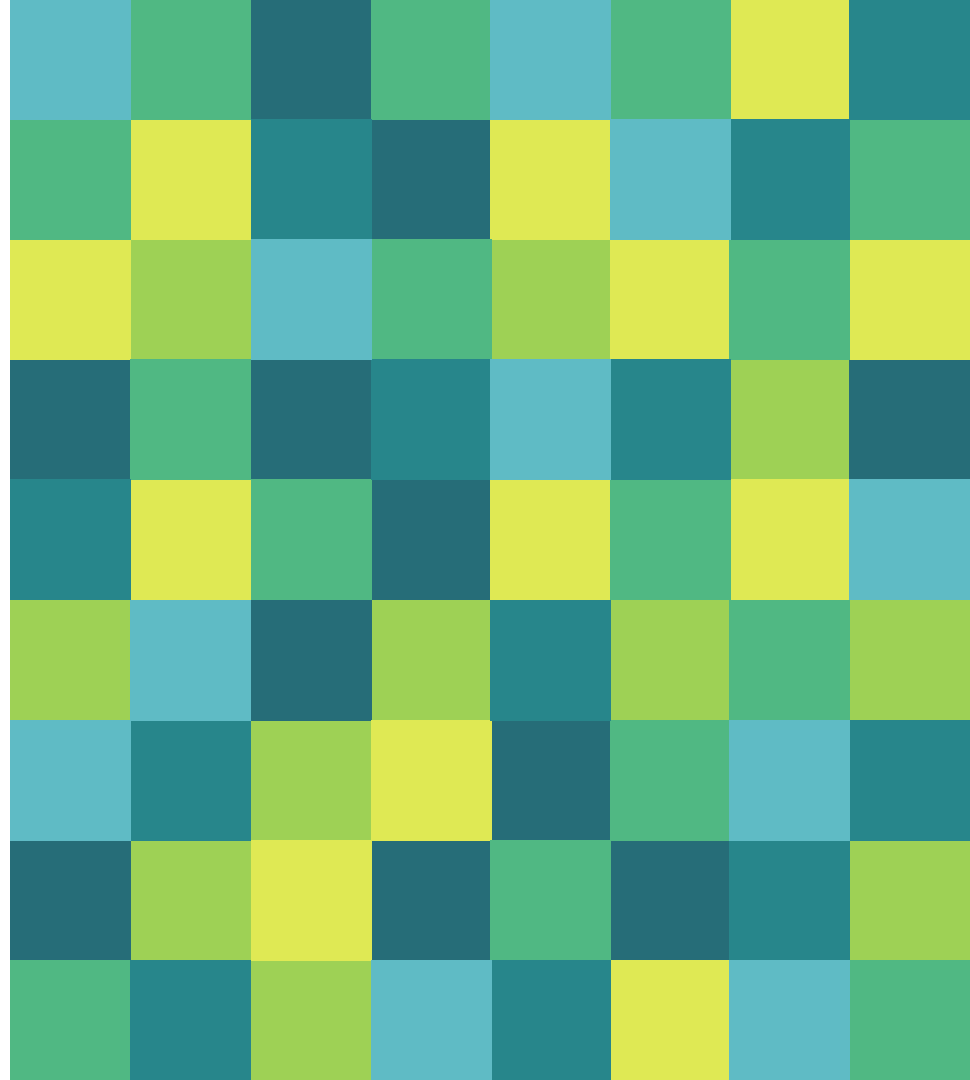
While Pressbooks is open source, we recommend you try [Pressbooks.com](#) before deciding whether or not you wish to host and maintain your own instance. We can also host and maintain an instance for you.

At left: [Pressbooks.org](#)

At right: Pressbooks on [GitHub](#)

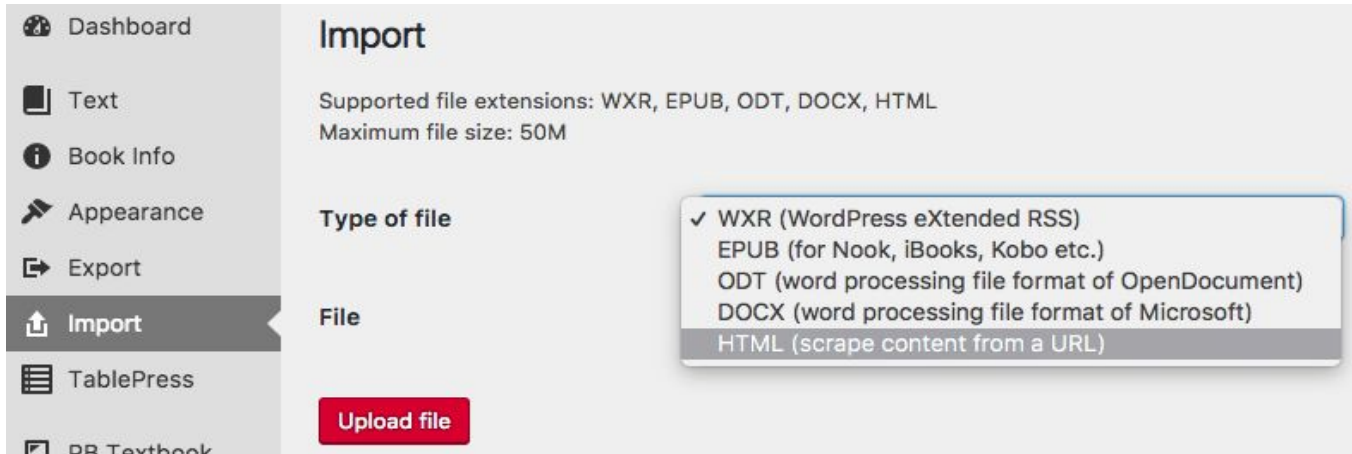
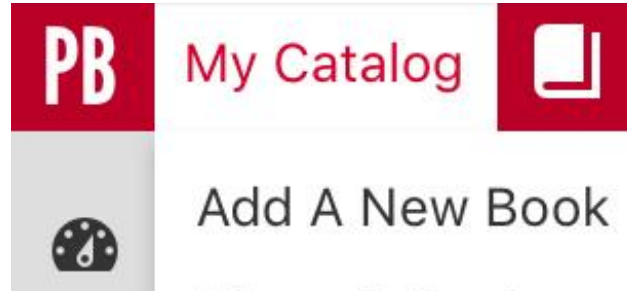
# Lets users come & go freely

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.



- Dashboard
- Organize
- Book Info
- Appearance
- Export**
- Export
  - Cover Generator
- Publish
- Plugins
- Media
- Users
- Tools
- Settings
- Integrations
- H5P Content
- Collapse menu

## Export

You can select multiple formats below. Pressbooks keeps the last 3 exports of each file format. You can pin specific

### 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



EXPORT YOUR BOOK

## Latest Exports

Bulk Actions

Apply

5 items

<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

At left: Export page. Pressbooks makes it easy to export your content to nearly a dozen different formats.

### r. The Gutenberg Galaxy

When King Lear proposes "our duties: purpose" as the subversion of his kingdom, he is expressing a politically daring and assuredly guarded intent for the early seventeenth century:

Only we still retain:  
The name, and all its additions to a king: "the easy,  
Reverence, and execution of the law."

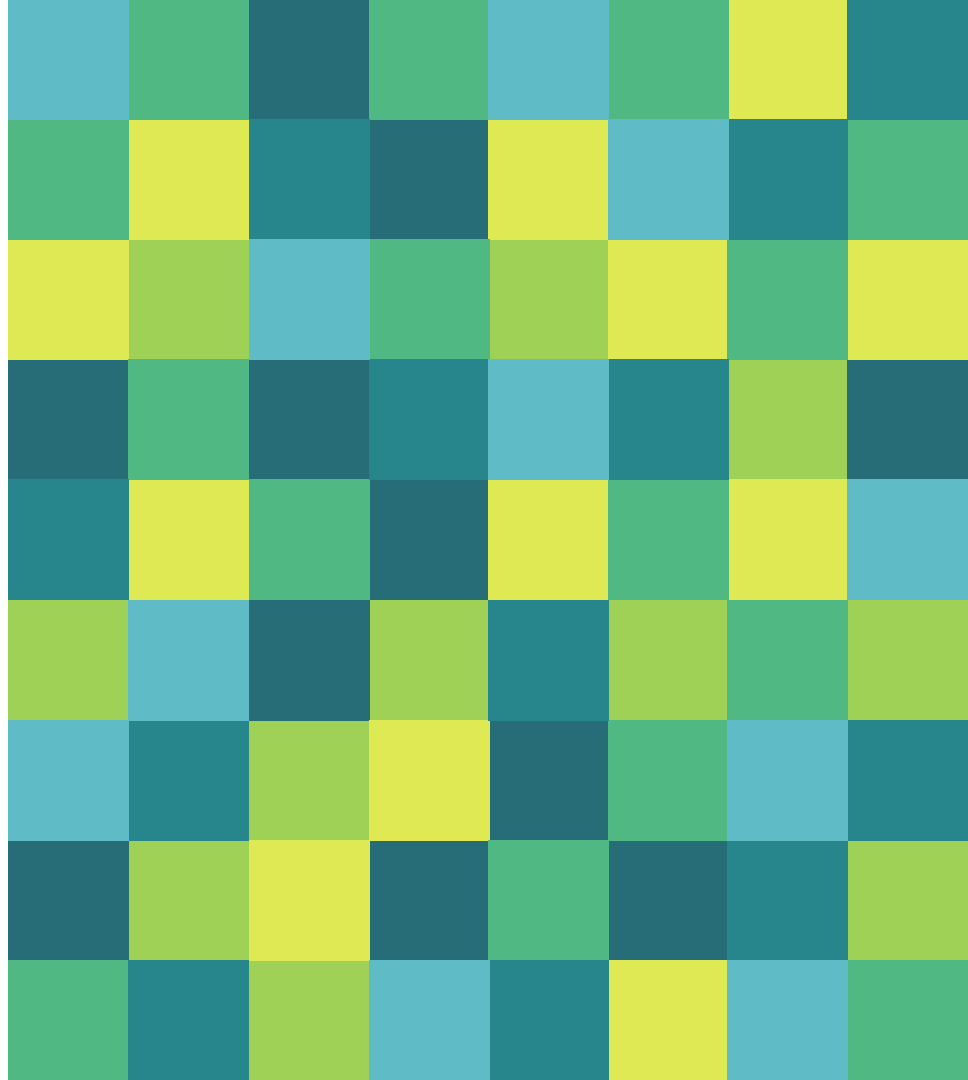
Your Theme: McLuhan 2.8.0

Change Theme

[Theme Options](#)



# Can be made personal/local


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



# Cloning Content

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

 My Catalog 

 Add A New Book

Clone A Book

## Clone

Enter the URL to a Pressbooks book to clone it.

Source Book URL

Target Book URL

integrations.pressbooks.network/

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 `<a href="http://pressbooks.com/">Pressbooks`,<sup>[footnote]</sup> `<em>Pressbooks.com</em>`, `https://pressbooks.com/`.<sup>[/footnote]</sup>`</a>` an online book-formatting software often used for open textbook projects.

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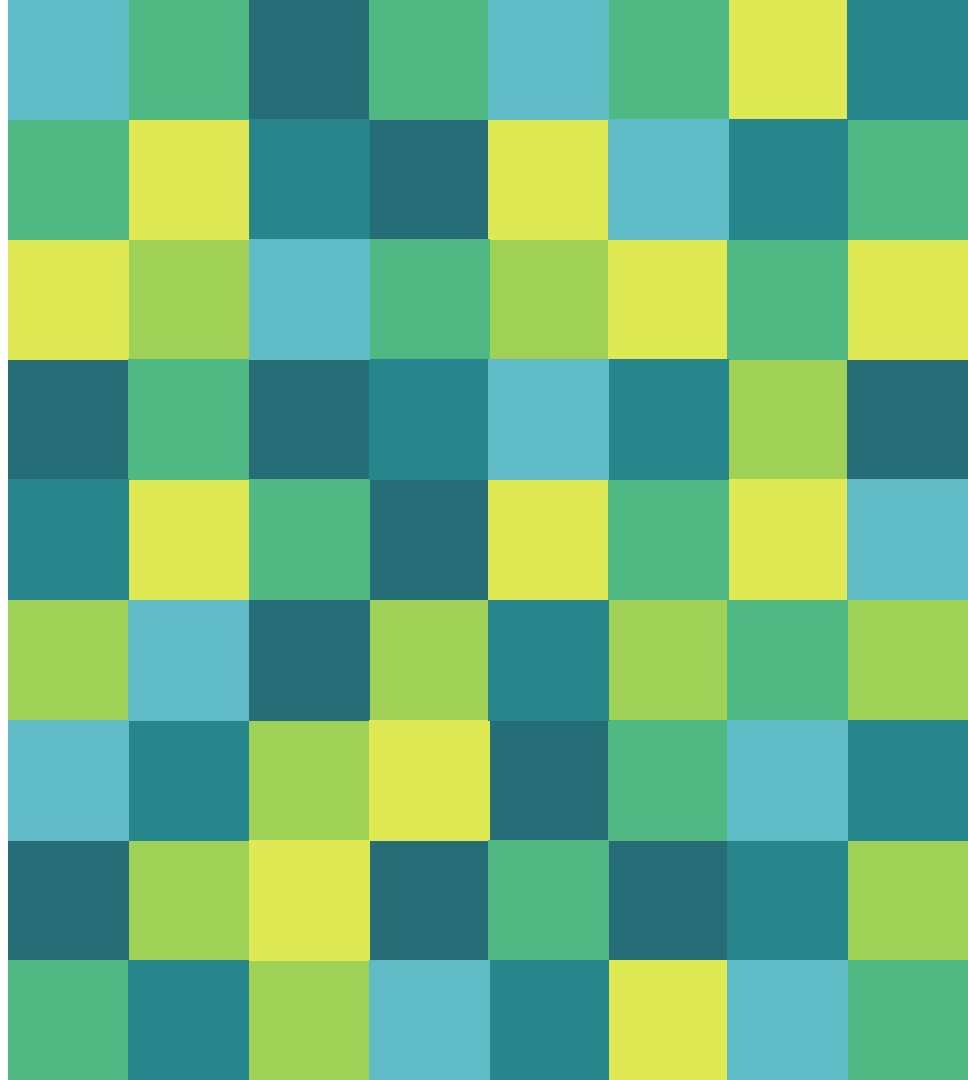
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**At Left:** A view of the 'Show Comparison' tool for a cloned book which has been edited from the original.

# Plays well with others

Uses broadly accepted standards



# Uses Broadly Accepted Standards

## Supported Web Standards

HTML5 + CSS

[Schema.org](https://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

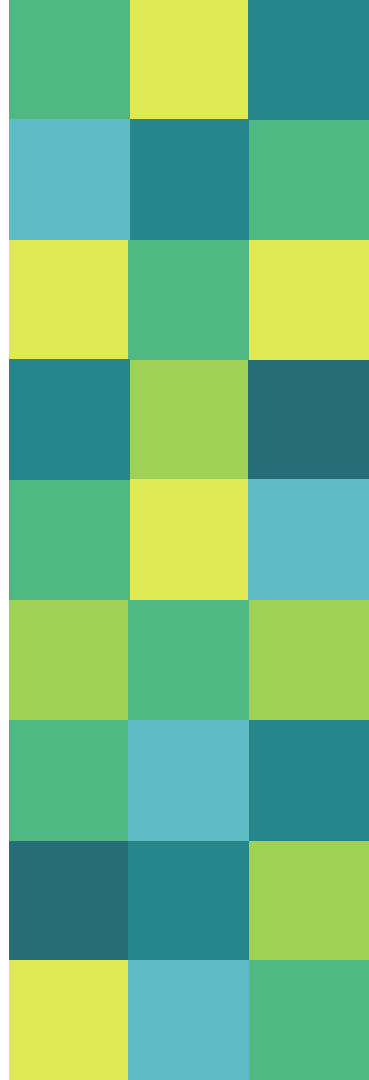
## Supported SSO Protocols

[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](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  
Quizzes  
**Modules**  
Collaborations  
Chat  
BBCCollaborate 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

Annotations 2 Page Notes

**laurarodey** Apr 28, 2018  
Public  
People, and very wisely too, like to be express and explicit about their essential rights, and not to be forced to claim them or ... More  
I would probably just pull this quote to use.

**fullerddad** Apr 28, 2018  
Public  
Men, in some countries do not remain free, merely because they are entitled to natural and unalienable rights; men in all co ... 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 relevance to most teenagers. Amendment 2 always generates interest and disagreements between students and has, unfortunately been very much in the news each school year. Amendment 3 does not hold much allure, but is easy to comprehend. Older H.S. students tend to have enough life experience to understand how 5 - 8 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.

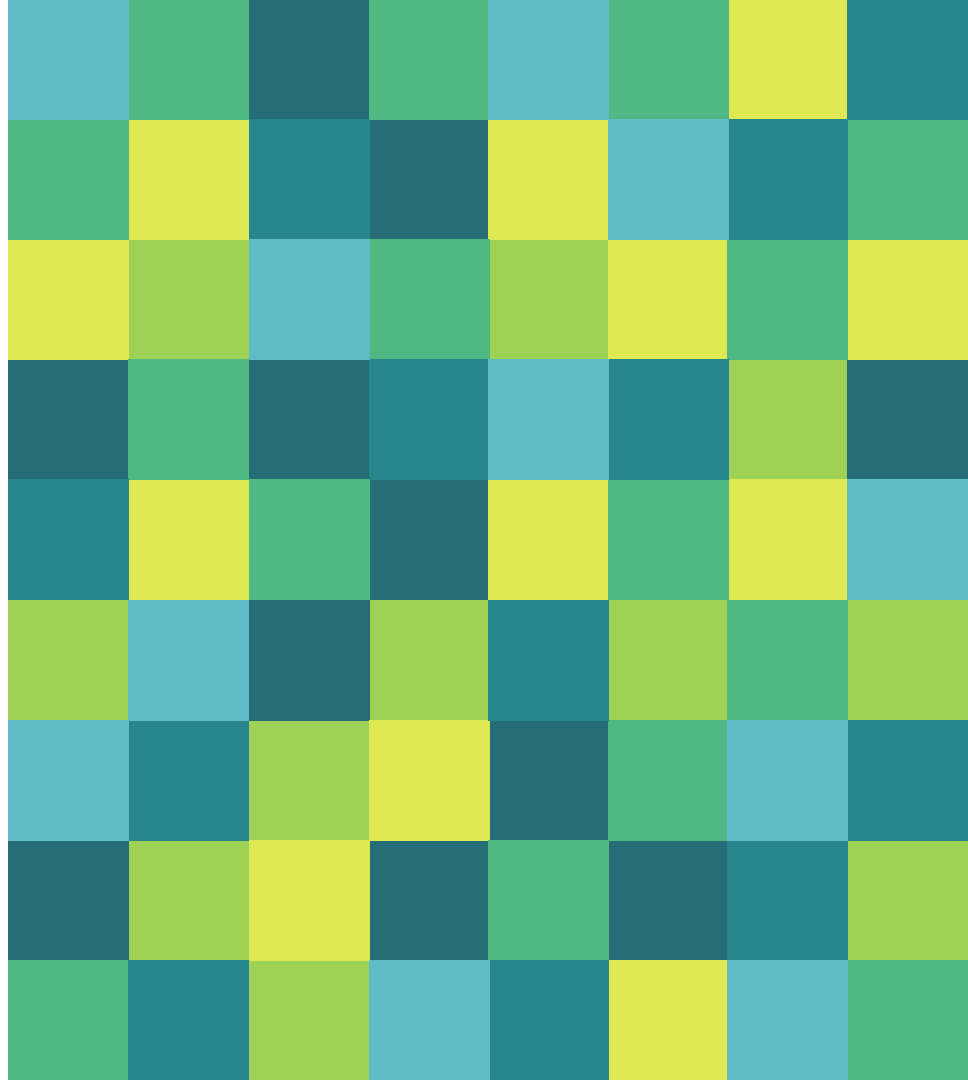
Hide replies (2)

**laurarodey** Apr 28, 2018  
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 implied right to privacy and the following cases: Roe v. Wade (law prohibiting abortion), Griswold v. Connecticut (law prohibiting sale of contraception), and Lawrence v. Texas (anti-sodomy laws). Basically, how the 9th Amendment "opens the

Previous Next

# Helps learners achieve their goals

Includes interactive components  
where feedback is designed for  
learners *first*



# Embedded Interactive Elements

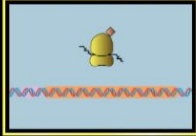
**AT RIGHT:** Authors can add interactive components (like YouTube/Vimeo videos, PHET simulations, open assessments, TimeLine JS, and more) just by pasting the URL into the editor.

▼

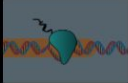
TESTING INTERACTIVE

I.

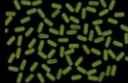
## Gene Expression Essentials



Expression



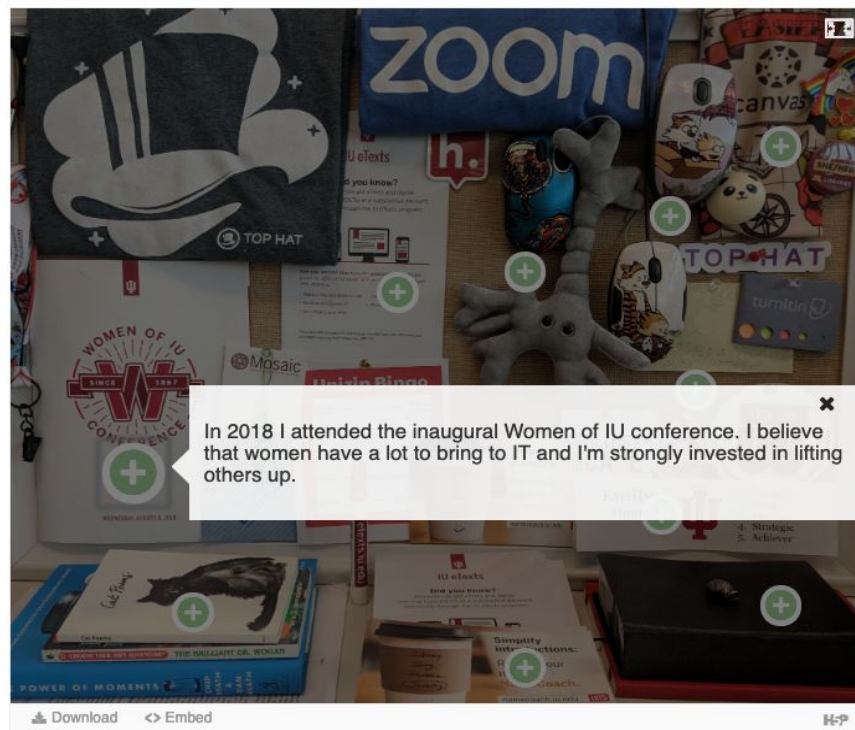
mRNA



Multiple Cells

PHET

## 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



Your answer

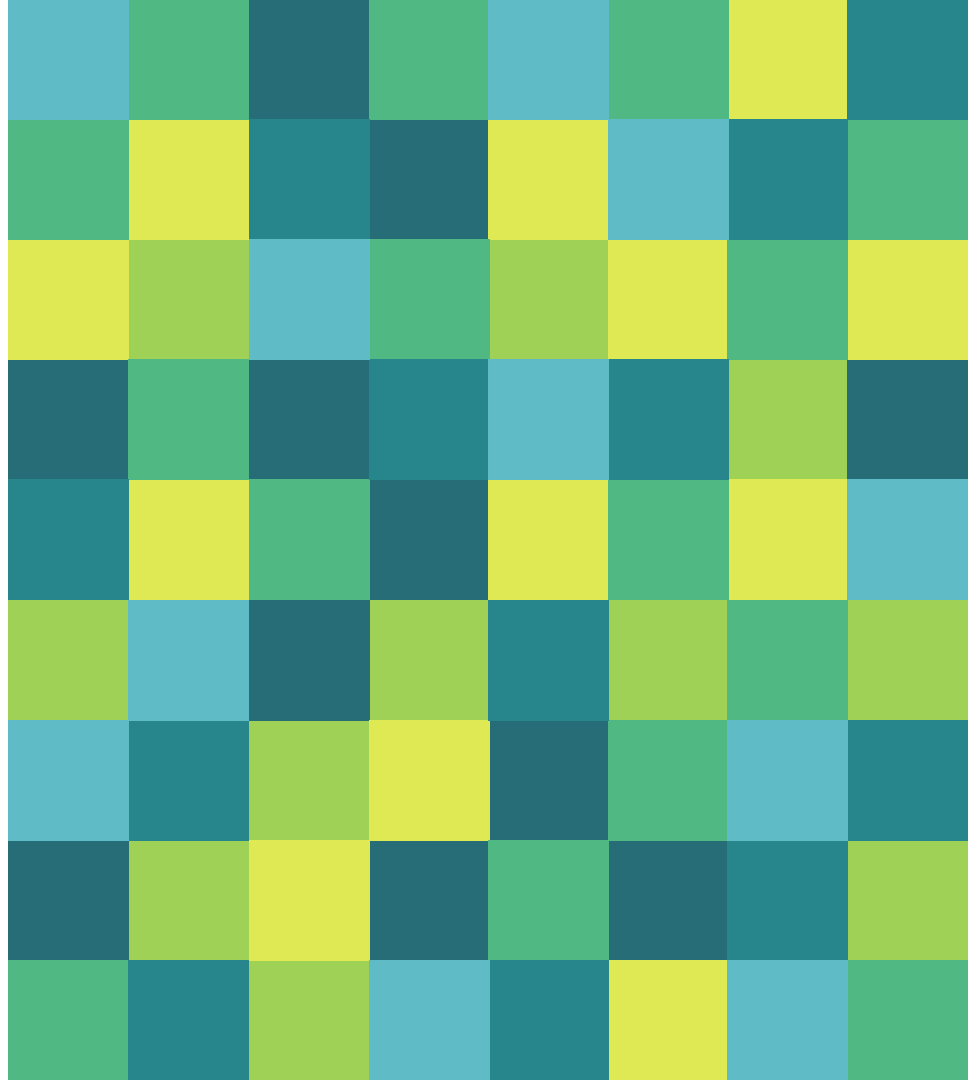


Check

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.

# 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 (4)

fullerdad Apr 14, 2018

Public

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 wrestling 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)

laurarodey Apr 28, 2018

Public

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.

fullerdad Apr 28, 2018

Public

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 "scaffolding" would need to be pretty extensive. Sailors have an ex-

“

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:

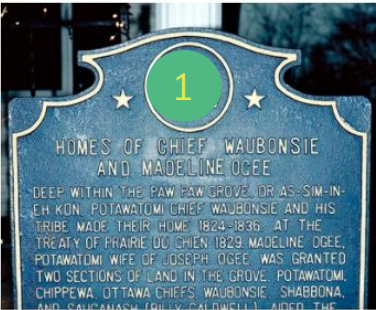
Who was Lincoln's general?

- ☐ 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

Hide replies (3)

steelwagstaff Apr 14

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



2

steelwagstaff Apr 14

I also found this great video with all kinds of recipes and advice for eating/cooking paw paws: <http://www.serieseats.com/2014/09/09/wild-pawpaws-wild-fruit-mid-west-how-to-prepare-and-eat-pawpaws.html>

3

steelwagstaff

Niedecker reading h... enclosure":

4

5

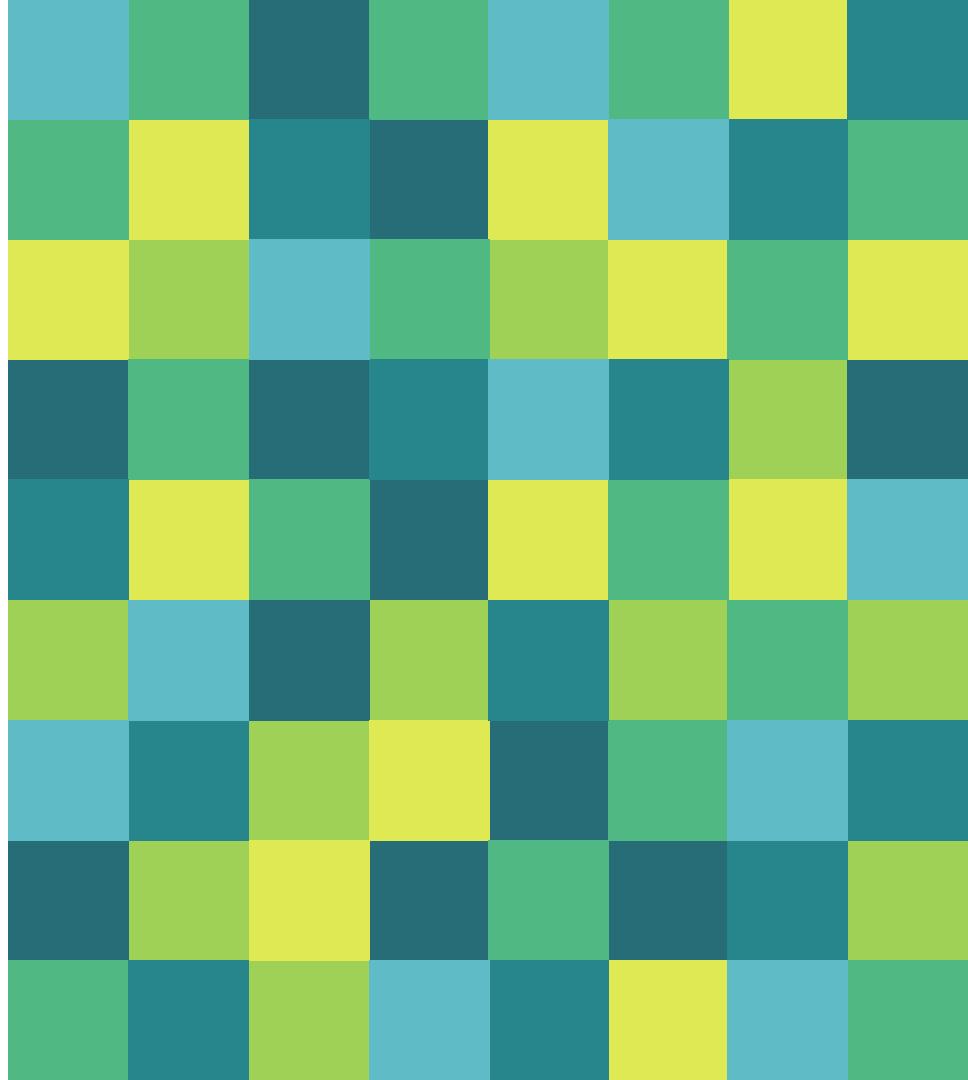
At left: Pressbooks chapter with public annotation

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



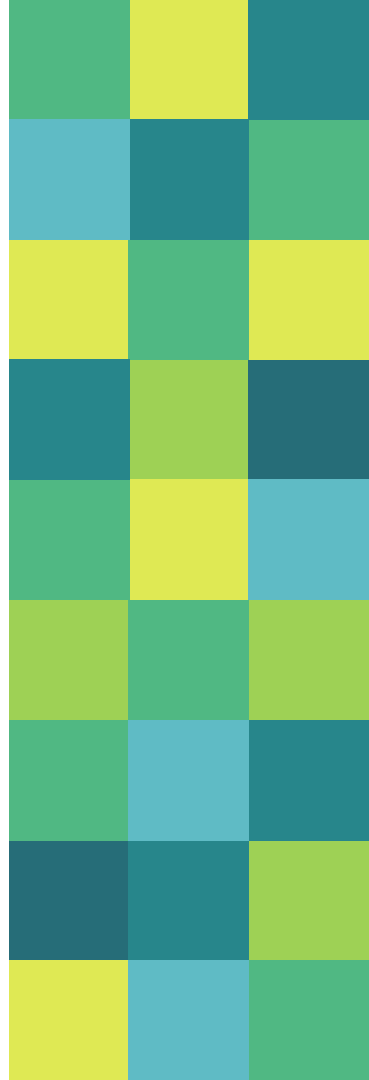
# Learner-Centered Analytics

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 provider plugin
2. Instrumenting Pressbooks to transmit learning analytics statements directly to an institution-owned Learning Record Store.





# eCampusOntario

Investing in infrastructure & community

# What is “eCampusOntario?”



# eCampusOntario's Principles

1.

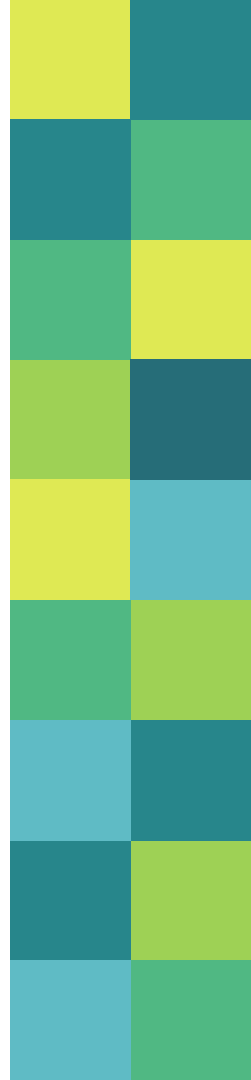
**Lead** through open and collaborative practices.

2.

**Build capacity** through shared & collaborative services.

3.

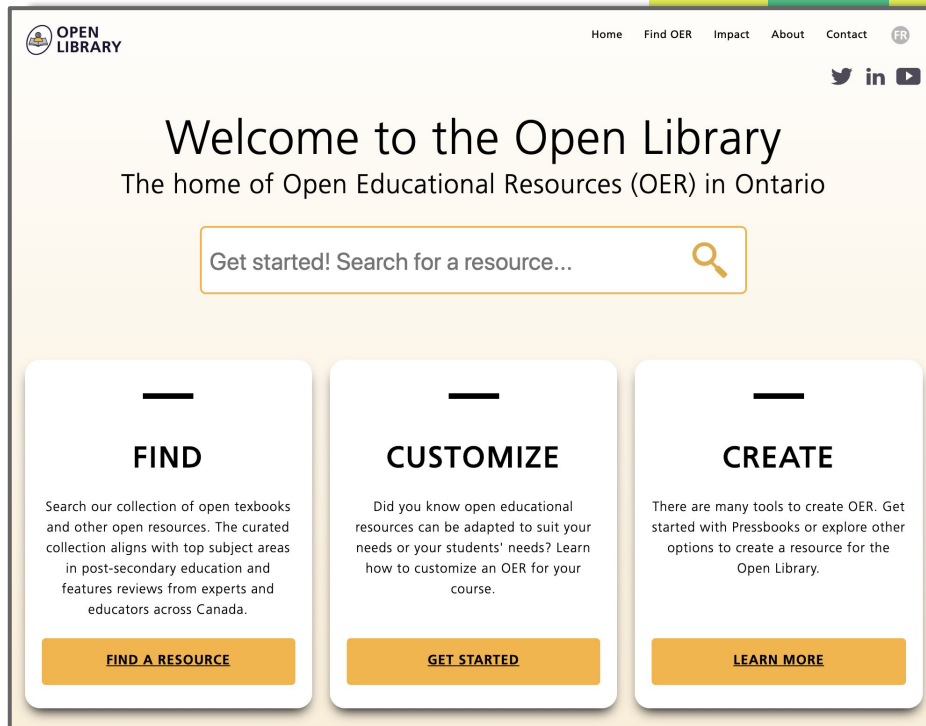
**Inspire innovation** through investment in research and development.



# Our Infrastructure

## Financial investment in systems

- Repository // DSpace
- Search // WordPress
- Authoring // Pressbooks



# Pressbooks working with Ryerson University on eCampusOntario grant: “Open Publishing Infrastructure”

May 19, 2017 by Hugh McGuire

We are very very excited to announce that we’re working with **eCampusOntario and Ryerson University** to improve Pressbooks as an Open Textbook authoring tool, under the just-announced eCampusOntario project: “Open Publishing Infrastructure for Ontario Post-Secondary Educators, Learners.”

Most of the development work we undertake under this grant will be released as open source improvements to the **Pressbooks GPL codebase** — so anyone using Pressbooks will benefit.

## Pressbooks as we’ve dreamed since, well, 2010

This project is going to allow us to develop some of the most exciting capabilities of Pressbooks, something we have been dreaming of since, well, since I started working on Pressbooks way back in 2011.

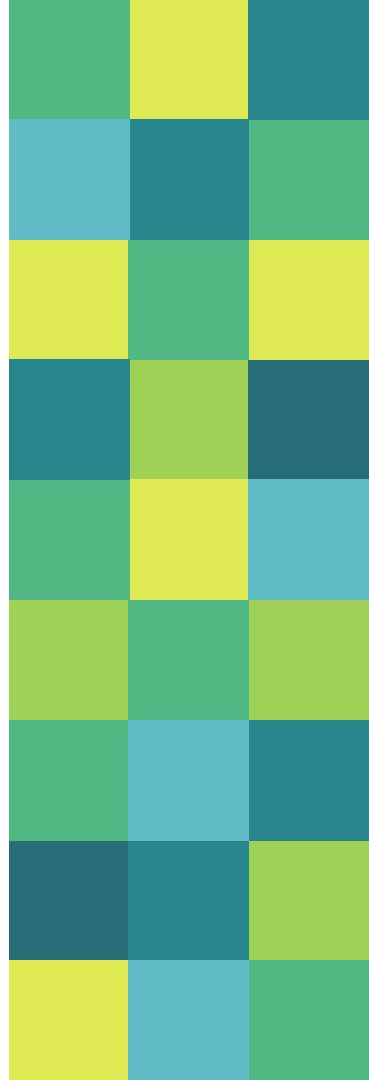
At left: Blog post on eCampusOntario’s funding Pressbooks “[Open Publishing Infrastructure](#)” work.

# Pressbooks Development Round 1

- Enhanced themes
- H5P integration (and other embedded media)
- Cloning support
- Support for modular content
- Version tracking

Meeting Ontario's needs.

Improving Pressbooks for all users.

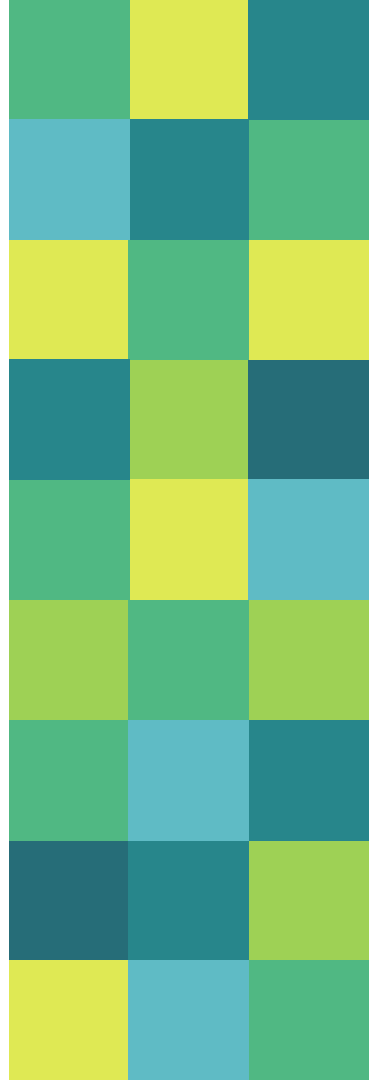


# Pressbooks Development Round 2

- Accessibility audit & VPAT
- Fully French authoring interface
- Book and network level analytics

Meeting Ontario's needs.

Improving Pressbooks for all users.



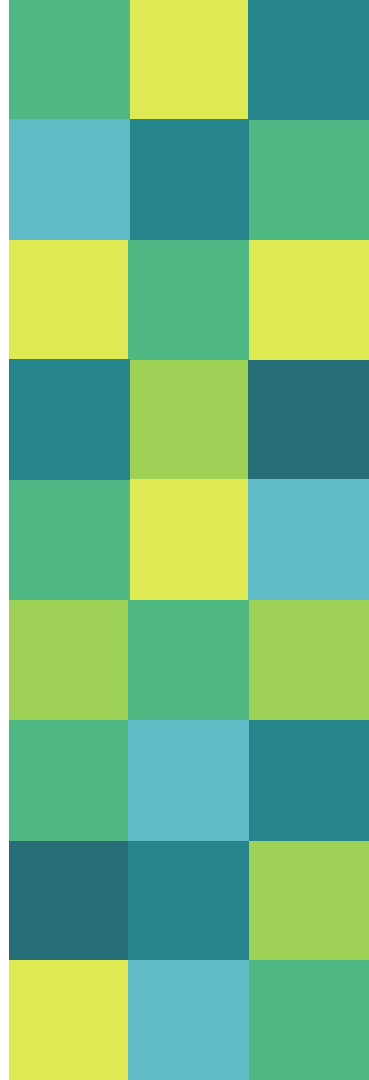
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Can **tools** spark  
a **cultural shift**?

# Investment: Human

- **New Technologies Team**
  - Chief Technology Officer
  - Digital Access & OER Lead
  - Senior Systems Administrator
  - Junior Front-End Developer
- **Community engagement opportunities**

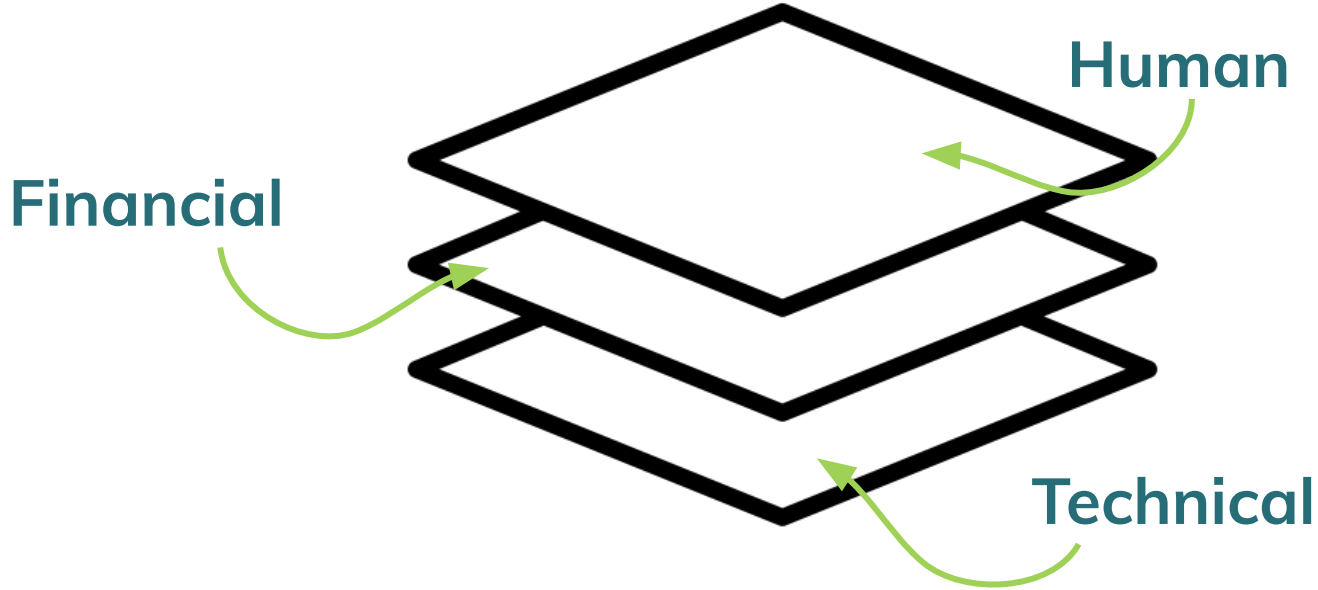
Investing in people is investing in sustainability.



A decorative border composed of a grid of squares in various shades of green, yellow, and blue, framing the central text area.

What is **infrastructure**?

# Layered Infrastructure



# Open at Scale

A targeted approach to OER development which focuses on a single subject vertical, identifies gaps in the landscape, leverages existing assets and builds out the rest.

The Open at Scale approach originated in Ontario through conversations with passionate practitioners and leaders that saw an opportunity to pursue open education at a systemic level.

**Open at Scale projects are designed by and for Ontario institutions and supported by eCampusOntario.**

<https://www.openatscale.ca/>

## Discipline focus

The Open at Scale initiative focuses on the discovery and development of open educational resources (OER) in a specific discipline. Introductory Business and introductory Nursing were selected for the first iteration.

### Business



Photo by rawpixel.com from Pexels

The Open at Scale – Business OER project is ongoing. Visit [business.openatscale.ca](https://business.openatscale.ca) for more detail.

### Nursing



Photo by Hush Naidoo on Unsplash

The Open at Scale – Nursing OER project is ongoing. Visit [nursing.openatscale.ca](https://nursing.openatscale.ca) for more detail.

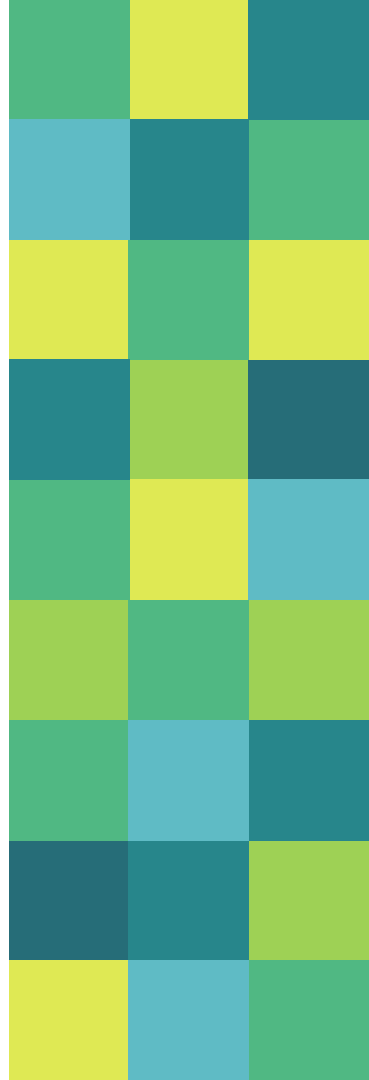
# Human Gestures

- Handwritten notes
- Public expressions of gratitude
- Open invitations
- Transparency and regular communication



# Since the Open Library Launch

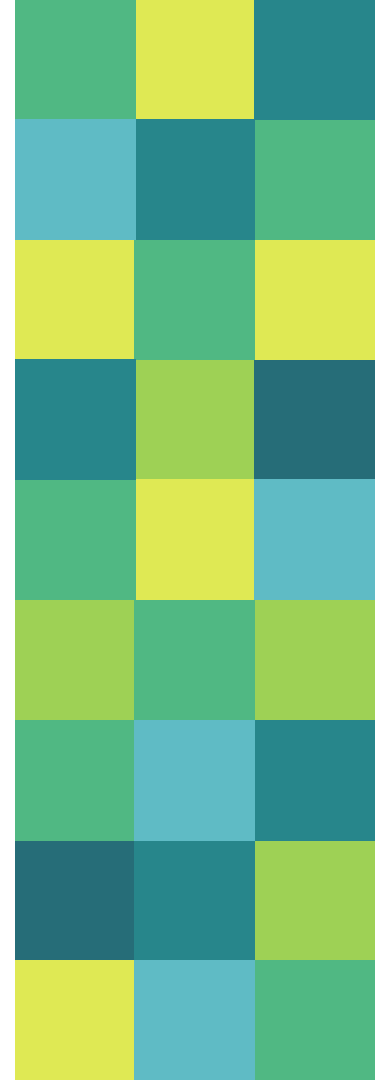
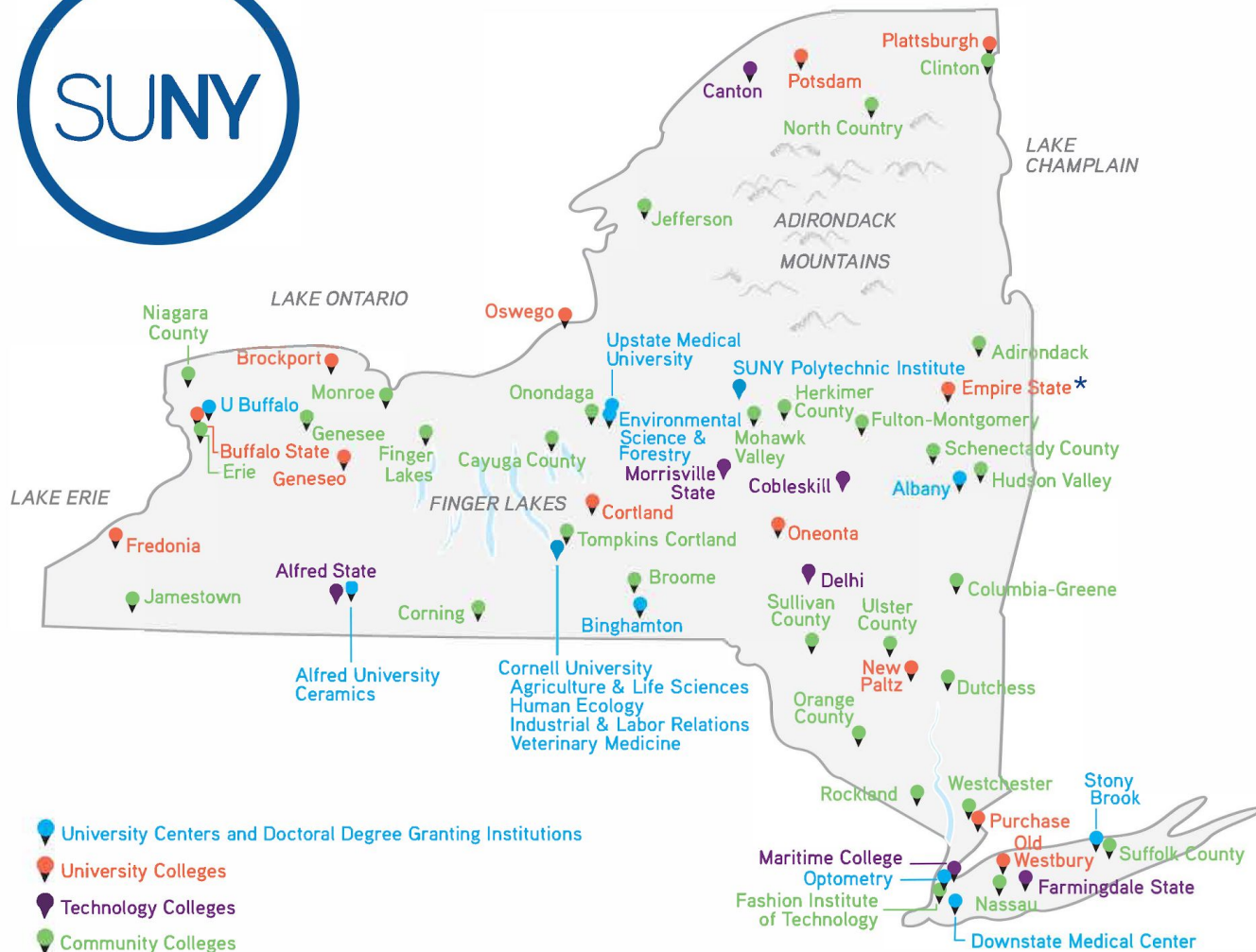
- + 42% increase in Pressbooks users
- + \$858,123 reported student savings
- + 8,712 new learners impacted by OER





# SUNY OER Services

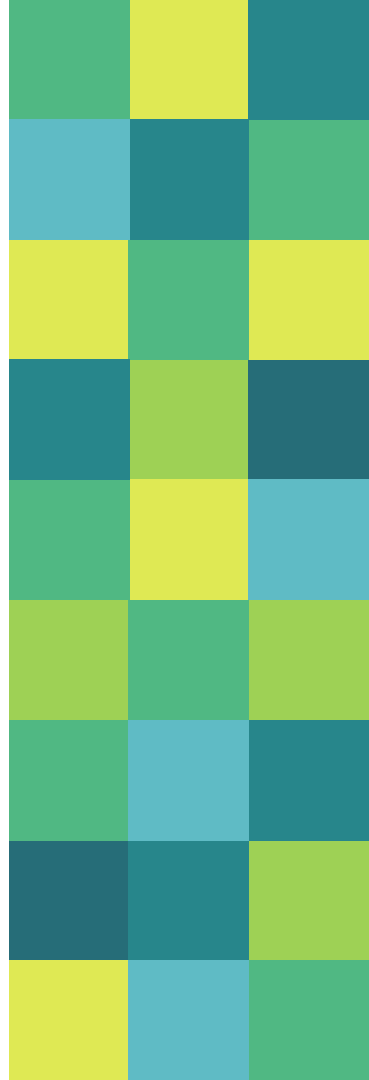
Helping teachers find & adopt OER  
while building a sustainable service model



# SUNY OER Services

A shared services organization for SUNY institutions looking to build, support, and expand open education programs and practices.

We help lower the cost of higher education for students and empower faculty to use course materials most suited to their needs.



# Focus Areas

## Campus Support

- Workshops
- Consultations / mentoring
- Course catalog
- Technical assistance
- Online professional development
- Create & maintain resource libraries
- Peer mentoring program
- Print pathways
- Creation of new OER

## Strategic Outreach

- Focus campuses
- Priority disciplines
- OER degree programs
- Regional strategies
- Campus funding

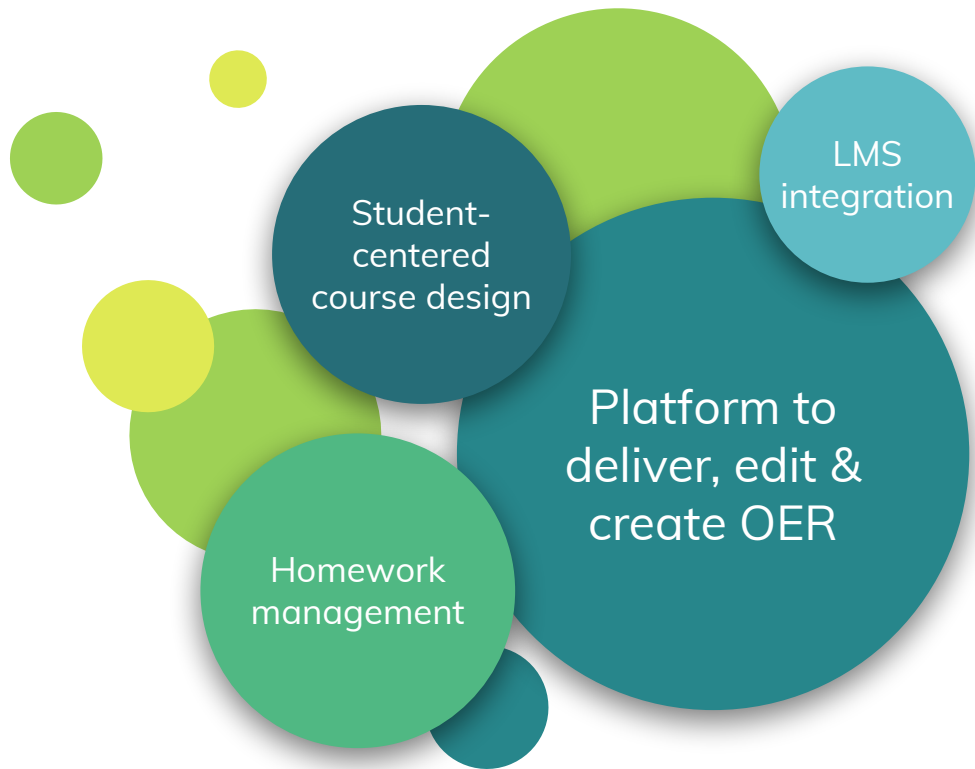
## Communication

- SUNY stakeholders
- OER community
- Member campuses
- Internal

## Infrastructure

- Helpdesk
- Support model
- Partners & vendors
- Integrations with other SUNY initiatives
- Press partnership
- OER Advisory Council











## Advanced Search



**Textbooks**



**Courses**



**Course Materials**



**Interactive Simulations**



**Public Domain Books**



**Audiobooks**

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*Future areas: policies ㄟ(ツ)ㄟ,  
community-led maintenance &  
development*

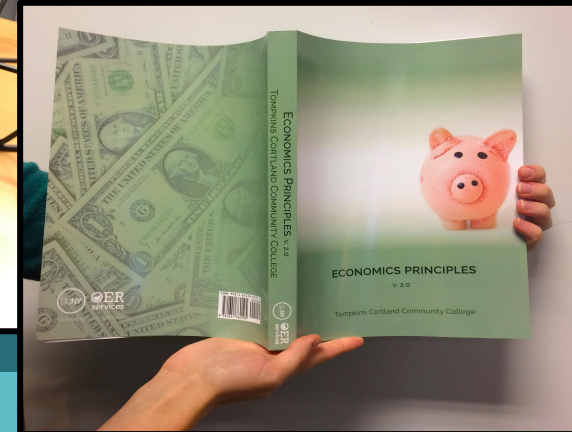
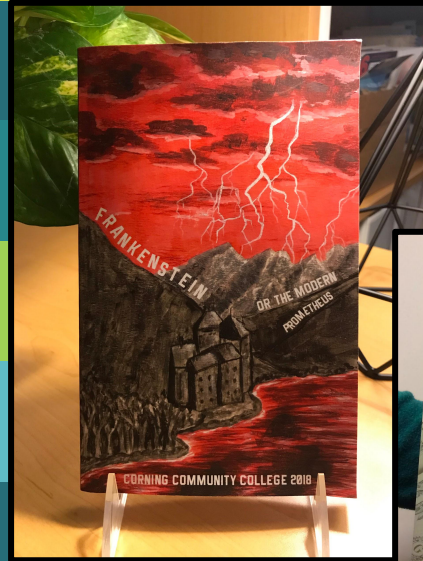
open  
...  
swap

@useOASIS



# Offline access

- Print through bookstore
- Printable files



# Publishing Pathways

1. Platform for sharing/distribution
2. DIWH
3. Funded projects



OPEN  
Textbooks

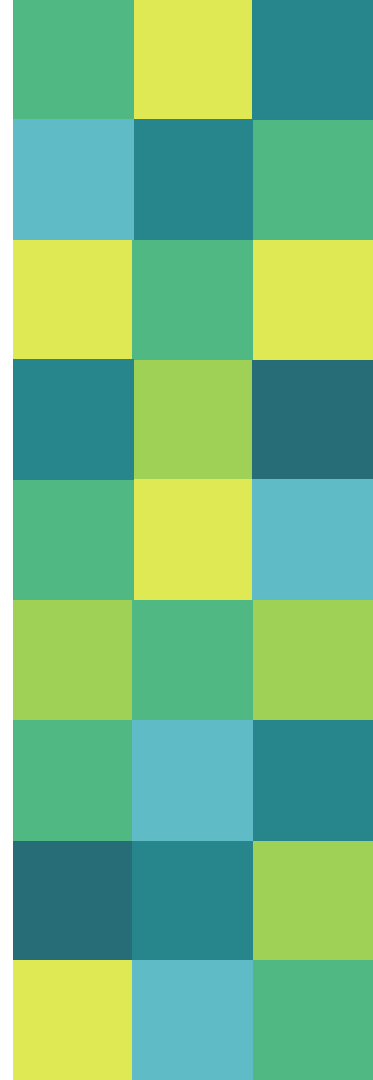


OER  
services



Photo by [Shane Rounce](#)  
on [Unsplash](#)

# Tensions & balance



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# *Questions?*

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