

Transcript for OER Production Series: Find, Use, Share (May 3, 2023)
BCcampus session hosted on May 3, 2023
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MARYANN KEMPTHORNE:

Good morning to everyone on the call. My name is Maryann Kempthorne and I'm a coordinator of Open Publishing with BCcampus. And, also, on the call this morning is my manager, Josie Gray, who is our lead for Open Publishing with BCcampus. And we're running sessions all month around production work and open education. Just going to do a quick sound check. Can everybody hear me on the line? Things are coming through clear? If not, you can drop something into the chat. Josie will be moderating the chat today. And our agenda for today is largely that I'll be running through a slide deck and then we should hopefully have about 20 minutes for discussion towards the end of the hour. I'm fumbling a little bit this morning because I don't have my printed notes. If it looks like I'm wandering, it's just that I'm jumping between two screens. And if you have questions at any time, just go ahead and drop that in the chat. Or if the channels get confused, or you don't have correct access to content for your own learning, do let us know. Closed captioning should be enabled for participants, so feel free to turn that on. And as I said, we will be recording today.

So today, I'm lucky enough to be joining you from my home. Thank you for joining us. I'm grateful to be living, working, and learning here on the unceded territories of the Coast Salish people, the Musqueam, Squamish, Tsleil-Waututh Nations. And as a worker for BCcampus, I rely on our team leadership around acknowledging that the work that we do at BCcampus occurs on traditional territories of the Esquimalt and Songhees Nations, Squamish, Musqueam, Tsleil-Waututh Saanich, and ɫəkʷəŋən (Lekwungen) People. Through the work that we do at BCcampus, we're working with our own team and widely across the province to incorporate Indigenous epistemologies into our actions, our understandings, and to support decolonization, reconciliation, and Indigenization to advocate for systemic change in post-secondary education. I encourage you, and welcome you, to drop into the chat any territorial acknowledgement or welcome to the group of your own identity and position here in B.C. or abroad. I understand we were expecting some guests today to our session who are international. So go ahead and just drop into the chat if you'd like to put your name down where you're joining us from. We'd love to see that and I'm sure other participants would be interested to see as well, if you're comfortable doing that. It looks to me like we do have a good handful of folks on the call today. It's just wonderful to have people joining us from around the province. I noticed in the preparation for the session, you are all quite kind to let us know what you expected from this session. And that helped me so much as an instructor. I appreciate your generosity of your time and planning for this learning today. Oh great to see people from Alberta as well. And New York, that's terrific. How exciting for all of us to take this time to come together and learn.

So today, in our Find, Use, Share session, we will be discussing what a lot of you have asked about, which is copyright and OER, and also about licences, locating OER, thinking a little bit

about how we might operate as instructors or as authors or as librarians around finding, sharing, remixing, and attributing OER. So we'll be covering all of those topics today. And we do have a good chunk of time, but please be reminded that one of our main goals with this session is that you also learn a little bit more about us and not just what is in the content of this session today, but how you can get back to our resources or work with the team at BCcampus to learn more at anytime. When you need to complete your goals around open education.

So kicking it off, the first topic for us to discuss is to talk about copyright. So copyright is familiar to most people in the educational field as a legal framework around protecting intellectual property. And obviously complicated when we're working in diverse fields around open education, that we stay on top of copyright law and copyright changes. So in Canada, rights are defined in the Copyright Act of Canada. And it's jointly administered here in Canada through both Industry Canada and the Department of Canadian Heritage. Our copyright laws permit reproduction, adaptation, and sharing of work when it's given by the creator. Copyright protection is automatic. It's not for something one applies for. It is something that will be automatic in the system. But today we're talking about copyright more in the context of open education.

So we just like to take a moment to reflect on what we mean when we talk about open education and what those values are. So open education, as it was defined 15 years ago, was that we want to combine an established tradition in education to share good ideas with fellow educators and be collaborative and interactive in the culture of the internet. And that we built our open education values on the belief that everyone should have the freedom to use, customize, improve, and redistribute educational resources without any constraint. So it's just useful, I think, in talking about finding, using, and sharing OER that we do reflect on that touchstone of open educational values.

And then many of you know that I'm actually not just a coordinator of open publishing, but also a librarian. I'm a librarian with a wide background in different learning resources. So I like to take some time to remind us that when we talk about using OER, we don't just mean books. We really do mean a wide variety of learning objects that can be used and remixed. We think about our learners and their diversity of needs in getting access to their educational resources. So open education resources are there for teaching, learning and research, to reuse, remix, and share. And those can be our videos, modules, tests, test banks, course syllabi, textbooks and so on. I think in the first 10 years of BCcampus, which we passed last year, we were very associated with some of our textbook use. But we want to think widely about OER as being a greater array of learning resources in all formats.

So when it comes to copyright, can we just see an indication on the line about how comfortable people are with their dialogue around Creative Commons licences for reuse and share? Being familiar with Creative Commons licences is really a core competency now in terms of open education. And there are courses and a manner in which people can pursue certification. But we want to be able to feel confident about using different attributions and understanding

different rights and remixes when we're finding and using open educational resources. So just to give a high-level overview, open licences or what we have that makes an OER. And it was broadcast to the user, how we can either reuse or share the work of others, and how we can publish our own work in a sharable format. There are a variety of open licences, but really the most widely used are the Creative Commons licences that you see here on my slide. Licences offer us six different choices that'll support authors and support reusers as well. Each licence has a set of conditions that specify what may be done with the work. So each condition is conveniently represented on the licences on our slides here by both an image and an abbreviation. So all six licences are going to have a BY condition, which means that you would have to be attributing your open educational resource. As this is the founding principle of CC licences. You should always be keeping good standards for attribution. And anyone who uses or shares a work in any way should be creating... should be crediting the creator. Josie, feel free to click around while I'm talking, of course, as we start moving along. It just keeps your learning a little bit more active and it's sort of what I expect while I'm going through. Thanks for the notes there, Josie, for the link to Creative Commons licences. And Laurie, just reflecting on what your level of familiarity is.

It's good to take some time and see how we feel about understanding these different standards and applying licences. If a resource is under a CC licence, CC-BY, you can take that resource. You can remove some sections of it. You could add more content sections. You can customize formatting and reuse it in this form, provided that you do share it back to the world, and provided that you give content to the original creator. Creative Commons licences with BY conditions also stack on these other components that we see illustrated. There's your CC BY SA License, which means that you can share that alike. And your CC BY NC Non-Commercial Use License is an option. Now, ShareAlike Licenses require that copies or modified resources of any work can carry the same, must carry the same licence as the original. Commonly conditions can be applied that if you're making a choice that work that you're issuing or work is being used as non-commercial. That's so common in educational resources or in Creative Commons licensing worldwide. Creative Commons licences do also sometimes have the ND condition, which means no derivatives. So resources under Creative Commons ND can be shared, but they cannot be changed in any way. And for those on the line who are thinking about Creative Commons authorship of your own, you might want to reflect on the different options in conditions for licensing as you're making progress. It's really fun this morning to have people joining us who are both thinking about using open educational resources as consumers and as creators. There are also Creative Commons licences for which attribution is not required. But it's been a standard in learning with BCcampus and our open educational spec here in B.C. that we generally encourage attribution at all times. In open education, attribution is really a best practice. So regardless of the licence, it's ideal that you do provide attribution, even when the creator has given up their own copyright to their work and put it in the worldwide public domain. Attribution is not required, but attribution is, let's say, recommended.

For licensing and sharing your own resources. What if you want to do that? So if you still hold copyright over content, you can use the License Chooser and start thinking about sharing your

own resources worldwide. A few things to keep in mind about that is that you will be retaining copyright to the content that you create, even if it's under an open licence. It's your intellectual property and it's up to you what you decide to do to it. The open licence is just giving others permission to use the content you've created for their own purposes. But you'll have to give you credit and describe any changes that they make. We'll be talking a little bit more about that and how to attribute later in the slide deck. Oh, these are great questions that are coming in. I think actually what I'm gonna do is I'm going to plow through the slide deck. And then Josie, if you can help us moderate those questions at the end, that would be really great. Thanks, Patrice. That's a great question coming in about what we recommend for licences. Creative Commons licences are not exclusive, meaning that if you decide in the future that you want to put a different licence on a different version of your materials, you are able to do that. Once a resource exists on the internet with an open licence, there's no way to fully remove that licence from the copy of the resource though.

So how do we open license and share material? Well, it's pretty easy. All you have to do is select a licence for the resource that you want to use. If you're not sure which licence to choose, there is License Chooser. Josie, can you drop a link for that into the chat for using a License Chooser? And it will actually give you the actual code for adding this to your published digital resources online. With the pivot to digital, I think more and more often all of us are looking at how we might want to be articulating our intellectual property that we're publishing online, whether it's our syllabus, our PowerPoint slides, or anything that we can turn into an open educational resource. I think with the pivot to digital, there's just been this enormous explosion that we do feel we've moved to creating more digital content to share online. And that's why it's really great to have production series running this month and talking to people going into next fall. So you want to put, once you've selected your CC licence, you want to put that licence information and your name on the content and then you can share that content wherever you like. Which can be a great convenience too for your students if licensing it really helps you get it published more openly. And you're not just managing material at the course level.

A word about termination of CC licences. So sometimes CC licences can be terminated, and they expire with the underlying copyright to a resource. So in Canada, authors hold copyright on their work for their lifetime plus 70 years. And after that, their work will be released into the public domain and the CC licence that would be applied to it would therefore expire. So if you're a publisher, publishing academic, or other publisher, it's just the same dynamic when you're working in open education and open publishing. If you fail to meet conditions of CC licences, whether it's an improper or incomplete attribution. In terms of violating a licence, the licence will terminate, and you'll no longer have license to use the materials. But we want to be a little bit brave with getting out there to share our resources. It gives people, I think, some comfort to know that if errors are made with licences, you do have opportunities to fix errors around, around licensing and to manage rights. Instead of it's just like a pure violation immediately. You want to be mindful of attribution statements, and older licences. There are some expiries that you can get advice for, usually from your OER librarians or other open

education contacts on campus. Or certainly we try to answer those questions to the best of our ability in the production and open education team at BCcampus.

Continuing the conversation around OER in our community, a lot of community action in the last 15 years or so of open educational development has been driven by what we call the five R's. So again, feeling a sense of comfort and the understanding of how licences function. Feeling a certain amount of confidence in publishing and taking advantage of the internet to share. These are the rights that we have on the web around open education. We maintain an issue, a right to make and control copies of content. We have the right to use a wide range of content in a variety of ways. We have rights to adapt, adjust, modify, or alter content. And we have a right to combine original or revise content with other material to create something new. Also, the fifth R, the right to redistribute. Now there are some people who are asking us to take a little bit of pause on this too. And we'll just consider that we need to be fully informed of the conditions under which attribution is to be made, and who is in possession of the power to issue rights to reuse, revise, remix, and redistribute. So remember in all actions of publishing and learning resource use, you're not working in a vacuum. You need to be aware of whose material and who is speaking. So there are certain circumstances in B.C., for example we might not want to privilege wide distribution of resources. We're thinking often about Indigenous knowledge or sensitive topics around inclusion and equity. Where we want to maybe act with a little bit softer language than just engaging in our rights. There's a little bit of a shift in the community, I think, around the idea that we want to redistribute everything. We want to redistribute with care.

So why do we encourage you around open educational resources? Well, one of the strongest conversations around OER has been that when we choose open educational resources, we can make teaching and learning more cost-effective for ourselves and for our students. That's very important indeed. But what I was hinting at too is that in this changed time in terms of distribution of learning materials, online, instructors being able to customize the content that they need quickly and with a minimum of fuss for their course and their teaching style is another real benefit to open educational resources. And also the principles of promoting education period, especially open education. Where we can make things freely available to anyone instead of having education be locked up at the academy. These are our key values around creation and distribution of open educational resources. Josie, do we want to pause on some of these questions before we move on to the finding? How many questions do we have in the chat?

JOSIE GRAY:

There's been lots of great questions coming in. A lot about different licences and what the different licences mean. We've got some comments about the NC, like non-commercial requirement with licences and how that applies to private sector organizations. Also a good question about copyright and AI, which I, my response to that was, there are still not really clear guidelines, but lots of conversation happening about that topic. Is there anything you want to add, Maryanne, about those topics?

MARYANN:

Thank you, everyone, for the questions. I don't have anything. I just would like to add emphasis to that idea of remixed redistribution with care. And also being a little bit brave and using resources to make choices. We don't want to shut down people's ability to pursue open educational goals because of the strict fears around legalities. I think AI is such a great example of that. It's still too new when it comes to copyright. Sometimes we say, like some things are a small violation and some things are like a major violation. We're seeing right now that we do have good support at our educational institutions, for our library staff and our educators to make the right choice. But the main thing that comes through is that you guys are really keen to start doing Creative Commons licensing and that's terrific. So use your licence choosers. And no, we don't have any secret answers as to how copyright is going to meet out with AI. I think it will vary by jurisdiction even. But we are kind of watching that as are a lot of the copyright officers at post-secondary libraries and other administrative teams around publishing in the province. Thanks so much for these questions. That kind of wraps up our discussion around copyright licences. Although, Josie, can you just drop into the chat the link to one of our resources. So the production team does maintain a number of great textbooks for you around your publishing needs. For getting started, we do have a whole chapter on licences and permissions and when you can use the work of others in our Pressbooks. A resource on licences and permissions from our own books. You can take a look there. We do have a number of core publications that you can look at for getting into publishing. But we do have two other topics we kinda want to barrel through today before we get to the group discussion. So I think I'm gonna do that.

I was delighted to see that a number of participants wanted to talk about finding OER and how to locate great resources for teaching and learning in our context. And that has been a major goal since last April too. BCcampus has launched a whole new website around helping people find OER and providing more indexable information on OER that apply to our curriculum areas.

So if you don't already know it, we do have a new website here of course materials for educators of open educational resources. It is the B.C. Open Collection. And you can find it at collection.BCcampus.ca. And it is a find materials by subject search portal of all of our open textbooks that you associate with BCcampus. And also, if you start clicking through there, you'll see that there are reviews on these textbooks. You can participate in the open collection as either a consumer of the content advertised there or as a reviewer, you can sign up to be a reviewer. We also provide badges on each of the results for searching in the open collection. So if you're coming to this session right now and you're like, oh, I need to advise someone or I need to find for myself some new resources for the fall, go ahead and start searching away in there. You just need to answer that question where it says, Find materials of what are you teaching? And you can find many materials inside there that are open educational resources. Syllabi, slide decks, test banks, old courses, and like I say, the founding collection of excellent textbooks that are a mix of what we've published through grants and through individual effort at B.C. institutions as well as selected resources. So I might dare to say it's a significant array of

resources for the B.C. community as a subset of OER and its really effective search. We're really keen on feedback too. It's available on your desktop and also works well on mobile.

If you can't find what you're looking for with us here through the B.C. Open Collection, another way to locate materials online is to use the Pressbooks Directory. And the Pressbooks Directory is just massive. It's the place to keep your eye out for OER new titles that are published there. And it also has powerful search and filter discovery interface, like we do on the B.C. Open Collection. So it really is quite a significant search engine for locating open textbooks if you're trying to find one to use as a segment of, or if you're an emerging author of open educational resources yourself and you want to see what's happening in the open education publishing community. Pressbooks is a strong platform and is the software that we use. I'm not sure if everyone on the call is aware that in the province of British Columbia, you can start a Pressbooks account any time. Anyone in the province of British Columbia can be a part of BCcampus' repository and the BCcampus Pressbooks instance. And if you want to learn more about that, you would definitely want to keep an eye out for some of the other production series that we're gonna be doing this month. So in the directory you can filter by licence, subject, network, and also the complexity of the learning activities, including interactive H5P activities that are really trending to make digital learning a little bit more engaging with our digital textbooks. Well worth looking at. I was reasonably new to open publishing myself last fall and I was not aware of the Pressbooks Directory. And I'm a huge advocate of both B.C. Open Collection and this platform for finding educational resources.

From the BCcampus team. As I said, we do our own publishing, and we have some reference guides for people who are building their practice around open education in the province, including Josie has edited and we all collaborate on keeping an OER by Discipline Directory. So it's organized by discipline. It's updated as new resources are identified over and above the B.C. Open Textbook collection. So if you want to browse through that, you can look at it by subject and read through.

If you have an instructor who is looking for something in a particular area or yourself, if you're looking for something in a particular area, this will index the titles that we have. It's kind of our digital display by discipline directory.

But there's more to open educational resources than just our text-based content. We also want to maintain a pretty high level of hygiene about other teaching and learning practices we have for using and remixing all content, audio, video, image, and otherwise. Just want to remind you to keep a high level and support faculty. To keep a high level of Creative Commons knowledge and creative commons preference when using things like images in their course sites and maintaining those principles of fairness and sharing across the web. So you know how to look for your Creative Commons filters. You can do that when searching, say Flickr for images for courses. My personal favourite is the Wikipedia searches for media. But there is also from Creative Commons a search, Creative Commons search engine, where you can get everything from music and images, audio, all in a single search.

And even Google, of course, allows you to limit to your Creative Commons licences. Okay, how am I doing for time? I have 10 minutes left, I'm gonna have a sip of water. You can all look at pictures of attractive kittens. Those are very cute kittens. Okay. Yes.

Are there open image sites? Josie did drop those into the chat. And we do usually index these in our resources for teaching and learning as well as our own directories. So get to know them or talk to your open education experts at your particular sites. And they will no doubt be familiar with all of these when making these good choices. Feel free to share in the chat some of your favourites. I know a lot of us are looking for new sites all the time for finding reputable and reliable resources to reuse and remix in our teaching practice. CC Search is now called Openverse. Cool. I did one update on the slide from August and now it's a third update. Thanks very much, Good to see people like Pixabay.

Also videos, when you're on YouTube, you can filter those. So please do try to make an effort with that. And in terms of finding and using resources when you find grade stuff, this sort of chat that we have, we're all better together.

Please do be aware that BC, BCcampus and the Open Education team wants to act as a hub to index the resources that people in the province are finding. So please do feel encouraged to make suggestions for the collection and getting the designation of resources from educators around the province is really valuable. And if you find something in the Open Collection is missing, something that you know your education, educators would really need, we're really appreciative when the community starts recommending and suggests additions to the collection.

Using and sharing our OER. So what did we say earlier? Like being familiar with the licences is key, but then doing the work and being committed to understanding the difference and operating with a high level of academic integrity. We're all familiar with the work that we do around supporting students and supporting our own practices for citation. Attribution is a little bit different. So attribution is really the cornerstone condition for having a successful open education environment. When using a resource or a text that's released with an open copyright licence that states that users must give attribution and credit the creator of the work. But it's a bit of a challenge of the open education environment. How do we do that? Citation, of course, has released specific context for legal purposes. But attribution operates a little bit more fluidly and puts a high onus on the end-user. The author of an open work has given advanced permission around its use. So you have to be able to read those Creative Commons licences and attribute appropriately and reuse appropriately. If you're quoting or paraphrasing a particular portion of an openly licenced work, you would have to provide attribution for that. And you would have to pay attention to the advanced permission from the author to change your work. Attribution statement styles are still emerging, but there's definitely some best practices and that's some of the things we want to talk about in this session.

So remember this little acronym around TASL, title, author, source, licence. That's how you can put together a good attribution when you're using and sharing resources in the OER universe. So here's an example here. We have a link from online of this beautiful tabby cat. And we want to include the title of the work. We want to include the author attribution, as well as the licence with a link to the licence as an explainer for the convenience of end-users down below.

So where do you find this? You need to be comfortable moving around the resource and maybe using that limit on the initial search so that you know what kind of licence is being allowed and you're using a correct attribution.

Creative Commons in Wikipedia provides good guidance on how its standard attribution is used across the work. So sometimes it's not down at the individual item. You have to be aware of what the attribution statement is for an entire canon of work.

Here's some examples of Creative Commons attributions inside open textbooks. So on our Pressbooks instance, those licences are pretty clear right upfront for you to find them. They come with the statement for the attribution, as well as the visual guidance on what the licence means. You can see here some examples of title, author, attribution, and licence.

And Creative Commons licences exist as well on software, images, videos. And so providing these acknowledgements and the proper statement inside your digital learning objects is getting easier and easier to do, but it is a little bit time-consuming. We really encourage you to follow through those. And Josie has just dropped some examples from our guiding documents on how to do citation version versus attribution.

Myself, I do this, we do this work a lot when we're working with resources before they hit the B.C. Open Collection. And you have to be a little bit of a detective and be familiar with the different designs of textbooks and works. You need to look in the copyright pages, the terms of use. Sometimes in the front material or the back matter for those permissions, the information can be provided on the web page or in the document footers.

One of the easiest ways to gain confidence, I think, in operating open licences is to get familiar with using CC licences and also be familiar with what's not allowed. Because it's a little bit easier to just get used to when rights are reserved and respecting that those are falling outside our open education practices. And also when there is no mention of licences, that you're falling outside of a safe space. But I think we're all grateful to the infrastructure that has been growing and the expertise that's grown around Creative Commons licences and their efficacy to support open education use and re-mix.

Most individuals have really grown a lot of their skills with this digital literacy around declaring your intellectual property. And if you're struggling yourself still, or if you're working with faculty who are struggling to get skills in those areas, just be patient. It's an evolving practice. And it's so highly valued to support a wide network of open education in B.C.

Here's some examples of the kind of work that we do put inside our collected books, at BCcampus around doing text attribution when things are adapted. You can add a lot of specificity about whether it's a small segment that you're remixing or whether you're remixing from a whole chapter.

So in our learning plan today, we did just want to take a little bit of a pause if you have a piece of pen and paper there to just take a look at an attractive kitty cat and think about how you, how confident you would be in providing proper attribution for these sorts of resources for title, author, source, and licence. Maybe we can get some AI to start doing this for us. Maybe, maybe we get those robots to help us out to do good things. They might not be all bad.

So here's some examples of some idealized attributions. Good enough attributions and some that are maybe a little less good. You can see how we make things fall outside of the open education universe if we start missing licences. And how learning licences and sharing credit, as we always have, helps foster a greater ecology of open educational learning and the values of education to share.

So we do recommend these links to learn more about licences: the License Chooser Citation vs. Attribution and Best Practices for Attribution. If you have questions beyond that, you can use resources at your site or if you're struggling with attribution tasks, you can always talk to us in the Open Education team.

And to remind you about the content that we were covering today for recommended OER. This is kinda my top 10. Drawing your attention particularly to OASIS there. So OASIS, I gave the example of searching locally with the B.C. Open Collection and then maybe searching with the B.C. Pressbooks, or with the Pressbooks Directory, which is a particular collection on a publishing platform. But even beyond that, the OASIS search is really massive and indexes such a significant swath of findable and shareable educational resources on the planet. We highly recommend that. And that's what I mean. If you find a book in OASIS that you think needs to be adopted in our learning environments here in B.C., we're very keen to hear about that and cooperating with the field to see what we need to be sharing for open resources through B.C. Collection.

So all through this month, we will be offering webinars like this for about an hour on first finding and using and sharing OER, but also other topics like technical accessibility and introduction to using the Pressbooks platform, getting your own Pressbooks account, and how to actually produce work inside Pressbooks. And then having a finale towards the end of the month on Universal Design for Learning. Now you guys have been really kind and really chatty. I can see some questions are coming in here. I'd really like to take some time to have a discussion. I'll remind you that we are having our session recorded today. We will be sharing this on the web afterwards. But we want to be really open as well to any questions that you want to have in the context of the session today or using us as a resource if you want to ask a

question privately or anonymously, that's not an issue at all. Learning together sometimes means that we need to be producing materials with care. And that sometimes feels like a little bit of risk. So just taking a look here, one of the questions is coming in from my colleague, Karen Sharkey, who says she's looking forward to finding or creating OERs for a course out at the University of the Fraser Valley. For sure, Karen, I think that you do have an open education librarian who can help you there. And I know that there was a question earlier about who can actually be joining on the platform to start becoming a publisher. You can start becoming a publisher today, by the way, with your, with your BCcampus account. And please understand that doesn't mean you have to publish directly to the web. You can publish drafts if you are very oriented towards sort of a book publication format, you can be doing that in draft. You can be working towards having bigger educational goals with your online content through that. B.C. account is only for people in Canada, right? Josie, is that an absolute?

JOSIE:

Yeah, I can provide more information about that. So for people in B.C., BCcampus makes an instance of Pressbooks available. So if you have a B.C. post-secondary email address, you'll be able to sign up. There are other organizations and institutions that make Pressbooks available to other people. So you kinda have to do some searching to figure out if your institution has something like that available. Or sometimes there's provincial or statewide Pressbooks instances. So for example, one in Alberta was linked in earlier. I believe Ontario has a province-wide Pressbooks instance. There are a number of Canadian and American institutions that have their own Pressbooks instances. I'm currently trying to look up a list because we have a list somewhere of all the Pressbooks instances. So I'll put that into the chat. Pressbooks also is available as an individual's, on an individual subscription basis. So I think it's like a monthly fee. If you wanted to just get your own account and use Pressbooks that way. So I'll put a few links into the chat.

MARYANN:

And I'm sure if you ask as well, Pressbooks people are like us and also very oriented towards enabling people and they probably would like to answer your question. I noticed we had other questions coming in about learning from others about what people are doing in the community around open education. So if anybody wants to share. I've been able to talk to my slide deck, but if anybody wants to share any major use, finding, or remixing wins or encouragements that they have for the community, you can do that on the call. Other questions that we had coming in was people felt that they were versed with the platform. We do want to thank everyone for staying with us as we've been changing our platforms and updating them a bit. So please do try the B.C. Open Collection platform and get back to us on that particular platform and explore others. Really, we are here to help enable people who are helping others find material efficiently, but also to have it be like a read, write conversation. So finding educational resources on specific topics and matching those two users. Are people feeling confident? Are there any questions about how to do that more effectively? We have a question coming in about a BCcampus official opinion on fair dealing in OER. So leading the field around these choices, be reminded as well on top of those B.C. Pressbooks instances, we also have leaders in

British Columbia. Thompson Rivers runs its own Pressbooks instance, Kwantlen Polytechnic. You kinda have to check in at your campus level to see how you want to operate around best practices for OER. So BCcampus provides leadership and certain demonstrations, but we can't actually dictate what people are doing at the campus level. You probably want to tap into your campus advisory there, even at the faculty level. Other questions? I know a question had come in too as to how to stay in touch. How do I follow along with what's happening in the community over and above being kind enough to donate an hour of your time on a sunny day in May. There are listservs and other communities that you can participate in. Myself, I get quite a lot out of just staying on top of what's happening on the Pressbooks Directory landing page. Like it's a nice bookshop to explore. And in terms of Creative Commons licensing and what's happening with proper attribution, that is a real moving target. Myself, I was a huge Twitter user and relied on people like Michael Geist and he's now sharing up-to-date knowledge in that space as well as on Mastodon. Any I see. Oh, I want to thank you all for joining us today. We were pretty excited when we found out that we would have people joining us. And it seems like we've had a really nice tempo of people bringing their own expertise and their own curiosity to the chat today. So I'm happy to keep the conversation going. and we're super looking forward to seeing people at further sessions throughout this month or anytime if you want to reach out to us. Josie, if people do have follow-up questions that they wanted to ask us, should we be using an open publishing email, or can we just give them our personal emails?

JOSIE:

I will put a contact form into the chat that people can use. And two members of the Open team monitor that chat and are happy to answer questions. Oh, I think I just put it in a reply to someone in the chat. One second.

MARYANN:

I hope at this springtime everyone is feeling energized but also finds time to rest and reflect on all the work that we do through our academic years to find resources for students to reflect on things like open principles and to share widely and grow education in B.C. That was all I had for everybody today. But if there are more questions, let us know.