



# White Rose — Libraries —

Universities of Leeds, Sheffield & York

## White Rose Libraries: Collaborative support for Open

Kate Petherbridge, June 2022



# University libraries of Leeds, Sheffield and York

Innovation

Repository Services

White Rose University Press



A photograph of a wall covered in vibrant, multi-colored paint splatters and drips. The colors include blue, yellow, magenta, and black. The word "TOGETHER" is overlaid in large, white, sans-serif capital letters. To the left of the wall, a wooden ladder is leaning against it. The wall itself appears to be made of white panels or a light-colored surface.

TOGETHER

Photo by Camylla Battani on Unsplash







Photo by Camylla Battani on Unsplash

# What is an OER?

# WHITE ROSE

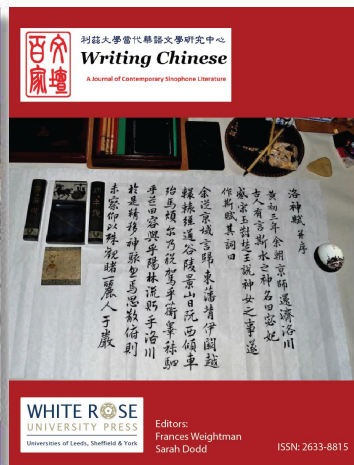
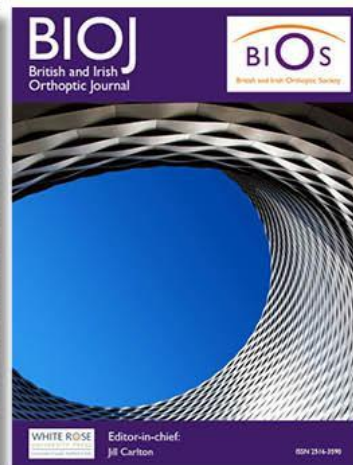
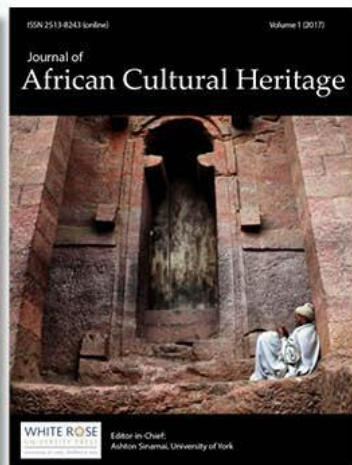
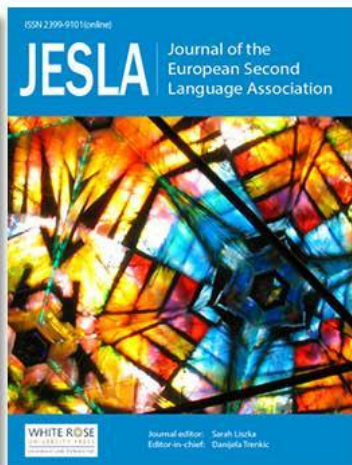


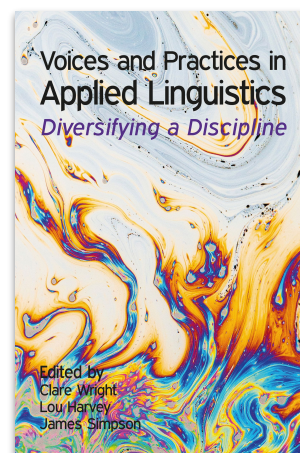
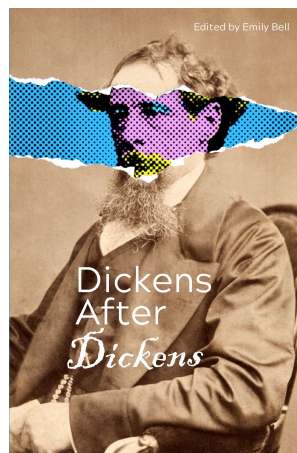
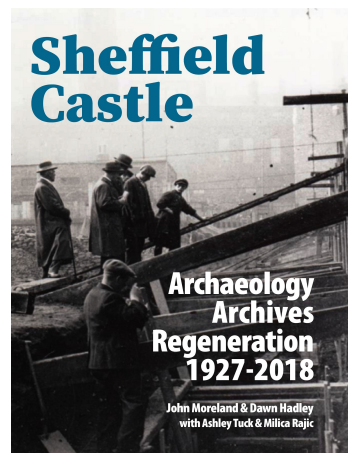
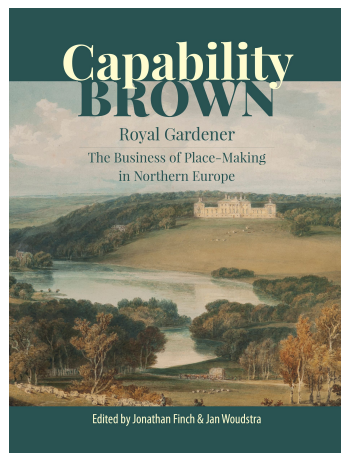
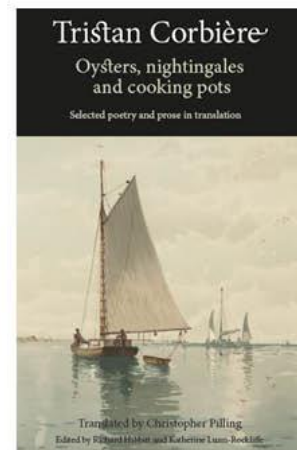
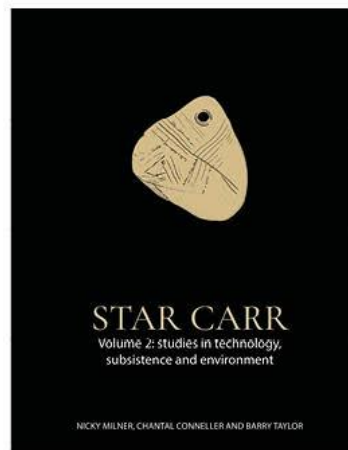
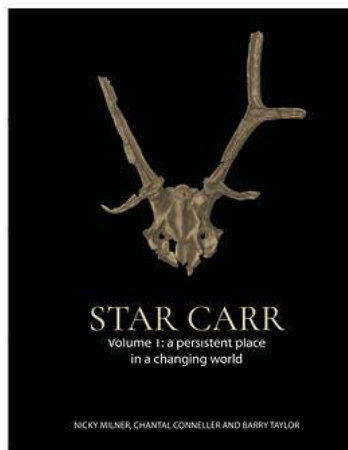
## UNIVERSITY PRESS

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Universities of Leeds, Sheffield & York

- ✓ An Open Access library-led academic publisher
- ✓ Publishes research monographs, textbooks and journals
- ✓ Commissioning by an academic-led Editorial Board, based on peer review
- ✗ Not content hosting or a repository
- ✗ Not an automatic publication venue for White Rose academics







# Monograph titles in production



- Two Sides of the Straits: an anthology of Gallipoli poems in English and Turkish
- Flixton Island (partner volume to Star Carr)
- Hidden Depths: the origins of our most human emotions
- Screening the Fleet: the Royal Navy on television since the 1970s
- A History of *Billiken Magazine*: Childhood, Children's Culture and Citizenship in Argentina, 1919-2019
- Paul Celan, Sand from the Urns: Poetry and Prose, 1938-1948
- Living the Phoney War: Madeleine Blaess' letters from Paris (November 1939 – June 1940)
- Understanding Mental Causation
- Nursing and Midwifery in Pakistan: A critical overview
- In Search of a Hero: Tragic Irony in Graham Greene's Fiction
- An Invisible group: Russian-speaking migrant children in UK primary schools

**Textbooks published or in  
production...**





Photo by Markus Winkler on Unsplash





# Monographs vs OERs...?



In the open access world, some of the barriers that minimised the use of monographs in teaching have gone:

- Cost barrier in purchasing multiple copies of specialist volume
- Relevance of only one key element
- Reusability due to rights issues
- Print and not digital publications minimising flexibility of content
- Discoverability e.g. OA monographs e.g. in JSTOR and Google Scholar
- A small but relevant section (introduction, conclusion etc) can now be easily adapted as OER.

We have feedback that several of our monographs are used as teaching resources, and that key factors are the barrier-free access and reusability of content.

“Open Access is perfect for the translation as this enables the mobility and accessibility of the text and make it particularly suited as a teaching resource. I will use it as a teaching resource on cultural history courses at the University of Sheffield.”

Dr Wendy Michallat  
Editor & Translator of  
*320 Rue St Jacques: The Diary of Madeleine Blaess*







### How to cite this book

“ Michallat, W. 2018. *320 rue St Jacques: The Diary of Madeleine Blaess*. York: White Rose University Press. DOI: <https://doi.org/10.22599/Blaess> ”

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## 320 rue St Jacques

The Diary of Madeleine Blaess

Wendy Michallat

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In November 1939 Madeleine Blaess, a French-born, British-raised student, set off for Paris to study for a doctorate in Medieval French literature at the Sorbonne. In June 1940, the German invasion cut off her escape route to the ports, preventing her return to Britain. She was forced to remain in France for the duration of the Occupation and in October 1940 began to write a diary. Intended initially as a replacement letter to her parents in York, she wrote it in French and barely missed an entry for almost four years.

Madeleine's diary is unique as she wrote it to record as much as she could about everyday life, people and events so she could use these written traces to rekindle memories later for the family from whom she had been parted. Many diaries of that era focus on the political situation. Madeleine's diary does reflect and engage with military and political events. It also provides an unprecedented day-by-day account of the struggle to manage material deprivation, physical hardship, mental exhaustion and depression during the Occupation. The diary is also a record of Madeleine's determination to achieve her ambition to become a university academic at a time when there was little encouragement for women to prioritise education and career over

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### RECENT ACTIVITY

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**White Rose Uni Press**  
@WRUniPress



Very pleased to see that 320 rue St Jacques: The Diary of Madeleine Blaess ed. & trans. by @wmichallat has just tipped over 1000 combined views and downloads on our platform & @JSTOR! Fascinating free account of scholar trapped in Paris during Occupation [doi.org/10.22599/Blaess](https://doi.org/10.22599/Blaess)  
 ♥ 9 10:58 AM - Apr 12, 2019

See White Rose Uni Press's other Tweets >



## Madeleine and Her War Diary

Madeleine Blaess (1918-2003) was born in Alsace-Lorraine, France. When she was an infant, her parents moved to York in England and Madeleine was schooled at the city's Bar Convent and at the University of Leeds from where she graduated with a first class degree in French in July 1939. Britain and France declared war on Germany in September 1939 but Madeleine was determined that her plans to study for a doctorate at the Sorbonne in Paris would not be disrupted and she sailed from Folkestone on the 31st October 1939.

In the Spring of 1940, the German army invaded Belgium and France and Madeleine's escape route to the channel ports was cut off. She fled to the south of the country together with the thousands of Parisians and finally returned to the capital in July 1940. In October 1940 she registered at the Sorbonne to continue the second year of her doctoral programme and it was then she began to write her diary which, initially, she writes as a letter to her parents to replace the letters she could no longer send to them.



**White Rose**

Research Online



White Rose

eTheses Online

**Repositories**





**But what about  
“proper” OERs?**



Photo by Camylla Battani on Unsplash

# What is an OER?

# This led to the WRL Innovation Board to commission a multi strand project to explore OERs in more detail

## Main deliverables

- A practical toolkit to support academics in their use of, and in planning the creation of, OERs
- Improving the local discoverability of open educational content via Primo.
- Case Studies to illustrate what is possible and how it may be achieved through a range of approaches.
- Increased engagement with, and awareness of, OERs amongst academic colleagues
- In-depth UX scoping, resulting in an informed understanding of what academics require from OERs in different use cases
- Upskilling/improved knowledge and confidence levels for library staff, to better support other colleagues in the use and creation of OERs



This site is still currently under development. If you would like to contact us please use the feedback form at the bottom of the page.



OER Toolkit

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# Open Educational Resources Toolkit

## Welcome to the White Rose Libraries Open Educational Resources Toolkit

Open Educational Resources (OER) provide equal access to resources at no cost to academics or students.

This toolkit from the universities of Leeds, Sheffield and York, provides information and tools to help faculty and library staff to understand, engage with, and sustain OER in their work and practice.



The Toolkit project team comprises David Curtis (York), Alison Hazelaar (Leeds), Maria Mawson (Sheffield), Helen Moore (Sheffield) and Simon Robinson (Leeds).

# Licensing your work

## Contents:

[Before choosing a licence](#)

[How to choose a licence](#)

## See also:

[Adaptations and collections](#)

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# Thank you



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