Faculty Review of Open eTextbooks

The California Open Educational Resources Council has designed and implemented a faculty review process of the free and open etextbooks showcased within the California Open Online Library for Education (www.cool4ed.org). Faculty from the California Community Colleges, the California State University, and the University of California were invited to review the selected free and open etextboks using a rubric. Faculty received a stipend for their efforts and funding was provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.

Textbook Name:

Aveteca
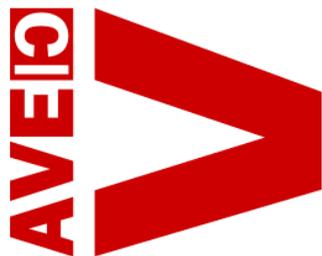
License:

Find it: **eTextbook Website**

Textbook Authors:

Instituto Cervantes

Reviewed by:

Virginia Adan-Lifante

Institution:

University of California, Merced

Title/Position:

Professor

Format Reviewed:

Online

A small fee may be associated with various formats.

Review Summary

Category	Score
Subject Matter	2.8
Instructional Design	2.3
Editorial Aspects	3.0
Usability	2.2

Scale: 0 (0 points), Very weak (1 point), Limited (2 points), Adequate (3 points), Strong (4 points), Superior (5 points)
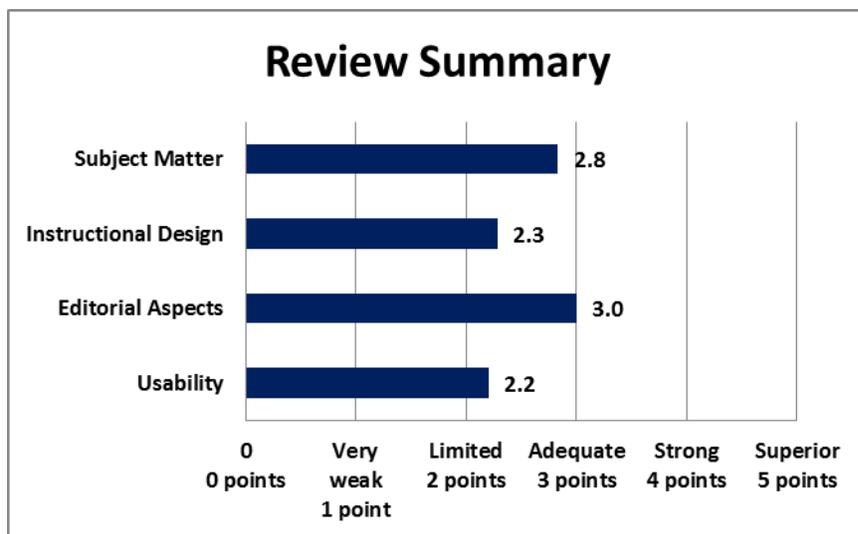
Date Reviewed:

March 2015

California OER Council eTextbook Evaluation Rubric
CA Course ID: SPAN 100

Subject Matter (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the content accurate, error-free, and unbiased?						X
Does the text adequately cover the designated course with a sufficient degree of depth and scope?			X			
Does the textbook use sufficient and relevant examples to present its subject matter?			X			
Does the textbook use a clear, consistent terminology to present its subject matter?				X		

	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Does the textbook reflect current knowledge of the subject matter?					X	
Does the textbook present its subject matter in a culturally sensitive manner? (e.g. Is the textbook free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)			X			

Total Points: 17 out of 30

Please provide comments on any aspect of the subject matter of this textbook:

- The materials on the URL are for different levels of Spanish. They follow the European system. Only the section A1 and part of A2 correspond to the elementary level and articulates with SPAN 100.

- The materials on the URL are not part of a textbook. They are just some activities to review and practice some vocabulary and grammar points, although there is also some cultural content and reading and writing activities, but in some cases the introduction and explanation of the material does not exist or is brief and insufficient. The "Ficha del professor" are notes that explain the goal of the activities, but not the material.

- The activities do not include variety of races. The Spanish used is mostly peninsular Spanish and does not include vocabulary from American Spanish speaking countries, except in some occasions. Similarly, the accent of individuals in the listening exercises is only peninsular Spanish.

- Although terminology for verbal forms is the one used for the Real Academia de la Lengua Española, it is not in some cases the one used for most Spanish textbooks in the USA

- There is not cultural content related to the American Spanish speaking countries or geographical information

Instructional Design (35 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Does the textbook present its subject materials at appropriate reading levels for undergrad use?				X		
Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?)				X		
Does the textbook present explicit learning outcomes aligned with the course and curriculum?		X				
Is a coherent organization of the textbook evident to the reader/student?			X			
Does the textbook reflect best practices in the instruction of the designated course?			X			
Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.)		X				
Is the textbook searchable?					X	

Total Points: 16 out of 35

Please provide comments on any aspect of the instructional design of this textbook:

- There is a link on the page "Plan curricular del Instituto Cervantes" in which the curriculum and the objectives for each level are explained. However, it seems that the materials reviewed are only a part of the whole program and they do not reflect all the outcomes of the whole program (it will be good if the whole program was accessible).

- No, the organization of the materials is not totally coherent because there are topics usually found on a first semester Spanish course that are missing. For example the definite and indefinite articles or the gustar verb.

- Most activities are individual activities. There are not group exercises and in A1 there are not communicative activities where students can be creative, however there are other great activities.

- Also since they are activities it gives the impression that there is not cohesion among the materials, like in a regular textbook when there is a thematic unit.

Editorial Aspects (25 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the language of the textbook free of grammatical, spelling, usage, and typographical errors?					X	
Is the textbook written in a clear, engaging style?				X		
Does the textbook adhere to effective principles of design? (e.g. are pages latid0out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?)				X		
Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)			X			
How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio)				X		

Total Points: 15 out of 25

Please provide comments on any editorial aspect of this textbook.

- As mentioned before this material does not have the format of a textbook or all the sections of a regular textbook.

- I think the activities are written in a clear style.

- The activities use glossary when introducing vocabulary and for some other words, but not citations or further references

- The activities are interactive and there is plenty of listening activities.

Usability (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs?				X		
Is the textbook accessible in a variety of different electronic formats? (e.g. .txt, .pdf, .epub, etc.)		X				
Can the textbook be printed easily?				X		
Does the user interface implicitly inform the reader how to interact with and navigate the textbook?				X		
How easily can the textbook be annotated by students and instructors?		X				

Total Points: 11 out of 30

Please provide comments on any aspect of access concerning this textbook.

- While students can write activities answers on the space provided, the text cannot be annotated.

- Even if I tried, I was not able to open the video segments.

- I do not think students can send or save the activities.

Overall Ratings						
	Not at all (0 pts)	Very Weak (1 pt)	Limited (2 pts)	Adequate (3 pts)	Strong (4 pts)	Superior (5 pts)
What is your overall impression of the textbook?			X			
	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
How willing would you be to adopt this book?			X			

Total Points: 4 out of 10

Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?

- I think that there are several great activities and they offer opportunities for students to review materials. In A2, there are activities that require reading and writing. There are many activities that require listening. There are activities that require consulting web links and work with the information found. Activities are good to be used to introduce some vocabulary and as a review. The activities are easy to complete and students can work independently on them.

What areas of this textbook require improvement in order for it to be used in your courses?
- There is very little cultural information about Hispanic countries. There is very little racial diversity. Also, the listening activities should reflect the many Spanish accents on the Hispanic world. There are not group activities. Some of the vocabulary, for example food, is very limited, even for an introductory course. There is little attention to creativity. I think that while there are many activities I would use in my class, the activities do not offer enough practice. These activities are good a supplemental activities, but not as a textbook.

We invite you to add your feedback on the textbook or the review to the textbook site in MERLOT
(Please register in MERLOT to post your feedback.)

CALIFORNIA
OER
COUNCIL
CSU + CCC + UC

For questions or more information, contact the CA Open Educational Resources Council.