



Faculty Review of Open eTextbooks

The [California Open Educational Resources Council](http://www.cool4ed.org) 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 no/low cost 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:

Online Statistics Education: An Interactive Multimedia Course of Study



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Find it: [eTextbook Website](#)

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Reviewed by:

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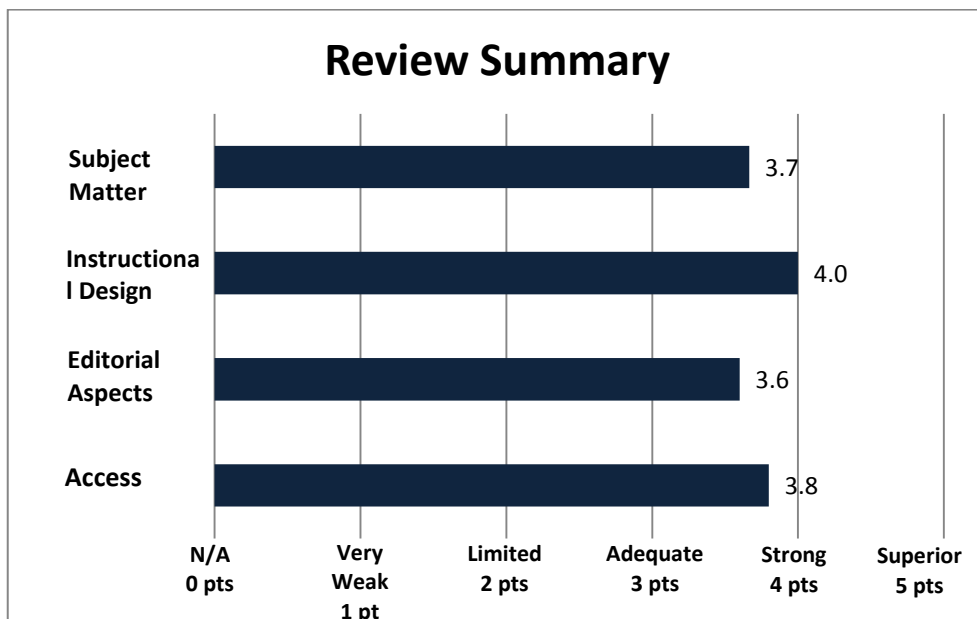
Format Reviewed:

[HMTL](#) and [PDF](#)

A small fee may be associated with various formats.

Date Reviewed:

August, 2014



California OER Council eTextbook Evaluation Rubric

CA Course ID: [MATH 110](#)

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	X	
Does the textbook reflect current knowledge of the subject matter?					X	

Subject Matter (30 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 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: 25 out of 30

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

Text does not cover the C-ID Statistics course; covers a different course very well. Term "Sample Space" was not found, though several examples listed all possible outcomes. "Random Variable" not described or defined; used in section on QQ Plots and mentioned as part of glossary entries for "Probability Density," "Probability Distribution." Not found to be insensitive. Martinis show up frequently which may bother some people. Not much variety of races, ethnicities, background incorporated in the text.

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: 28 out of 35 points

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

(1) Language difficult for GE students at times; find for undergraduate math majors. Verbose at times. Language example: Chapter 5, approx p.24: "The binomial distribution allows one to compute the probability of obtaining a given number of binary outcomes." (2) Lots of videos. Great simulations! (3) Each section lists "Learning Outcomes" (and "Prerequisites"). (4) Organization easier to follow in online version. Confusing in other formats and not consistent with each other, and not consistent within formats. (6) Ancillaries available: Solutions manual (referred to as "Instructors Guide" but no content found other than solutions), more questions and resources for learning management systems, also quizzes as Word documents. Lots of simulations available to students online. (7) Excellent search in online version!

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 laid out 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: 18 out of 25

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

(1) Lots of grammatical errors (distracting). Some typos. (2) Often clear. Sometimes verbose. (3) Clear. Not engaging. (4) TOC is not consistent across all formats. There is a Glossary, and also the online version has hyperlinks to definitions for some terms (though terms are not used consistently). References are given in some formats; online mentions of studies have hyperlinks to articles. Did not find any list of citations or references in online version. (5) Online version is terrific. Pull-down menus for Chapter and Section. Videos for most sections. Does not follow the pdf version exactly. Could use more written text in the video in places where there is just a picture and maybe one term (e.g., at 0:19 in "What are Statistics"). Extensive use of hyperlinks in online version: links to articles cited, glossary pop-out, special online calculators, "Show answer" for "What do you think?" and links to "relevant section" in exercises.

Access (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: 19 out of 30

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

2) PDF of entire book available (695pp). Each Chapter has pdf. Online version shows one Section at a time. They also have a mobile version for mobile devices (which I did not review). (3) Would be easy to print PDF version, but PDF is not exactly the same as the online version. Also labeling is confusing and inconsistent, in general (labeling of chapters, sections, figures). (4) Online is easy to navigate but takes getting used to. For example, when viewing a chapter online, can click on another chapter in TOC at left, but only the TOC changes, not the text section at right. Also chapter numbering and section numbering are not consistent which adds confusion to navigation. (5) If there was a way to annotate, I did not find it. PDFs can be annotated the usual way.

Overall Ratings (10 possible points)	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: 7 out of 10

Overall Comments

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

- Great simulations
- Nice videos
- Very searchable
- Multiple formats.
- Nice uses of Case Studies.
- Online version has many excellent features. Online calculators are good when you are online.

What areas of this textbook require improvement in order for it to be used in your courses?

- Does not fit with the content of the C-ID Course Descriptor. Some things are missing (or weak), some parts of this text are too deep in topics not included in C-ID course descriptor.

- The different formats of the text do not match each other. Numbering systems are confusing even within one format (for chapters, sections, figures) and are not consistent.
- Sometimes the language is verbose. Grammatical errors are distracting.
- No instructions for students using calculators such as TI-83/84.
- Did not find applications for STEM majors.
- Could use more diversity within the text.

We invite your feedback on the textbook or the review to the [textbook site in MERLOT](#).
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