Faculty Review of Open eTextbooks
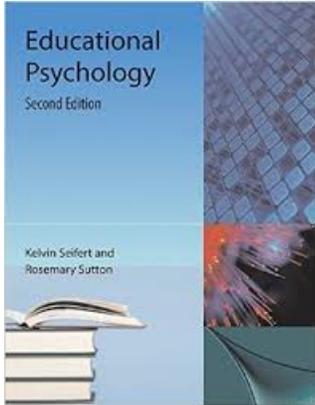
The California Open Educational Resources Council has designed and implemented a faculty review process of the free and open etextbooks showcased within the California Open Online Library for Education (www.cool4ed.org). Faculty from the California Community Colleges, the California State University, 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:

Educational Psychology

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Textbook Authors:

Kelvin Seifert, Ph.D.

Reviewed by:

Regina Lamourelle, Ph.D.

Institution:

Santiago Canyon College, CA

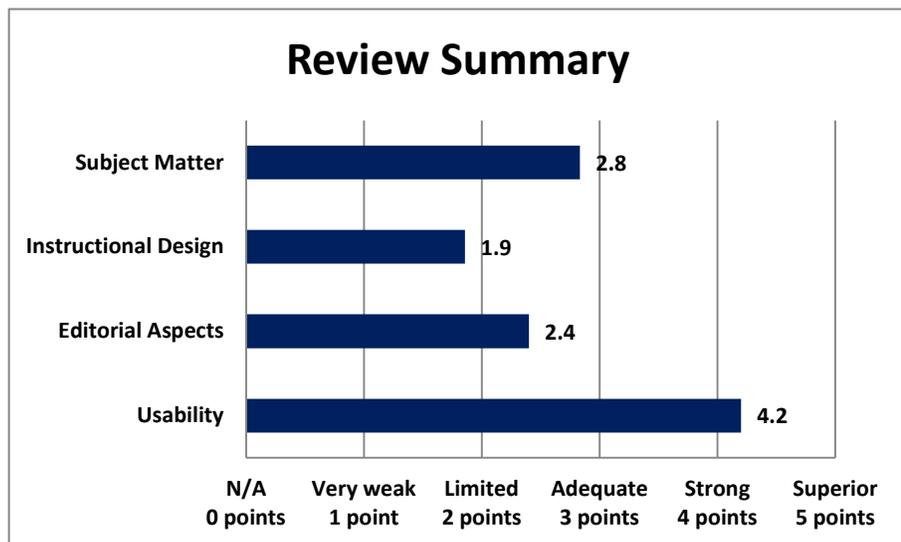Title/Position:

Department Chair, Human Development

Format Reviewed:

PDF and **Online**

A fee may be associated with various formats.

Date Reviewed:

October, 2014

Review Summary

Category	Score
Subject Matter	2.8
Instructional Design	1.9
Editorial Aspects	2.4
Usability	4.2

N/A 0 points | Very weak 1 point | Limited 2 points | Adequate 3 points | Strong 4 points | Superior 5 points

California OER Council eTextbook Evaluation

CA Course ID: CDEV 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		

	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Does the textbook use a clear, consistent terminology to present its subject matter?					X	
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:

1. This text does not contain the topics required by CI-D for CDEV-100 for child development. (Ex: Developmental perspective, Developmental Theories, Conception, Prenatal Development, Infant/Toddler development, Play Years, Adolescent Development, and Research Methods are not addressed or not adequately addressed), Topics addressed are limited to teacher development, teacher strategies, and some research methods. This book is more for a psychology major in preparation for becoming a teacher, not a basic text for child development students or early childhood educators.
2. Some of the information should be updated to reflect current cognitive research and brain development such as listing the apparent differences in cognitive processing for gifted students versus typical students, the mirror neuron hypothesis and its relevance to social learning, and the updated Bloom's taxonomy guidelines.
3. Diversity is dealt with as discrete chapter subject content rather than integrating concepts of diversity in all of the chapters. The author addresses these extras in the preface as adding to the cost of the text and having negligible real effect on student learning. There are few pictures, imbedded audio or video suggestions to break up the text and appeal to visual learners or decrease the monotony for attention limited learners. The C-ID 100 outline states the following about methods of evaluation:

Methods of Evaluation:
1. Exams (objective and essay) that demonstrate the students' ability to define principle theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
2. Research papers, essays and/or group projects that demonstrate student's ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
3. Instructor assessment of participation in classroom discussions, presentation of group projects, observational study, and direct classroom experience with children.

This book gives little information about how to assess course objectives. While I appreciate the flexibility of designing and creating whatever assessments I would need, this may be a daunting and time consuming task for beginning faculty and adjuncts who will teach the child development class at the community college level. It is helpful to give teachers this 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: 13 out of 35

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

- The layout, graphics, and other materials are so limited that, as a department chair, it would be difficult to recruit adjuncts to teach the class with so few resources provided by the text publisher.

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: 12 out of 25

Please provide comments on any editorial aspect of this textbook.
- The design of the text is not engaging or visually attractive. The explanations are, however, clear, concise, and free of jargon making the explanations accessible for community college students, if you can get them to read it.

Usability (25 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: 21 out of 25

Please provide comments on any aspect of access concerning this textbook.
- The format is so simple without a lot of extra requirements or connections that I think this is the book's strongest asset for CDEV-100. Students and teachers are accustomed to reading to acquire information and this work primarily is designed to be read and does not have a lot of links to other information, except in the appendices.

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: 2 out of 10

Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?
- This is a very good basic text for an educational psychology class or as a supplementary text for a teacher preparation course at the 200+ level. Students should have already had a course or two in developmental psychology or child development.

- This work also is explained in simple enough terms with good examples to be a supplemental text for parts of a child development class. I could see using some of this information to explain aspects of child development such as moral development.

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

- Address all of the topics required by CI-D for CDEV-100. (Ex: Developmental perspective, developmental theories, conception, genetics, prenatal development, birth, cognitive, biosocial and psychosocial development in infancy, play years, school-age and adolescence, language acquisition and bilingualism)
- Incorporate more visual, audio, and/ or interactive features to explain content.
- Include some suggestions for assessing course objectives as outlined by C-ID for CDEV-100.
- Update content to include current understandings about learning and development as it relates to educational and developmental neuroscience.
- Incorporate aspects of diversity as it related to typical and atypical development throughout the chapters

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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.)

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