

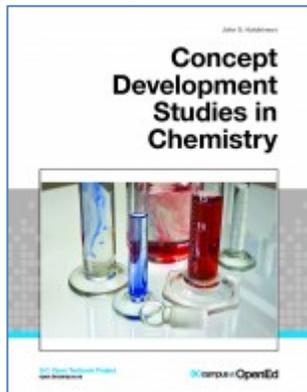


## Faculty Review of Open eTextbooks

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](http://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:

### Concept Development Studies in Chemistry



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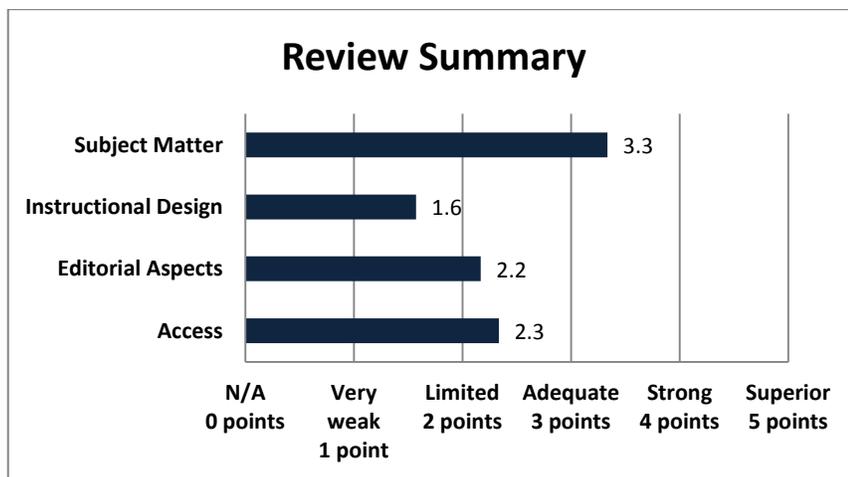
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Format Reviewed:  
[PDF](#)

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Date Reviewed:  
August, 2014.



### California OER Council eTextbook Evaluation Rubric

CA Course ID: [CHEM 110](#) or [CHEM 120S](#)

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

<b>Subject Matter (30 possible points)</b>	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: 20 out of 30

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

- The textbook has examples from research and is written in a way that an above average to excellent student will gain a lot of knowledge from the book.
- Lower end students will struggle with the complexity of the textbook.

<b>Instructional Design (35 possible points)</b>	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: 11 out of 35 points

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

- There are problems at the end of each chapter that range from medium difficulty to very challenging for an undergraduate course.
- There are no chapter reviews or example problems in the text.

<b>Editorial Aspects (25 possible points)</b>	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: 13 out of 25 points

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

- There are very few figures or pictures in the textbook.
- It is very text heavy and uses examples from primary science literature as sources.
- An A student will find the book engaging, but B and C students from community colleges would be lost.

<b>Access (30 possible points)</b>	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
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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: 14 out of 30 points

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

- I downloaded the book in PDF form.
- It is over 200 pages so printing out would not be a great choice, but there are no color pictures so it is at least doable.
- I tried to use my iPad to read, but it would not work.

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					

## Overall Comments

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

This is a great textbook if you are at a higher level institution and expect your students to have prior knowledge of chemistry or expect them to go and find out simple concepts on their own. It is a challenging textbook to read that has a lot of great citations if you want to do further study.

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

B and C students would not use this book. They would have a hard time understanding the material from the book and the resources that the book sends you to are also very difficult to understand and read without the fundamental chemistry background that general chemistry is supposed to provide. Community College students could not use this book. It is very text heavy with few example problems. If you know general chemistry concepts it is a great book because it can build on that knowledge, but as a first book for students to use, it is limited.

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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