

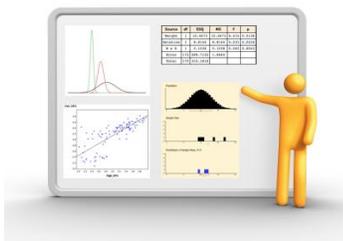


Faculty Review of Open eTextbooks

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 free and open etextbooks 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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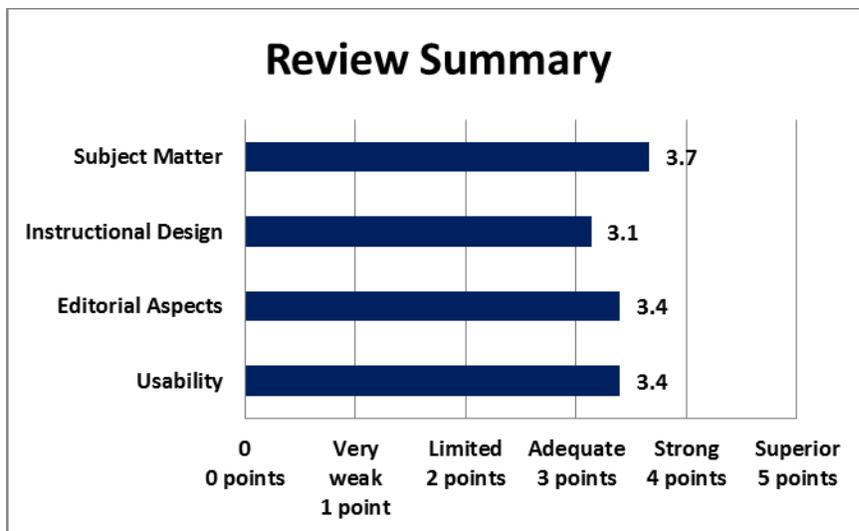
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

December 2015

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		
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: 22 out of 30

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

- Overall, this textbook is very strong in explaining certain aspects of statistics that are typically skipped by other textbooks (for example, demonstrating that the median minimizes absolute deviation and the mean minimizes squared deviations).
- That said, the textbook does make a few odd choices in its terminology: one example is the use of pi for the probability of a single trial in a binomial distribution; I can imagine many students getting hung up on $\pi=3.14$
- Another example is the text uses the term “probability value” most of the time, but sometimes uses “p value”. In a few of the exercises, the text uses the more common term “p-value” but not consistently. This makes it difficult to search the text for certain terms (see below).
- The examples are not overtly culturally exclusive, but I did not notice any examples that are particularly inclusive of non-majority races or cultures, either.

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: 22 out of 35

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

- This textbook is not particularly easy to read, and will require the instructor to provide quite a bit of additional explanation. That is not a bad thing; after all, that's part of what an instructor is there for, but it does limit the usefulness of the text for the student.
- I very much appreciate the many illustrations and (in the web version) interactive Java applets. However, the Java applets are not particularly easy to get working. I also like the “statistical literacy” exercises, but I do wish that the answers were in the instructor's materials rather than in the textbook-- in the pdf version, the exercises are almost useless, as the answers are immediately available. The iBooks version does slightly better by requiring the reader to tap “check answer”, but I would much prefer to use these questions in a class discussion than have the students immediately read the answer.

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: 17 out of 25

Please provide comments on any editorial aspect of this textbook:

- The iBooks version uses nice colors and fonts; the pdf version is less easy on the eyes, but still not too bad.
- The textbook is easy to navigate in the iBooks edition, as the table of contents is accessible from anywhere in the book.
- The book is less easy to navigate as a pdf file, as the reader must manually get back to the front of the textbook to access the table of contents.

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: 17 out of 25

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

- Both of the versions I reviewed are easy enough to use, but the online demonstrations (written in Java) took some effort to get running. None of my computers run Java normally, I installed it for the purpose of this review, but then it took some effort to get the demonstrations to run in my browser. Java is no longer supported by Google Chrome at all; Firefox took quite a bit of coaxing to get the demonstrations to work.
- Furthermore, I did not find an easy way to access the demonstrations from either the iBooks or pdf version; I ended up keeping them open in a web browser so that I could use them when needed. The statistical calculators available in the iBooks version are available on the website, but are not linked to by the pdf version.

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	
How willing would you be to adopt this book?	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
				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?

- Lots of good conceptual material.
- Online demonstrations (when they work).

- Of the OER Statistics books I have reviewed, this one is my favorite. Even though it is difficult to read at times, it contains far more conceptual material than any of the others.

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

- The book is difficult to read. However, of the OER Statistics books I have reviewed, this one is my favorite. Even though it is difficult to read at times, it contains for more conceptual material than any of the others.

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