



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 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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Find it: [eTextbook Website](#)

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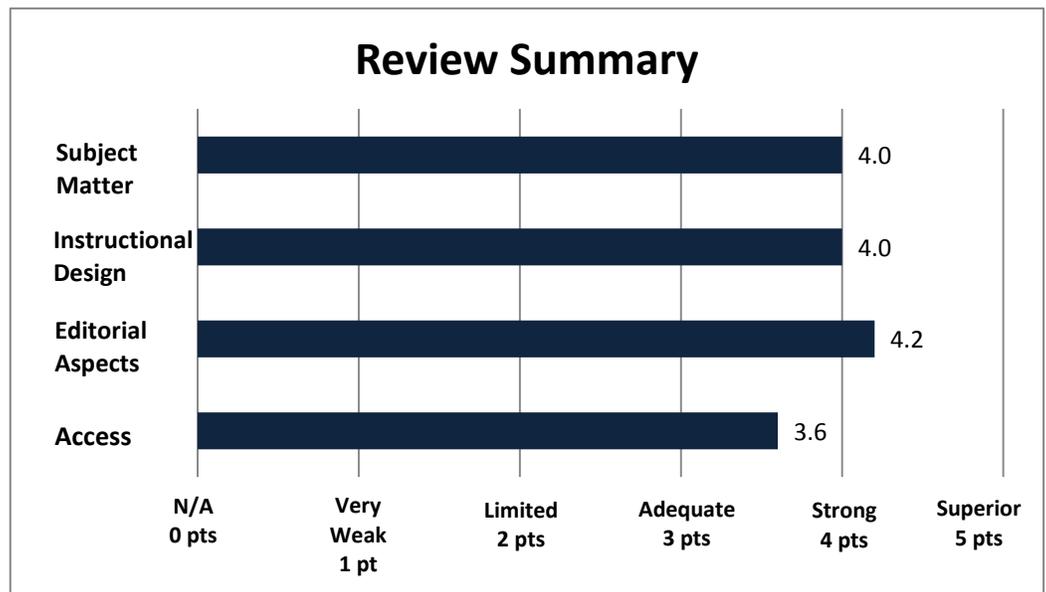
Format Reviewed:

[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	
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: 23 out of 30

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

Regarding things like question (5), the subject of mathematical statistics AT THIS LEVEL OF SOPHISTICATION has not changed in 50 years or more, so the real issue as I see it is not up-to-datedness but ability to convey the material.

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.

There is no index but there is a useful Glossary at the end of the book. There are no PDF bookmarks, but the text is moderately hyperlinked, and the table of contents is exhaustive. The book uses a modular, divide-and-conquer approach, whereby the material is split up into many bite-sized pieces. Each chapter very clearly and usefully states what the prerequisites are, so that any instructor adopting this book can mix-and-match to create a text that is deemed suitable. In this sense, it's really a "meta text", from which a number of texts may be drawn. The downside to this approach (and it's a small one, admittedly, compared to the upside) is that the book will always have the feel of a bunch of bites strung together as opposed to a seamless meal).

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: 22 out of 25

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

In general, I found this to be a highly readable, highly approachable text that does not shy away from

making sure the students learn not only statistics per se, but also critical thinking (e.g., correlation is not causation). The chapters on graphing will serve the students well given that visual display of information is taking off. I was disappointed that the section on histograms did not explain well enough that the AREAS, not heights, of the bars of a histogram are what matter (p84).

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: 18 out of 30

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

Very clean, readable, layout in the PDF that I used. The (java-based?) examples hung my computer.

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?

- The modular nature of the book, as described above, gives instructors the ability to customize for their own courses by picking and choose sections.
- The book does not shy away from critical thinking aspects such as correlation vs causation.

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

- The modular nature is both a strength and weakness. I prefer to use texts which, more or less, provide a linear flow of what the student needs to know. That is to say, I want to assign chapter 1 then 2 then 3... and have a book that is designed to build up knowledge that way. (There is always SOME picking and choosing.)

The authors have chosen a different philosophy in their approach to this text, and within their modular approach, they have done very well.

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