



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 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:

Destinos: An Introduction to Spanish



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Find it: [eTextbook Website](#)

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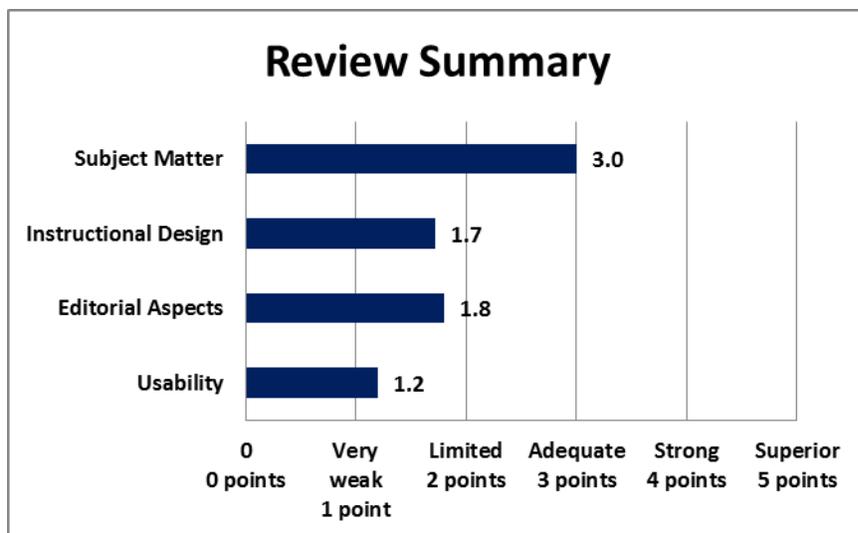
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

March 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [SPAN 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		

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: 18 out of 30

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

- There are some small mistakes on the close captions
- This is a video program that is a soap opera. This is not a textbook. The videos are a good review of vocabulary and grammar, as well as opportunities to develop listening skills. There is a lot of repetition of what is happening, which is good to review and develop listening skills, however I consider that the video have to be supplemented with a more formal introduction of vocabulary and grammar.
- Destinos was produced in 1992, so some of the cultural content is outdated. For example, characters they use "pesetas" in Spain and big wood keys in hotels. Also, the representation of technology and communication systems corresponds to what was available in 1992. This may be considered negative, although on the other hand, it offers a topic of comparison and discussion.
- Even if there are some activities that accompany the videos, this program does not provide opportunities to develop reading, speaking or writing activities.
- The video offer examples of cultural aspects and Spanish pronunciation from different parts of the Hispanic world. Main characters are not racially diverse, but at least there are women on professional roles.

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: 12 out of 35

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

- The material reviews are more intended to develop listening skills, vocabulary and cultural appreciation. There are no extended written explanations and only some reading texts on activities, but the written materials are not difficult to understand for an elementary level, especially for the first chapters (videos).
- Most learning is listening and visual.
- Although the videos are well produced and intended for learning a second language, student participation is basically limited to watching and listening. There are no opportunities for the student to create with the language. To provide students with the opportunity to create with the language is one of the best practices in second language instruction today.
- No, there is no sufficient effective ancillary material in the URL.

- It is easy to select the video chapters or activities, but is not possible to know the exact content of each video unless one watches it.

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: 9 out of 25

Please provide comments on any editorial aspect of this textbook.

- As mentioned before, Destinos was produced in 1992. For this reason many aspects of the program look outdated. For example, clothes the characters wear, cars, etc. It does not give students a real image of many aspects of Hispanic countries and people today.

Usability (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: 6 out of 30

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

- The material cannot be annotated.

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: 4 out of 10

Overall Comments

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

- The story that the video program narrates takes students to different countries and covers many cultural aspects from different parts of the Hispanic world. Every episode repeats some of the more important events of the previous episode, so it helps students to follow the story, even if their Spanish is still at the elementary level. The program provides examples of different Spanish speaking accents. At the end of each episode there is a review of what happened and a little quiz. The story has some suspense and probably would keep students wanting to know what happens next. I think that even if some of the content is outdated, Destinos may be a good supplementary material for some courses.

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

- In some aspects it is not a good representation of the Hispanic countries and people of today and their racial and social diversity.
- Group and communicative activities. Task completion activities.
- A textbook where students can find grammar explanations, writing activities, reading strategies, etc., so they can work independently and prepare for class.

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