# 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:

# Business Fundamentals

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Find it:  eTextbook Website

Textbook Authors:

## Global Text Project

Reviewed by:

## Robert Girling, Ph.D.

Institution:

## California State University, Sonoma

Title/Position:
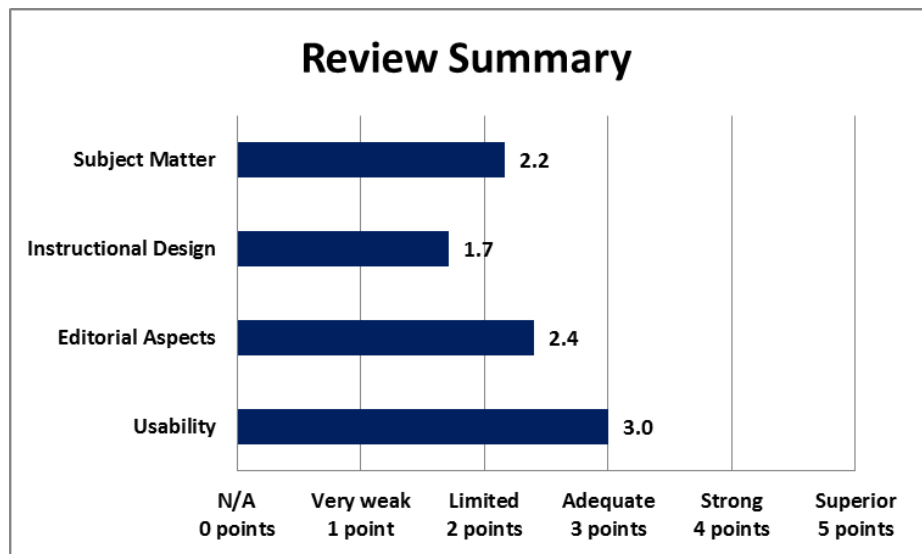
## Professor, School of Economics and Business

Format Reviewed:

## PDF

A fee may be associated with various formats.

Date Reviewed:

## October, 2014



Review Summary

| Category | Score |
|---|---|
| Subject Matter | 2.2 |
| Instructional Design | 1.7 |
| Editorial Aspects | 2.4 |
| Usability | 3.0 |

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:  BUS 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 | | | |

| | 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?) | | | | | | |

Total Points: 13 out of 30

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

- The textbook is not written clearly, possibly due to the multiple author format. The subject manner and terminology is often advanced and assumes the student understands principles that were not previously defined. Many of the examples are beneficial though.

| 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:

- This textbook at times aligned with the course curriculum, but often uses advanced terminology and language not suited for this introductory course. Also, the book was very inconsistent in both chapter length and in learning examples which were only present in some chapters.

| 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.

- I had a difficult time following this book because of the lack of structure, and because the chapters were inconsistent (because each section was written by a different author in a different style).

| 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 | |

| | Not at all (0 pts) | Very Weak (1 pt) | Limited (2 pts) | Adequate (3 pts) | Strong (4 pts) | Superior (5 pts) |
|---|---|---|---|---|---|---|
| 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:  15 out of 25

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

- The textbook was available in different format and had a clear table of contents. There was no direction on how to interact with or navigate the book other than the table of contents.

| 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?

- The examples are culturally sensitive.

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

- Need to develop a clear and engaging text with one style that is easier to follow. Also, needs to be better organized and follow the course outline.

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