Faculty Review of Open eTextbooks

Chapter Name:

Cognitive Development in Childhood
(A chapter in *Introduction to Psychology: The Full Noba Collection*)
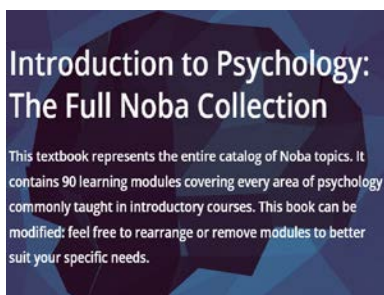
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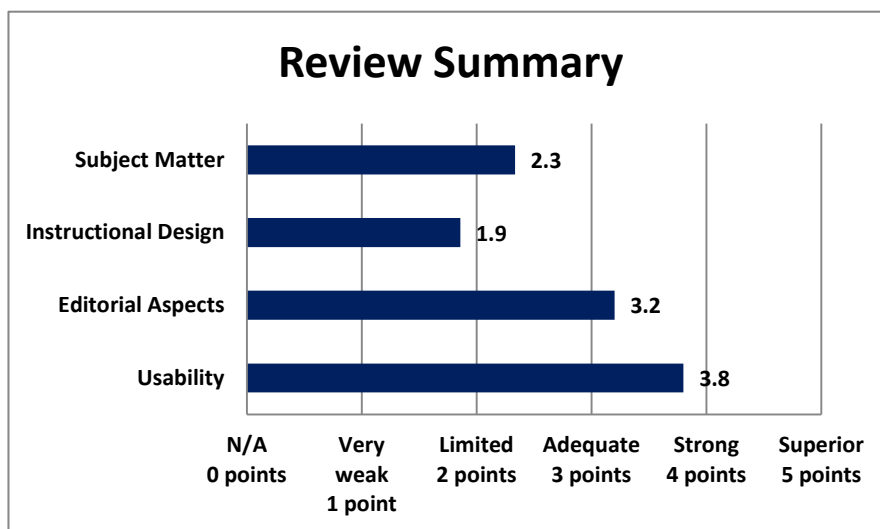Title/Position:
Department Chair, Human Development

Format Reviewed:
Online

A fee may be associated with various formats.

Date Reviewed:
October, 2014

Review Summary

Category	Score
Subject Matter	2.3
Instructional Design	1.9
Editorial Aspects	3.2
Usability	3.8

| 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: CDEV 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			

	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?)			X			

Total Points: 14 out of 30

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

- This is a chapter of introductory information on cognitive development in childhood and does not have the required content for CDEV-100. The information presented on cognitive development lacks depth and breadth, especially when considering the aspects of diversity. For example, cognitive development topics such as the progression of preoperational thought, information processing, language acquisition as it relates to typical and atypical development, brain maturation, poverty, affluence, and bilingual language development were not addressed and this document is a brief comment of the topic of cognitive development of preschoolers! A similar lack of breadth and depth exists for all areas of infant/toddler, school-age, and adolescent cognitive development. In addition, the course, CDEV-100, is an introductory course on child development from conception through adolescence and not just a review of the cognitive domain in childhood. The CDEV-100 course objectives, as follows, cannot be met with this work:
- CDEV-100- Course Learning Objectives
  1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
  2. Analyze how cultural, economic, political, historical contexts affect children's development.
  3. Identify cultural, economic, political historical contexts that affect children's development.
  4. Identify and compare major theoretical frameworks related to the study of human development.
  5. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
  6. Differentiate characteristics of typical and atypical development.
- This work does not meet the assessment needs of the course. There were a few images that appropriately reflected the content presented. Also, there were five questions for discussion at the end of the chapter which were appropriate but no questions or suggestions about assessment of the content as required by CI-D, CDEV-100 guidelines. However, no information is provided about assessing the chapter content.
- The required forms of assessment for CDEV-100 are listed below:
  - Methods of Evaluation:
    1. Exams (objective and essay) that demonstrate the students' ability to define principle theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
    2. Research papers, essays and/or group projects that demonstrate student's ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
    3. Instructor assessment of participation in classroom discussions, presentation of group projects, observational study, and direct classroom experience with children.

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				

	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
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: 13 out of 35

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

- This information is easy to read and understand for community college students. The main concern is a lack of breadth and depth to this topic and the omission of the other required topics for CDEV-100. The instructional design component is weak on multimedia, assessment, and meeting the needs of diverse learners.

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: 16 out of 25

Please provide comments on any editorial aspect of this textbook.

- While there is an appropriate picture of the contents discussed, there are no interactive components or photo variety that would be interesting and appealing to learners easily distracted or those accustomed to more visually stimulating and interactive content. The needs of diverse learners appears to not be considered in the design and layout of the information and this chapter does not have multimedia access.

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: 19 out of 25

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

- Since this is primarily a printed document, I see no issues with faculty or college students being able to read it or annotate selected information.

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					

<div align="right">Total Points: 1 out of 10</div>

Overall Comments

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

- This work is easy to read with a limited amount of information that students would be required to master.

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

- As stated, this seems to not be a book, rather it appears to be an introductory chapter on one specific topic of the child development course, cognitive development. For me to consider this work, it would have to encompass all of the required content topics for the class according to CI-D guidelines, address the child development course objectives as listed above under "Subject Matter" and address cognitive development in more depth with more attention to theories, language acquisition, bilingualism, ages, stages, and typical and atypical development.

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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