

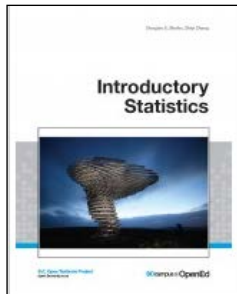


Faculty Review of Open eTextbooks

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:

Introductory Statistics



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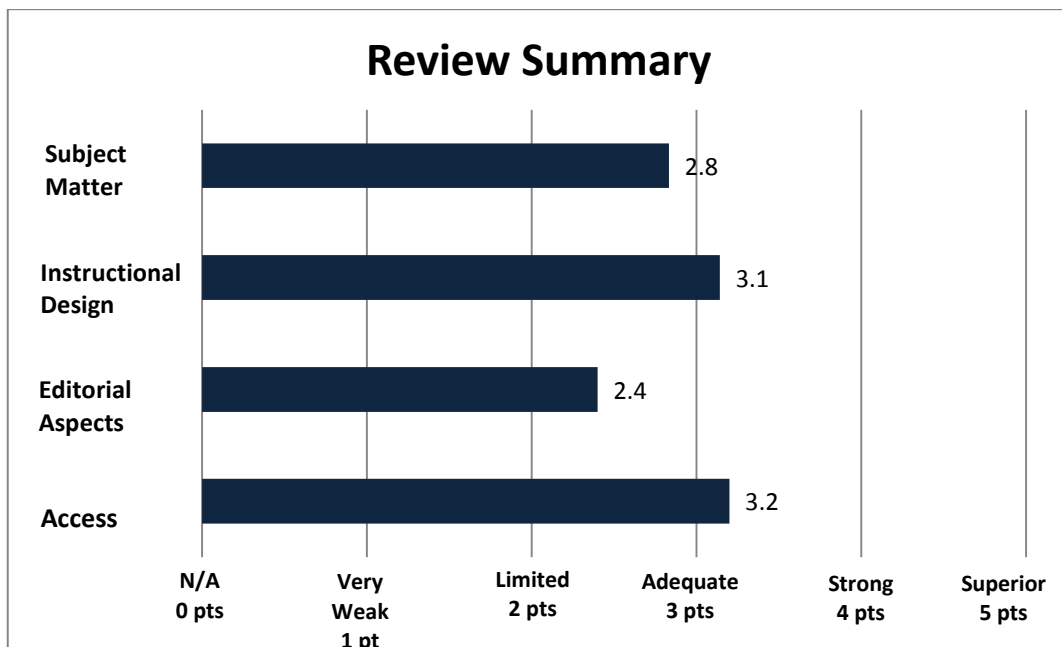
Format Reviewed:

[Online](#), [PDF](#), [Word Document](#)

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: 18 out of 30

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

(2) No sampling designs found. No scale of measurement found. No technology. (3) Not insensitive. Could use more diversity.

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 points

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

(4) No table of contents or index in PDF or Word doc versions. Online version has TOC, no index. Not immediately clear how to get to the online version from Word doc or especially from PDF. There is organization although it is not evident: Each section has Learning Objectives, Key Takeaways, "Basic" Exercises, along with Applications, and Large Data Set Exercises (with links to Excel files). Chapters have "Formula List" at the end.

(6) Ancillary materials available (I had a hard time finding them). "Supplements" include Test Item File, Instructor Manual, PPT Lecture Notes, Test Generator, Solutions Manual, Testbank for import into learning management system. "Study Aids" include quizzes and flashcards online for student use, by chapter. Downloads include student solution manual, eTextbook, PDF of each chapter separately.

(7) Searchable using regular search function of PDF or Word doc. I did not see online search feature (except in edit mode)

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: 12 out of 25

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

(1) Dozens of typos. (2) Clear. Not engaging. (3) Shading for exercises (blue) and objectives (gray) is consistent throughout and very helpful. Font very problematic. Math symbols (such as r^2) very hard to read in places -- in all formats. In places with italics and places with hyperlinks, words often ran into each other. (4) Online version has TOC, no index. No TOC or index in PDF or Word doc versions. Not immediately clear how to get to the online version from Word doc or especially from PDF. Did not find glossary. Did not find citations/references. Large data sets are Excel files with no attribution. (5) Links were goofy. Online version ok. Word version, some worked but did not link to right place. PDF version many links did not work. No graphics to speak of, no animations, no audio found. In online version, could get larger view of figures, which is good. Also, online some terms, when selected, and short pop-out definitions

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: 16 out of 30

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

(2) Variety of formats (online, PDF, Word doc, html.zip, purchase print copy) but some symbols were missing in PDF (little square showed up instead). (3) Can print PDF easily, but symbols missing so PDF did not match online version. (4) Can navigate online ok. PDF and Word doc had no navigation, no TOC, and even the pages were not labeled with Chapter or Section so very hard to tell where you were in the textbook. (4) Online version can be edited. Word doc, can, of course be edited easily.

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?

- Variety of formats.
- Can edit online version.
- Language is easy to read.
- Good use of consistent statistical language.
- Can get PDF for 1 chapter at a time.
- Online quizzes, flashcards for student use for each chapter.
- In online version can see figures much larger.
- Each section has Learning Objectives, Key Takeaways, "Basic" Exercises, along with Applications, and Large Data Set Exercises (with links to Excel files, though I did not find any Excel instructions).
- Chapters have "Formula List" at the end.

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

- Content is lacking: found nothing about sampling designs or procedures; no technology/calculator/software usage, directions, output found.
- Links do not work consistently.
- Different versions are not the same; some symbols are missing in PDF.
- Hard to read mathematical symbols in all formats.
- No glossary or index found.
- Not very exciting.
- Can find something in PDF or Word doc using search feature, but pages not marked with Chapter, Section.
- Often p-value not found because they aren't using computer or calculator

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