

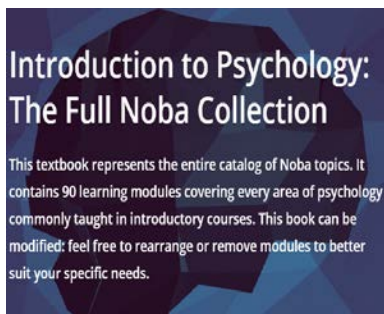


## Faculty Review of Open eTextbooks

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](http://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.

Chapter Name:

### **Social and Personality Development in Childhood** (A chapter in *Introduction to Psychology: The Full Noba Collection*)



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Find it: [eTextbook Website](#)

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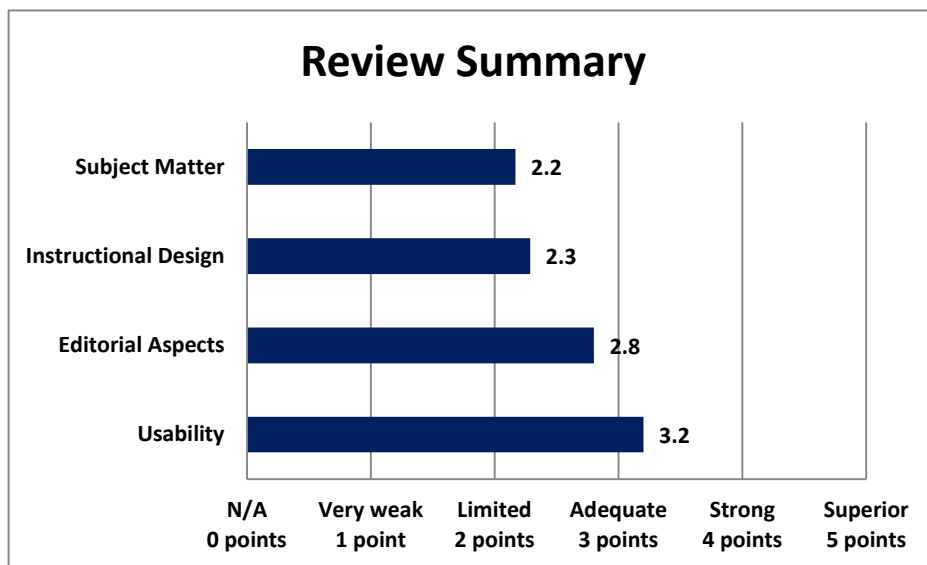
Format Reviewed:

[Online](#)

A fee may be associated with various formats.

Date Reviewed:

October, 2014



### 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			

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: 13 out of 30

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

- The comments about the stress of single motherhood and parenting leaves the impression that parent stress is mainly a reflection of marital status when stay-at home parents also experience stress that may interfere with bonding and parenting. How race and ethnicity affect parenting practices is not adequately addressed. This chapter does not contain the breadth and depth of topics required by CI-D100 for child development. Topics addressed are limited to social interaction in childhood and do not address all stages from conception to adolescence. Typical and atypical development, as well as, the impact of race, ethnicity, and other elements of diversity on social interaction are minimally addressed.
- There are only a few pictures and no embedded audio or video content to break up the text and appeal to visual learners or decrease the monotony for attention limited learners. There are a few critical thinking questions at the end of the chapter, but no other assessment questions or suggestions as indicated by the guidelines for CDEV-100.
- The guidelines are as follows:
  - 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			
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: 16 out of 35

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

- This work is organized as a standard text document with a few photos. The learning outcomes are relevant for the chapter but the chapter does not reflect the scope of information and topics needed for the course. There are no ancillary materials, suggestions, or activities and this work would not have widespread appeal to all types of learners. With the lack of resources, it would be difficult to get adjuncts to use this work since they would have to do a lot of supplementation.

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: 14 out of 25

Please provide comments on any editorial aspect of this textbook.

- This is not a complete textbook, so some of the questions are not relevant.

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: 16 out of 25

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

- Since this is a chapter written in the traditional manner and without any technological supports such as QR Codes or web links, I do not think there would be much difficulty accessing the material for the average college student.

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?	X	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)

Total Points: 1 out of 10

## Overall Comments

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

- The chapter is written in a matter that would be easy for most college students to comprehend.

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, but a chapter. For me to adopt this work, it would have to encompass all of the required content topics for the class according to CI-D guidelines for CDEV-100 and address the child development course objectives. If I were to use this for one area of child development it would need to include all of the stages of development, typical and atypical development, and include more diversity in relevant examples and people pictured.
- The CDEV-100 course objectives that follow cannot be met with this chapter:
  - 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.

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