



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:

Art History Resources



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Find it: [eTextbook Website](#)

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Format

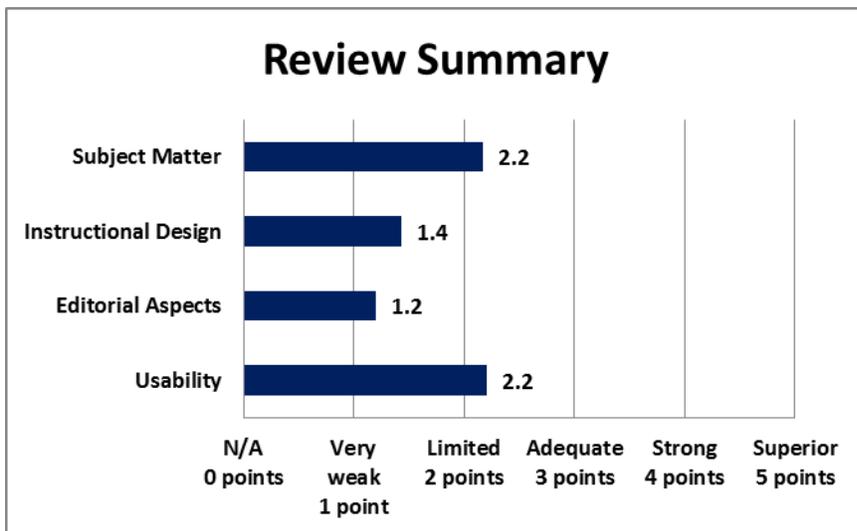
Reviewed:

[Online](#)

A small fee may be associated with various formats.

Date Reviewed:

August 2015



California OER Council eTextbook Evaluation Rubric

CA Course ID: [ARTH 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		
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:

- This is not a textbook so much as it is a catalog of links to the internet on topics related to Art History. As such, there is simply too much listed for me to evaluate effectively. I can tell you that the lists are crammed and crowded with ads and are difficult to navigate clearly. A click on "the 18th Century" will bring up a list of everything from the Carrachi (early 17th century) to Renoir (late 19th century) so you have to know what you're looking for, or else spend a long time getting detoured. A click on "photography" will yield a long list of topics, one of which is "Mapplethorpe" which, when clicked, takes you to a commercial site that posts a few articles and a few expired links. It's a grab bag of resources, some of which are no doubt interesting but may be questionable for academic purposes.

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: 10 out of 35

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

- I responded with "adequate" or "not applicable" to most of the points on your rubric because I don't see this as a textbook but as a catalog: interesting but with limited classroom utility. When I was in college, there was a room lined with shelves of the Encyclopedia of World Art. It was intimidating to say the least, and not all that easy to use (you had to negotiate the huge index first) and who knows how out of date the articles were. This strikes me as similar to that, only infinitely larger. I would probably feel more comfortable doing my own Google search.

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: 6 out of 25

Please provide comments on any editorial aspect of this textbook.

- Many, many editors. Some no doubt worthy, but I can't vouch for even a fraction of it.

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: 11 out of 25

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

- Confusing. In trying to refine ones search for information on a topic, this site may in fact complicate the process.

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: 1 out of 10

Overall Comments

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

- I wouldn't dismiss it out of hand, but there are better ways to provide students with more directed research methods that don't overwhelm or lead to questionable results.

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

- That's like asking how to improve the Internet in general! You have to take the good with the bad if you want to take advantage of all it has to offer.
- It's beyond me to provide a quick fix.

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