

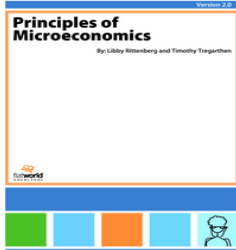


Faculty Review of Open eTextbooks

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:

Principles of Microeconomics



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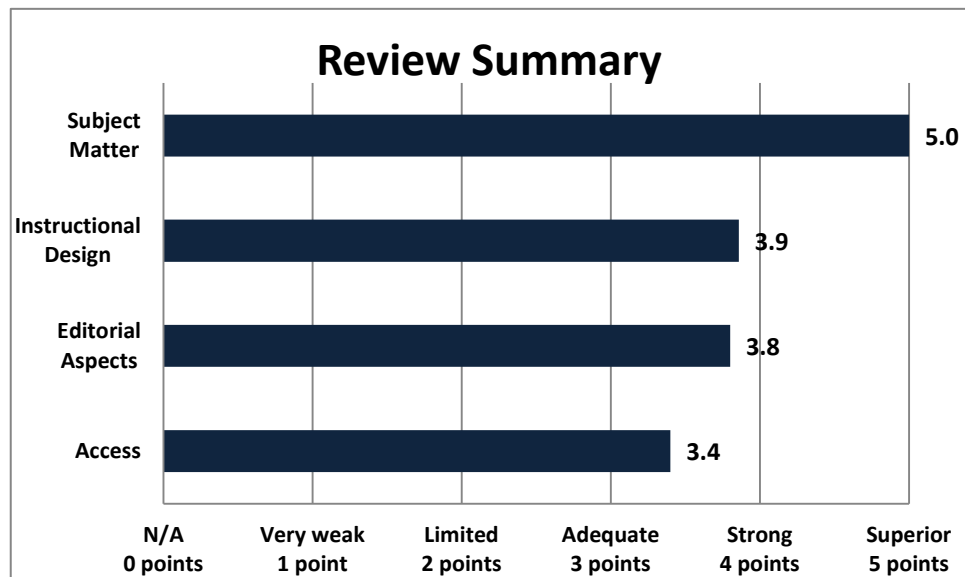
Format Reviewed:

[PDF](#)

A small fee may be associated with various formats.

Date Reviewed:

August, 2014



California OER Council eTextbook Evaluation Rubric

CA Course ID: [ECON 201](#)

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,						X

Subject Matter (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
ethnicities, and backgrounds?)						

Total Points: 30 out of 30

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

- There are many aspects of this textbook that I really like: (1) The exposition and the rigor of the topics; (2) the level and pacing of the topics are appropriate for a Principles course; (3) the smooth internal transition, that is, going from one concept to another within a chapter. This continuity of ideas is also reflected in the way of the topics are arranged.
- (4) The sequence of chapters (with one exception -- I do not like the "Market Failure" segment in chapter 6. I would prefer a separate chapter on Public Goods and also one on Asymmetrical Information.)
- The market structure chapters are especially good because they reinforce a fundamental concept in economics: marginal analysis. It drives home the point that there are a few basic core ideas and tools that are used repeatedly.
- The "Start Up" feature does a good job introducing each chapter content and provides students with a better understanding of the relevance and rationale for the chapter content. Hopefully, students can appreciate how economics pervades their own lives and the world around them!
- That said, some issues need to be updated, for example, "Occupy Wall Street". While interesting, it occurred in 2011. Now the big issue around inequality is the minimum wage debate and stagnant wages. Also economies in transition -- this chapter is outdated.
- The Case in Point articles are well chosen in that they reinforce the key concepts and provide real world context, enabling students to place in a broader context the economic concepts developed in a text, to see how economic concepts relate to real world events and how real world events can be put into an economic model.

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: 27 out of 35 points

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

- One can click on the diagrams to expand it and that's good but because the diagrams open in a new window, it is probably a good idea to have an explanation of the diagrams in the same window. An alternative to this is to have an auditory representation where students can have the explanation read out aloud.

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,					X	

Editorial Aspects (25 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
font, and typography consistent and unified?)						
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: 19 out of 25

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

Other than graphics, there are no other multimedia features.

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: 17 out of 30

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

Students can annotate and highlight using the standard tools provided with a pdf format. The online format is not exactly an interactive eReader -- no audios or videos embedded within the text.

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?

- I like the content, the instructional materials, the way the subject matter is handled, the prose, the way the topics are articulated but would I adopt this book? If I am to use an etext, I would prefer to see more interactive features.

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

- Include more interactive audio and video features.

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

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For questions or more information, contact the [CA Open Educational Resources Council](#)



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