

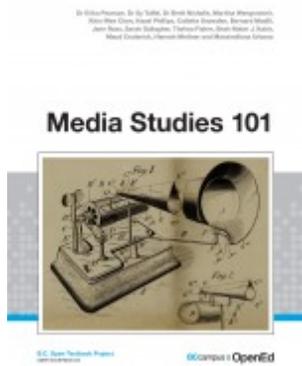


Faculty Review of Open eTextbooks

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 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:

Media Studies 101



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Find it: [eTextbook Website](#)

Textbook Authors:

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Reviewed by:

Mark Stoner

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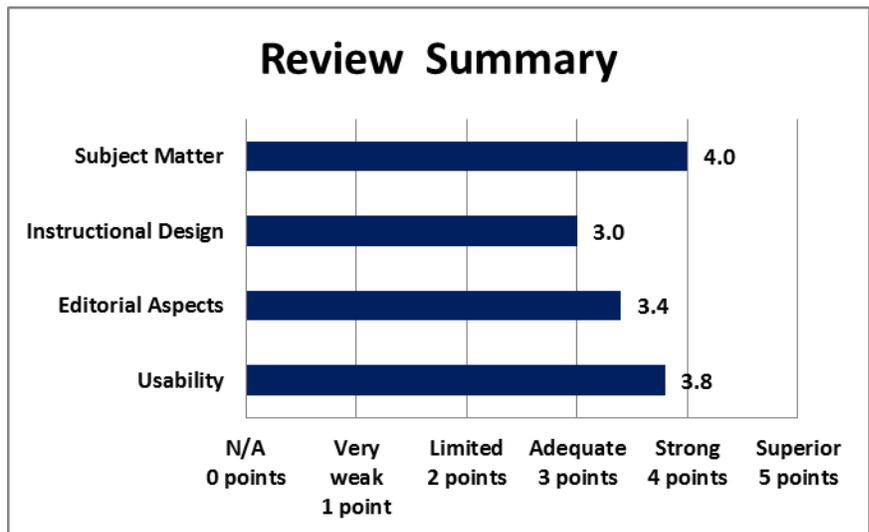
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

May 2016

California OER Council eTextbook Evaluation Rubric

CA Course ID: [FTVE 105](#)

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: 24 out of 30

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

- A. 2. Depth of coverage is usually adequate or sufficient to provoke discussion, create research problems, etc. (Never to consider the content a thorough, extensive and complete treatment of a topic. I don't think it was intended to do that anyway). However, some chapters are still undeveloped or not developed so at points the information is limited at best.

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: 21 out of 35

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

- B. 3. No objectives listed
- B. 4. Organization is aided by the ToC and internal links. However, the design of the eText is so elaborate that it actually becomes confusing; linking sections of readings to other chapters sometimes or glossary other times makes navigation a bit of an adventure at times.
- A classic ToC with chapter numbers and section numbers or letters would be very helpful, but missing.
- B. 6. The discussion questions at the end of sections are often interesting and provocative, but that is all I found as ancillary material.

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: 17 out of 25

Please provide comments on any editorial aspect of this textbook:

- C. 1. Some occasional usage or spelling mistakes, but overall, sufficiently correct for what we are trying to do here!

- C. 4. Organizational problems are described elsewhere.
- C. 5. Multi-media elements are sometimes useful but links don't always work (a bane of this type of publication; I sympathize with the authors in maintaining the links); some of the diagrams are used well. For example, the deGuy diagram (Communication and Culture) is used well to organize the discussion and visualize the relationships of concepts or processes.

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:

- D. 5. The PDF version allows notation, searching, etc. I like having the PDF in this form available to encourage student notations and comments to themselves during study. It also permits a class-wide project of writing new pages to be inserted to create a unique class version.

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	

Total Points: 8 out of 10

Overall Comments

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

- The fact that it is available in multiple formats
- It is current
- It is provocative--provides some excellent content to start student think and set research problems, but it cannot be considered the repository of all necessary knowledge for course
- It raises some new conceptual ideas that are always treated in mainstream texts.

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

- Some ideas:
 - Navigation needs improved for all versions
 - Put definitions in boldface type; link to glossary
 - Example: Culture is defined on p. 6 (PDF version). This sentence in bold, would be useful to students as they study or review: "For communication studies, we might start by defining culture as a set of learned behaviours shared by a group of people through interaction."
 - The authors have a glossary in the BC Online Textbook version, but the definition of culture is not linked although "schemas" (same page) is linked to the glossary; while "discourse" (same page) is linked to chapter 15 as a whole. The inconsistency of the linkages will discourage student use, I expect. Consequently, the useful links will get ignored with the less useful ones.
 - The Table of Contents in the BC Online Textbook version is organized by Part: 1-4. For purposes of giving assignments and pointing to sections for discussion, adding letter designations to the topics would allow assigning, say, "Part 2, b." which would be a great shorthand over, assigning "Part 2,

- section on Discourse, Institutions and Power”
- Chapter 10 Gender and Politics begs development! The video is interesting, but facilitation of analysis using relevant media theories is yet missing.
 - Same with Chapter 11 “Limitations of minimal effects model”

We invite you to add 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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