



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:

Wikibooks: Introduction to Psychology



License:



Introduction to Psychology by Wikibooks is licensed under a [Creative Commons Attribution-ShareAlike License](https://creativecommons.org/licenses/by-sa/4.0/).

Find it: [eTextbook Website](#)

Textbook Authors:

Multiple Authors

Reviewed by:

Megan Gliniecki

Institution:

California State University, San Marcos

Title/Position:

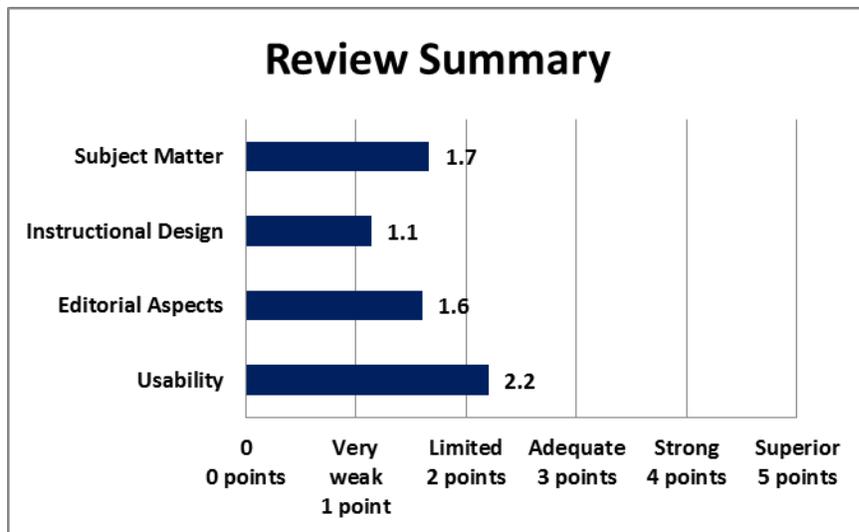
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

March 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [PSYCH 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		X				

to present its subject matter?						
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: 10 out of 30

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

- This textbook is largely incomplete. For example, the section on consciousness is blank - there is nothing written there. There are several other sections and titles with blank spaces below them. Throughout the text, concepts are briefly introduced, and terms are highlighted so that the reader can click on them and be routed to further information. Many of the links are to Wikipedia pages that are incomplete, no longer exist, or require significant editing. For example, the page that Piaget routes to has expired.
- With respect to the validity of information presented in this book, there were very few references within the text. Most of the information was based in links to Wikipedia. Wikipedia itself states that meta-analyses reveal that approximately 45% of Wikipedia information is valid and reliable. Therefore, this text does not appear to represent the most accurate sources of information.
- In addition to the many pages that were blank and the expired or missing links, the information that was presented in the text was lacking in sufficient detail. Where detail was sufficient, it was housed within links to Wikipedia pages which are of questionable academic quality.
- The text does not adequately address cultural concerns in psychology. The topic is not highlighted as a major area of importance, despite appearing in almost every chapter of leading introduction to psychology textbooks.

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: 8 out of 35

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

- The textbook includes a table of contents. The text is large and readable.
- Areas where the book needs improvement include: The textbook does not include chapter learning objectives, section or chapter summaries, a glossary of terms, or an index. It also does not include assessments of any type such as end of section or end of chapter quizzes or critical thinking challenges.
- The textbook does not appeal to a wide range of learning styles. In fact, the book does not include any tables of figures within the text itself. Some highlighted terms within the text link to Wikipedia pages that contain figures. However, the text itself is not conducive to visual learners. The lack of assessment measures prevents it from being conducive to kinesthetic learners.

- One of the most significant tools that psychology instructors rely on is the wide range of applications within the subject matter. Almost every area of our modern culture speaks to some aspect of psychology. The text does not include a discussion of how psychology relates to students' lives. There are no stories or engaging introductions to each chapter topic.
- As mentioned previously, the text is readable in terms of the print being large and readable. However, there are no design elements that make the material visually engaging. The entire text is black and white. There are no sections that reappear as themes throughout each chapter to create unity and interest. For example, in some texts there are sections such as "Myths in psychology", "Important figures" or "concept review". Important terms are not highlighted and defined in such a way to emphasize their importance.
- A major limitation of this text is poor navigation abilities within pages. There is no ability to search within the text. In addition, when readers click on a highlighted term and are taken to a Wikipedia page, they are brought back to the very first page of the text instead of going back to the page where the term is written.

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: 8 out of 25

Please provide comments on any editorial aspect of this textbook.

- Please see comments above to address many of these issues.
- The textbook does not include any multimedia. There are no embedded videos. There is no animation.

Usability (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: 11 out of 30

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

- The book is available in pdf format and must be read on a device connected to the internet in order for students to access links within the pdf file. It is not available in any other format.
- There does not appear to be any way to annotate the text.

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: 1 out of 10

Overall Comments

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

- I would not recommend this textbook to any colleague.

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

- The first step to improve this textbook is to create material that comes from reliable sources. Next, the book needs to be complete - all sections must have text (many pages were blank) and include sufficient coverage of topics. The text needs to be easily navigated so that the reader does not have to scroll through the entire pdf file when returning to the text from an embedded link.
- Once those basic aspects of the book are in place, the text needs to address the wide variety of student learning styles. Specifically, it needs to include figures and tables which visually highlight and clarify important concepts. It needs to include chapter/section learning objectives and assessment measures. Important terms need to be defined and organized in a glossary.
- Students need to be visually and emotionally motivated to explore the text. The book needs to be organized in a visually appealing manner with sections and themes clearly outlined. The content of the text needs to be engaging such that it uses applied examples of psychological concepts.
- Finally, supplementary resources for both students and instructors need to be created. These would include assessment measures for students such as online quizzes. Chapter outlines are also helpful.

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



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



This [review](#) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).