

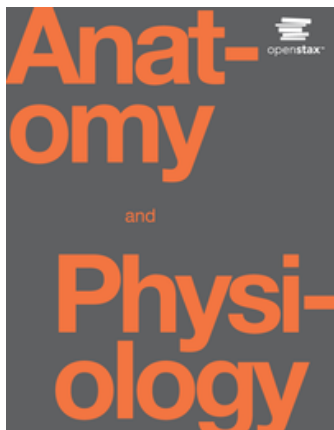


Faculty Review of Open eTextbooks

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:

Anatomy and Physiology



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Find it: [eTextbook Website](#)

Textbook Authors:

OpenStax

Reviewed by:

Jacqueline Pal

Institution:

California State University, Long Beach

Title/Position:

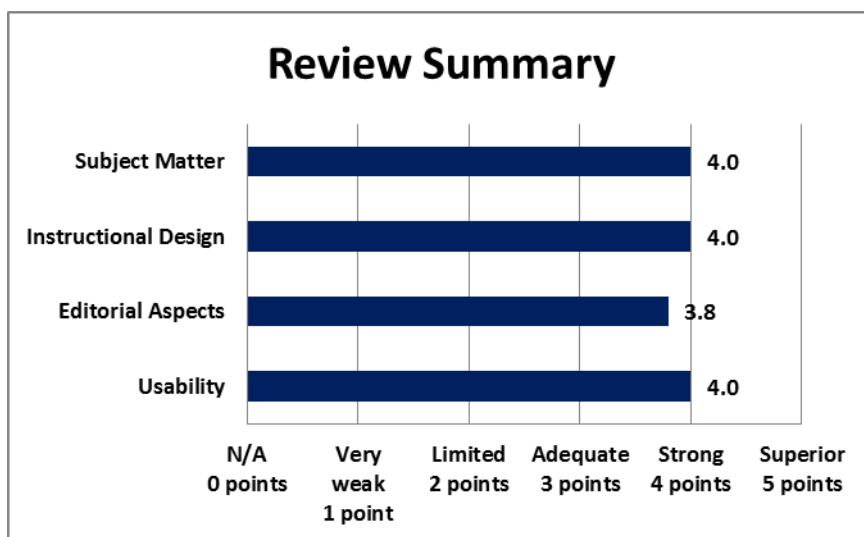
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

December 2015

California OER Council eTextbook Evaluation Rubric

CA Course ID: [BIOL 120B](#)

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:

- Covers all the major topics of typical anatomy and physiology textbooks, organized in a slightly different way. Seems to be heavier in terminology than usual texts, making it a bit less user-friendly for students.
- Histology pictures are widespread throughout the text as well as in the portion dealing directly with histology.

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: 28 out of 35

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

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: 19 out of 25

Please provide comments on any editorial aspect of this textbook:

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: 20 out of 25

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

- Some forms easier to search. Annotation ability not immediately apparent.

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: 5 out of 10

Overall Comments

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

- Love all the interactive links, but realize students could get sidetracked on these for hours. Students will like the clinical scenarios, but have no basis to determine if this is a commonly seen issue or something rather rare.
- Also like the chapter review questions that are linked to interactive links. Terminology definitions at end of each chapter a definite plus, but some definitions don't mesh with what's in the text. Appreciate all the critical thinking questions too!

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

- Some easily found errors in content:
 - Ex 1: left hand to right spinal cord (impossible) to left brain? Need to pay attention to body side being projected; also show decussation between spinal cord and brain - students wouldn't notice it the way it is drawn. This lack of fibers crossing sides between cord and brain occurs several times in the text.
 - Ex 2: cervix histology showing squamous cell CA (abnormal epithelium) and comparing it to columnar epithelium (not squamous!) as normal.

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