



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:

Aveteca



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Find it: [eTextbook Website](#)

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Format

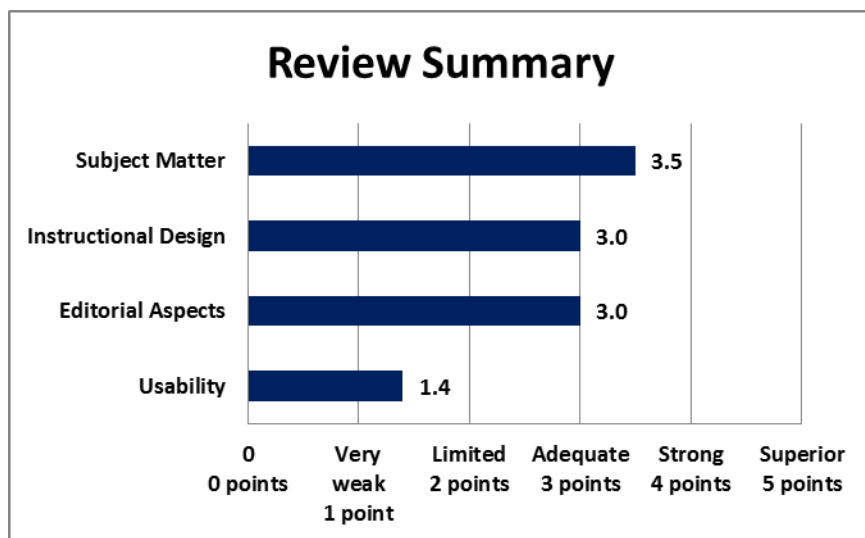
Reviewed:

[Online](#)

A small fee may be associated with various formats.

Date Reviewed:

March 2015



California OER Council eTextbook Evaluation Rubric

CA Course ID: [SPAN 100](#)

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					X	

subject matter?						
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: 21 out of 30

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

- Overall, solid presentation of vocabulary. Grammar and topics are 90-95% Spain-centric, with barely any nods to Latin America. Scope is acceptable, although current conventions of labeling all grammar topics aren't always employed. Not much grammar is discussed in a given lesson; many have no grammar lesson, and students are expected to learn from application.

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:

- Very easy to use, and highly interactive. Utilizes much audio and video content, including synchronized. Multiple approaches to practice variety of skills across reading, listening, writing; not much practice speaking. Does include best practices for immersion; not so bad for SLA in non-immersion environment, but it takes getting used to; one example, instructions are in Spanish from lesson 1 without a lot of cognates. No separate ancillaries; all lessons and practices are included in the lessons. Does link up with learning outcomes, but it's not obvious at first; you have to be comfortable with a standard lesson plan and sequence to use this site. Searchable within topic, somewhat; could be better organized both for instructors and students. Example: lessons for verb forms are marked, but not other constructions.

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: 15 out of 25

Please provide comments on any editorial aspect of this textbook.

- Great use of multimedia...but there are bugs, especially with the video. The audio is horrible; very grainy; needs to be much clearer to be of use. The exercises use a variety of motions and animations, so it's hard to predict answer without knowing the material.
- It should be noted that there are no 'pages', as this is not a textbook. This is a website with a series of

lessons on a variety of topics, and there is standard recycling of grammar and vocabulary throughout. There is a logical 'sequence', as noted above, but it is not truly a textbook.

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: 7 out of 30

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

- Clearly these ancillary materials were created to be used online exclusively.

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: 4 out of 10

Overall Comments

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

- Overall, a good ancillary to traditional instruction. It's better suited for full-immersion programs or as a refresher. Many topics are covered in a given level--perhaps too many. Good recycling of material, both grammar and vocab. There are many types of skills tested within each lesson, and there is strong emphasis on self-assessment and self-learning.

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

- As a stand-alone, it's not recommendable. There are grammar lessons at times, for certain verb forms or writing/speaking constructs, but not consistently. The audio files must be redone completely and be free of all white noise and graininess. The video files must work with all browsers.

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](#).



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