

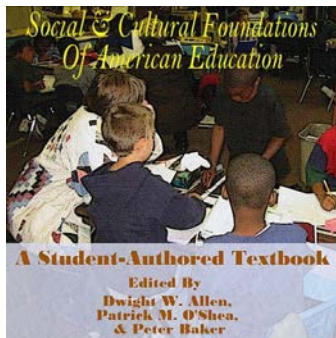


## Faculty Review of Open eTextbooks

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](http://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:

### Social and Cultural Foundations of American Education



License:



*Social and Cultural Foundations of American Education* edited by Dwight W. Allen, Patrick M. O'Shea, and Peter Baker is licensed under a [Creative Commons Attribution-ShareAlike 3.0](https://creativecommons.org/licenses/by-sa/3.0/)

Find it: [eTextbook Website](http://www.cool4ed.org)

Textbook Authors:

Dwight W. Allen, Patrick M. O'Shea, and Peter Baker

Reviewed by:

David Stronck

Institution:

California State University, East Bay

Title/Position:

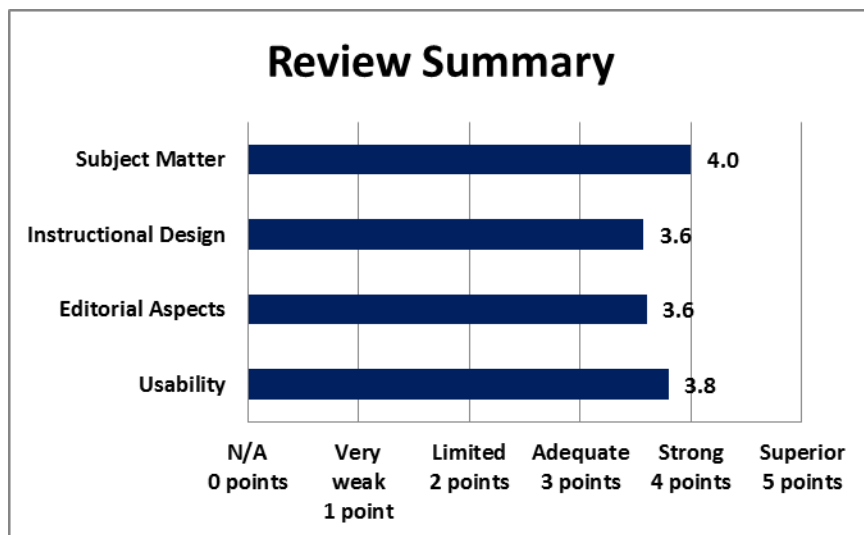
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

August 2015

### California OER Council eTextbook Evaluation Rubric

CA Course ID: [EDUC 200](#)

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:

- The textbook contains many good analyses of the impact of No Child Left Behind (NCLB), e.g., in Chapter 7 "NCLB federal money virtually eliminated vocational education." In Ch. 10 "NCLB has the opposite effect of enhancing equality." In Ch. 18 "Many public school teachers are now out of necessity and self-preservation teaching the test. . . All we can ascertain from NCLB is that public school students can pass a standardized test." However, in Ch. 17, the book reports the opposite: "NCLB has made great strides in raising the bars of education in this great nation. . . It was a positive effect for the children." I agree with the other chapters that find NCLB having a negative effect.

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: 25 out of 35

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

- There is a lack of consistency with some chapters contradicting others. For example, in Ch. 18 we read: "Thanks for NCLB the only noneducators that are currently engaged in the practice of teaching are uncertified parents who have chosen to homeschool." The chapter omits explaining non-credentialed teachers in private schools and missassigned teachers. Chapter 8 on Staffing Practices explains that "one-fourth of classes have out-of-field teachers!"

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: 18 out of 25

Please provide comments on any editorial aspect of this textbook.

- In Chapter 18, the author enthusiastically endorses homeschooling and asserts: "The monolith that is the National Education Association also propagates the sophomoric notion that public school is the only proper way to educate." I observe that homeschooling and religious schools usually focus on indoctrination while the public schools are dedicated to arguing from evidence. I disagree with the

assessment that NEA propagates a sophomoric notion because I advocate schools that teach the best evidence and promote unifying our society.

- The only "Hot Topic" of Chapter 21 is "homework." Change the title of the Chapter to "Homework."

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.

- I strongly recommend such textbooks to avoid the unnecessary high cost of commercial textbooks. The inconsistencies in this book may excite interest among students who are encouraged to analyze the issues presented by the authors who are other students. The information is current and sometimes very interesting in showing a spectrum of opinions.

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: 9 out of 10

## Overall Comments

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

- Free, online
- Current and engaging information, with some internal contradictions that should excite interest and discussion
- Good tests and guidance to mastery of the topics
- Good details on the failure of No Child Left Behind while opening the door to debating this topic

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

- I'm ready to use the textbook now although I assist my students in contrasting some of the chapters, e.g., Chapter 8 on Staffing Practices provides great information that is ignored in the biased chapter 18 Choice.
- Some topics seem to need some expansion, e.g. contrasting testing with grading is omitted. Chapter 10 on "Need for Reform" includes an extreme quotation by Lynne Cheney: National Standards presented "the U. S. and its white, male-dominated power structure as an oppressive society victimizes minorities and women." The book omits any analysis or rebuttal to this victimology, full of racism and hatred. Our laws and practices in the public schools are focused on serving well minorities and women. Prejudiced attacks on white males are offensive and wrong. I support the new National Standards and regret that this book fails to include any reasonable analysis of the new standards.

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](#).