

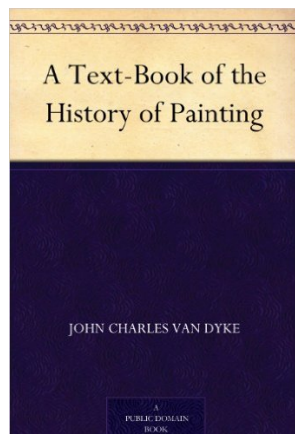


Faculty Review of Open eTextbooks

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:

A Text-Book of the History of Painting



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Textbook Authors:
 John Charles Van Dyke

Reviewed by:
 Marla Burg

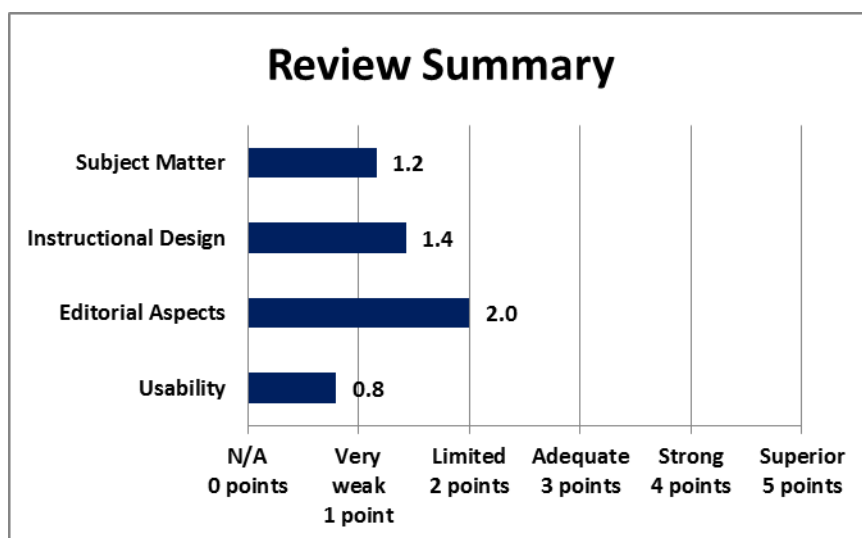
Institution:
 Ventura College

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: [ARTH 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 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: 7 out of 30

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

- I was fascinated by this book. It should be required for courses in the History of Art History, right after Vasari and Winklemann, as an example of primary source. I'm afraid that a current Art History college student wouldn't know what to make of the fragrant, antiquated and patriarchal language. In the first paragraph alone, the word "man" or "men" is used three times to indicate humans. Casual racism runs throughout, as in this charming chestnut on Egyptian Art: "the common people, with true Oriental lack of individuality, depending blindly on leaders, were little more than servants of the upper classes."
- I was charmed by unquestioning confidence of the author's Eurocentric vision. The table of contents lists 8 chapters on Italy, 3 for French art, and 1 each for Spanish, Flemish, Dutch, German, British and American. His laundry list of dead white males. But for him, they're not dead! How could you not melt at this reference to Whistler: "...he was long a resident of London but has now removed to Paris."
- And the tender misguidedness of the closing sentence, noting that Paris "has been the centre of art for many years and will doubtless continue to be the centre for many years to come."

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: 10 out of 35

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

- It made me realize how much I miss books, and how limited they are.
- Someone helpfully linked color reproductions of some of the images; otherwise it was just as you might have accessed it from the dusty shelves of your great grand uncle's library.

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					
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Total Points: 10 out of 25

Please provide comments on any editorial aspect of this textbook.

- I am just perplexed as to how this ended up on your list of textbooks to be reviewed for a modern college class in Art History. Just to make sure we are really reading them?

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: 4 out of 25

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

- Print it, bind it in old leather, hand me a pencil and let me write in the margins.

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: 2 out of 10

Overall Comments

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

- It's historical, flagrant, racist, sexist patriarchy.

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

- I think a textbook in 2015 should be at least written in the 21st century.

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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