

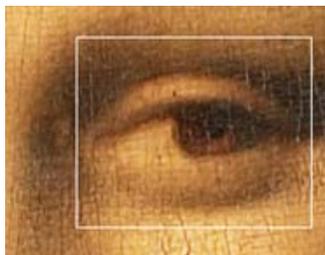


## Faculty Review of Open eTextbooks

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:

### Art History Resources



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Find it: [eTextbook Website](#)

Textbook Authors:

Christopher L.C.E. Witcombe

Reviewed by:

Johanna Movassat

Institution:

California State University, San Jose

Title/Position:

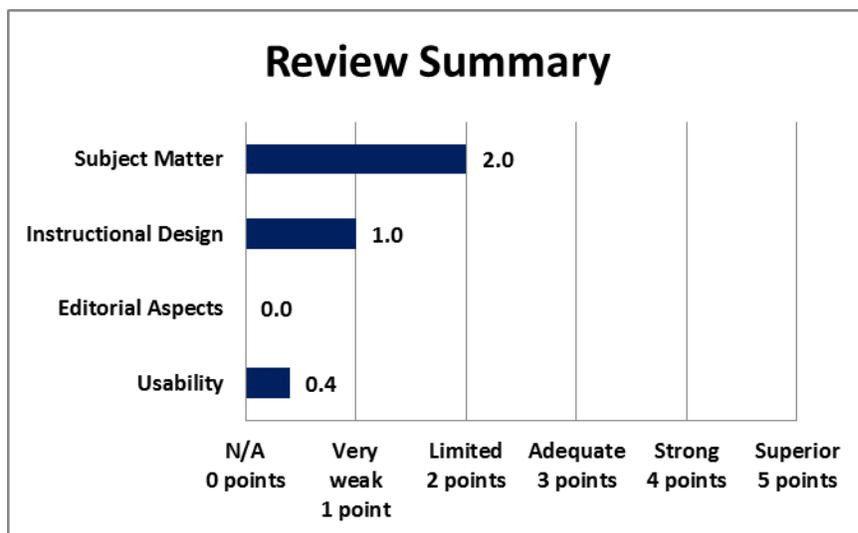
Professor

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: 12 out of 30

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

- Prof. Witcombe from Sweet Briar College has spent an extraordinary amount of time perusing the internet, collecting sites, and placing them in one location for people (students, et al) to click on. In some ways I commend his effort, because it does bring a vast amount of websites with links (not all of which are active) to one location for easy use. On the other hand, I am horrified that there is wholesale "hijacking" of people's syllabi, lecture notes, and even architectural drawings, with little or no clear reference to the original author. I wonder how many of these scholars realize that their syllabi are a part of his links (example: Franklin Toker's course on Early Christian Art/Architecture at the University of Pittsburgh - perhaps he's given Witcombe the okay to use his work?).

| 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: 7 out of 35

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

- As I mentioned above, this is a library of links. There is no coordinated sense of where a student should go who is unfamiliar with world art. He could start anywhere, and hopefully find his way through the library, only to have an overwhelming amount of bits of information. My concern is that there are no connections between these various links. There is no discussion on how one would proceed through this library. In other words, there are no signposts. I believe that it is not meant to be a teaching tool, but rather a reference supplement.

| 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: 0 out of 25

Please provide comments on any editorial aspect of this textbook.

- Really none of those questions above are applicable to this set of links. Since it is a library of links (see

above) there is no sense of design or even an attempt to create connections. Also his personal links advertise his books on various aspects of art. Only a few of the subject areas have links to bibliography of books (other than Witcombe's) on the topic (an example of one is the link to African art, but Islamic art has no links to extra bibliography).

| 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: 2 out of 25

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

- Again these questions are hard to answer because the links are not mean to be printed. There are some of the plans and images that can be printed if they are saved as .jpps or .pdfs, but it's uneven. There is no place for annotations, nor is there a sense how to navigate through the sites.

| 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                          |                             |                  |                          |                                  |
| How willing would you be to adopt this book?     | X                  | Strong reservations (1 pt) | Limited willingness (2 pts) | Willing (3 pts)  | Strongly willing (4 pts) | Enthusiastically willing (5 pts) |

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?

- As a collection or library of links it has some merit. But it is also limited, because there are many important links that are not included in this compendium (for example, archnet.org - a major site for Islamic architecture is not included!).

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

- N/A

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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