# Louisiana Board of Regents' E-Learning Task Force on OERs

**Physics Team**

# *Team Members*

- Nancy Hampton, M.S./M.F.A.
  - Head of Collection Resources
  - Xavier University Library Resource Center
- Scott A. Wicker, Ph.D.
  - Adjunct Professor of Chemistry
  - Southern University and A&M College
- Amy Luther, Ph.D.
  - Assistant Professor of Geology
  - Louisiana State University
- Lee Sawyer, Ph.D.
  - Academic Director of Chemistry and Physics
  - Louisiana Tech University
- Esperanza M. Zenon, Ph.D.
  - Division Coordinator, Mathematics and Science Division
  - River Parishes Community College

# *Project Timeline*

- **December 2016:** Attended Project Kickoff Meeting
- **February 2017**: Nominated a source for review
- **March 2017**: Submitted comments on each source for review to the person who selected the source
- **March 2017**: Produced a single group review of her selected title, incorporating feedback from the 2 other members
- **April 2017**: Attend E-Learning Conference
- **May 2017**: Submit final reports

# Feedback from Colleagues

- Cost-Effectiveness
- Student Access at the start of class
- Classroom Technology
- Training for Students and Instructors
- Faculty Buy-In
- Student Engagement
- Allocation of Resources
- Continued Affordability
- Quality of Instruction
- Student Access outside of the classroom

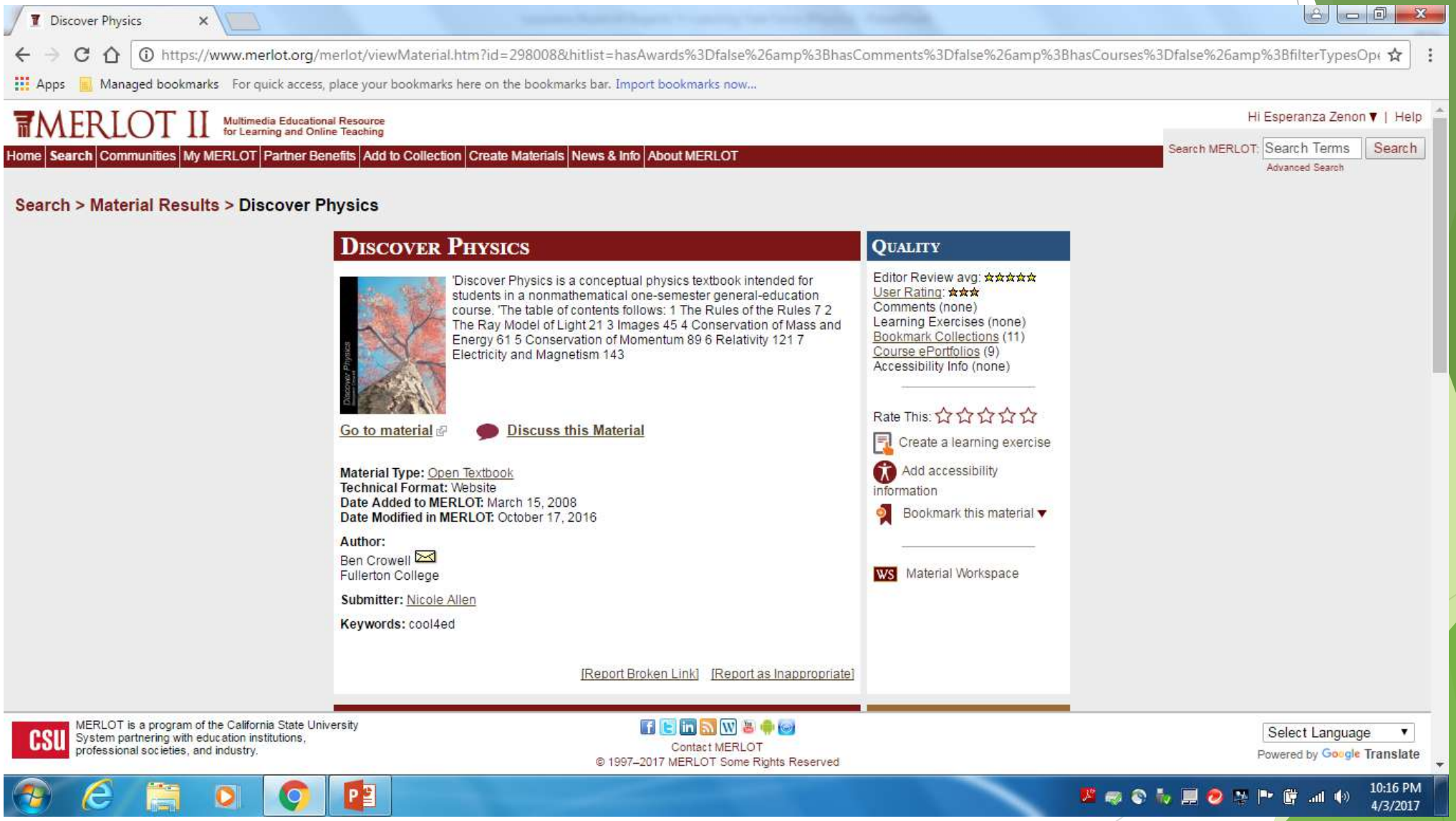
# *Physical Science I*
# Common Course Learning Outcomes

- Demonstrate a fundamental knowledge of the basic laws and principles governing the nature of matter, motion, work and energy forms, fluids, waves, and special topics in astronomy
- Use a basic scientific vocabulary that relates to course content
- Recognize and explain many physical phenomena observed in the physical environment
- Use the scientific method in concert with the basic laws of physics to model, analyze, and interpret physical scenarios in the course materials to everyday life
- Use simple mathematical skills to solve problems which pertain to the physical environment

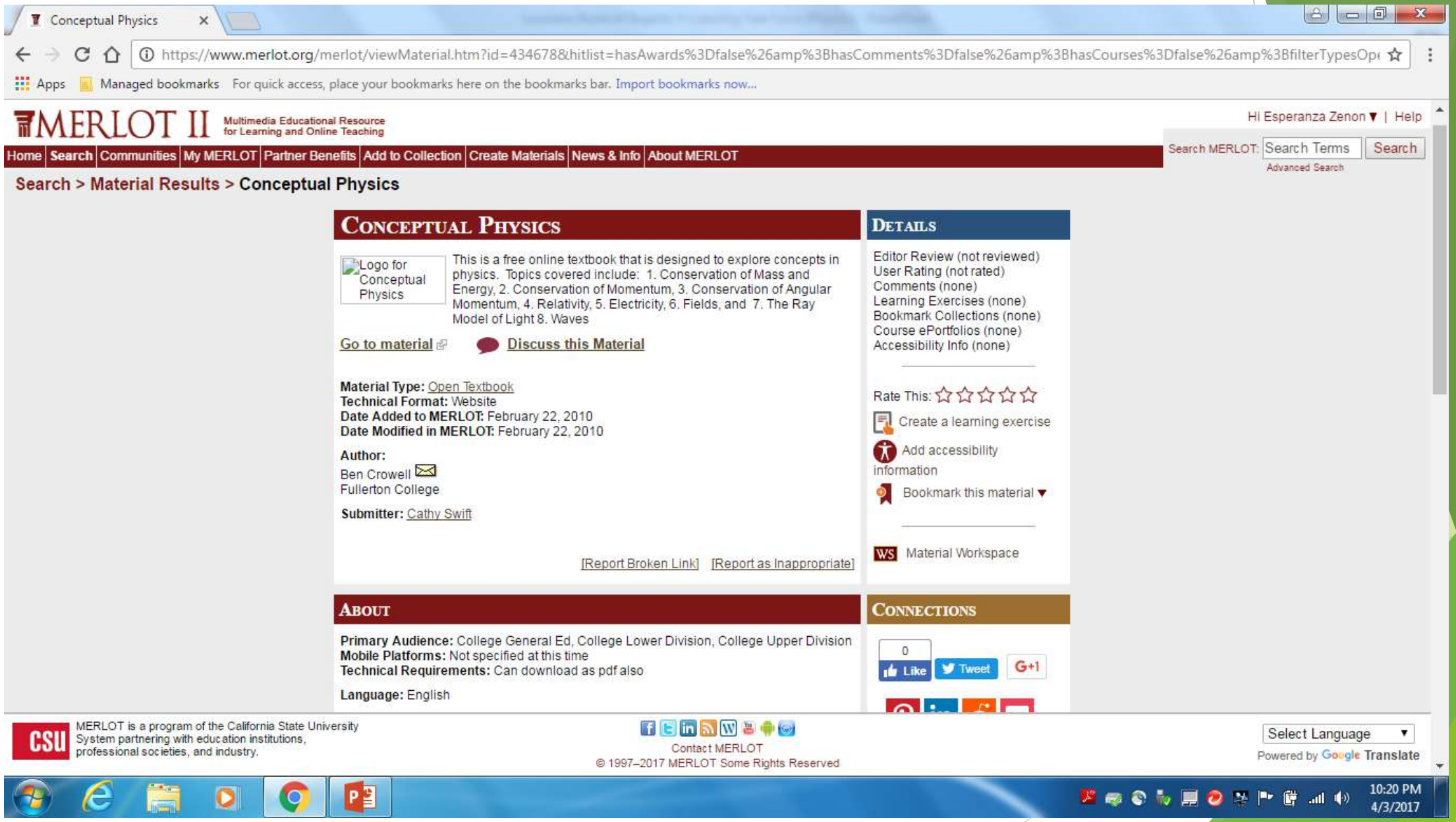
# *OER Repositories Used*

- MERLOT
- University of Minnesota- Open Textbook Library

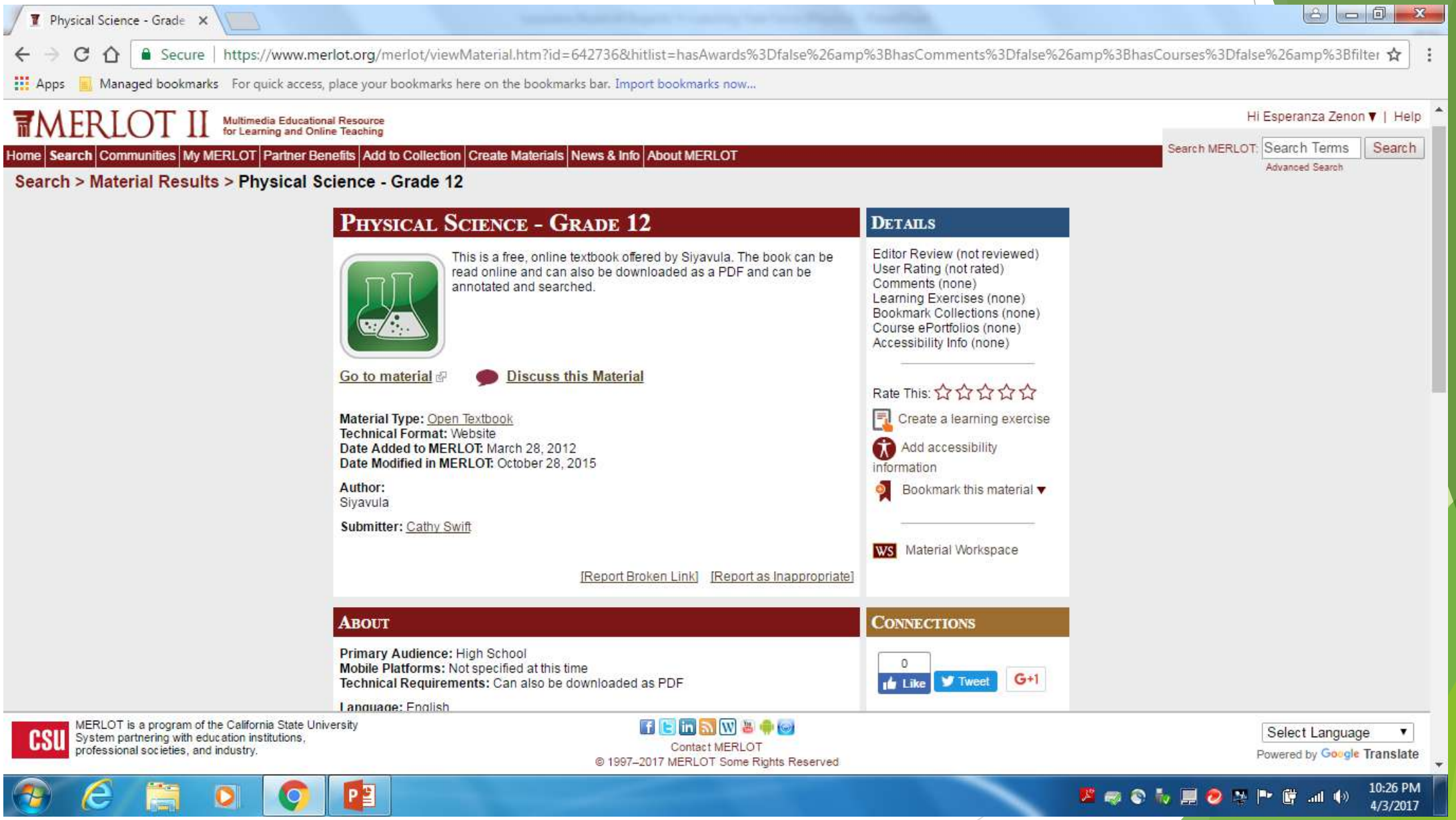
# Discover Physics



# Conceptual Physics



# Physical Science Grade 12



# COOL4Ed OER / eTextbook Evaluation Rubric

## Subject Matter

- Is the content accurate, error-free, and unbiased?
- Does the text adequately cover the designated course with a sufficient degree of depth and scope?
- Does the textbook use sufficient and relevant examples to present its subject matter?
- Does the textbook use a clear, consistent terminology to present its subject matter?
- Does the textbook reflect current knowledge of the 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?)
- Please provide comments on any aspect of the subject matter of this textbook:

## Instructional Design

- Does the textbook present its subject materials at appropriate reading levels for undergrad use?
- Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?)
- Does the textbook present explicit learning outcomes aligned with the course and curriculum?
- Is a coherent organization of the textbook evident to the reader/student?
- Does the textbook reflect best practices in the instruction of the designated course?
- Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.)
- Is the textbook searchable?
- Please provide comments on any aspect of the instructional design of this textbook:

## Editorial Aspects

- Is the language of the textbook free of grammatical, spelling, usage, and typographical errors?
- Is the textbook written in a clear, engaging style?
- Does the textbook adhere to effective principles of design? (e.g. are pages latid0out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?)
- Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)
- How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio)
- Please provide comments on any editorial aspect of this textbook.

## Usability

- Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs?
- Is the textbook accessible in a variety of different electronic formats? (e.g. .txt, .pdf, .epub, etc.)
- Can the textbook be printed easily?
- Does the user interface implicitly inform the reader how to interact with and navigate the textbook?
- How easily can the textbook be annotated by students and instructors?
- Please provide comments on any aspect of access concerning this textbook.

## Overall Ratings

- What is your overall impression of the textbook?
- How willing would you be to adopt this book?

## Overall Comments

- If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?
- What areas of this textbook require improvement in order for it to be used in your courses?

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# Faculty Review of Open eTextbooks

## California OER Council eTextbook Evaluation Rubric

**CA Course ID:**

| **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? | | | | | | |
| Does the text adequately cover the designated course with a sufficient degree of depth and scope? | | | | | | |
| Does the textbook use sufficient and relevant examples to present its subject matter? | | | | | | |
| Does the textbook use a clear, consistent terminology to present its subject matter? | | | | | | |
| Does the textbook reflect current knowledge of the 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?) | | | | | | |

Total Points: 0 out of 30

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

| **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? | | | | | | |
| Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?) | | | | | | |
| Does the textbook present explicit learning outcomes aligned with the course and curriculum? | | | | | | |
| Is a coherent organization of the textbook evident to the reader/student? | | | | | | |
| Does the textbook reflect best practices in the instruction of the designated course? | | | | | | |
| Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.) | | | | | | |
| Is the textbook searchable? | | | | | | |

Total Points: 0 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? | | | | | | |
| Is the textbook written in a clear, engaging style? | | | | | | |
| Does the textbook adhere to effective principles of design? (e.g. are pages latid0out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?) | | | | | | |
| Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references) | | | | | | |
| How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio) | | | | | | |

Total Points: 0 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? | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Is the textbook accessible in a variety of different electronic formats? (e.g. .txt, .pdf, .epub, etc.) | | | | | | |
| Can the textbook be printed easily? | | | | | | |
| Does the user interface implicitly inform the reader how to interact with and navigate the textbook? | | | | | | |
| How easily can the textbook be annotated by students and instructors? | | | | | | |

Total Points: 0 out of 25

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

| **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? | | | | | | |
| | 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? | | | | | | |

Total Points: 0 out of 10

**Overall Comments:**

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

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

CALIFORNIA OER COUNCIL
CSU + CCC + UC

For questions or more information, contact the CA Open Educational Resources Council.

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# Next Steps

- Composite Reviews
- Ancillary Materials
- Supplemental Materials
- Training for Students and Instructors
- Upload Reviews