

## **e-Textbook Selection Criteria (for reference only)**

Title: \_\_\_\_\_  
Subject: \_\_\_\_\_ Level: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Version: \_\_\_\_\_  
Date: \_\_\_\_\_

*Note: The following criteria are based on the main points in the Guiding Principles for Quality Textbooks issued in 2016, which has been put on the webpage of the Textbook Information of Curriculum Development Institute at <http://www.edb.gov.hk/textbook>. Teachers can adapt the criteria where appropriate.*

### **(I) Content**

### **Comments**

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|---|--|
| 1. Conformity / Alignment with the curriculum aims and objectives in the curriculum guide           |  |
| 2. Effectiveness of content to meet curriculum requirements irrespective of supplementary materials |  |
| 3. Accuracy and relevancy of data / information   |  |
| 4. Accuracy, clarity and development of concepts  |  |
| 5. Balance of depth and breadth   |  |
| 6. Appropriate level of difficulty  |  |
| 7. Smooth interface between key stages of learning / year levels                                    |  |
| 8. Presence of multiple perspectives  |  |
| 9. Absence of biased information / discrimination   |  |
| 10. Inclusion of suggested references to facilitate consolidation and self-directed learning        |  |

### **(II) Learning and teaching**

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| 11. Development of generic skills  |  |
| 12. Development of cognitive skills of all levels, especially higher-order thinking skills |  |
| 13. Fostering positive values and attitudes  |  |
| 14. Catering for student diversity   |  |
| 15. Inclusion of learning activities essential to achieving the learning targets           |  |
| 16. Facilitating students to integrate / practise / apply new knowledge                    |  |

## Comments

17. Motivating students' learning
18. Clarity of instructions
19. Variety and purposefulness of learning activities
20. Inclusion of appropriate activities to facilitate assessment for learning and assessment as learning

### **(III) Structure and Organisation**

21. Logical organisation of content
22. Use of table of contents and titles / headings / outlines
23. Appropriate use of overviews, summaries and a student's guide to facilitate learning

### **(IV) Language**

24. Quality of texts in terms of level of difficulty and support for independent reading and construction of meaning by students
25. Coherence of text
26. Opportunities to make good use of language to study the subject
27. Use of familiar and interesting language
28. Accuracy of language used
29. Provision of support for understanding and using subject-specific vocabulary and expressions

### **(V) Pedagogical Use of e-Features**

30. Effective use of e-features for learning, teaching and assessment activities
31. Appropriate and effective interactive activities and multimedia content
32. Appropriate amount and sequencing of multimedia content and interactive activities
33. Operational design of multimedia and interactive activities
34. Use of learning tools
35. Selection of key topics, glossary and hypertexts

**(VI) Technical and Functional Requirements**

**Comments**

- 36. The e-textbook is compatible with common computer devices as well as operating systems and can be used with free-of-charge contemporary browsers or readers
- 37. Consistent and appropriate interface and functions for navigation and search; provision of table of contents, index, hypertext and keyword search function
- 38. Consistent and intuitive operation design and content to fit into one page for easy reading; no extra plug-in installation is required for playing video and audio clips
- 39. Provision of learning tools such as annotation, note-taking, bookmarking, highlighting tools, free online dictionary, etc
- 40. Users can download appropriate content for offline reading with free-of-charge browsers or readers
- 41. Other e-features of the e-textbook as listed by the publisher function properly

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**(VII) e-Textbook Price**

**(VIII) Other Criteria *(please specify)***

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**(IX) Overall Comments *(if any)***

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