

Transforming Learning Spaces with Digital Textbooks

Ryan Seilhamer
Dr. Aimee deNoyelles

Center
for Distributed
Learning



UCF

eTextbooks: Our Definition

- Textbooks offered in a digital format, not paper
- We conceive of eTextbooks in two ways:
 1. Digital facsimile of print book
 - Include most basic features (highlight, notes)
 2. New or recreated book
 - More interactive, media features, social



eTextbooks @ UCF

- No eTextbook university initiative
 - Encourage or mandate usage
 - Decentralized campus
- Bookstore (Barnes and Noble)
 - Nook Study
 - Only on-campus bookstore sells eTextbooks
 - 1% of textbook sales are eTextbooks
- eTextbook usage is unclear



Purpose of Survey

- Understand the landscape of the adoption of eTextbooks at UCF
 - Baseline for usage and attitudes
 - Inform our next course of action regarding faculty development
- Topics
 - Device ownership
 - Access
 - Beliefs



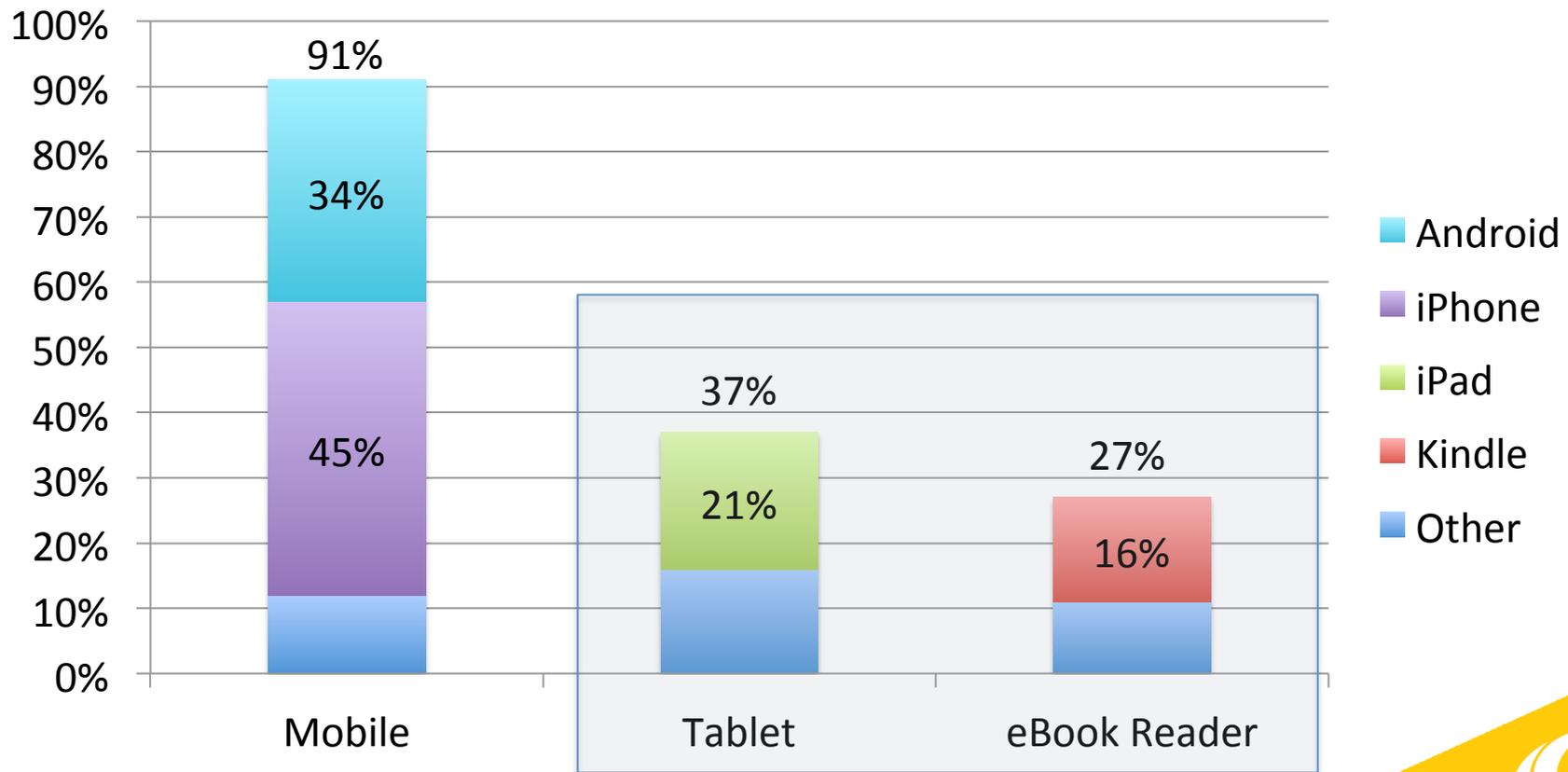
Participants

- 933 students enrolled in online, mixed-mode and FTF classes in Summer 2012 at UCF
- 84 courses from all 12 colleges
- 86% undergraduates
- 69% females, 30% males

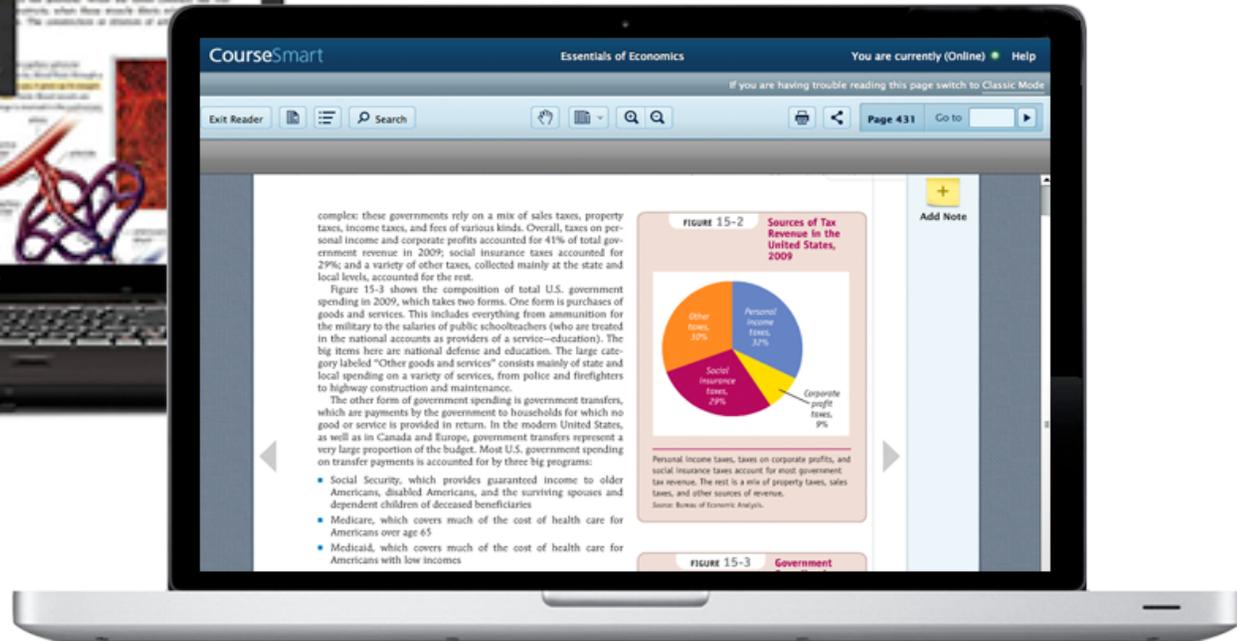


Device Ownership

Ownership of Devices by Percentage (N=933)



Most Used Device



eTextbook Usage

- The majority of students (58%) have not used an eTextbook in their college studies.
- Of those that have (42%)...
 - 45% were required to use it
 - 47% became aware of the option from an instructor
 - 42% became aware on their own
 - 6% became aware from peers
 - 73% would recommend it to a peer



Usage Factors

- Of those who have not used an eTextbook...
 - 38% prefer print
 - 13% are not familiar with eTextbooks
 - 10% have not been offered this option by instructor
 - 7% did not know it was an option
 - 9% do not think they have the right device
 - 5% cited cost
 - 12% prefer to sell the book back



Usage: Features

- Around 50% of students seldom or never actively used the features that facilitate learning (highlighting, making notes)
- Around 76% of instructors seldom or rarely used the same features

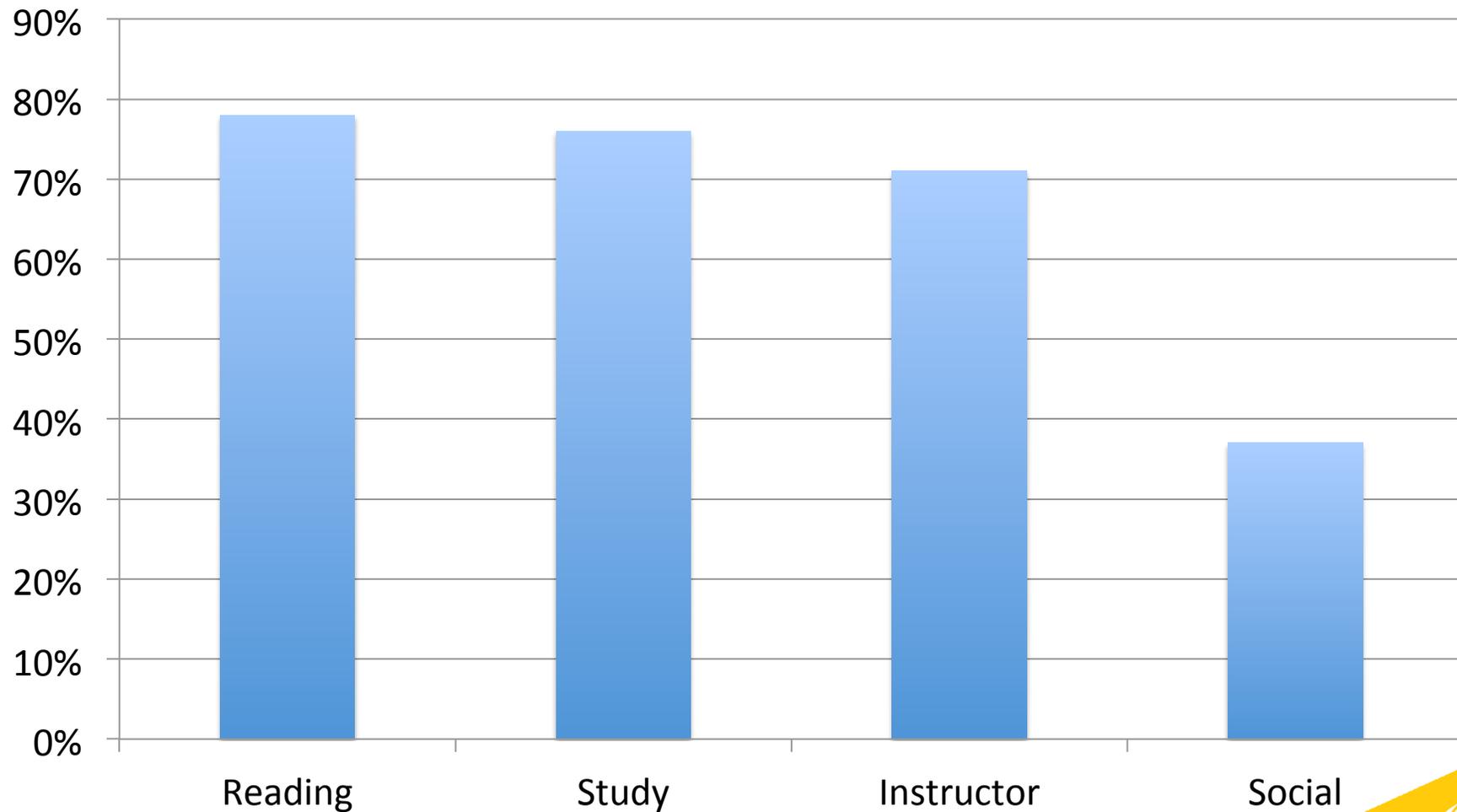


Perceptions of Features

- What features are ‘important’ or ‘very important’ to influence adoption of an eTextbook over a print book?
 - Read
 - Search for keywords, glossary
 - Study
 - Highlight, notes
 - Instructor
 - Highlight, annotate, respond to notes
 - Social
 - Share notes with classmates, share passages using social media



Perceptions of Features



Implications: Instructors

- eTextbook adoption requires changes to teaching practices.
 - Determine the role of eTextbooks in the classroom
 - Level of instructor involvement
 - Course redesign issues
 - Selection of an effective eTextbook
 - Linking the book within online courses
 - Professional Development



Implications: University

- Bookstore
 - Cost
 - Promotion
- Selection of providers and publishers
 - Features and usability
 - Compatible devices
- Level of technical support
- Digital literacy
 - Navigation: How eTextbooks are structured
 - How to facilitate studying and learning
 - Is an eTextbook appropriate for this learner?



Center *for* Distributed Learning

Mobile and eTextbook Survey Summer 2012

Summary

In order to appreciate the landscape of the adoption of mobile learning and eTextbooks at UCF, a student survey was developed and implemented by the Center for Distributed Learning in the summer of 2012. To recruit students, 390 UCF instructors certified to teach online courses were contacted and asked to participate. Of these, 39 instructors volunteered to share the survey with students in their current course offerings. A total of 933 students enrolled in online, mixed-mode, and face-to-face classes completed the survey. The participants were surveyed in 84 courses from 12 different colleges, 86% being undergraduates.

The survey includes both closed and open-ended questions which are based on existing research and surveys previously distributed by the university. It was structured in two main categories: mobile learning (devices and apps) and eTextbooks. Topics include device ownership, access, and beliefs toward the technologies concerning areas such as learning, sense of community, and engagement. Student responses to this survey will allow us to gauge a baseline for usage and attitudes at UCF, and shape our next course of action.

Key findings of this report include:

- eTextbook use is relatively low, and their enhanced features are underutilized by students and instructors.
- Student status, student level, and discipline emerged as demographic factors that related to eTextbook usage.
- eTextbook features that facilitate reading and studying, along with instructor features, are more highly favored among students than social features.
- Most students use a computer to access eTextbooks more often than tablets or e-book readers.
- Students are mixed in their belief that mobile and/or eTextbook technologies will enhance learning of content or increase motivation.
- Ownership of mobile devices (smartphones, iPod Touch) is high when compared to tablets and e-book readers.
- College level, sex, GPA, and age emerged as demographic factors related to ownership of mobile devices, tablets, and e-book readers, along with the use of mobile devices and apps for academic purposes.
- There is a large difference between instructors requiring the use of mobile devices and apps in coursework and reported student use of mobile devices and apps in order to complete coursework.

This report is structured in three sections: general ownership and usage; mobile app usage and attitudes; and eTextbook usage and beliefs. Recommendations for future action are proposed in the conclusion.

To download the full report, go to:

<http://ucfmobile.ucf.edu/survey/2012/Mobile-eTextbook-2012.pdf>

Contact Us:

Dr. Aimee deNoyelles - aimee.denoyelles@ucf.edu

Ryan Seilhamer - ryan.seilhamer@ucf.edu

