

BUSINESS STUDENTS' LEARNING ENGAGEMENT AS A FUNCTION OF READING ASSIGNED E-TEXTBOOKS

Student Engagement: "A rendezvous between learning and the digital tools and techniques that excite students" (Deneen, 2010, ¶6).

Measures of Engagement:

1. Student's perceived quality of relationships with peers and instructor
2. Participation in class and online learning activities (self reported)
3. Student sense of academic engagement with subject
4. Student's reported effort to meet instructor's standards or expectation

Impact of prior e-textbook use:

- 57% of students had never used an e-textbook
- 43% used e-textbooks in at least two previous courses

Extent exams have challenged students to do their best work:

- Mean = 5.33 (scale of 1-7 where 1 is very little and 7 is very much).

In a typical 7-day week:

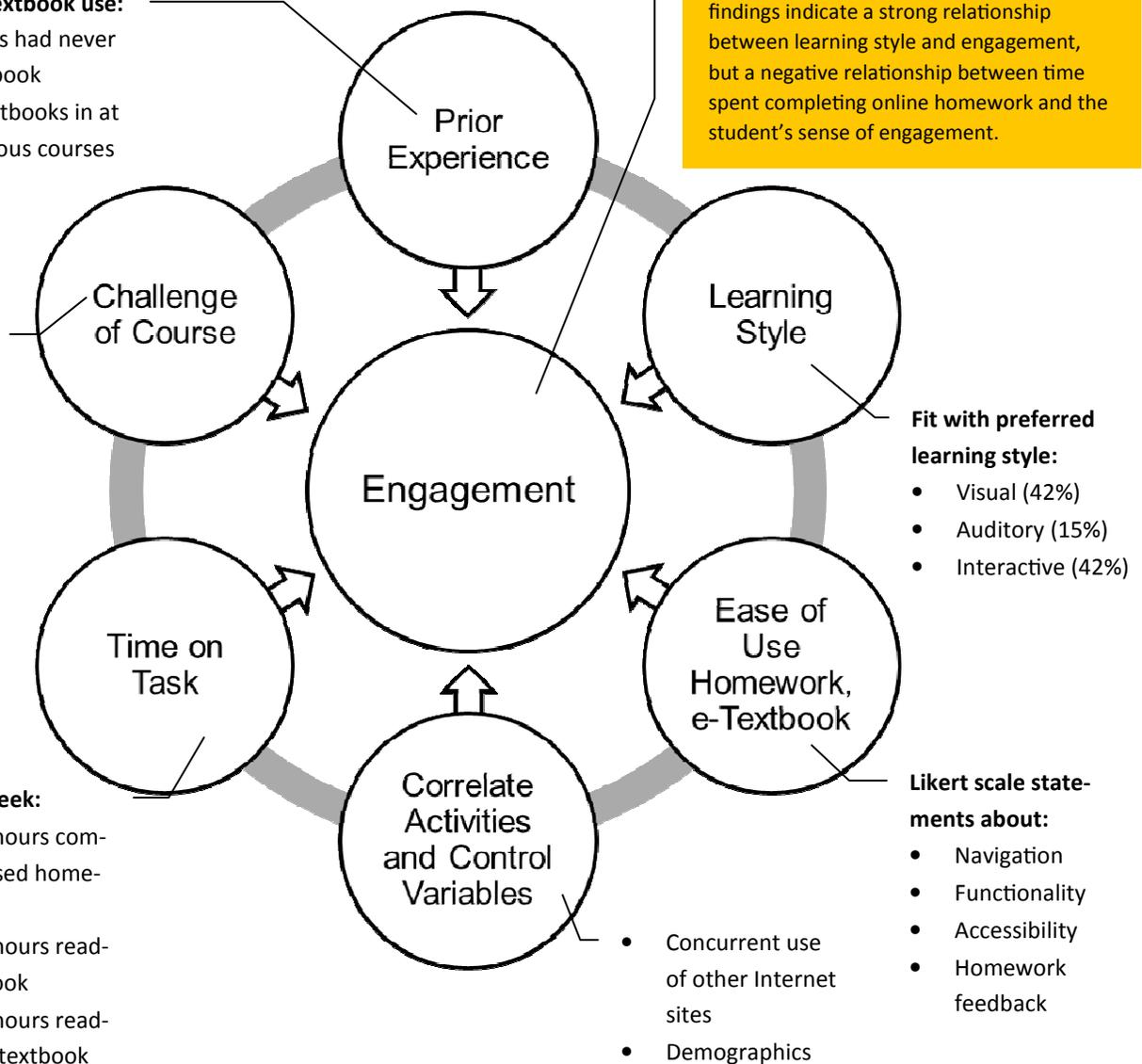
- 53% spent 1-5 hours completing web-based homework
- 39% spent 1-5 hours reading the e-textbook
- 51% spent 1-5 hours reading the printed textbook

116 undergraduate business students enrolled in introductory accounting courses during the Fall 2012 semester at the College at Brockport, State University of New York.

All students completed weekly assignments using an online homework platform.

Students had the choice of using an e-textbook or a traditional printed textbook.

An end-of-semester survey collected information illustrated in the study's research model featured here. Preliminary findings indicate a strong relationship between learning style and engagement, but a negative relationship between time spent completing online homework and the student's sense of engagement.



The College at Brockport State University of New York. Presented by P. Maxwell, K. Smoker, and S. Stites-Doe at the 2013 International Higher Education Teaching and Learning Conference, Orlando, FL. See back for further reading.

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References and Further Reading

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