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Valuing e-textbooks: Business Students Report on Their Use of e-Texts

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Snapshot

• Field survey
• N = 138 respondents,
  – Business students and very small number of other majors
• 3 semesters
• Satisfaction and intentions to buy electronic textbooks
• Formats:
  – E reader editions (Kindle, nook)
  – CourseSmart “universal” online access
  – Open source editions (Flatworld knowledge)
• Equipment:
  – Desktop: MAC, PC
  – Laptop
  – Smartphone
  – iPod touch
  – iPad, other tablets of a wide variety
  – E readers: Nook, Kindle
Research Model of Student Engagement

1. Satisfaction with the electronic textbook
2. Positive attitudes toward functionality of e-text
3. Highlighting
   - Correlate activities online while using e-text:
     1. Social networking
     2. Online shopping
     3. Wikipedia use
     4. Music listening
     5. Online library use

Engagement:
   a. Change in perception of comprehension
   b. Grade in e-textbook course
   c. Intention to buy e-textbook again
   d. Deep engagement with content as a result of electronic modality

Preparedness for Use of e-Textbook
Prior course grades in:
1. Math
2. English
3. Computer Skills
Big questions:

• What do e-texts look like?
• How are they accessed?
• Are students satisfied with e-textbooks?
• What are the correlates of students’ satisfaction with e-textbooks?
• What impact do e-textbooks have on engagement with learning?
How does one access e-textbooks?

• This is changing rapidly!
• Universal methods:
  – Via platforms such as CourseSmart, on any computer
  – OPEN SOURCE books
• E-reader formats:
  – Kindle
  – Nook
  – PDF
communication issues and group decision making, and then investigate the important topics of leadership, power, politics, conflict, and negotiation.

OB reaches its highest level of sophistication when we add the formal organization system to our knowledge of individual and group behavior. Just as groups are more than the sum of their individual members, organizations are not necessarily merely the summation of the behavior of a number of groups. In Chapters 14 through 16, we discuss how an organization’s structure affects behavior, how each organization has its own culture that acts to shape the behavior of its members, and the various organizational change and development techniques that managers can use to affect behavior for the organization’s benefit.

Implications for Managers
Managers need to develop their interpersonal, or people, skills to be effective in their jobs. Organizational behavior (OB) investigates the impact that individuals, groups, and structure have on behavior within an organization, and it applies that knowledge to make the organization more effective. OB offers a contingency framework, using situational variables to explain cause-and-effect relationships.

Organizational behavior offers specific insights to improve a manager’s people skills. It helps managers to see the value of workforce diversity and practices that enhance the performance of groups.
The professor talked about this in class Tuesday.

Prologue

Organization systems level

Group level

Individual level

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Another example: Flatworld Knowledge (Open source)

prescribed by the formal organization. For example, a few people in the company who get together to play tennis on the weekend would be considered an informal group. A formal work group is made up of managers, subordinates, or both with close associations among group members that influence the behavior of individuals in the group. We will discuss many different types of formal work groups later on in this chapter.

Stages of Group Development
Forming, Storming, Norming, and Performing

American organizational psychologist Bruce Tuckman presented a robust model in 1965 that is still widely used today. Based on his observations of group behavior in a variety of settings, he proposed a four-stage map of group evolution, also known as the forming-storming-norming-performing model. [1] Later he enhanced the model by adding a fifth and final stage, the adjourning phase. Interestingly enough, just as an individual moves through developmental stages such as childhood, adolescence, and adulthood, so does a group, although in a much shorter period of time. According to this theory, in order to successfully facilitate a group, the leader needs to move through various leadership styles over time. Generally, this is accomplished by first being more directive, eventually serving as a coach, and later, once the group is able to assume more power and responsibility for itself, shifting to a delegator. While research has not confirmed that this is descriptive of how groups progress, knowing and following these steps can help groups be more effective. For example, groups that do not go through the storming phase early on will often return to this stage toward the end of the group process to address unresolved issues. Another example of the validity of the group development model involves groups that take the time to get to know each other socially in the forming stage. When this occurs, groups tend to handle future challenges better because the individuals have an understanding of each other’s needs.

*Figure 9.2* Stages of the Group Development Model

Forming

In the forming stage, the group comes together for the first time. The members may already know each other or they may be total strangers. In either case, there is a level of formality, some anxiety, and a degree of guardedness as group members are not sure what is going to happen next. “Will I be accepted? What will my role be? Who has the power here?” These are some of the questions participants think about during this stage of group formation. Because of the large amount of uncertainty, members tend to be polite, conflict avoidant, and observant. They are trying to figure out the “rules of the game” without being too vulnerable. At this point, they may also be quite excited and optimistic about the task at hand, perhaps
Our initial assumptions:

- Weight of reading device
  - Laptops on desks
  - Laptops in backpacks
- Screen size
- Cost
- Color
- Guaranteed access
- Ease of download

**Our commitment:**
Removal of all barriers to learning
HOW are e-textbooks used?

• What features are of importance to students?
  – Highlighting
  – Making notes
  – Convenience
  – Availability
  – Multitasking:
    • Wikipedia, online shopping, library research, social networking, listening to music
Are students satisfied with e-textbooks?
Would they read another e-text?

65% Yes
20% Undecided
15% No!!
What students liked about e-textbooks:

• Cost:
  – Free to $60.00
• Accessibility (from any computer)
• Search functions
  – Table of Contents functions
• Can print
• Easy to use
• Note taking features (highlighting, tagging, sharing)
What students don’t like about e-textbooks:

• "Tied to Internet”
• Network/Server Lag
• Eye Fatigue
• View/Zoom options
• Referencing page numbers
• Navigating through e-textbook
• Making handwritten notes while reading from computer
• Can't access while in class
• I want a physical reminder
What are the correlates of students’ satisfaction with e-textbooks?

• Multitasking does NOT present a problem, in fact the use of Wikipedia INCREASES satisfaction

• Grades in computer skills class are moderate predictors of satisfaction with e-texts, but no other preparation seems to be necessary
Research Model of Student Engagement

**Preparedness for Use of e-Textbook**
- Prior course grades in:
  1. Math
  2. English
  3. Computer Skills

**Correlate activities online while using e-text:**
- 1. Social networking
- 2. Online shopping
- 3. Wikipedia use
- 4. Music listening
- 5. Online library use

**1. Satisfaction with the electronic textbook**
**2. Positive attitudes toward functionality of e-text**
**3. Highlighting**

**Engagement:**
- a. Change in perception of comprehension
- b. Grade in e-textbook course
- c. Intention to buy e-textbook again
- d. Deep engagement with content as a result of electronic modality
What is the impact on ENGAGEMENT?

• Satisfaction with the functionality of e-texts is important, and directly predicts students’ engagement with content.
• Overall satisfaction with the functionality of e-texts directly predict the likelihood that students will buy more e-texts.
• Positive changes in perceptions of improved reading comprehension over time are predicted by satisfaction with the functionality of e-textbooks.
• UNEXPECTED:
  – Overall satisfaction predicts a LOWERING of grades!
Big Fat Hairy Deal... SO WHAT?

- It is possible to collaborate across functional silos to do research that matters to:
  - The campus
  - To students
  - To traditional faculty with research expectations
So what?

• Small investments have paid off in ways that continue to surprise the authors.

• Benefits to US:
  – 8 number of presentations on campus
  – 5 number of external presentations
  – 1 formal publication in form of a book chapter
So what?

• Benefits to students:
  – We have gotten them to read (Shackleton’s Way)
  – Deeper engagement through study aids
  – Money has bred more money for IT needs
    • 20 additional e-readers
  – Give librarians access to students & vice versa
So what?

• Benefits to the campus?
  – Expertise
  – Networking across campus
  – Networking across SUNY
  – Cross fertilization with Faculty Learning Community
  – Put us on the “edge” in terms of adoption of innovation
So what?

• Predicting engagement is a tricky thing that required careful measurement and a “first do no harm” attitude
  – Technical support
  – Provision of alternative sources of textbooks during the transition to the tipping point of e-texts becoming “normal” and frequent choices for students
  – Replication is needed
What we have to say to publishers:

• Keep up the good work!
• Make these even more simple to use and to acquire.
• Don’t tell us a PDF is a book when it isn’t.
• Cross-platform standardization will increase usage.
• Students will choose the cheapest options... remember this.
• SOME students care about DRM time periods, but not all do.
• Study aids matter a lot. This gives open source books an edge.
What we have to say to students:

• You have to use it to make it work:
  – READ
  – Explore, experiment
  – Increase your media literacy
• You can learn new skills by adopting e-texts that will mimic what you are already doing as entertainment, e.g., via social networking
• Its cheap and its easy to use e-textbooks and you have MANY options now (rent, buy, open source)
What we have to say to other faculty members:

• The use of e-textbooks is a lot easier than you think it might be.
  – Evolution is on our side... we’re far along on the learning curve now!
  – With some publishers color options are available for graphics, e.g., on kindle fire for Economics classes
Read more about it:

Business Student’s Learning Engagement as a Function of ReadingAssigned E-Textbooks

• To appear in: Increasing Student Engagement and Retention using Mobile Applications: Smartphones, Skype and Texting Technologies (Emerald, 2012)