

Exploring the Use of eTextbooks in Higher Education: A Four-Year Survey Study

Aimee deNoyelles, EdD
Baiyun Chen, PhD
University of Central Florida

Center for
Distributed Learning



Welcome

- Welcome!
- Session Presenters
 - Aimee deNoyelles, Instructional Designer
 - Baiyun Chen, Instructional Designer



Overview

- Background at UCF
- Rationale for multi-year survey
- Compare 2012, 2014, and 2016 key findings
- Recommendations

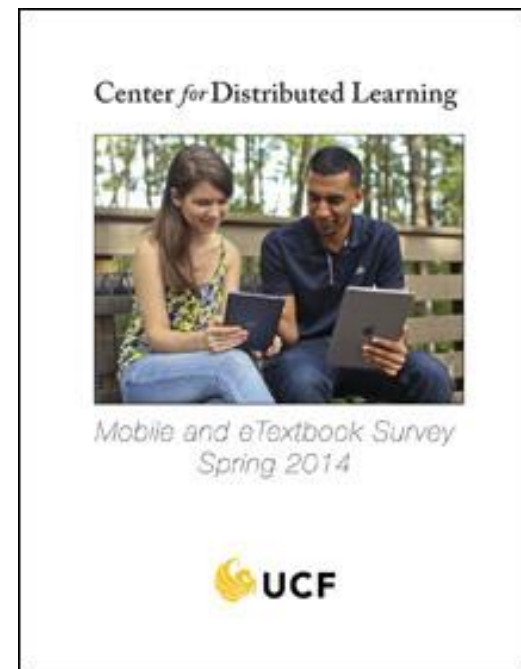
University of Central Florida

- 63,000+ students
- Center for Distributed Learning
 - Central agent for online teaching and learning
 - Online courses account for nearly 40% of credit-bearing courses



Survey Background

- 2012, 2014 impetus
- Recommendations made in past survey reports
- For all survey reports and infographics, visit:
 - <http://bit.ly/ucf-me-16>
- Going to focus on 2016 survey



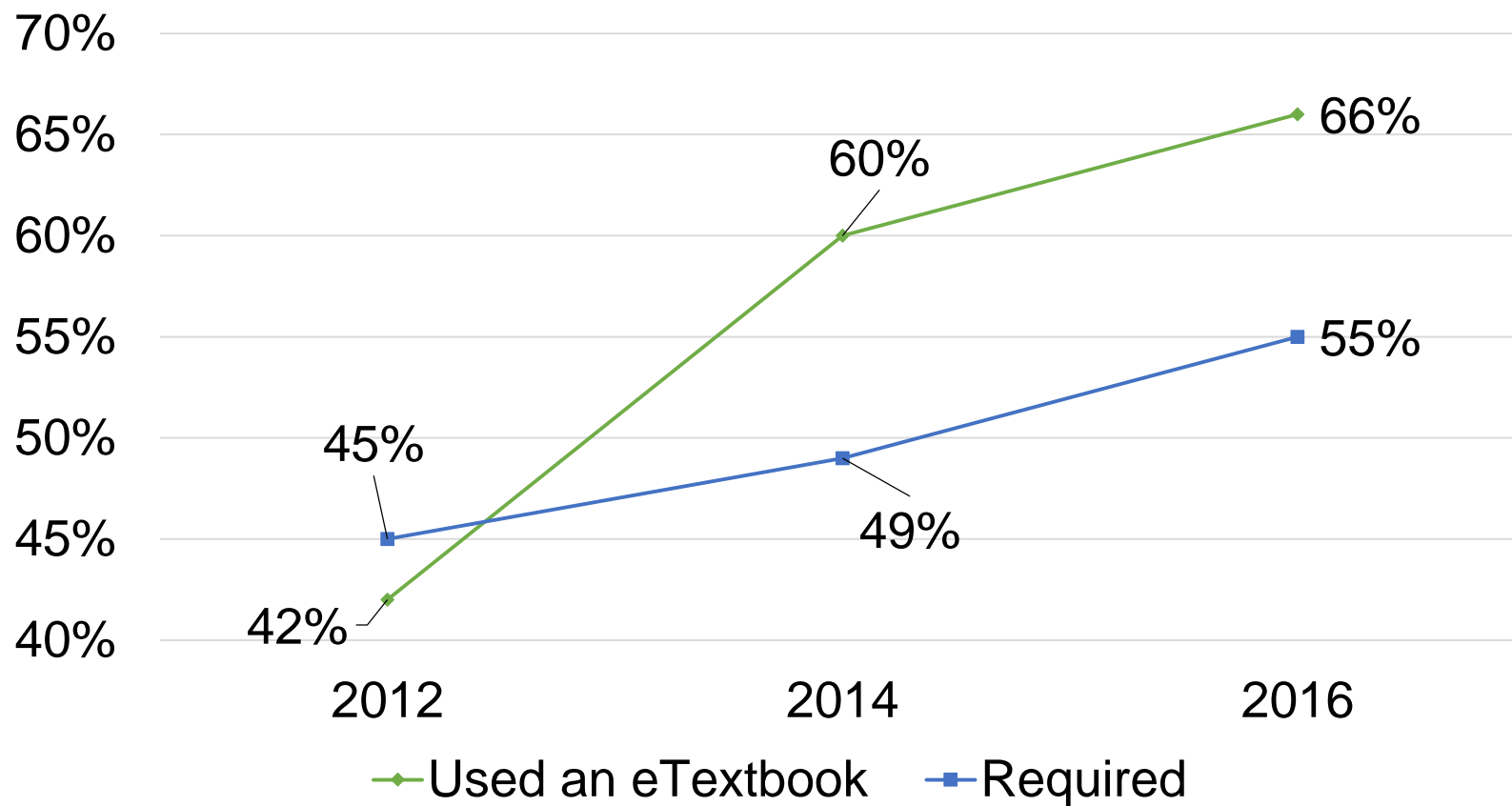
Participants

1474 students enrolled in online, blended, and FTF classes in Spring 2016 at UCF

- 118 courses from all 12 colleges
- 80% undergraduates
- 76% full time-students
- 63% females

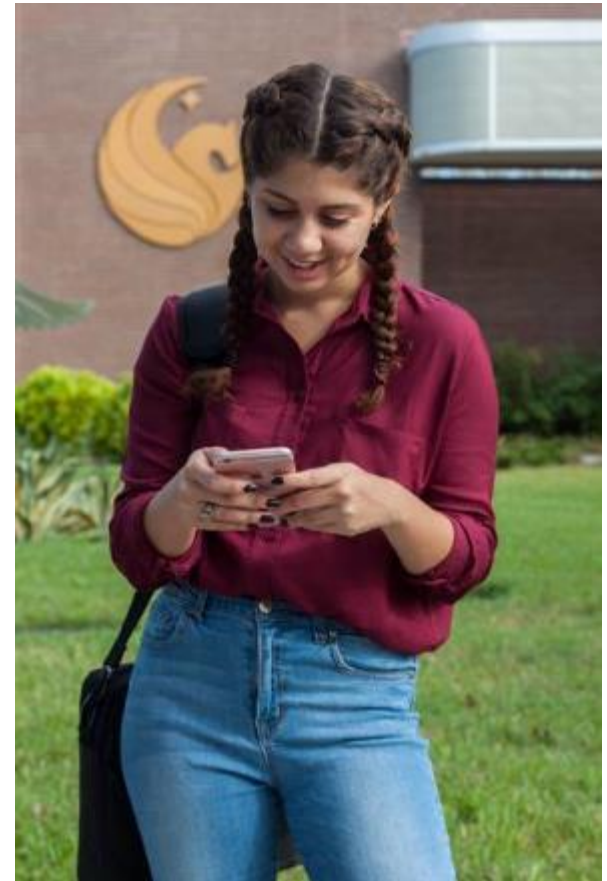


eTextbook Usage



Significant Demographics

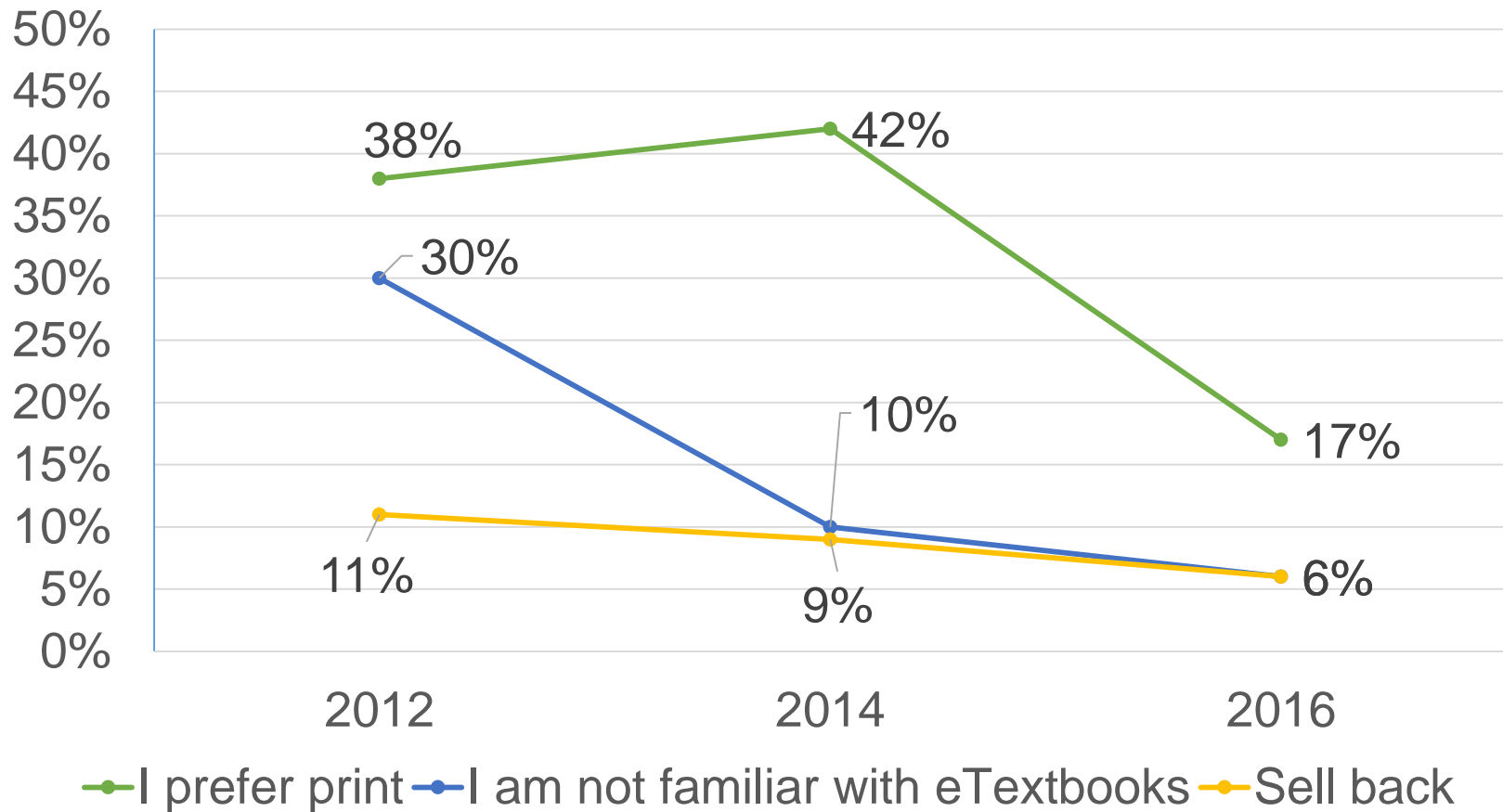
- 2012
 - Undergrads more than grads
 - Full-time more than part-time
 - Business
- 2014
 - Seniors more than others
 - Males more than females
- 2016
 - Undergrads more than grads
 - Age – younger more than older
 - Business
 - Engineering



What would influence you to adopt an eTextbook?

Item	2012	2014	2016
Low cost	86%	78% ↓	74% ↓
Ability to access anywhere	73%	66% ↓	63% ↓
Read it offline	61%	56% ↓	48% ↓
Environmentally friendly	45%	46% ↑	46%
Interactive features	n/a	41%	34% ↓
Store many books on one device	55%	56% ↑	48% ↓
Ability to print pages	49%	40% ↓	33% ↓

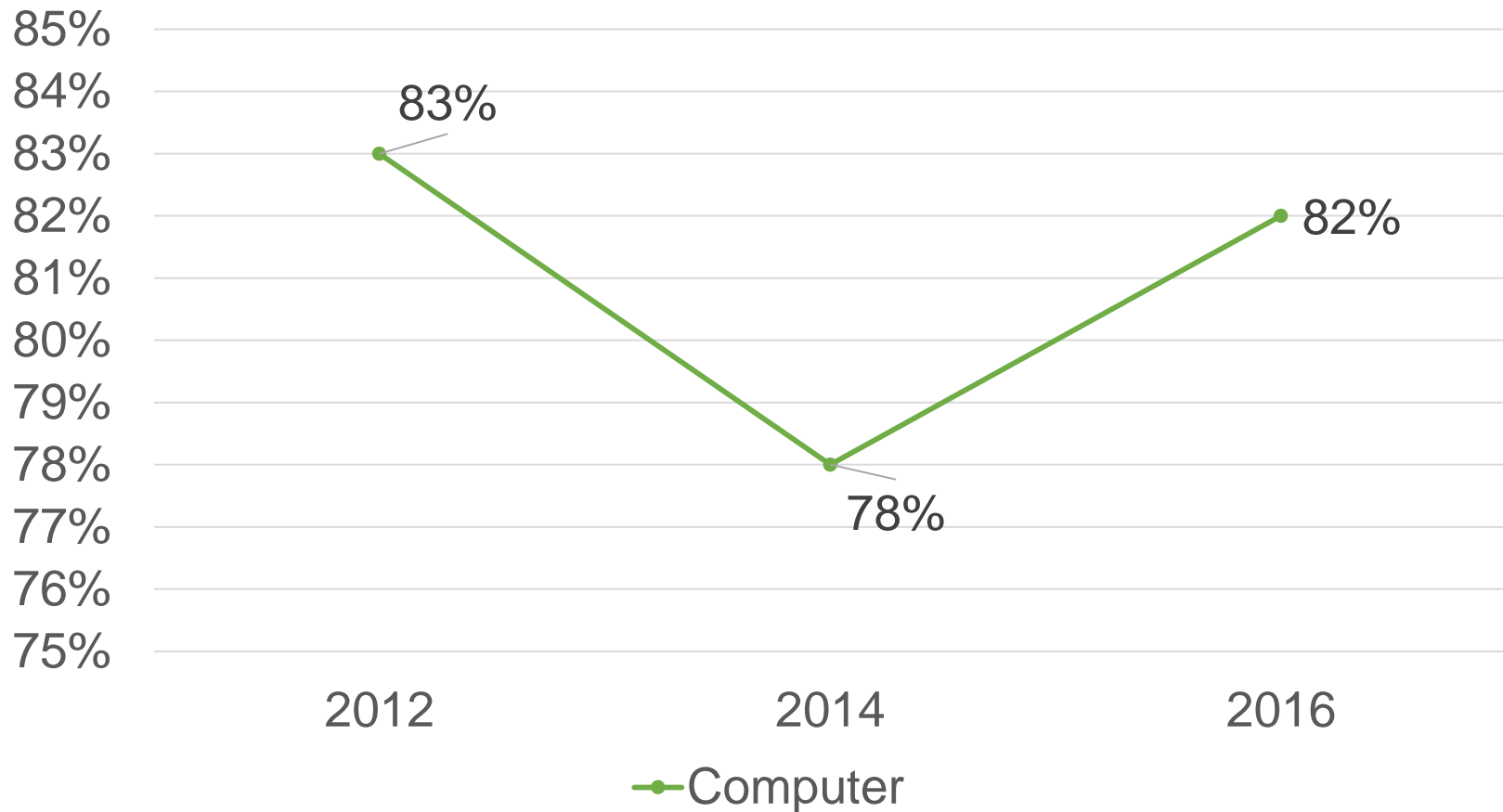
What are the top reasons NOT to use an eTextbook?



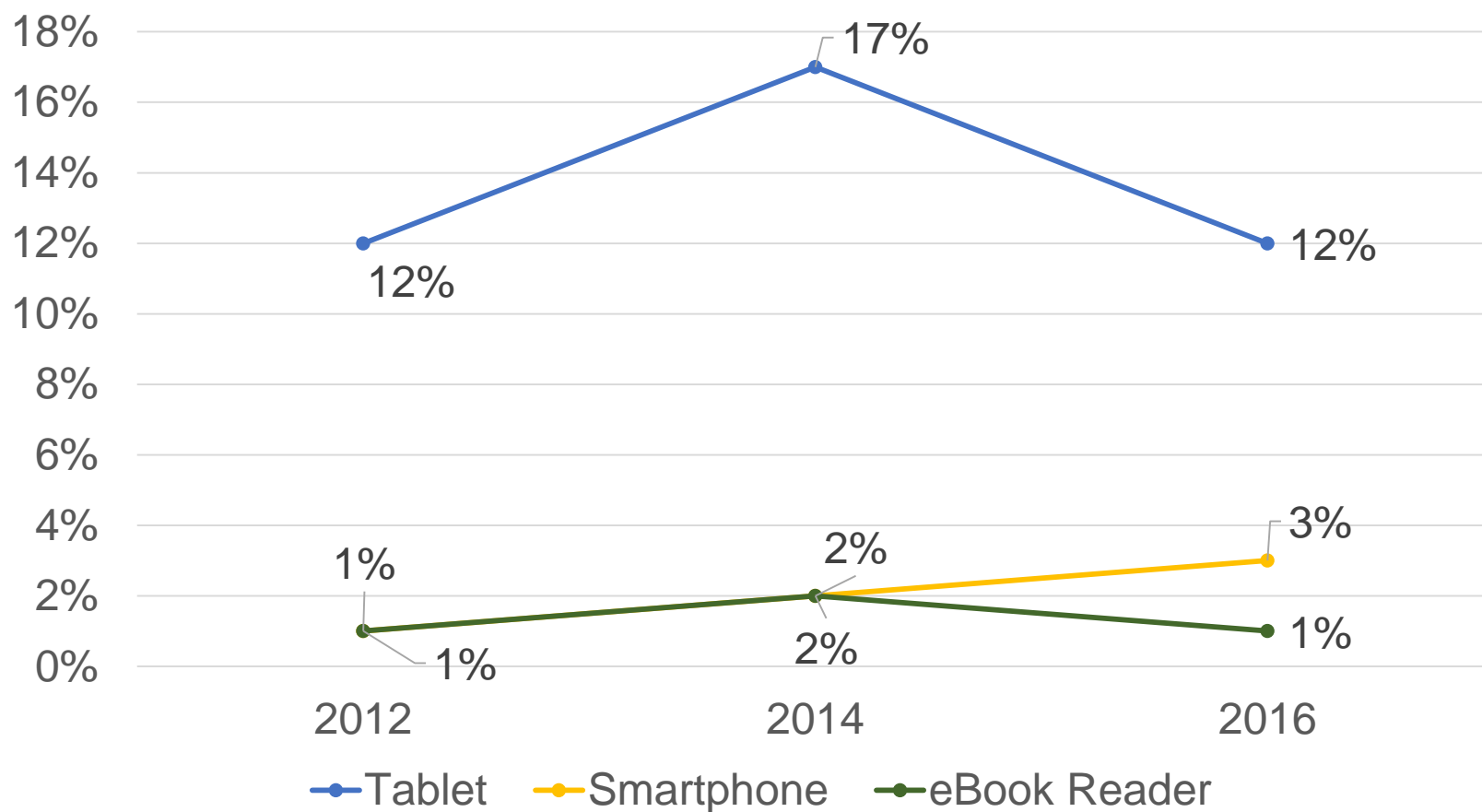
What type(s) of eTextbook have you used?

Type	2014	2016
Basic (highlighting, notes)	72%	51% ↓
PDF	48%	37% ↓
Interactive elements	28%	24% ↓
Openly available online	24%	20% ↓
Instructor-created	6%	5% ↓

What device do you use most frequently to access the eBook?



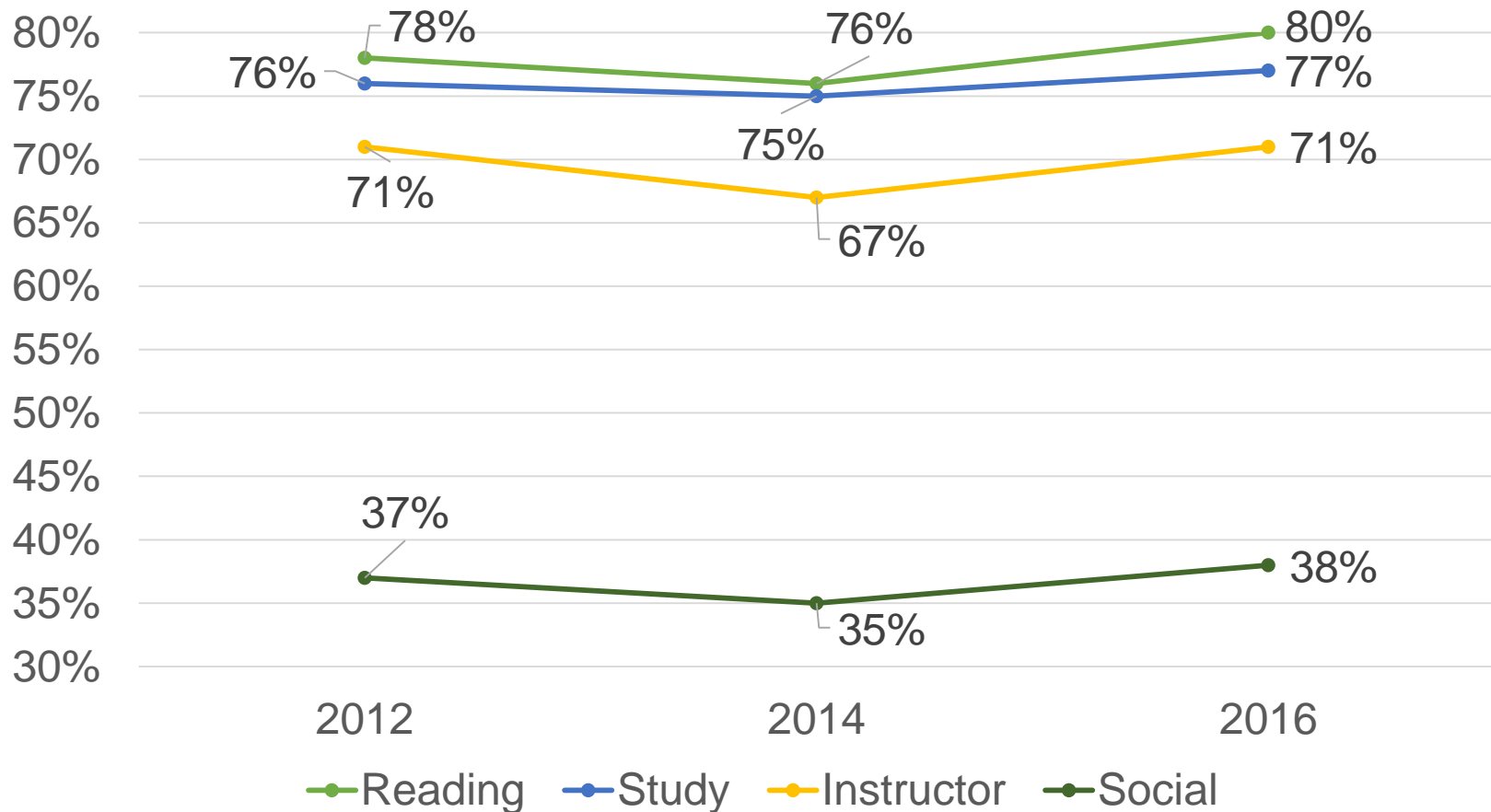
Device Use: Mobile Devices



Instructor Use

Criteria	2014	2016
eTextbook option listed in syllabus	33%	46% ↑
Provided instructions on how to use eTextbook	36%	44% ↑
Modeled the use of the eTextbook in class	28%	34% ↑
My instructor never/seldom used the features of the eTextbook	77%	48% ↓

Perceptions of Features



Beliefs about eTextbook Use

Belief	2012	2014	2016
I have the technical skills	86%	75% ↓	78% ↑
I have the study skills	72%	56% ↓	58% ↑
I can learn as effectively	60%	43% ↓	44% ↑
I would be more engaged	34%	22% ↓	23% ↑
Sense of community	30%	20% ↓	20%

Key Findings

- Use is up nearly 25% in four years.
- Computer is still king.
- Young undergraduates tend to use more in 2016.
- The main barriers to eTextbooks (print preference, unfamiliarity) appear mostly alleviated in 2016.
- Mixed beliefs about skills and effectiveness remain, and have even increased.
- Instructors are modestly integrating eTextbooks within courses, with room for improvement.

Recommendations

- Work with publishers and providers to offer more mobile device-friendly eTextbooks.
- Promote interactive, open and instructor-created eTextbooks options to faculty.
- Further support instructors to support their students to use eTextbooks effectively.
- Further support younger students with regards to digital literacy.
- Rethink the nature of textbooks.

Questions?

- Aimee deNoyelles (aimee@ucf.edu)
- Baiyun Chen (baiyun.chen@ucf.edu)

CDL Mobile & eTextbook Blog:
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