SUBJECT:  eText Pilot Update

During the April 2013 Board of Regents’ meeting, the Board approved a recommendation of the eText Committee for an eText pilot project starting in the Fall of 2013. The purpose of the project was three fold:

1. To explore faculty and student attitudes and interest in the use of eTexts (e-readers) in the classroom.
2. To take advantage of the student affordability component offered by an eText format.
3. To understand the potential for student success from ensuring each student had access to the text.

After conclusion and evaluation of the pilot, it was clear that the future use of eTexts (that only performed the e-reader function) would not be recommended to continue as a system initiative. The major reasons for this included the following: (1) student and faculty reviews were mixed, (2) students did not perform better than in a traditional-text taught classes, and (3) the minimal cost savings to students did not create overwhelming incentive to commit to a larger scale project.

The description of the pilot process and student evaluations be found in Attachment I and faculty evaluations are available in Attachment II.

(Continued)
**eText Pilot Process:**

As a note, there are multiple forms of eTexts, some are e-readers and others are competency-based learning materials. E-readers provide the text in electronic format to be read off a screen. Whereas competency-based eTexts are more interactive and intuitive, often providing information based on the students’ understanding level or learning preference. This pilot evaluated e-readers not competency-based learning materials. In addition to reading the textbook on a screen, this e-reader gave students/instructors the capabilities of annotating (i.e. highlighting, note-taking, and bookmarking text) in the electronic version.

The system contracted with two vendors for the pilot project, Courseload and CourseSmart. These vendors served as liaisons between the universities and multiple publishers. They supplied the eText material as well as discounted pricing (which they had previously negotiated with the publishers). Additionally, they provided a common platform and tools that students used to navigate and annotate on the electronic textbook pages. The vendor Courseload provided services to BHSU, SDSM&T, and SDSU. The vendor CourseSmart provided services to DSU, NSU, and USD.

Members of the eText committee recruited and identified participating faculty. The course materials were selected and obtained by the vendors and discounted pricing was confirmed. The pilot included courses that had multiple sections. Of those sections, students had the choice to select the course that utilized an eText or a hard copy textbook. In order to communicate effectively to the students at registration, a modification to the course catalog was made in Colleague reflecting the eText sections so that students understood they were selecting a course taught with an eText.

Seven courses throughout the system participated in the eText pilot during both Fall 2013 and Spring 2014.

After faculty orientation to the eText materials and capabilities, the eText materials were linked directly to the course homepage, so that students had automatic access to their text starting the first day of class. Furthermore, rather than paying at the bookstore, the eText cost was included on the tuition bill generated by the system for that semester. Because of these two reasons, the option to acquire the eText was not elective. Every student purchased and had access to the eText.
**Evaluation (Framed by the purposes for the pilot project):**

1. **To explore faculty and student attitudes and interest in the use of eTexts (e-readers) in the classroom.**

   **Student Evaluation:**

   To assess student attitudes regarding eTexts in the classroom, a pre-course and post-course survey was conducted. During the Fall 2013 pilot, the results of the post-course survey suggested that the impact and acceptance of the eText varied across students but on the whole was neither strongly positive nor strongly negative. Much like many other areas within education, there are those who prefer them and those who do not. The post-course survey for the Spring 2014 pilot did not have enough participation to create conclusive results.

   Post-course survey results indicated that students typically read the eText on their computer, an environment that other studies have suggested may not be most conducive to focused attention. Students reported using the eText slightly less than a traditional textbook; however, this may be attributed to gains in task efficiency considering students report the most commonly used feature of the eText is the search box. However, many students report not using the advanced features associated with eTexts (highlighting, note-taking, etc.). Some comments suggest that the students who used advanced features such as highlighting and note-taking found them to be beneficial; however, other comments suggest that those features were difficult to use.

   Students’ impression of eTexts once they completed their eText courses remained generally consistent with attitudes held before completing the courses. Overall impression shifted slightly negative for those who completed both the pre- and post-course survey, although not significantly.

   Despite the advertised convenience of eTexts, students’ responses were mildly negative about the overall convenience. In Fall 2013, the ease of use was reported positive with 60% of students agreeing that it was “easy to use.” However, the fact that 31% reported that they disagree that the eText was easy to use is a concern particularly when combined with reported technical difficulties and the fact that few students regularly used the more advanced features. Usability may be a limiting factor in achieving full benefits from advanced features of the eText, possibly suggesting that demonstration and explanation of all advanced features may be warranted to encourage students to maximize the academic benefit of the eText.

   Overall the biggest area for concern during the Fall 2013 was the experience of technical difficulties. That semester, just over 40% of respondents reported having difficulties. Students described these technical problems as making the eText “frustrating” or “inefficient”. This mainly involved slow page loading, glitches in the system, browser incompatibility, and in the case of one campus, internet connectivity issues in a residence hall where many of the class members lived. Spring 2014 saw fewer
technical difficulties as evident by the technical assistance requested of the Board office and RIS. According to the Spring 2014 post-course survey, only seven of the 47 responders reported technical problems. This mainly involved slow page loading.

Faculty Evaluation:
A post-course questionnaire was also distributed to participating faculty at the conclusion of the Fall 2013 and Spring 2014 semesters. Some faculty (especially during Fall 2013) noted that technical difficulties concerning the off-line availability of the eText eroded the effectiveness of the experience. Others noted the potential of eTexts but did not feel their students utilized them. Some faculty who responded to the questionnaire said they would consider teaching another course with an eText although they would make modifications, such as allowing the student to choose an eText or a traditional text. Faculty made the following suggestions to improve the experience: (1) less technical glitches, (2) incorporating interactive learning materials, (3) earlier access to the text to incorporate faculty notes/highlights, and (4) giving students the choice to read their text in whatever format they prefer. For the most part, participating faculty members said that students performed the same in the eText course as their traditional textbook course, although a few reported slight decreases in performance.

2. To take advantage of the student affordability component offered by an eText format.

There was cost savings involved in the eText pilot. After comparing the list price of the hard copy textbooks to the discounted price of the electronic textbooks offered by the vendors, the vendors were able to offer a 25-50% discount on average. Note: students most frequently read the texts on their computers, rather than on tablets such as iPads. However, this price discount does not account for a potential hidden cost: students who did not own a tablet device prior to enrolling in the eText course might purchase one to avoid reading the eText on a computer screen.

3. To understand the student success potential that was made available by ensuring that each student had access to the text.

As previously noted, participating faculty members said that students generally performed the same in the eText course as in the traditional textbook courses, although a few reported slight decreases in performance. A number of published reports have linked the advance feature use (i.e. highlighting, note-taking, etc) with improved academic success; however, the majority of students did not utilize these features because they did not find them easy to use.
2013 eText Pilot Post-course Survey Summary

Prepared by
Doug Peterson
The University of South Dakota
User Experience Research Lab

January 4, 2014
Executive Summary

This report summarized the basic findings of the post-course survey for five South Dakota Board of Regents courses using electronic textbooks in the fall of 2013. The response rate to the post-course survey was 171 students (43% of the number who responded to the pre-course survey), with the majority of the students from the two large enrollment PSYC 101 sections. The post-course survey investigated three key areas: product and advanced feature use, student impressions and technical problems.

Most students reported reading the eText on a regular computer, most likely a laptop based on pre-course survey indications of device access. Even those who had other forms of access opted for computer based reading generally. Students reported using the eText slightly less than regular textbooks. The reason for this change may be due to gains in efficiency of the eText as well as frustrations with use. Students who were successful using the eText may well have used it less because of the advantages inherent in the eText features, while those who were less successful may have used it less because of frustration or difficulties. Overall, however the reported use compared to paper textbooks is not substantially less.

Student opinion of eTexts remains relatively neutral with nearly as many students holding a negative impression as those holding a positive impression. Almost half of students enrolled indicated they would enroll in a future eText course and the average response to the question about their overall impression changed only slightly with more students agreeing (45%) that they have an overall positive impression as opposed to those students who disagree (40%). Students report the eText to not be as convenient as they initially believed and more students disagree with the statement that it is as convenient as a paper text than agree with it. Well over half of the students report that the eText is easy to use, however that 35% indicate it is not easy to use is a concern, particularly coupled with comments about frustrations over use. This is one area where near universal ease of use should be the norm.
Background

In the fall of 2013, six courses in the South Dakota Board of Regents system adopted electronic textbooks as part of a pilot program. The courses ranged across discipline, size and campuses. As part of the pilot program, pre and post-course surveys were implemented to gather data about student impressions and use of eTexts. The pre-course survey was administered during the first few weeks of the semester and the results are summarized in a separate report. This report documents the descriptive findings of the post-course survey. The focus of the survey and this report are three main areas: reported use of the eText and advanced features, attitudes about eTexts and the experience of technical difficulties. A copy of the post-course survey is contained in Appendix A. The survey was distributed electronically to the courses participating in the eText program. Student ID data was collected for matching pre and post-course survey results and student performance data.

Response Rates

One hundred and seventy one students, across five sections, responded to the survey (see Table 1 for a breakdown of respondents by course/institution). For comparison purposes the number of students participating in the pre-course survey are also included in Table 1. The reduction in response rate is not unusual considering that the survey was administered at the conclusion of the semester.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Post-course</th>
<th>Pre-course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 370 (NSU)</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>CSS 332 (DSU)</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>HIST 152 (BHSU)</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>PSYC 101 (SDSU)</td>
<td>38</td>
<td>148</td>
</tr>
<tr>
<td>PSYC 101 (USD)</td>
<td>102</td>
<td>172</td>
</tr>
<tr>
<td>SPAN 311 (NSU)</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Accessing eTexts

Electronic textbooks can be accessed on a number of devices. The pre-course survey results details reported device ownership and found that nearly all students owned either a desktop or laptop/notebook computer while just over one quarter (26.9%) of respondents reported owning at least one non-computer device (typically a tablet device of some form). The access results from the post-course survey reflect the pattern of device ownership with less reported reading on a non-computer device than might be expected. Students were asked to estimate how much time they spent reading on each of four formats (computer, tablet, smartphone/iPod, or from printed pages) with a forced sum of 100%. If a student read exclusively in one format they were to report 100% for that format and 0% of
the others. Figure 1 shows the mean percentage of time spent viewing the eText for each format. On average, student read the eText on their computer 85% of the time. This includes the 68% of students who reporting reading exclusively on a computer.

Figure 1. Average reported time spent viewing the eText per device type.

<table>
<thead>
<tr>
<th>Device Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>85%</td>
</tr>
<tr>
<td>Tablet</td>
<td>6%</td>
</tr>
<tr>
<td>Smartphone/iPod</td>
<td>1%</td>
</tr>
<tr>
<td>Printed</td>
<td>8%</td>
</tr>
</tbody>
</table>

**eText Feature Use**

One of the advantages of an eText is the advanced features and functions available to users. The post-course survey explored reported use of 8 functions and one general student activity. The features assessed were:

1. Highlighting text content
2. Annotation (adding notes to the text)
3. Bookmarking pages
4. Printing pages
5. Printing user generated notes
6. Search box
7. Table of Contents
8. Downloading (for off-line viewing)

The most commonly used feature was the search box, followed by the Table of Contents. Use of advanced features dropped off notably after the top two with highlighting ranked third based on average frequency of use, although only 27% of students used highlighting more than rarely. Table 2 shows all eight features ranked by frequency of use and the percentage of students in each response category. In addition to key features, students were ask how frequently they took notes from the eText on either a computer of with paper and pencil. Almost one quarter (24.1%) of students reported regularly or frequently taking external notes and 44.7% reported never taking external notes.
Table 2. Reported frequency of use for eight key functions.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Frequently (&lt;75%)</th>
<th>Regularly (50-75%)</th>
<th>Sometimes (25-50%)</th>
<th>Rarely (&lt;25%)</th>
<th>Tried it</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
<td>72.9%</td>
<td>9.4%</td>
<td>4.1%</td>
<td>4.1%</td>
<td>2.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Table of contents</td>
<td>35.5%</td>
<td>16.6%</td>
<td>13%</td>
<td>8.3%</td>
<td>7.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Highlight</td>
<td>10.0%</td>
<td>5.9%</td>
<td>11.2%</td>
<td>11.2%</td>
<td>21.2%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Download¹</td>
<td>7.1%</td>
<td>2.9%</td>
<td>6.5%</td>
<td>4.1%</td>
<td>10.0%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Bookmark</td>
<td>3.6%</td>
<td>3.6%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>10.7%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Annotate</td>
<td>1.8%</td>
<td>1.2%</td>
<td>7.1%</td>
<td>11.2%</td>
<td>14.7%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Print pages</td>
<td>4.7%</td>
<td>2.4%</td>
<td>3.5%</td>
<td>7.6%</td>
<td>5.3%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Print notes</td>
<td>2.4%</td>
<td>.6%</td>
<td>.6%</td>
<td>7.2%</td>
<td>4.8%</td>
<td>83.1%</td>
</tr>
</tbody>
</table>

¹ Frequency of use may be misleading for downloading because if the student downloaded the full text they would need to do so only once during the semester.

The use, or lack of use, of the advanced features may be cause for concern. The limited research available on eText suggests that students who utilize the advanced features typically report a better educational experience and more satisfaction with electronic texts. Confirming this general finding is that correlations between the reported frequency of various feature use for each and self-reported positive impression and positive academic impact were small but positive (as feature use increased so did overall impression and perceived positive academic impact). One possible interpretation is that the features were not useful and thus were not regularly used. However, so few students regularly used advanced features, it is a more likely conclusion that student attitude moderated behavior (i.e., they didn’t use the features because they didn’t think they were useful).

Indeed, students who reported NOT using the highlighting feature had the lowest level of agreement that eText features will have a positive impact. Further, this same group reported a sizable change in their response between pre and post-course survey; shifting from an average of 3.71 during the pre-test to 4.5 during the post-test. Not only is this a significant change, it moves from the agree side of the scale to the disagree side of the scale. Comparatively, the students who used highlighting regularly (50-75% of the time) or frequently (75-100% of the time) not only had more positive initial impressions, 3.20 and 2.94 respectively, but they also became more positive by the end of the course (3.00 and 2.12).

Comparison to Print Textbook

Students were asked to compare how frequently they used the eText compared to a regular textbook. Figure 2 shows that students spent, on average, slightly less time using the eText than a regular textbook, however the was distribution across all five options, including approximately 20% of students who said they used the eText more than traditional textbooks.
Figure 2. Percentage of students indicating they spend more, less or about the same time using the eText compared to a regular textbook.

These results are consistent with other findings that students spend less overall time “reading” an eText. Because eText has additional features, use is difficult to classify solely as reading. Less time spent with the textbook is not necessarily a bad thing, in fact it may suggest a more efficient use pattern, particularly in light of the feature use results indicating that students navigate using the search function and links within the table of contents. Gains in finding information should result in less time spent with the text overall.

Student Impression

Eight items pertaining to student impression of eTexts were included in the post-course survey. Two additional items addressed the instructor’s use of the eText and the importance of the textbook in the course. Items in this section used a 7-point Likert scale ranging from 1 (strongly agree) to 7 (strongly disagree) and 4 as the neutral mid-point. Thus, mean ratings below 4 trend in the direction of more agreement and ratings above 4 trend in direction of disagreement. In addition to mean ratings this summary combines all students who agreed with the statement or disagreed with the statement and reports the percentage in each category. Overall a relatively small number of students were truly neutral, however the balance of students opinion on both sides produces means that are near neutral. The mean rating can be used to gain a general understanding of the degree of agreement or disagreement and the percentage provides a look at the distribution on either side of neutral. In most cases both the mean and the distribution of agree/disagree reveal similar findings.

Two items in this section evaluated class level factors rather than eText impressions. Students strongly indicated that instructors make use of the eText, with 70% of students indicating some level of agreement with the statement The instructor actively made use of the eText in this course (mean rating of 2.84) and 71.2% indicated agreement with the statement it was important to read the eText to be successful in course (mean rating of 2.95). These represent the two most strongly agreed with statements in the student impression of the survey.
Four of the student impression items evaluated potential repeat use intentions, generally a good indicator of a positive attitude about a product. These questions asked students if they would enroll in an eText course in the future, if they would recommend an eText to a friend, if they would use an eText if it were an option and if they wished other courses offered eText. Inter-item correlations ranged between .84 and .95 indicating that all four questions were evaluating the same underlying concept. Generally impressions about future use were mixed with nearly as many students responding positively as did negatively. Table 3 shows the mean rating on a 7-point Likert scale. Students are slightly more positive in their impression about enrolling in another eText course and slightly negative in choosing an eText for another course. Interpreting this slight change in attitude across items may not be meaningful but does suggest a subtle difference. Students feel more comfortable choosing a course they know to be designed for the eText rather than opting for an eText in general; a conclusion supported by results from the item on instructor’s use of the eText.

Table 3. Mean ratings and percentage agree/disagree for items related to future use of eText.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Mean Rating (4=neutral)</th>
<th>Percentage who agree</th>
<th>Percentage who disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would enroll in another course that used an eText delivered in the same manner</td>
<td>3.77</td>
<td>48.2%</td>
<td>34.7%</td>
</tr>
<tr>
<td>I would recommend an eText to another student</td>
<td>4.03</td>
<td>43.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>I would choose an eText as textbook option for another course if it were an option</td>
<td>4.20</td>
<td>42.4%</td>
<td>49.4%</td>
</tr>
<tr>
<td>I would like my other courses to use eTexts</td>
<td>4.34</td>
<td>35.9%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>

The remaining impression items evaluated students’ perceptions of academic impact, convenience, ease of use and overall impression of electronic textbooks. Each of these items represents important factors in the use of any educational technology, not only electronic textbooks. Looking first as student perceptions of the impact of the electronic text impact on class performance finds a mean rating that is slightly on the agree side of the scale (item #1 in Table 4). Further, 50% of students indicated some level of agreement with that statement compared to 33.5% who indicated some level of disagreement.
With respect to convenience, students reported that the eText was slightly less convenient than a paper textbook (question #2 in Table 4). Of the four general impression items, this one had the highest degree of disagreement both in terms of mean rating and percentage of students reporting some level of disagreement. This is a concern for future use and the correlation between convenience and future use items ranged from .75 to .83 and had the highest correlation with overall impression (.87) of any other survey question. This is also the items with the largest change in rating between the pre/course survey and the post/course survey (see Table 5).

In the area of ease of use the results may appear positive with 60% percent of students agreeing that the eText was easy to use, however the mean rating of 3.5 on a 7 points scale indicates that most were reserved in their level of agreement and 31.2% of students disagreed that the eText was easy to use. Ease of use is positively correlated with overall impression (.83), future eText use (.71), eText use (.65) and specific feature use (ranging from .12 for printing pages to .36 for searching feature). Student comments also suggest usability of eText could be improved and contributes to their overall impression.

Overall student impression was nearly neutral, on average (3.94), but with slightly more students agreeing that they have a positive impression (45.9%) than those disagreeing with that statement (40.6%). This is neither encouraging nor discouraging and suggests a fair amount of individual variation in student opinion. Thus the technology, like many others things appeal to some students and not to others.

Each of the student impression questions can be compared to related pre-course survey questions. Table 5 shows the pre-course survey mean rating and the post-course survey mean rating for each of the above four items. Mean pre-course ratings are for those students who responded to the post-course survey only,

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Mean Rating (4=neutral)</th>
<th>Percentage who agree</th>
<th>Percentage who disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The features of the electronic textbook positively impacted my performance in this class.</td>
<td>3.78</td>
<td>50.0%</td>
<td>33.5%</td>
</tr>
<tr>
<td>2. The electronic textbook was more convenient to use than a paper textbook.</td>
<td>4.12</td>
<td>40.6%</td>
<td>45.3%</td>
</tr>
<tr>
<td>3. The electronic textbook was easy to use.</td>
<td>3.50</td>
<td>60.0%</td>
<td>31.2%</td>
</tr>
<tr>
<td>4. After this course, I have an overall positive impression of electronic textbooks.</td>
<td>3.94</td>
<td>45.9%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

Table 4. Mean rating and percentage agree/disagree for items on impact, convenience, ease of use and overall impression
although the difference between this group and the full pre-course is negligible. The third column shows the average change in score for the students who completed both ratings (a negative change indicates a shift from more agreement to less agreement).

Table 5. Pre and Post-course ratings for questions related to impression of eTexts

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Pre-course</th>
<th>Post-course</th>
<th>Average Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The features of the electronic textbook positively impacted my performance in this class.</td>
<td>3.47</td>
<td>3.78</td>
<td>-0.24</td>
</tr>
<tr>
<td>The electronic textbook was more convenient to use than a paper textbook.</td>
<td>3.76</td>
<td>4.12</td>
<td>-0.78</td>
</tr>
<tr>
<td>The electronic textbook was easy to use.</td>
<td>3.64</td>
<td>3.50</td>
<td>-0.26</td>
</tr>
<tr>
<td>After this course, I have an overall positive impression of electronic textbooks.</td>
<td>3.78</td>
<td>3.94</td>
<td>-0.10</td>
</tr>
</tbody>
</table>

Technical Difficulties

Seventy-three students (42.9%) reported some technical difficulties with the eText system. Those who reported experiencing technical difficulty rated the severity of the difficulty on a 4 points scale (results reported in Table 6) with 1 being the most severe and 4 being least severe. Fifty-three of the students who reporting technical difficulties, experienced trouble during the normal use of the eText while 31 reported technical difficulty during the set-up of the product. Students experiencing problems during set-up reported less overall severity of the problem (mean severity rating of 2.97) compared to those who experienced difficulties during use (mean severity rating of 2.74). Although this difference is not significant, the small difference suggests that difficulty using the eText are, rightly, identified as more severe than those encountered during set-up.

Table 6. Severity of Technical Difficulty Experienced

<table>
<thead>
<tr>
<th>Severity of Technical Difficulty (rating)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe (1)</td>
<td>3</td>
</tr>
<tr>
<td>Significant (2)</td>
<td>21</td>
</tr>
<tr>
<td>Moderate (3)</td>
<td>28</td>
</tr>
<tr>
<td>Minor (4)</td>
<td>19</td>
</tr>
<tr>
<td>None</td>
<td>98</td>
</tr>
</tbody>
</table>
Only, 49 of the 73 students (67.1%) who indicated difficulty reported that their problem was eventually resolved. Table 7 includes a breakdown of where students sought help and the number of students who reported their trouble was resolved. Student descriptions of problems encountered are reported in Appendix B.

Table 7. Where students sought technical support and outcome

<table>
<thead>
<tr>
<th>Sought Support</th>
<th>Number of Students</th>
<th>Number Resolved</th>
<th>Resolution %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not seek help</td>
<td>38</td>
<td>27</td>
<td>71.1%</td>
</tr>
<tr>
<td>eText support</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>Course instructor</td>
<td>33</td>
<td>22</td>
<td>66.7%</td>
</tr>
<tr>
<td>Campus IT</td>
<td>5</td>
<td>3</td>
<td>60.0%</td>
</tr>
<tr>
<td>Classmate</td>
<td>13</td>
<td>8</td>
<td>61.5%</td>
</tr>
<tr>
<td>Other student</td>
<td>9</td>
<td>7</td>
<td>77.8%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

As should be expected, the experience of technical difficulty negatively impacts all measures of impressions of eText. Figure 3 shows that for future enrollment and the four primary impression measures students who experienced technical difficulties held a more negative impression of the eText. There was even some effect on items that should be unrelated to the experience of technical difficulty such as “it was important to read the etext to be successful in this course.” Students who reported technical difficult responded with an average of 3.29, between somewhat agree (3) and neutral (4) while those that did not report technical difficulty responded with an average of 2.70, between agree (2) and somewhat agree (3).

Figure 3. Mean impression ratings by experience of technical difficulty.
Conclusions

The results of the post-course survey suggest that the impact and acceptance of the eText varies across students but is neither strongly positive, nor strongly negative. Students typically read the eText on their computer; an environment that other studies have suggested may not be most conducive to focused attention. Students reported using the eText slightly less than a traditional textbook, however this is not necessarily cause for concern as this may be attributed to gains in task efficiency. Comments from what the students like most support this conclusion. So to do the results from the feature use questions, which show that the most commonly used advanced feature is the search box. The fact that many students are not using the advanced features associated with eTexts is consistent with other research in the area. It also may contribute to the relatively neutral response to the question about eText having a positive impact on academic performance. Some comments suggest that the students who used advanced features such as highlighting and note-taking found them to be beneficial, however other comments suggest that those features may be difficult to use.

Student impression remained generally consistent with attitudes held before completing the course. Overall impression shifted slightly negative for those who completed both the pre and post-course survey, although not significantly so. Despite the advertised convenience of eTexts, students’ responses were mildly negative about the overall convenience. More important is the impact that student impression might have on use. Demonstration and explanation of all advanced features may be warranted to encourage students to maximize the academic benefit of the eText. Ease of use is positive with 60% of students agreeing that it was “easy to use,” however 31% reporting that they disagree is a concern. Particularly when combined with the reported technically difficulties and the fact that few students regularly used the more advanced features (some which were identified in comments to be difficult to use). Usability may be a limiting factor in achieving full benefits from advanced features of the eText, however, demonstration and instruction may improve student attitude and use for advanced features in spite of some difficulty using them.

Overall the biggest area for concern is the experience of technical difficulties. Just over 40% of respondent reported having difficulties that were, on average, described as moderate, which was qualified as problem(s) made use of the eText frustrating or inefficient. Minimizing technical difficulties in the future should be a priority for adoption of electronic textbooks. Electronic textbooks appear to be neither overwhelmingly positive nor overwhelmingly negative. Much like many other areas within education, there are those who prefer them and those who do not. What is not addressed in this survey is the actual impact they have a student performance.
Appendix A: Post-course survey
Post-Course Survey on E-Text Usage

This post-course survey is part of an evaluation of electronic textbooks. Your responses are confidential and will be used only in the evaluation of the electronic textbooks and not your performance in the course. Thank you for your time in contributing to this evaluation.

1) Please select your course from the drop down list below. Make sure that the course and institution are correct.

- BADM 370 (Northern State University) [Value=1]
- CSS 332 (Dakota State University) [Value=2]
- HIST 152 (Black Hills State University) [Value=3]
- PSYC 101 (South Dakota State University) [Value=4]
- SPAN 311 (Northern State University) [Value=5]

2) Please enter your student ID number (used to link pre-course and post-course survey responses only).

3) Compared to a regular textbook, did you spend more or less time reading the eText?

- [ ] significantly more time [Value=1]
- [ ] more time [Value=2]
- [ ] about the same [Value=3]
- [ ] less time [Value=4]
- [ ] significantly less time [Value=5]

For each feature available in the eText please indicate how frequently you used that feature.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Frequently (75% or more of the time)</th>
<th>Regularly (50-75% of the time)</th>
<th>Sometimes (25-50% of the time)</th>
<th>Rarely (less than 25% of the time)</th>
<th>Tried it once or twice</th>
<th>Never</th>
<th>Feature not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Highlighted material in the eText</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5) Added notes in the eText</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6) Added bookmarks in the eText</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7) Printed pages from the eText</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>8) Printed notes from the eText</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>9) Used the search function to find what I was looking for</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>10) Used the table of contents to find what I was looking for</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>11) Downloaded the eText for off-line viewing</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>12) Took notes from the eText on paper or in my computer</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>13) For each means of reading an eText estimate the percentage of time you used that method when reading. If you never used a method enter 0 if you exclusively used one method that would receive a 100.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] on a computer
- [ ] on a tablet device
- [ ] on a smartphone or iPod
- [ ] from printed pages
Total: 0 (must sum to 100)

Rate your level of agreement with each of the following statements

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I would enroll in another course that used an eText delivered in the same manner</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>15</td>
<td>I would recommend an eText to another student</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>16</td>
<td>I would choose an eText as textbook option for another course if it were an option</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>17</td>
<td>I would like my other courses to use eTexts</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>18</td>
<td>The instructor actively made use of the eText in this course</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>19</td>
<td>It was important that I read the eText to be successful in the course</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>20</td>
<td>The features of the electronic textbook positively impacted my performance in this class.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>21</td>
<td>The electronic textbook was more convenient to use than a paper textbook.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>22</td>
<td>The electronic textbook was easy to use.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
<tr>
<td>23</td>
<td>After this course, I have an overall positive impression of electronic textbooks.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
</tr>
</tbody>
</table>

*24) Did you experience technical difficulties with the eText system?
- Yes [Value=1]
- No [Value=2]

**Question Logic**
If [Yes] is selected, then skip to question [No logic applied]
If [No] is selected, then skip to question [130]

--- Page Break ---

25) Rate the severity of the technical problems you encountered with the eText system
- Severe - problem(s) made use of the eText impossible [Value=1]
- Significant - problem(s) made use of the eText very difficult but not impossible [Value=2]
- Moderate - problem(s) made use of the eText frustrating and inefficient [Value=3]
- Minor - problem(s) made use of the eText inconvenient [Value=4]

26) Check each of the following statements that matches your experience with technical difficulties
- I experienced technical problems during the set-up of the eText [Checked=1]
- I experienced technical problems reading from the eText system [Checked=1]

27) Please describe the problem (or problems) you encountered with the eText system.

(1000 characters remaining)
28) From which of the following did you seek technical assistance to resolve your problem? If you did not seek assistance select the option and continue.
   - [ ] I did not seek technical assistance [Checked=1]
   - [ ] The eText provider technical support system [Checked=1]
   - [ ] The course instructor [Checked=1]
   - [ ] Campus IT department [Checked=1]
   - [ ] Another student enrolled in the course [Checked=1]
   - [ ] A friend or acquaintance not enrolled in the course [Checked=1]
   - [ ] Other (please specify) [Checked=1]

29) Were your technical problems resolved?
   - [ ] Yes [Value=1]
   - [ ] No [Value=2]

30) What did you like BEST about the eText

   (28000 characters remaining)

31) What would make the eText more successful?
Thank you!

For maximum confidentiality, please close this window.

Copyright © 2001-2014 PsychData®, LLC. All rights reserved.
Appendix B: Respondent description of technical difficulties.

All comments reproduced verbatim from student responses. Responses are separated by course for comparison of potential differences between Courseload and Coursesmart.

BADM370 – None

CSS332
1. The only problem I had with it is the inability to make the viewing of the actual text book any bigger or smaller. I felt as if I should be able to resize it or make it a two page view.
2. Couldn't download the book. Couldn't view the entire page of the book at once, had to scroll left and right and up and down. This made it annoying and thus I did not find the eText helpful.
3. There were multiple times that the Etext was down the night before an assignment was due, forcing me to try and guess through it, since no one in the class was able to look at the etext.
4. More than one occasion, usually during significant tests or assignment periods, the eText would be inaccessible - due to one of many reasons. Typically the issues were out of our control.
5. Couldn't search the e-text, went down frequently, had to scroll to see a full page
6. Stupid scroll bars, not enough room to read. Layout was convoluted.
7. Doesn't function well in Google Chrome. I'm not gonna use the terrible being known as Internet Explorer to use an eText. Make it work for good browsers.
8. Etext stopped loading on Chrome after the first couple weeks. Was randomly unavailable had a diagram in the book that was flipped 90 degrees to the left so it would fit on one page but had no way to flip it to view it easily. - it was detailed text also in the picture so it was hard to just tilt my head and read. The search function could be better improved or just moved to ctrl f **FULL SCREEN not available and the like 600x600 page to view a text book from was a joke.**
9. Half way through the semester, it stopped working for Chrome users. I was able to figure out quickly that it was still available on Firefox. It is still unavailable for Chrome.
10. the eText power point presentations wouldn't load which made it difficult to see them
11. You are not able to view the e-text while using chrome, the size of the area you could read was very small and did not fill the entire page. Harder to find things than in a regular textbook.
12. pages would not load, bad user interface
13. Occasionally my browser would not load the e-text, and I was not able to download the text for offline viewing.
14. The book was sometime unavailable.
15. I used the eText on a Nook HD+ tablet. The problems I experienced were specific to the CourseSmart software. The table of contents took too many taps to get to the desired section. The CourseSmart software did not hide the toolbars when I was reading, resulting in less space available to display the book text. The "next page" button was very close to the Nook's built-in "search" button, which resulted in several instances where the search button was hit instead of the next page button. CourseSmart should take a look at the Google Play Books app for ideas on how to optimize the user experience.

HIST152
16. I hate reading off a computer screen. Because I never used it, when I did need it I could not find it.

PSYC101(SDSU)
17. Difficulty downloading and using with the internet on campus.
18. Within my dorm I was unable to access the eText during the beginning of the semester mostly.
19. internet problems
20. The wi-fi at our school was very slow at times and having our book online made it difficult to read when the internet was slow. The pages usually loaded slowly when flipping pages.
21. It took forever to load or didn't load at all.
22. Everytime I would log in, the system would forget my password and I would have to go through the "forgot password?" link in order to sign in.
23. I would be reading and it would freeze up on me and tell me I would have to reboot what I was doing. I am not going to do that because I would lose the page I was on. Rediculous!
24. Was not able to download onto computer.
25. it would never load on my computer. If it did it would freeze or would be very slow.
27. The e-text would take a long time to load each page. The off-line mode took WAy too long to try and download for it to work properly and efficiently.
28. It would freeze up, take forever to load, was difficult to get it to scroll down on the pages, it wouldn't let me highlight where i wanted to, it only came in in certain places.
29. No internet so couldn't read
30. It would not load correctly
31. In the beginning of the semester, I never could read off the eText system in my dorm room.
32. Had troubles loading at times.
33. took a very long time for pages to load. I was not able to download the etext offline on my pc.
34. no internet access= no studying
35. pages would not load

PSYC101 (USD)
36. It's RIDICULOUS that I have to have internet access to read my textbook when I have none and live off-campus. It's RIDICULOUS that the etext glitches and I have to reboot the damn book. Bring back real life books!
37. Sometime I just could not get the etext to load.
38. It would not load pages sometimes and would randomly quit or not allow me to save bookmarks
39. Gaining access to the etext at first was frustrating because the course I was taking wouldn't show up until I remade my account.
40. Sometimes the etext would not let me scroll down to read the rest of the page.
41. Sometimes the eText wouldn't let me read the book.
42. There were a few times when eText just would not load when I was trying to read it before class
43. Sometimes the etext wouldn't open on my computer.
44. Sometimes when I would try to open up the textbook it would not load.
45. While i was looking for information during the mypsychlab quizzes, the eText would often freeze or not work for a little bit and it was frustrating since there was a time limit to the quizzes.
46. The ebook would sometimes freeze up on the page that it was on.
47. kicked me out quite frequently
48. Many times the I would try and pull the book up, and I was told the site was having issues and I could not view the book at that time.
49. It would freeze, close, and some pages would simply not exist and/or not work.
50. Sometimes when I would search for something, it would say no results found even though the text that I searched for was right there in front of me. So that was a minor annoyance at times.
51. When I went to read the book sometimes it just would not load and then I could not get into it.
52. trouble loading
53. When using the search feature, the etext would slow down and sometimes need to be restarted.
54. freezing up
55. just had a difficult time setting up the E-text at the first part of the semester which held me back from doing some assignments on time.
56. A lot of time it was really slow and the pages didn't load or it didn't even open up what so ever, I think I could find answers faster by looking them up in a textbook and waiting to zoom click and skim online.
57. I couldn't use the book or even get it open.
58. While using the highlighting tool, the sentences I highlighted would constantly disappear.
59. None
60. I had trouble accessing it the first time I tried opening it.
61. Would not open with Internet explorer.
62. It once took over 20 minutes to load.
63. The course number would not register my text on the internet. Took almost one month to get set up.
Appendix C: Responses to Question, “What did you like BEST about the eText?”

BADM370
1. Convenient and light to carry.

CSS332
2. How easy it was to use and find things. It made life a lot easier, also I think the cost was better.
3. It was nice to not to have to pay for a book and that it was on my computer at all times.
4. We could use the Etext on the tests and quizzes, which made it so I did not need to study with the search function. If someone did not want to learn about the class, since it is a required course, they do not have to study and can just use the search function to go through the book and find the answers quickly.
5. I really can't think of anything...sorry.
6. Nothing
7. It was less of hassle to not have to lug it around wherever I go.
8. Didn't have to carry textbook and it is searchable
9. That you could search for key words (but that sometimes didn't get all of the words to show up in the search).
10. nothing. It was a waste of time
11. I liked that I had the book everywhere I went. I also liked that there was a search function to use.
12. the search functionality
13. I did not like anything about the e-text.
14. The search function was better than most standard pdf search functions.
15. The search feature.
16. It is easier to carry around than a conventional textbook.

HIST152
17. Nothing
18. The search bar.
19. I think that eText was much easier to use. You can always do a quick search when looking for materials that you needed. Much easier to do that then in normal text books. I like that our teacher would highlight specific areas and add notes to them. That made it helpful and would catch my eye back into the text.
20. I liked that I could search items from the top of the page in the "search box." Doing that was so much easier to find information that going to the index of the textbook, finding what information I needed, then flipping to the page with the information. I think that being able to search for actual information that way was great. I also loved that instructors could highlight information and make notes.
21. I did not have to use it often.
22. I did not open the eText much at all during the course. I do not enjoy trying to read a dense textbook on my computer screen and would prefer to use an actual paper textbook which is easier to flip back and forth between sections.
23. I liked that the professor was able to add notes into certain areas of the text, but overall I really did not enjoy using the etext.

PSYC101(SDSU)
24. I liked the search bar.
25. I liked that I was able to use the search bar to find things quickly and easily. Not having another textbook to lug around was nice too.
26. I liked the search feature of the eText. It was easy to type in my key word and quickly find all the pages that topic was located on instead of looking in the back of a paper book and flipping through pages.
27. I liked how when I needed to read about a particular topic, I could search for it and it would bring me directly to the page.

28. Search feature

29. It was easy to use and it was easy to highlight and search.

30. Conveninet to use on laptop and can search topics

31. Online reading

32. not having to carry a book around. and the search tool was very handy

33. I liked that we didn't have to carry around another heavy book, but mainly I liked the highlighting feature the best.

34. The eText made it easier to find specific things I was looking for through the use of the search bar.

35. I like that I was able to search for the answers. It made finding the answers quicker and easier.

36. I did not like the eText but it was nice to be able to search things in the book without having to actually read the whole chapter to find it.

37. I liked how it was accessible on the computer and was easy to look up terms and phrases into the search bar.

38. Nothing. Plain and simple. I prefer paper books then reading on a computer.

39. Easy to look up information.

40. nothing, I'd rather have a book to read from rather than read from eText.

41. I liked the search feature in the corner of the ebook.

42. The search bar.

43. Not really anything.

44. I really liked not having to pay a lot of money for a physical textbook. I also liked not having to carry a heavy textbook around to class. It was very convenient to use on my laptop.

45. Its cheaper than a regular textbook

46. The point it was on my computer that I take everywhere

47. The search bar

48. I liked having the eText online because I did not have to haul around another textbook. Also, I could search the page in the book instead of going to the index.

49. The search tab was helpful.

50. I did not have to carry around a heavy textbook.

51. The eText was easy to use. It was very convenient to be able to search for a word if you didn't know exactly where it was in the book.

52. I was able to highlight important material. I was also able to use the search engine to find my answers easily.

53. I really like how you can search and highlight. It is also convenient because it goes with you on your computer.

54. I did not like the e text at all

55. nothing

56. That I didn't have to carry around a text book with me.

PSYC101 (USD)

57. Nothing

58. I did enjoy the search function the best. As far as anything else that stood out, I do not have many positive memories for most of my experience was neutral.

59. The search function. It made taking the chapter quizzes very easy.

60. the search function

61. It was free essentially

62. I did not like it

63. the search function.

64. That you could easily search for what you were looking for instead of having to search through the book endlessly for something you could have no idea where it was at.

65. I didn't have a huge book to drag around and I could quickly look things up.

66. I liked the search option! It made locating information very easy.
67. The search feature made doing the mypsychlabs quite easy.
68. The search function. would be nice if it showed a preview of previous and next page. also if the search was faster
69. It was very easy to get to, and find exactly what I was looking for.
70. The search feature. The quizzes would have been impossible without it
71. I liked that I could easily search for the words that I was looking for.
72. I liked the search option. It helped when I wanted to read about a certain topic especially during the MyPsychLab quizzes. I also liked that you could view the chapters offline.
73. The search function was especially helpful
74. I liked the search feature. This provided me with easy means of finding exactly what i was looking for instead having to search all around a regular textbook. If Etexts could save money and produce less paper waste that is also a plus.
75. The search feature was GREAT.
76. I liked the fact that i could search for a word and it would bring me the results of where the word is located at in the reading.
77. That I could highlight things and go back to them if i needed.
78. I liked that I was able to search key terms and the book highlighted the terms so that I did not have to look through the entire chapter.
79. N/A
80. What I liked best about the eText was that the main points are highlighted and it is easy to read.
81. The search function made it very easy to find things I was looking for.
82. Not having the extra weight of a text book.
83. The search features by far.
84. I liked the fact that we didn't have to carry a book around.
85. The fact that I could search for answers to the MyPsych lab. It was the best part for sure.
86. The only thing i liked about the eText was being able to use the search tool to find key terms to study from.
87. The feature that I liked about the eText was that you could search for key words and it would give you a list of all the pages that included that term. You could also sort it by chapter so it narrowed your choices a little more.
88. What I liked best about the eText was that I could use the search tab to find key words in text faster than just flipping through pages.
89. It was easy access and easy to use.
90. It made it extremely easy to take the mypsychlab quizzes and it was nice to have it on my laptop and not have to carry a book around in my backpack.
91. Overall my favorite feature in eText would have to be the search function. The search function was extremely helpful while doing quizzes or studying for a test. It saved me a lot of time.
92. I like the search function.
93. I liked that I could look up on word and it would take me to that exact page. it saved a lot of time so I did not have to look for just that one word. I did not like how if we didn't have internet or it was slow that the text book was not really accessible to us.
94. I liked that there was the option to search for specific details in each chapter. I found it useful when I had to look something up when I went through my notes, or occasionally when I took the MyPsychLab quizzes.
95. The search function proved to be useful when looking up a specific subject within the book.
96. The fact you could search key words and automatically find the pages where they were located.
97. I liked that I was able to use the search feature to find what I specifically needed to read about. I was able to skip through the book so that I did not have to read things that were not covered within the course.
98. The convenience of the search bar to allow me to search the book for key words.
99. I liked that it was included in the course and I wasn't able to pay for it. The search function was also nice.
Pretty much the only thing that I did like about it was the search bar. I used it frequently during quizzes.

The eText was convenient to have because I always could access it on my computer. I also really liked the "search" feature because it helped me find specific topics while reading and or taking quizzes.

I liked the eText when I was taking the online quizzes because it was easy to use the search bar, and that really helped me find the answers.

The only thing I liked about the eText was that you could search for specific answers. However, that tool would continually make my computer freeze.

I liked the search function the best.

I didn't have to carry around a large book that took up a lot of space, and when I was confused about something I could google it right off the same computer.

I loved the search function. I didn't have to flip through pages to find a certain topic, and it would highlight the words you typed into the search box. I also like that I don't have to lug around a thick book, and the note taking tools were very handy.

The only thing I liked about it was how I could search for a certain word.

It was easy to search for the information you were looking for.

The only thing I liked about it was how I could search for a certain word.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.

I really liked the search option. It made the mypsychlab assignments much easier but also allowed me to easily find topics that I needed to look over more.

It was easy to search for the information you were looking for.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.

I really liked the search option. It made the mypsychlab assignments much easier but also allowed me to easily find topics that I needed to look over more.

It was easy to search for the information you were looking for.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.

I really liked the search option. It made the mypsychlab assignments much easier but also allowed me to easily find topics that I needed to look over more.

It was easy to search for the information you were looking for.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.

I really liked the search option. It made the mypsychlab assignments much easier but also allowed me to easily find topics that I needed to look over more.

It was easy to search for the information you were looking for.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.

I really liked the search option. It made the mypsychlab assignments much easier but also allowed me to easily find topics that I needed to look over more.

It was easy to search for the information you were looking for.

I liked that there was the ability to search the entire book for a specific topic. This made learning much easier.

I liked how convenient it was.

Using anywhere that I would go.

I didn't have to carry around a book. Could search things very easily.

The search tool made it super easy to find what I was looking for.

I liked that I had access to my text book without having to carry around a heavy book. I carry my laptop with me anyways, so being able to have the text book right there was very convenient.
134. I like that you could look up anything in the text book by typing it and it gives you options on where to find the phrase you are looking for.
135. It was easy to access and easy to view.
136. I liked the search bar because it made things go a lot easier when I took the chapter quizzes because I helped me find the exact information that I needed.
137. Everything was easy assessable no big book to carry
138. It was online.
139. Searching key words to help during studying
140. It was fairly easy to access.
141. Easy to search for key words and ideas. Highlighting was easy.
142. I liked how easy it was to search for particular things.
143. I liked being able to search for terms or names of people through a search engine instead of paging through a book.
144. It was easy to use and very convenient.
145. - functions (high-light), note - saves paper / wood
Appendix D: Responses to Question, “What would make the eText more successful?”

**BADM370**
1. Improve the highlight function.

**CSS332**
2. Being able to resize the viewing window of the actual text. More options in that arena would improve it greatly.
3. Being able to download it. Being able to view an entire page of the book at once in a form that was readable. Better designed UI.
4. Get rid of the search option to make it act more like a book. It is dumb that I was able to just press search for the key words in a question to just pop up at the page where the answer is. It should be made more like a book where you use the index and have to actually read and learn in order to find the answer.
5. Reliability is the main issue. eText must be available at any time during the school week in order to be better than standard text.
6. Easier to access. The css on the webpage limited the visibility of the text to half of one page. That was stupid, I thought. It went down on a couple of nights before quizzes and the night before the midterm, making it literally impossible to study.
7. Having more room to read, no multiple scroll bars, more efficient menu layout
8. Make it cost way less than a normal textbook, and make it work in all browsers
9. full screen ability
10. If “full screen” was actually a full screen of the eText. There was an annoying bar at the bottom of the screen that takes up 1/3 of the eText.
11. Not having it
12. If you can make it a full screen when viewing it instead of just a tiny screen that barely has any information on it at all, would make it significantly better than it is now. It would also be better if it could work in chrome so you do not have to download a separate browser.
13. Using a site that didn’t take up a large portion of the page by having annoying borders, toolbars, or unrelated content that decreased the amount of space on the screen for the etext to use.
14. just distributing a pdf instead of use a etext reader all etext reader that i have experience have had similar issueses with a ui that is difficult to navigate
15. The only way this etext could be more successful is if it were on printed pages, between two covers, and bound together; almost like a book.
16. Make it so we can extend the width of the web application or people are just gonna hate it. I use a 1080p monitor not a phone from the 90's.
17. Don’t force it on students. Make it full-screen.
18. CourseSmart should look at the Google Play Books app to get ideas on how to improve the user interface.

**HIST152**
19. A search feature
20. Nothing. The eText is effective in its approach at providing an academic source for a class. My experience with the eText was positive and lacked nothing but the fact that sometimes my personal preference is that of an actually book.
21. I am not sure what can make eText better it is overall pretty good!
22. I think the eText would be more successful if I would have read a tutorial on it because then I could know everything that the eText could do and actually use it to its full potential.
23. Not requiring people to buy it.
24. Many people like the eTexts, others don’t. It is more a matter of opinion.
25. I cannot say one thing would make the etext more successful I just do not prefer to use eTexts.
PSYC101 (SDSU)
26. Being easier to download onto a computer or a tablet.
27. Make it easier to access. The online version was difficult if the internet had issues. Was sometimes hard to read because the format of the page was odd and the layout was hard to focus. Mainly just because of screen size.
28. I can't particularly say what would make the eText more successful. I can just say that I do not think eBooks, in general, are for my learning style.
29. I liked it the way it was.
30. Having an option to have actual book
31. Nothing I can think of.
32. I have no idea
33. I think students just need to become used to eText in order to like using it. I believe an offline feature is now available, which will make it more successful.
34. Nothing
35. I think it is successful, it's just a change that I'm not used to.
36. Being able to use an offline version.
37. If the eText were available on Courseload's mobile app, that would be very useful for quick accessibility to reading when you want to.
38. I won't use the eText.
39. Different layout, more open and make it easier to control options at all times.
40. make it more accessible.
41. Make the search box not as specific.
42. The search bar.
43. Easier access.
44. Make it more usable offline.
45. If it actually worked like its supposed to
46. Offline version
47. If it was easier to flip between the pages
48. For the eText to be more successful, I would suggest having a more accessible version for those who experience WiFi troubles.
49. I personally just don't like reading off of a screen. There was so much reading and you for sure couldn't do it all in one sitting because your eyes would hurt. Make sure that eText is working before it is launched. It worked for 25% of the semester.
50. having internet that is successful.
51. a lot of things
52. Nothing.

PSYC101 (USD)
53. Maybe if the company that runs the site and ebook proof-read the system and sorted out glitches before they implemented the system...And I would still hate it
54. I am not sure much else could be done aside from the layout of the viewing window to be customizable user to user for personal preference.
55. the screen size did not shrink well, If I tried to have two screens open (one web, one text) the majority of the e-text functions were unavailable, especially "next page".
56. If it was a book
57. IF it was on paper
58. being able to print off the chapters in one click, not several.
59. The eText would be more successful if it was easier to be accessible. Not all the time do people have access to a computer or a tablet that they can read the book on. And at that point, if you do not have the pages printed, you are out of luck. And sometimes you do not always get the chance to print the pages out before you need them.
60. Teaching people how to use it. The highlighting option for iPads kind of stinks too, so I vary rarely used it. It worked better on my computer. If it could be more tablet friendly I think I would have liked it more.
61. I honestly don't have any feedback regarding the eText! I don't know what could make it more successful.
62. It already is a very good product. I would have liked it more if I had a tablet, but that's not a problem with the text!
63. faster search and page previews of next page.
64. It would be better to have the eText be an app on a phone.
65. Nothing
66. I don't like having to use a computer to read the book. I would rather carry around a book.
67. If the pages took up the whole web page; there seemed like a lot of wasted space where the text could have been larger and easier to read. It was also very hard to scroll sometimes.
68. A intro thing on the features of the e-text book would be helpful at the beginning of the course, I just learned about some of the features from this survey
69. the eText could be more useful if it was a smaller download so it wouldn’t use up so much space on computers and then people people could download it and use it without internet
70. An easier, more straight-forward setup process, mainly.
71. If the problems were fixed with the highlighter, it would be nice. The highlighter as it is now is really slow so it's just easier not to use it.
72. I cannot think of anything to add to the text.
73. N/A
74. What would make the eText more successful would be that when you search for main words in chapters, it would bring you to the right chapter.
75. If you could view two pages at once.
76. Get it to open up 100% of the time through a link. Also, make it faster.
77. Making it easier to read. It was kind of hard to make my way through it at times.
78. The eText would be easier to read if the words were bigger and I know there is a zoom feature, but maybe placing less words on a page and expanding the font size in general would help.
79. I am better at using textbooks when they are an actual book not online.
80. Try to explain all of the functions during or before class.
81. If on google chrome it worked better and did not freeze so often as it did. It would also be much easier if there were two pages on the screen like a book instead of one.
82. I tried the highlighting tool a couple of times and it was nice. In my opinion it was a little difficult to use though. I usually had to try a couple of times to get exactly what I wanted highlighted.
83. Also providing a paper book to accompany it.
84. I think that if it was easier to scroll on it and to highlight. Sometimes it was confusing on how to highlight things so I just didn’t do it at all because it was such a pain.
85. I believe there isn’t a lot that can help improve the eText, it is very complex as it is, but I also didn’t use it as much as my printed pages.
86. Less technical difficulties would make the eText more successful.
87. It is well put together, just not my preference.
88. It would be more successful if when you were searching for a certain word that was located in the book, it would come up with the results instead of sometimes saying that it could not be found.
89. N/A
90. It would be more successful if it didn’t cause flash errors on my computer all the time. It’s really slow when you try to search things. Online textbooks are also really inconvenient for people who don’t have a laptop that can go places with them.
91. The entire system was clunky for me. I couldn’t scroll back up when I wanted to. I hated to log into d2l and go through several processes to access it. It was an annoyance.
92. easier to manage, it was hard to scroll and zoom
93. Personally, I think paper books are much easier, so I would not chose to ever use an online book again.
94. Fixing the glitch that made some pages unreadable, made my computer freeze, and made use nearly impossible.
95. Improve the search feature. Also, it would be great if you could scroll up and down a page using arrow keys on a keyboard. Currently, pressing an arrow key takes you from one page to the next.
96. The highlighting option should be more user friendly.
97. The answers for the practice exams at the end of the chapter.
98. Something that would make the eText more successful would be if it could be more like the textbooks we can return. It would be nice if we could just rent it or something, because I don’t really know what I’m going to do with this once I’m done with the class.
99. It could be better organized in some way.
100. I think the eText would be more successful if it also came with a loose-leaf printed version of the text to make it easier to read for people who prefer hard copies of texts.
101. I have no ideas.
102. If it was easier to read and see on a computer.
103. Making the search tab less sensitive, it was hard to find topics due to how it was worded.
104. It is very successful.
105. Look at 2 pages at the same time.
106. I don’t know what could change.
107. I think it works just fine.
108. I would like if the text was easier to use offline. Even though I downloaded the text for offline, I was never really able to use that version without first going online... I may have misunderstood the instructions, but always found it easier to just use the online version.
110. Make it easier to get to with a direct link.
111. I think the eText may have been more successful if I had some sore of tablet to reach it from rather then exclusively from my computer.
112. I believe that if we use the eText then we should not have to be required to know material out of the book on the test unless you point out pages and point out specific things because the program can be difficult to use. Also if the program could be easier to set up for future students it would not cause so much stress the first week of the semester.
113. being able to find things a lot easier.
114. If it was not on computer. It hurts my eyes and is bad for your brain to spend so much time reading off of a screen.
115. Make it easier accessible and quicker to use.
116. Easier to download it.
117. To make eText more successful I would recommend a spell check on the search tool.
118. I really have no complaints about the text. although sometimes it would take awhile for the pages to load.
119. Making it compatible with touch screen computers.
120. I think that is the eText was just easier to navigate. If at the beginning of the year we were shown how to navigate it and how to use all the options it presents this source would be easier to use for studying.
121. I think it is good the way it is.
122. nothing.
123. If you were able to view the entire page of the book without scrolling.
124. Easier usage and availability for everyone.
125. To not be so hard to go from page to page and to search for stuff.
126. while listening to the etext it might be more successful if it would take you page by page and highlight important things in the chapter.
127. I think it was successful.
128. Easier to print stuff.
129. Nothing.
130. Not sure.
131. The set up guide should be more clear and easier. There are way too many codes and passwords needed to set up the device.
132. More compatible
133. Nothing. I liked it the way it is.
134. I feel like the reading sections were cluttered and that maybe making things more easy to read and access would help make eText more successful.
135. I have no complaints.
136. Reduced price offer, reduced price offer compliment to buying a textbook reader (reading from my laptop screen made it for me so uncomfortable even if I have one comfortable non-glare 15” laptop). On the other hand, the text itself is simply good including the features. But I spend way too much time on reading the display instead of time I needed for reading paper (twice to three times faster!)
Spring 2014 eText Pilot Post-course Survey Summary

Prepared by
Doug Peterson
The University of South Dakota
User Experience Research Lab

August 6, 2014
Executive Summary

The spring eText pilot program study was plagued with low response rates in both the pre-course and post-course survey. Because of these low response rates, any conclusions drawn from these results should be considered carefully before being used to support changes in policy or practice.

In terms of device ownership and use, students still predominately use desktop or notebook computers, however about 30% of students own multiple devices with most of these consisting of some form of tablet. Although the pattern of device ownership did not change from fall to spring, more students used a tablet at least some of the time to view the eText. Student reports suggest that the faculty (at least those in the three sections with post-course survey responses) used the eText in their course and that use of the eText by the students was perceived as important to be successful in the course.

Students in the spring entered the courses with a more positive attitude about eTexts than did their fall counterparts and the spring students retained their positive attitude over the course of the semester. Review of specific feature use found that more students tried the advanced features available in the eText but fewer students used the features regularly compared to the prior semester pilot.

This spring semester included one section that allowed for direct comparison in terms of student performance because the eText section and the print textbook section met concurrently in the same room, with the same professor and used the same course content and evaluations; the only difference was the textbook delivery method. Students enrolled in the eText section scored about 5% points lower overall and on individual exams than did students in the print section. However, there is some evidence to suggest that students in the eText section did not put forth as much effort as the print section and the different although notable was not statistically significant.

eText appear to be a viable options for some students but may not meet the needs or preference of all students. Without improvements in either system function or student engagement in using the advanced features, the eText does not stand to perform any differently than the print counterpart.
Background

In the spring of 2014, seven courses in the South Dakota Board of Regents system adopted electronic textbooks (eText) as part of a year-long pilot program begun in 2013. The courses ranged across discipline, size and campuses. As part of the pilot program, pre and post-course surveys were implemented to gather data about student impressions and use of eTexts. The pre-course survey was administered during the first few weeks of the semester and a post-course survey was administered during the last few weeks of the semester. This document summarizes the descriptive findings of both the pre-course and post-course surveys. The focus of the survey and this report are three main areas: reported use of the eText and its advanced features, attitudes about eTexts and the experience of technical difficulties. In addition to the surveys, this report also includes a comparison of overall class performance between two sections of PSYC 101, one using the eText and the other a print edition of the same textbook. Students in the two sections attended the same lectures, took the same exams and all aspects of the course were identical except for the textbook format.

Response Rate

Response rates to the pre and post-course survey were poor. Of the seven course sections in the pilot program, responses were received from five sections in the pre-course survey and from only three sections in the post-course survey. This response rate severely limits the interpretability of any results. Table 1 shows the courses surveyed and the number of student responses from both the pre and post-course surveys.

Table 1. Number of survey responses by course/institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Pre-course survey</th>
<th>Post-course survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 (DSU)</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>ECE 411 (NSU)</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>GEOG 131 (NSU)*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ME/EE/CENG 264 (SDSM&amp;T)*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MUS 100 (NSU)**</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>POLS 100 (BHSU)**</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PSYC 101 (USD)</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>47</td>
</tr>
</tbody>
</table>

* Students from these courses did not response to either survey
** Students from these courses did not respond to post-course survey

Student Use of eTexts

There are numerous means of accessing electronic textbooks and the pre-course survey explored device ownership. Nearly all students (93.4%) owned a desktop or notebook computer, 26.1% owned a tablet device (iPad, MS Surface or Android OS) and 20% owned an eReader (either Kindle or Nook). These results are
almost identical to those reported in the survey report from the fall 2013 pilot program. It is expected that no major changes in device ownership would occur from one semester to the next during the same academic year, even when students enrolled in the courses were not the same.

Just over one-third of students (34.5%) reported owning multiple devices so the post course survey asked students to estimate how much time they spent reading on each of four formats (computer, tablet, smartphone/iPod, or from printed pages) with a forced sum of 100%. If a student read exclusively in one format they were to report 100% for that format and 0% of the others. Figure 1 shows the mean percentage of time spent viewing the eText for each format. Although the response rate was considerably smaller in the post-course survey the percentage of students who reported accessing the eText on multiple devices was comparable to the ownership pattern reported above; 31.9% of respondents reported using more than one device to read the eText. On average, students read the eText on their computer 67% of the time including the 51% of students who reported reading exclusively on a computer. In contrast to the Fall 2013 results this represents a decrease in computer use and an increase in all other categories, which is noteworthy because device ownership did not change between fall and spring semesters.

*Figure 1. Average reported time spent viewing the eText per device type.*

Two questions on the post-course survey give and indication of the degree to which faculty made use of the eText and whether the eText was important. The two items related to use and importance of the eText were nearly identical to the fall 2013 findings. When asked if the *instructor made use of the eText*, 65.0% selected some degree of agreement with the statement, resulting in a mean rating of 3.02. When asked if it was *important to use the eText to be successful in the course*, 70.2%
reported some level of agreement with a mean of 2.78. There were some differences between the three courses represented in the responses, with students in ECE411 and PSYC101 reporting higher levels of importance than ENGL101 but all three courses had means below 4, indicating students generally agreed using the eText was important.

Advanced eText Feature Use

The pre-course survey included questions about their perceptions and perceived benefits of electronic textbooks and as in the fall sample, nearly one-half of students reported having some experience with electronic books in an academic setting. Questions pertaining to student impression of eTexts used a 7-point Likert scale ranging from 1 (strongly agree) to 7 (strongly disagree) and 4 as the neutral mid-point. Thus, mean ratings below 4 trend in the direction of more agreement and ratings above 4 trend in direction of disagreement.

The overall impression of eTexts in the spring 2014 sample had a mean of 3.12 representing a generally positive impression. This was more favorable than found in the fall of 2013 (pre-course favorability was a 3.78, very near the neutral point of the scale). In addition to the overall favorability, students reported a general tendency that the eText would be more convenient than print, easy to use and that the advanced features would be a benefit in class performance. The post course survey asked comparable questions regarding these same three items as well as the student’s overall impression of eTexts. Table 2 summarizes the results of both the pre and post course survey responses for comparable items. Because of the very low response rate there were not sufficient numbers of students who responded to both pre and post to make a direct study of attitude change within the same sample of users. Table 3 shows the distribution of post-course responses to the above items also reflecting the generally positive attitude after using an eText for a semester.

Table 2. Pre and Post-course ratings for items related to impression of eTexts

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Pre-course</th>
<th>Post-course</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The features of the electronic textbook positively impacted my performance in this class.</td>
<td>2.91</td>
<td>3.12</td>
<td>+0.21</td>
</tr>
<tr>
<td>The electronic textbook was more convenient to use than a paper textbook.</td>
<td>3.25</td>
<td>3.29</td>
<td>+.04</td>
</tr>
<tr>
<td>The electronic textbook was easy to use.</td>
<td>2.92</td>
<td>2.87</td>
<td>-.05</td>
</tr>
<tr>
<td>After this course, I have an overall positive impression of electronic textbooks.</td>
<td>3.12</td>
<td>3.04</td>
<td>-.08</td>
</tr>
</tbody>
</table>
The one interesting change from the pre-course survey to the post-course survey is the small change in item related to the advanced features having a positive impact. This is one item where the impression became less favorable. It is the advanced features which are often cited as providing the greatest academic benefit. The post-course survey explored reported use of 8 functions and one general student activity. The features assessed were:

1. Highlighting text content
2. Annotation (adding notes to the text)
3. Bookmarking pages
4. Printing pages
5. Printing user generated notes
6. Search box
7. Table of Contents
8. Downloading (for off-line viewing)

The most commonly used feature was the search box, followed by the table of contents. Use of advanced features dropped off notably after the top two. Table 4 shows all eight features ranked by frequency of use and the percentage of students in each response category. In addition to key features, students were asked how frequently they took notes from the eText on either a computer or with paper and pencil. Almost one quarter (24.1%) of students reported regularly or frequently taking external notes and 44.7% reported never taking external notes.

Of students who responded, few regularly used the advanced features available in the eText. Almost all of the values represent a notable decline in frequency of use from the fall study results. However, the number who reported never trying a feature also declined. This means more students tried the advanced features but few used them frequently or regularly. As reported in the fall 2013 summary document, use of advanced features is connected with improved academic achievement.

Table 3. Mean rating and percentage agree/disagree for items on impact, convenience, ease of use and overall impression

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Percentage who agree</th>
<th>Percentage who disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The features of the electronic textbook positively impacted my performance in this class.</td>
<td>63.8%</td>
<td>12.7%</td>
</tr>
<tr>
<td>The electronic textbook was more convenient to use than a paper textbook.</td>
<td>55.3%</td>
<td>17.0%</td>
</tr>
<tr>
<td>The electronic textbook was easy to use.</td>
<td>68.1%</td>
<td>10.6%</td>
</tr>
<tr>
<td>After this course, I have an overall positive impression of electronic textbooks.</td>
<td>63.8%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>
Table 4. Reported frequency\(^1\) of use for eight key functions.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Frequently ((&gt;75%))</th>
<th>Regularly (50-75%)</th>
<th>Sometimes (25-50%)</th>
<th>Rarely (&lt;25%)</th>
<th>Tried it</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
<td>38.3%</td>
<td>17.0%</td>
<td>8.5%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Table of contents</td>
<td>25.5%</td>
<td>14.9%</td>
<td>12.8%</td>
<td>8.5%</td>
<td>10.6%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Highlight</td>
<td>6.4%</td>
<td>6.4%</td>
<td>19.1%</td>
<td>10.6%</td>
<td>19.1%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Download</td>
<td>4.3%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>17.0%</td>
<td>4.3%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Bookmark</td>
<td>2.1%</td>
<td>6.4%</td>
<td>12.8%</td>
<td>14.9%</td>
<td>12.8%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Annotate</td>
<td>0.0%</td>
<td>8.5%</td>
<td>8.5%</td>
<td>17.0%</td>
<td>10.6%</td>
<td>53.2%</td>
</tr>
<tr>
<td>Print pages</td>
<td>0.0%</td>
<td>2.1%</td>
<td>10.6%</td>
<td>12.8%</td>
<td>8.5%</td>
<td>63.8%</td>
</tr>
</tbody>
</table>

Additional Post-course Student Impressions

In addition to the post course impressions of features, ease of use and impact on the course, students responded to items linked to intention for future use, which is a common means of evaluating consumer impression of a product. Students reported that they generally would enroll in future eText courses, recommend them to friends and choose them if available in other courses. This represents a much more positive attitude than in the fall of 2013 survey. Whether this is a result of a small sample, selective responding or an honest change in opinion is unknown.

Table 5. Mean ratings and percentage agree/disagree for items related to future use of eText.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Mean Rating (4=neutral)</th>
<th>Percentage who agree</th>
<th>Percentage who disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would enroll in another course that used an eText delivered in the same manner</td>
<td>3.00</td>
<td>70.2%</td>
<td>12.8%</td>
</tr>
<tr>
<td>I would recommend an eText to another student</td>
<td>2.97</td>
<td>68.1%</td>
<td>14.9%</td>
</tr>
<tr>
<td>I would choose an eText as textbook option for another course if it were an option</td>
<td>3.04</td>
<td>68.1%</td>
<td>19.1%</td>
</tr>
<tr>
<td>I would like my other courses to use eTexts</td>
<td>3.29</td>
<td>59.6%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

\(^1\) Frequency does not sum to 100\% because students had the option to select that the feature was not available. For every feature, one respondent (not the same respondent for each feature) indicated that the option was not available. All features were available within the eText system.
Comparison to Print Textbook

Students were asked to compare how frequently they used the eText compared to a regular textbook. Figure 2 shows that students spent, on average, slightly less time using the eText than a regular textbook with about 40% of students reporting about the same amount of time. Compared to the fall results this represents a drop in the number of students reporting spending more time and a drop in the number of student reporting less time (despite the increase in the significantly less time category).

Figure 2. Percentage of students indicating how time spent with eText compared to time spent with a print textbook. Fall and spring are shown for comparison.

These results are consistent with other published findings that students spend less overall time “reading” an eText. Because eText has additional features, use is difficult to classify solely as reading. Less time spent with the textbook is not necessarily a bad thing, in fact it may suggest a more efficient use pattern, particularly in light of the feature use results indicating that students navigate using the search function and links within the table of contents. Gains in finding information should result in less time spent with the text overall.

Technical Difficulties

Only seven of the 47 students who responded reported any problems with the eText system. Descriptions of the problems indicated that 5 of the students reported slow page loading or that pages would not load at all. There were two reports of browser incompatibility. The remaining two comments pertained to online quizzes in the USD section of PSYC 101 that were not delivered through the
eText system and it is assumed that students confused a problem with the study tools site and the eText site.

**PSYC 101 Comparison at USD**

As an additional comparison of the impact that an electronic textbook might have on student performance two sections of PSYC 101 were taught concurrently at the University of South Dakota. Students could register for either the eText section or the print section. Other than the textbook format, all aspects of the course were identical. Students enrolled in the two sections attended the same lectures, used the same textbook (other than access method) and completed the same exams and quizzes. There were 103 students enrolled in the print textbook section and 75 in the eText section.

Students in both sections were administered the pre-course survey (only the eText section results are included in the previously reported results). Of the 75 students enrolled in the eText section, 45 (60%) responded to the pre-course survey and 66 (64%) of the 103 students in the print section responded. Table 6 shows the comparison of responses to pre-course survey questions between the two sections. The results of the pre-course survey show only a small difference between the two groups, most notably the eText sections more positive overall impression of eTexts and higher rates of eReaders (Nook and Kindle) and Tablet devices.

<table>
<thead>
<tr>
<th>Device Ownership</th>
<th>eText section</th>
<th>Print section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop Computer</td>
<td>8.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Laptop Computer</td>
<td>93.3%</td>
<td>97.0%</td>
</tr>
<tr>
<td>Kindle</td>
<td>6.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Nook</td>
<td>8.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td>iPad</td>
<td>13.3%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Surface Tablet (Microsoft)</td>
<td>4.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Android Tablet</td>
<td>4.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other Tablet</td>
<td>2.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 7 reveals the significant difference between the two sections is in the student opinions of eTexts, with students enrolling in the eText section having a significantly more positive pre-course impression. Statistical analysis (two tailed T-tests) reveals that all four student opinion questions were significantly different (p<.01) between the two sections. This is to be expected as one would expect students with a lower opinion of electronic texts to opt for the print section. It should be noted that the mean responses in the print section are not necessarily negative (4 is a neutral response to all items), they are simply not as positive as the eText students. Other questions found no difference at all between the two sections.
regarding their prior experience with eTexts in academic settings and their self-rated preparation for the course.

*Table 7. Pre-course student impression of eTexts between two sections.*

<table>
<thead>
<tr>
<th>Question</th>
<th>eText</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>The features of the electronic textbook will positively impact my performance in this course</td>
<td>2.89</td>
<td>3.84</td>
</tr>
<tr>
<td>An electronic textbook will be more convenient to use than a regular paper textbook</td>
<td>3.02</td>
<td>3.97</td>
</tr>
<tr>
<td>The electronic textbook will be easy to use</td>
<td>2.80</td>
<td>3.87</td>
</tr>
<tr>
<td>I have an overall positive impression of electronic textbooks.</td>
<td>3.02</td>
<td>3.95</td>
</tr>
</tbody>
</table>

**Academic Performance**

This section described the overall class performance for students enrolled in the two sections (these are averages of all students enrolled not only those who responded to the survey portion of the study). There were 575 possible points in the course and students enrolled in the eText section averaged 402 points (69.9%) while the print section averaged 437 points (76.1%). As in past years, the majority of students who scored very low in the course did not complete the course requirements but did not withdraw resulting a low reported grade. When these students were removed from the analysis (10 students in both sections), the average grade in both groups improved, but the relative difference remained the same. The eText average increased to 76.3% and the print textbook average increased to 81.7%. While these differences are striking, they are not statistically significant.

The difference between the two sections was consistent across all graded aspects of the course. All four unit-exams found the print section to have a higher average score (Table 8). The print section also scored higher on the online reading quizzes.

*Table 8. Average exam grade by exam and section.*

<table>
<thead>
<tr>
<th>Section</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Exam 3</th>
<th>Exam 4</th>
<th>Quiz Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>eText</td>
<td>72.9%</td>
<td>72.2%</td>
<td>69.7%</td>
<td>64.6%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Print</td>
<td>74.2%</td>
<td>74.3%</td>
<td>71.2%</td>
<td>70.8%</td>
<td>74.9%</td>
</tr>
</tbody>
</table>

While these results suggest the eText may contribute to poorer overall performance three other graded items unrelated to which version of the textbook was used suggest that the eText section, may have been a weaker section of students. Table 9 shows the average points earned for activity points, extra credit and graded attendance. Due to the add drop period and exam days there were 35 possible graded days for class attendance. All of these grade items required completion to earn full points and were not graded in terms of student performance,
thus lower scores indicate lower completion rates. The number of points attributed to these additional items is not sufficient to account for the overall difference in the two sections, but it does point to a level of student motivation that might account for it.

Table 9. Other graded course elements

<table>
<thead>
<tr>
<th>Graded Course Component</th>
<th>eText</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Points (out of 25)</td>
<td>19.6</td>
<td>18.4</td>
</tr>
<tr>
<td>Extra Credit (out of 5)</td>
<td>4.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Attendance (out of 35 possible)</td>
<td>30.6</td>
<td>28.2</td>
</tr>
</tbody>
</table>

Performance results are potentially confounded by two factors: baseline ability and use of eText by students in the print section. First, without knowledge of the general academic ability of the two sections it is impossible to determine if these differences are meaningful. Some of the results suggest that the student enrolled in the eText section were weaker students and had poorer study habits than those in the print section. Second, almost all of the students in the print section also had access to an electronic version of the textbook through the publishers website and when asked what they liked best about the textbook, nearly half who responded to the supplemental technology survey (described below) indicated they liked the eText available to them.

Supplemental Textbook Usage and Usability Survey

Students in both sections were invited to complete a supplemental textbook and technology survey. Students in the eText section were invited to do so after completing the BOR approved survey reported previously and thus the same 34 students who responded to the BOR survey also responded to the supplemental survey. Students in the print textbook section were provided a link directly to the supplemental survey with items altered only to reference the print textbook rather than the eText. Fifty-one students in the print textbook section responded to the survey.

The first three questions on the supplemental survey asked students to select a category that represented the time spent per week engaged in three activities, reading the textbook, reviewing the lecture notes and completing online quizzes. Response options were categorical ranging from 30 minutes to more than 9 hours (in hour segments). As can be found in Table 10, there was virtually no difference between the two sections with respect to each of these three activities.

Table 10. Average number of minutes per week spent on activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>eText</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the textbook</td>
<td>148 minutes</td>
<td>155 minutes</td>
</tr>
<tr>
<td>Reviewing lecture notes</td>
<td>154 minutes</td>
<td>168 minutes</td>
</tr>
<tr>
<td>Completing online quizzes</td>
<td>157 minutes</td>
<td>155 minutes</td>
</tr>
</tbody>
</table>
These results must be interpreted simply as student estimates of time spent and may not reflect actual time spent on activities. The online quiz system records time spent and rarely did students spend more than 60 minutes per week with the chapter quiz open, suggesting that these estimates of time are quite distorted. The value of these distorted time estimates is that the use of the eText did not have any effect on this distortion. If the eText really did lead to notable increases or decreases in time it is likely it would be reflected in the reported time, even if the reported time is distorted. Unrelated to this analysis, but of interest is that students may be responding with what they believe is the “right” answer since all three activities in both sections produce responses with very similar means.

As a further check of any influence of text format, students were also asked about rate the value of course materials in preparing for either exams or quizzes. Responses were on a 5-point scale (1=not at all valuable, 5=very valuable) with higher values representing ratings of more valuable. The mean ratings for each section are reported in Table 11. The two items related to the textbook are italicized. There is a small difference between the two sections indicating that the print textbook was rated as more valuable in preparing for exams. The same group also rated the lecture notes as more valuable but did not differ with respect to the quizzes or other study tools, making it unlikely that the section simply valued all content at a higher level. Further the table shows that lecture notes are perceived to be the most valuable resource available to the students. [As the faculty member in this particular class, I can clearly state that exams placed no more emphasis on either the lecture or the book and content overlaps about 80%] Both the textbook and the chapter quizzes were viewed as more important than other online study tools.

![Table 11](image)

Finally, the students rated the reading level of the textbook from one (very easy to read) to 5 (very difficult to read). The students enrolled in the print section also reported the reading level of the textbook to be slightly easier (mean of 2.35) than the eText section (mean of 2.65). Considering that the textbook content was identical, this difference can only be attributed to the presentation format, but like most of the results reported above is not statistically significant. Due to the low
response rate, none of the above reported post-course results reach statistical significance.

**Comparative Usability**

The final questions of the supplemental survey asked students to complete a standard 10-question usability scale called the System Usability Scale (SUS) developed by Jon Brook in 1986. The SUS ranges from 0-100 and because of the widespread use, norms have been developed as well as percentiles associated with scores. Jeff Sauro notes that based on 500 studies, the average SUS score is a 68. Students across the two sections generated SUS scores for the eText system (CourseSmart), MyPsychLab (the online study tools associated with the textbook) and Desire2Learn (D2L). Student ratings of D2L resulted in a mean SUS of 70.3 (just above average), MyPsychLab had a mean rating of 66.3 and the eText system had a mean rating of 62.0. Even though 68 is average, a score of 62 is somewhere in the 30\textsuperscript{th} percentile of all product evaluated and is cause for concern.

**Conclusions**

Drawing any conclusions from such a small sample and encompassing less than half of the courses that utilized eTexts in the spring is not recommended. Device ownership still shows the dominance of desktop/notebook computers but tablets are expected to increase. As tablet computing improves and as the transition to a touch navigated Windows8 continues the lines between tablet interaction and computer interaction with eTexts will become more blurred. This is probably a good thing as reading on a tablet with touch screen interaction more closely approximates the process of reading a print textbook. Student use of devices showed that they are transitioning to more tablet use, but also more smartphone use as well.

In comparison to print texts, students reported using the eText slightly less than a print textbook but that is to be expected based on previous research and from the potential advantages posed by the format. In both the direct comparison question and the estimates of time spend it appears that students in this pilot use eText for approximately the same amount of time as a print textbook. Students overall have a positive attitude about eText both before taking the course and after using the eText for an entire semester. They continue to see it as easy to use, convenient and meeting their needs. As opposed to the fall pilot, students also report a more positive attitude about future use of eTexts either as a required part of a course or as an option to be selected.

Of concern is the decline in use of eText advanced features. As a number of published reports have linked the advanced feature use with improved academic success. Given the better preliminary impression of the value of these features it is not surprising that a higher percentage of students tried the features than in the fall semester. However, fewer students reported using them regularly than in the fall. This is coupled with the negative shift in opinion about the value of these features.
and further supported by the comments suggesting that advanced features were not easily used.

The overall conclusion is that student opinion of eText remains neither strongly positive nor strongly negative. It is possible that the responses to this survey were selective from the students who were more favorable toward eText overall. It is unfortunate that three courses had no responses in the pre-course survey and four courses choose not to participate in the post-course survey as that severely limits the generalizability of the evaluation.

As a professor of 18 years and as a researcher on the human use of technology, it is my opinion that eTexts may have potential benefits as previous research suggests. However, few students know how to access these benefits or are willing to invest the time to do so. At this point it time, the eText simply serves as one alternative format for providing textbook content to students. The best case scenario is that students have the option to choose the format of textbook that they find most convenient, useable and useful.
Appendix A: Pre-course survey
Pre-Course Survey on E-Text Usage (Spring 2014)

This pre-course survey is part of an evaluation of electronic textbooks. Your responses are confidential and will be used only in the evaluation of the electronic textbooks and not your performance in the course.

1) Select your course
- Select-
- ENGL 101 (Dakota State University) [Value=1]
- ECE 411 (Northern State University) [Value=2]
- GEDG 131 (Northern State University) [Value=3]
- ME/EE/CENG 264 (South Dakota School of Mines and Technology) [Value=4]
- MUS 100 (Northern State University) [Value=5]
- POLS 100 (Black Hills State University) [Value=6]
- PSYC 101 (University of South Dakota) [Value=7]

2) Please enter your student ID number (used to link pre-course and post course survey responses).

3) Which of the following computer/tablet device(s) do you currently own? You may select more than one.
- Desktop computer [Checked=1]
- Laptop/Notebook computer [Checked=1]
- Kindle [Checked=1]
- Nook [Checked=1]
- iPad [Checked=1]
- Surface (Microsoft tablet) [Checked=1]
- Android based tablet [Checked=1]
- Other (please specify) [Checked=1]

4) Which best describes your overall experience with electronic or digital books?
- No experience [Value=1]
- I've looked at them but never read an e-book [Value=2]
- I've read a couple of e-books [Value=3]
- I regularly read e-books [Value=4]
- I exclusively read e-books (if available) [Value=5]

5) Have you used an electronic book in an academic setting?
- Yes [Value=1]
- No [Value=2]

Question Logic
If [Yes] is selected, then skip to question [#6]
If [No] is selected, then skip to question [#7]

6) Rate your academic experience with an electronic textbook?
- Very Positive [Value=1]
- Positive [Value=2]
- Somewhat Positive [Value=3]
- Neither positive nor negative [Value=7]
- Somewhat Negative [Value=4]
- Negative [Value=5]
- Very Negative [Value=6]

7) Rate how prepared you feel for this college course in general psychology?
Thank you!

For maximum confidentiality, please close this window.

Pre-Course Survey on E-Text Usage (Spring 2014)

Please rate your level of agreement with each of the following statements:

8) The features of the electronic textbook will positively impact on my performance in this course.


9) An electronic textbook will be more convenient to use than a regular paper textbook.


10) The electronic textbook will be easy to use.


11) I have an overall positive impression of electronic textbooks.


12) How did the use of an electronic textbook factor into your decision to enroll in this section?

- Positively influenced my decision [Value=1]
- Somewhat positively influenced my decision [Value=4]
- Had no effect [Value=2]
- Somewhat negatively influenced my decision [Value=5]
- Negatively influenced my decision [Value=3]
Appendix B: Post-course survey
Post-Course Survey on E-Text Usage (Spring 2014)

This post-course survey is part of an evaluation of electronic textbooks. Your responses are confidential and will be used only in the evaluation of the electronic textbooks and not your performance in the course. Thank you for your time in contributing to this evaluation.

*1) Please select your course from the drop down list below. Make sure that the course and institution are correct.

--Select--
- ENGL 101 (Dakota State University) [Value=1]
- ECE 411 (Northern State University) [Value=2]
- GEGD 131 (Northern State University) [Value=3]
- ME/EE/CENG 264 (South Dakota School of Mines & Technology) [Value=4]
- MUS (Northern State University) [Value=5]
- POLS 100 (Black Hills State University) [Value=6]
- PSYC 101 (University of South Dakota) [Value=7]

Question Logic
If [ENGL 101 (Dakota State University)...] is selected, then skip to question [No logic applied]
If [ECE 411 (Northern State University)...] is selected, then skip to question [No logic applied]
If [GEGD 131 (Northern State University)...] is selected, then skip to question [No logic applied]
If [ME/EE/CENG 264 (South Dakota School of Mines & Tec...)] is selected, then skip to question [No logic applied]
If [MUS (Northern State University)...] is selected, then skip to question [No logic applied]
If [POLS 100 (Black Hills State University)...] is selected, then skip to question [No logic applied]
If [PSYC 101 (University of South Dakota)...] is selected, then skip to survey [#159959], question [#1]

Page Break

*2) Please enter your student ID number (used to link pre-course and post-course survey responses only).

3) Compared to a regular textbook, did you spend more or less time reading the eText?

○ significantly more time  ○ more time  ○ about the same  ○ less time  ○ significantly less time
[Value=1]  [Value=2]  [Value=3]  [Value=4]  [Value=5]

For each feature available in the eText please indicate how frequently you used that feature.

<table>
<thead>
<tr>
<th>Feature Available in the eText</th>
<th>Frequently (75% or more of the time)</th>
<th>Regularly (50-75% of the time)</th>
<th>Sometimes (25-50% of the time)</th>
<th>Rarely (less than 25% of the time)</th>
<th>Tried it once or twice</th>
<th>Never</th>
<th>Feature not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Highlighted material in the eText</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5) Added notes in the eText</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6) Added bookmarks in the eText</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>7) Printed pages from the eText</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8) Printed notes from the eText</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>9) Used the search function to find what I was looking for</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>10) Used the table of contents to find what I was looking for</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>11) Downloaded the eText for off-line viewing</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>12) Took notes from the eText on paper or in my computer</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

13) For each means of reading an eText estimate the percentage of time you used that method when reading. If you never used a method enter 0 if you exclusively used one method that would receive a 100.

[ ] on a computer
Rate your level of agreement with each of the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24) Did you experience technical difficulties with the eText system?

- [ ] Yes
- [ ] No

**Question Logic**
If [Yes] is selected, then skip to question [No logic applied]
If [No] is selected, then skip to question [830]

25) Rate the severity of the technical problems you encountered with the eText system.

- [ ] Severe - problem(s) made use of the eText impossible [Value=1]
- [ ] Significant - problem(s) made use of the eText very difficult but not impossible [Value=2]
- [ ] Moderate - problem(s) made use of the eText frustrating and inefficient [Value=3]
- [ ] Minor - problem(s) made use of the eText inconvenient [Value=4]

26) Check each of the following statements that matches your experience with technical difficulties.

- [ ] I experienced technical problems during the set-up of the eText [Checked=1]
- [ ] I experienced technical problems reading from the eText system [Checked=1]

27) Please describe the problem (or problems) you encountered with the eText system.

(1000 characters remaining)

28) From which of the following did you seek technical assistance to resolve your problem? If you did not seek assistance select the option and continue.

- [ ] On-line Tech Help [Value=1]
- [ ] Phone Tech Help [Value=2]
- [ ] Email Tech Help [Value=3]
- [ ] On-campus Tech Help [Value=4]
- [ ] I did not seek technical assistance [Value=5]
29) Were your technical problems resolved?
   - Yes [Value=1]
   - No [Value=2]

30) What did you like BEST about the eText

(28000 characters remaining)

31) What would make the eText more successful?

(28000 characters remaining)
Post-Course Survey on E-Text Usage (Spring 2014)

Thank you!

For maximum confidentiality, please close this window.

Copyright © 2001-2014 PsychData®, LLC. All rights reserved.
Appendix C: Supplemental Textbook and Technology Survey (eText section)
PSYC 101 course technology evaluation (015).

These next few questions will ask you about your experiences with technology used in this course. It will take no more than 5 minutes.

Considering your study habits for PSYC 101, please estimate how much time you spent per week on the following activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>0-1/2 hour per week</th>
<th>1/2 to 1 hour per week</th>
<th>1 to 2 hours per week</th>
<th>2 to 3 hours per week</th>
<th>3 to 4 hours per week</th>
<th>4 to 5 hours per week</th>
<th>5 to 6 hours per week</th>
<th>6 to 7 hours per week</th>
<th>7 to 8 hours per week</th>
<th>more than 8 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reading, studying or using the textbook</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
<td>[Value=7]</td>
<td>[Value=8]</td>
<td>[Value=9]</td>
<td>[Value=10]</td>
</tr>
<tr>
<td>2) Reviewing or studying lecture notes</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
<td>[Value=7]</td>
<td>[Value=8]</td>
<td>[Value=9]</td>
<td>[Value=10]</td>
</tr>
<tr>
<td>3) Completing chapter quizzes in MyPsychLab</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
<td>[Value=6]</td>
<td>[Value=7]</td>
<td>[Value=8]</td>
<td>[Value=9]</td>
<td>[Value=10]</td>
</tr>
</tbody>
</table>

Please read and respond to each of the following items.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all valuable</th>
<th>A little valuable</th>
<th>Somewhat valuable</th>
<th>Moderately valuable</th>
<th>Very valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) How valuable was the textbook in preparing for exams?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>5) How valuable were the lectures in preparing for exams?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>6) How valuable were the chapter quizzes in preparing for exams?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>7) How valuable were the mypsychlab study tools in preparing for the exams?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>8) How valuable were the SI sessions in preparing for exams?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>9) How valuable was the textbook in taking the chapter quizzes?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>10) How valuable were the mypsychlab study tools in preparing for chapter quizzes?</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
</tbody>
</table>

11) Please rate the reading level of your textbook:
- [Value=1] Very easy to read
- [Value=2] Easy to read
- [Value=3] Neutral
- [Value=4] Difficult to read
- [Value=5] Very difficult to read

The following questions will ask you about your experience with Desire 2 Learn (D2L). Please consider your interaction with D2L in all classes when answering the following 10 questions. Some of the items might sound a little strange because this is a standard evaluation method, just answer as best you can for each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) I think that I would like to use D2L frequently.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>13) I find D2L unnecessarily complex.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>14) I think D2L was easy to use.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>15) I think that I would need the support of a technical person to use D2L.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
<tr>
<td>16) I find the various functions in D2L were well integrated.</td>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
</tbody>
</table>
17) I think there is too much inconsistency in D2L.  

18) I would imagine that most people would learn to use D2L very quickly.  

19) I find D2L very cumbersome to use.  

20) I feel very confident using D2L.  

21) I needed to learn a lot of things before I could get going with D2L.  

The following questions will ask you about your experience with the CourseSmart Electronic Textbook (eText) system used in this class. Please consider your interaction with eText in PSYC 101 when answering these next 10 questions. Some of the items might sound a little strange because this is a standard evaluation method, just answer as best you can for each question.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>22) I think that I would like to use the electronic textbook system frequently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23) I found the electronic textbook system unnecessarily complex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24) I think the electronic textbook system was easy to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25) I think that I would need the support of a technical person to be able to use the electronic textbook system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26) I find the various functions in the electronic textbook system were well integrated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27) I think there is too much inconsistency in the electronic textbook system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28) I would imagine that most people would learn to use the electronic textbook system very quickly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29) I found the electronic textbook system very cumbersome to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30) I feel very confident using the electronic textbook system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31) I needed to learn a lot of things before I could get going with the electronic textbook system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you! Your time and input is valuable in improving this course for the future.

For maximum confidentiality, please close this window.

Copyright © 2001-2014 PsychData®, LLC. All rights reserved.
Appendix D: Supplemental Textbook and Technology Survey (print section)
These next few questions will ask you about your experiences with technology used in this course. It will take no more than 5 minutes.

Considering your study habits for PSYC 101, please estimate how much time you spent per week on the following activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>0-1/2 hour per week</th>
<th>1/2 to 1 hour per week</th>
<th>1 to 2 hours per week</th>
<th>2 to 3 hours per week</th>
<th>3 to 4 hours per week</th>
<th>4 to 5 hours per week</th>
<th>5 to 6 hours per week</th>
<th>6 to 7 hours per week</th>
<th>7 to 8 hours per week</th>
<th>more than 8 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reading, studying or using the textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Reviewing or studying lecture notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Completing chapter quizzes in MyPsych Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please respond to each of the items

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all valuable</th>
<th>A little valuable</th>
<th>Somewhat valuable</th>
<th>Moderately valuable</th>
<th>Very Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) How valuable was the textbook in preparing for exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) How valuable were the lectures in preparing for exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) How valuable were the chapter quizzes in preparing for exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) How valuable were the mypsychlab study tools in preparing for the exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) How valuable were the SI sessions in preparing for the exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) How valuable was the textbook in taking the chapter quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) How valuable were the mypsychlab study tools in preparing for chapter quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11) Please rate the reading level of your textbook

<table>
<thead>
<tr>
<th>Very easy to read</th>
<th>Easy to read</th>
<th>Neutral</th>
<th>Difficult to read</th>
<th>Very difficult to read</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Value=1]</td>
<td>[Value=2]</td>
<td>[Value=3]</td>
<td>[Value=4]</td>
<td>[Value=5]</td>
</tr>
</tbody>
</table>

The following questions will ask you about your experience with Desire 2 Learn (D2L). Please consider your interaction with D2L in all classes when answering the following 10 questions. Some of the items might sound a little strange because this is a standard evaluation method, just answer as best you can for each question.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) I think that I would like to use D2L frequently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) I find D2L unnecessarily complex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) I think D2L was easy to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) I think that I would need the support of a technical person to be able to use D2L.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) I find the various functions in D2L were well integrated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thank you! Your time and input is valuable to improving this course in the future.

For maximum confidentiality, please close this window.

Copyright © 2001-2014 PsychData®, LLC. All rights reserved.
Appendix E: Responses to Question, “What did you like BEST about the eText?”

All comments reproduced verbatim from student responses. Responses are separated by course for comparison of potential differences between Courseload and Coursesmart.

ENGL 101 (DSU)
1. I never really used it
2. I thought it was very beneficial for the pricing. It is alot cheaper.
3. It was cheaper than the regular book
4. Everything
5. It was easy to navigate.
6. I only used it when I was studying with a friend, I never purchased the package

ECE 411 (NSU)
1. The highlighting text part was good, and that it let me copy what I highlighted into my notes.
2. It was nice and short.

PSYC 101 (USD)
1. The search feature and key words feature made it really helpful to do quizzes and study key material
2. I liked being able to use the search to find a certain word I was looking for. You could also just search a certain chapter. It made studying relatively easy.
3. I didn't have one
4. How I could look answers quickly. It was a different experience, but I wouldn't use another one again.
5. The convince (sic) of the book.
6. That is was helpful, and easy to use. I was also very impressed with it.
7. I liked being able to read it whenever I wanted and also the fact that it was easier to carry around rather than a huge textbook.
8. It was something different to try and I used it very frequently and it was fairly easy to use the glossary once you figured out how to use it
9. How it reads to me
10. It was something that I could always have with me if I had my computer and internet, rather than having a large heavy book.
11. What I liked best about eText was the search bar. Paper text books (sic) do not have that so I feel very overwhelmed when I have to find something and I have to scavenge through each page until I find it.
13. I liked how I did not have to carry around a book to do my Psychology homework, I could easily access everything my computer.
14. I liked that you could search for the exact word that you were looking for.
15. Being able to find key terms and sections from each chapter.
16. I liked the fact that you did not have to carry around a book all of the time.
17. What I liked best about the eText is that you could search for the content you are specifically looking for and it would take you directly to the page where the information is located. I also liked that fact that you could download the book on a tablet or an iPad through a free app and not just read the book on your computer or on a website. Reading the book on an iPad was much easier than reading it on a computer screen.
18. I likes (sic) the search bar if you need to look up something and you typed in a key word it would take you to it.
19. It has highlighted material when you search for the word.
20. That I could search specific words and see every page that word was on. It was really Helpful on quizzes!
21. It was easy to use and I didn't have to carry a book all over campus.
22. How easy it was to just search what I was looking for in the book.
23. I liked the ability to search for key words. This made it easy to find and read about the concepts that were difficult or not covered in lecture.
24. I could search a key word and it would find it for me
25. The search option.
26. It made taking the quizzes easier and faster because you could type in a key word and it would come up in the correct chapter
Appendix F: Responses to Question, “What would make the eText more successful?”

ENGL 101
1. It seemed fine the way it was.
2. If we would get to access it forever.
3. make it cheaper
4. e text must be used a lot because I found it more interesting
5. Not much
6. if it was easier to work with
7. I feel like if they had it for every class it would enhance the range of the computers that we get for attending the college

ECE 411
1. I liked that it was easy to access the e-text and take notes, bookmark pages, etc.
2. If it was able to be printed out.

PSYC 101
1. NA
2. Putting it on paper
3. I prefer hard copies of text books, so I have no preference to changes.
4. If we were able to listen to the text
5. I think its fine just the way it is right now.
6. The etext is not easy to use or to navigate.
7. Readung (sic) more
8. If it would load quicker, because it takes a while on my laptop.
10. I cannot think of anything that would make the eText more successful.
11. If there weren’t (sic) so many different ways to go threw (sic).
12. I don’t know.
13. Larger words
14. Being able to highlight and make notes easier on the computer and also the iPad. It is difficult and cumbersome to make notes and highlight in the eText.
15. There is anything that I can think of.
16. I shared a book with someone and we rented it from chegg so I did not personally have access to the eText
17. Highlighting more important information.
18. It is set up nice the way it is.
19. If it was easier to go from page to page and on the page without losing your spot
20. better highlighting system and note taking
22. Being able to know how to use the note system a little better
Faculty Evaluation of E-Text Pilot

1. Please explain your impressions of the effectiveness of e-texts in your course.

- Due to technology issues on our campus and problems with Courseload, I did not find the e-text effective and believe it reduced the quality of my course. (Amanda Macht Jantzer, SDSU)

- While the e-Text provides significant opportunities for student/teacher and student/student interaction, my students and I didn’t utilize these opportunities as much as we could have. While some students definitely took advantage of the note-taking and highlighting tools, a significant portion did not interact with their e-Text and many chose to interact with me only through D2L, not through the e-Text. Several students emailed and mentioned that they just ordered a paper copy of the text through CourseLoad as they were having technology issues or just missed highlighting a hard copy. (Kelly Kirk, BHSU)

- No difference between the use of E text or hard copy. (Juan Gonzalez, NSU)

- I found the e-text to be less effective than the traditional paper text based on the various assessments of student’s knowledge and understanding of the material. The majority of students had downloaded the e-text to a laptop or tablet to enable offline reading. However, several students experienced troubles accessing the e-text through D2L throughout the semester. These issues were resolved by accessing the e-text directly from CourseSmart’s website and/or trying a different internet browser. While seemingly an easy fix, it was frustrating for students. (Hannah Walters, NSU)

- Positives of the e-text were that every student had access to it and I was able to pull it up during class to highlight information/pages. My overall impression is that it still has a ways to go in terms of being user friendly. (Terry Beckler, NSU)

- I used a reference text, since I have created my own primary materials. As a reference text, the e-Text worked fine and was considerably more affordable. In terms of cost, I can imagine that the eText’s (currently) lower price might allow more students to access the text and thus use it, but so many students now are able to use either Google (for common texts) or Bittorrent (for most other books), that the idea of paying for a digital text strikes some of them as dubious. Then some of them print chapters at a time, as needed. (Justin Blessinger, DSU)

- I also have a number of results from my comparison between the two sections I taught. There appears to be little or no difference between the two sections at this point. The eText section did slightly worse in average grade and frequency of A’s but not by much. My general conclusion is that there is little difference between eText and print, so ultimately it comes down to student preference. (Doug Peterson, USD)
2. **Would you teach another class using an e-Text? Why?**

- I will not teach another large introductory course using an e-text due to the issue noted above. (Amanda Macht Jantzer, SDSU)

- I would teach another course using an e-Text, but I would give the students the option of a paper copy as well. Most of my students emailed me throughout the semester stating that while they appreciated what the e-Text was trying to accomplish, they preferred to read, highlight, and utilize a paper textbook. (Kelly Kirk, BHSU)

- Not very likely.... As you may have imagined, I held back answering due to the unpleasantness of the experience......multiple breakdowns in the availability of the E-text left me extremely stressed.

- The first time it happened I spent over 4 hours on a Saturday afternoon hurriedly scanning the next chapters of the text, not sure what had gone wrong and fearing the worst: that perhaps the text would not return. Thankfully, it was remedied by a quick, efficient and timely response from all those concerned...but on a weekend, I had no idea what to expect nor to whom I should turn.

- Then it reoccurred...(Juan Gonzalez, NSU)

- Yes. I would try it again. Maybe it would be a better fit for an online class. (Hannah Walters, NSU)

- I would teach another class using e-text if some of the technical details could be worked out. This gets into #4 but I would have liked to be able to link directly to a specific page and re-label the link within my D2L course. This was cumbersome at best and in the end I honestly just gave up. I would prefer to be able to set links so that I can label them as "Page X, listening example X" so that I could organize them within the course. (Terry Beckler, NSU)

- Yes. I've already implemented the reference e-Text into future sections of the same course. (Justin Blessinger, DSU)
3. **Would you recommend an e-Text to other faculty?**

- No (Amanda Macht Jantzer, SDSU)
- I would encourage faculty to consider e-Text options when considering book adoptions. (Kelly Kirk, BHSU)
- Not likely... As you may have imagined, I held back answering due to the unpleasantness of the experience......multiple breakdowns in the availability of the E-text left me extremely stressed.
- The first time it happened I spent over 4 hours on a Saturday afternoon hurriedly scanning the next chapters of the text, not sure what had gone wrong and fearing the worst: that perhaps the text would not return. Thankfully, it was remedied by a quick, efficient and timely response from all those concerned...but on a weekend, I had no idea what to expect nor to whom I should turn.
- Then it reoccurred... (Juan Gonzalez, NSU)
- Yes, but I would provide my concerns related to student performance as described below in response to question 5. (Hannah Walters, NSU)
- The cost is reasonable compared to the print version but it's only effective if the students use it. I honestly can't say if the students used the text more than the print version. (Terry Beckler, NSU)
- For texts that don't require significant reading, yes. While some people prefer to do their reading in this fashion, they are rare. On an e-reader device, which would keep some of the distractions of notifiers, games, etc., to a minimum, some students might be able to sustain reading in a fashion similar to paper texts. But for now, I wouldn’t use an e-Text in, say, a literature class. I think it’s fair to ask a person who prefers the eText to remain confined to a traditional text, at least in terms of what I assign (they may still opt to read in other ways, I suppose) but to ask a person who prefers text for sustained reading to move to an electronic device would, I think, set that person at a distinct disadvantage. It’s a question of degree. Would you force your grandmother to use an e-Text to read War and Peace? Then we must avoid forcing *anyone* to read with a technology beyond their comfort. (Justin Blessinger, DSU)
4. What could have improved your e-Text experience?

- Students need to have the option of selecting either an e-text or a traditional textbook. Also, having the option to read their text offline from the start of the semester is necessary. (Amanda Macht Jantzer, SDSU)

- Earlier access to the e-Text would have been helpful, as I could have worked through the text and incorporated my notes/highlights even more strongly into the syllabus and early class activities. (Kelly Kirk, BHSU)

- Not having any glitches like those I experienced...although the follow up support was terrific and timely.

- Perhaps a 1-800 hotline with a real person on the other end ready to provide support and take immediate steps toward breakdown solutions, if needed, would help considerably. Maybe that service was already offered in the pilot and I missed it.....if so, I stand corrected. (Juan Gonzalez, NSU)

- I think that some students simply neglected it. Some seemed oblivious to the fact that the samples and answers to their questions were a click or two away. Probably with a textbook, students would get more into the habit of using the e-Text regularly, but as a reference text, some students seemed almost to forget about it, based on questions that arose later that revealed to me they hadn’t considered using the e-Text to answer their questions. And I hate to invent drill assignments only to familiarize themselves with a resource, because that would eat up time learning skills that are more long-term. (Justin Blessinger, DSU)
5. Do you feel students were more engaged and/or performed better academically due to the e-Text?

- Thankfully, the technology issues did not seem to negatively impact students' overall performance but it did negatively impact moral. (Amanda Macht Jantzer, SDSU)

- I do not feel that utilizing an e-Text positively affected the student’s learning experience. Several of my students mentioned that they just ended up purchasing an additional paper copy of the text as they disliked using the e-Text. Other students struggled with technology issues, such as internet glitches during Winter Storm Atlas, and were frustrated when they fell behind in their reading due to internet problems. While there was a good portion of students who were engaged with the e-Text when class began, by the end of the semester, they were no longer utilizing the note or highlighting functions available. (Kelly Kirk, BHSU)

- I sensed no difference between the use of the E-text or hard copy. The students in the course performed the same. (Juan Gonzalez, NSU)

- No. Students in the e-text section of my class scored lower than the students in the traditional paper text section of the same class. (Hannah Walters, NSU)

<table>
<thead>
<tr>
<th></th>
<th>e-Text Class Statistics</th>
<th>Traditional Textbook Class Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Grade</strong></td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Median Grade</strong></td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Std Deviation</strong></td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

- The students performed about the same as they always have. I saw no big change due to the e-text. I guess my reaction to the e-text is lukewarm. (Terry Beckler, NSU)

- No. Honestly, this question made me laugh. Students are more engaged when there’s a good teacher who helps them see what’s engaging about the material. A text is just a text; it lies there and does nothing. Whether the student reads the material electronically or on paper must surely have only the most fractional of a percent of impact, either way, though my instinct would be to say that it has greater potential to distract than help. Like all new, shiny things, students will self-report for a year or two that the shiny thing was better (ooh, new iPhone!), until the tech changes by a minor increment, whereupon they’ll claim not to be learning as well because it doesn’t have an S in the model name now. Books don’t need upgrades -- though publishers have surely invented a forced scarcity imposed by “editions” of texts that in no way demand new editions (Really, Norton? Another “new” edition of British Literature before
1400? Every 4 years? Did we discover a new, untapped body of Anglo Saxon Lit that needed to be included in the traditional instruction?)

Sure, if lots of color diagrams or animations are needed for a course, that might make an eText superior, but that would be quite field-specific, and something that can also (and probably is) handled during lecture.

So let’s use eTexts because they make certain texts more affordable, and probably make the necessity of new editions in rapidly evolving fields more affordable. Let’s use them wheresoever the instructor determines they are superior, or basically equal-but-much-cheaper. But let’s not trot out platitudes about e-Texts being more engaging or claiming that they magically improve scores. It’s a book, for God’s sake. Whether it’s being backlit by plasma or front lit by the sun, it’s still just a book. And as has been true since Gutenberg, what matters is what the words inside the book say. (Justin Blessinger, DSU)