HCC 2013 E-text Pilot Study Review and Recommendations

E-text Pilot Study Team

Hillsborough Community College

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Author Note

The E-text Pilot team consisted of a group of eleven faculty members and three members of the faculty professional development department. Correspondence regarding this white paper should be sent to Sophia Kowalski, Center for Innovative Teaching and Technology (CITT) at Hillsborough Community College (HCC). HCC Collaboration Studio, 1602 North 15th Street, Tampa, Florida 33605.

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Abstract

Many institutions of higher education are moving towards the use of e-textbooks and away from traditional paper-based textbooks. A faculty team at Hillsborough Community College (HCC) is addressing the feasibility, concerns, and considerations associated with e-textbooks. This report presents the findings of the E-text Pilot Study Team. Part of the larger HCC E-textbook Implementation Initiative, the E-text Pilot Study Team explored the student and faculty experience with e-textbooks using pre-survey, post-survey, and focus group instruments. Faculty team members offered e-textbooks as an option in their spring and summer 2013 courses. The E-text Pilot Study Team sought to identify student and faculty readiness, digital literacy, comfort level, and technical skills so transitional barriers or challenges to a future HCC implementation could be addressed. Initial results from the student survey and focus group materials indicate HCC Student associate e-textbooks with online courses. To effectively use an e-textbook, students may need training or an orientation, and adjust their existing reading process. Many universities are implementing e-textbooks and face the challenges of access, appeal, and integration. Although students may prefer an e-textbook and agree that they positively impact learning, results from the pilot study indicate additional information is needed to capture the complete range of students and instructors at HCC. Because an engaged faculty is crucial to any successful e-textbook implementation at the college level, instructor comfort level, technical skills, and existing experience was also explored. Faculty already teaching in a hybrid or online course delivery format are more likely to adopt e-textbooks. Initial faculty survey results point to the need to explore a range of disciplines and e-textbook usage in traditional courses. A task force may be needed to address the institutional change associated with e-textbook implementation.

HCC 2013 E-text Pilot Study Review and Recommendations

In response to faculty interest and the evolving text book options, the *HCC E-text*

Implementation Project was formed at Hillsborough Community College (HCC) under the

guidance and support of HCC's Center of Innovative Teaching and Technology Faculty

Professional Development (CITT FPD). At the inaugural meeting held on Thursday May 3,

2012, the E-text Summer Team was tasked to research and analyze the benefits and challenges of

implementing E-texts within the context of HCC culture, policies, procedures, and technology

infrastructure. The recommendations of the 2012 team are detailed in Table 1.

Table 1

E-text Summer 2012 Team Recommendations

Item	Recommendations
College-Wide Faculty Survey	Conduct a college-wide faculty survey to determine faculty and student interest in and concerns regarding texts; Identify faculty willing to participate in pilot program.
Pilot Program 2013	Conduct a pilot with faculty volunteers, student input, bookstore input, and registration; Pilot to include a combination of traditional and e-texts; Conduct pre and post surveys of faculty and participating students; Conduct focus groups of faculty and students.
Faculty Collaboration	Organize a virtual meeting space to discuss faculty concerns and observations; Initiate the conversation on the use of e-textbooks at HCC.
Training & Workshops	Organize training workshops for faculty to learn about functionality, usability and interactive options; Develop best practice workshops.
Digital Literacy Review	Conduct Digital Literacy training to facilitate changes in instructional techniques needed for e-textbook usage and address changes in student learning.
Student Impact Study	Conduct a study to explore the concerns of students.
Instructional Changes Study	Conduct a study of faculty using e-texts to identify the most frequently used features of the e-textbook, and the instructional methods used with the e-textbooks as compared to those used with traditional hard copies.
Technology Infrastructure Evaluation	Evaluate the technology infrastructure at each campus; Evaluate the WiFi access and bandwidth; Evaluate student support centers for software or hardware needed for e-texts.

Institutional Change Review	Review the Concerns-Based Adoption Model (CBAM) A Model for Change in Individuals (Susan Loucks-Horsley & Rodger Byee).
Evaluation of Interactive E-texts	As subject matter experts, faculty are primarily responsible for the adoption and evaluation of textbooks. Since interactive texts require additional criteria, a faculty discussion of e-textbooks is needed.
CITT/IT Role	The role of CITT/IT is to offer advice or suggestions on text usability, ADA compliance, and integration with the LMS; organize E-Text training on teaching/learning strategies, and integration.
Textbook Cycle	Once texts are annotated and enhanced with instructor comments, how can instructor comments transfer to a new edition or version?
Textbook Customization	Faculty can customize e-texts offered by a publisher. During textbook adoption, will one standard version be ordered, or can faculty individualize the text?
Evaluation of Publisher Training	Most publishers offer training on the use of web-based digital textbooks. An evaluation of these resources is needed. In addition, the training needs to be completed by all faculty using the textbook. Student Access & Usability: Does the publisher offer student training? Is the interactive text usable?
Discipline Concerns	Some disciplines are more readily adaptable to e-textbooks, should there be cluster and departmental input in e-text selection?
Textbook Adoption	How would the current textbook adoption model change if students purchase texts directly from a publisher or retailer?
Bookstore Role	If HCC moves to a course fee model, how does this change the role of the bookstore?
Reader/Tablet Acquisition	If HCC moves to a tablet model, how will the cost of the tablet be negotiated? How will students access texts for download? Will HCC provide students with tablet access in tutoring, academic or library support locations?
Fall 2013 In-service Theme	Present the survey and pilot study results. Invite publishers to speak (give presentations) about their view (plans) for the e-texts of the future. Invite HCC faculty to give presentations on their experiences and use of digital textbooks.
QEP Study	Once the current QEP has concluded, e-textbook implementation should become the next focus topic.

Continuing the HCC implementation exploration, the intent of the 2013 E-text Pilot Study is to clarify and address issues identified by the 2012 Summer Team. In the 2013 pilot study, e-textbooks will only be offered as an option and are not required. This two-semester commitment requires team collaboration to create survey items, focus group materials, faculty

transition journals, faculty discussions, presentations, and a concluding report to the HCC

community.

Pilot Study Overview

To select faculty for the larger 2013 Pilot Study, a survey was sent to HCC faculty

members. Initially, 22 faculty members were selected to facilitate the goals of the pilot. The

initial team meeting was held on November 16, 2012. During this meeting, the scope of the pilot

was clarified. All components of the 2013 E-text Pilot Study are listed in Table 2. For

collaboration purposes, an E-text Implementation Committee page was created in the HCC

learning management system, MyHCC. This ongoing resource includes the results of the

Summer 2012 team's work, links to the existing digital literacy resources created by the library,

and organizes communication tools useful to ongoing collaboration. In addition, team members

attended scheduled meetings.

Table 2

2013 E-Pilot Study Components

E-Pilot Component	Goal
Student Pre-Survey	Determine student readiness or issues; identify digital literacy skill level.
Student Post-Survey	Determine student usability, issues, and any changes in learning skills.
2nd Semester Student Survey	Obtain additional data; identify or clarify issues.
Student Focus Group	Obtain information for Student Impact Study, classroom logistics, or training.
Instructor Pre-Survey	Determine Digital literacy, usability or readiness; Develop training & workshops.
Instructor Post-Survey	Determine instructor usability, issues, and any changes in instructional style.
Instructor Journal	Obtain first-hand data on the procedure used with an e-text, changes in critical reading, usability items, and e-text evaluation.

Collaboration & Research	Enhancing existing e-text implementation resources with additional research and analysis.
Team Focus Group	Obtain recommendations for HCC and a focus for the Instructional Changes Study.
Pilot Study Report In-Service	Prepare/present pilot study results to HCC Community along with recommendations.

E-textbooks Included in the Pilot Study

During the 2013 E-textbook Pilot Study, the e-textbooks in Table 3 were evaluated for instructor and student usability and adjustments. Courses ranged from traditional, web-enhanced, hybrid and fully online. Likewise, the types of e-textbooks included integrated course packs with MyHCC to web-based PDF versions of a traditional textbook. Although the book store may list one price for an assigned course textbook, students reported a wide variety in prices paid. Only 54.4 % of students reported they purchased a course e-textbook access card from the bookstore. A significant number of students (31.4%) purchased their e-textbook directly from the publisher (Spring 2013 Student Pre-Survey). A list of the e-textbooks featured in the pilot study are contained in Table 3.

Table 3

Pilot Study E-textbooks Spring 2013

Discipline	Course Information	Textbook Information	E-Text Format
	Instructor Course Title Section Semester Delivery Format	**Title Publisher ISBN Bookstore Price Student Cost**	**PDF WebAccess MyHCC Integrated Open Source**
Computer Science	B Arthur Introduction to Computers and Technology - CGS 1000 Spring 2013 Traditional	Technology in Action ISBN: 10:0132838737 Cost: $129.00- Access Card	Access Card to Publisher Download

	C. Ortiz Introduction to Computers and Technology - CGS 1000 6 sections Spring 2013 Web-Enhanced and Online	Discovering Computers Fundamentals, 8th ed. 2012 bundled with MS Office 2010 ISBN-13: 978-1-111-53045-7 Cost: $190.00	Access Card to Publisher Download
Psychology	T. Joseph General Psychology - PSY 2012 Spring 2013 Online	Psychology in Everyday Life, 2nd ed. ISBN-10:1429271647 Cost: $90.00	Publisher Website
Speech Communications	S. Stein Introduction to Public Speaking - SPC 1608 Spring 2013 Hybrid	The Art of Public Speaking, 11th ed. Stephen Lucas. ISBN: 978-0-07-792058-6 Cost : $118.00	Publisher Download
	R. Gaspar Introduction to Mass Communication - MMC 2000 3 sections Hybrid & Online	Mass Media Revolution ISBN: 9780205053100 Cost: $85.00	Access Card to Publisher Download
English	C Freeman English Composition - Enc1101 Hybrid and Online	Patterns for College Writers/EBK/Writer's Help Bundle ISBN-13: 978-0205591480 Cost: $70.00	Publisher Website
Biology	J Bacheller Introduction to Biology - BSC 1000 Section 36793 Online	Microbiology Fundamentals Biology. ISBN: 9780077617776 Cost: $180.00 Biology, 9th edition. 2012. Paul Raven. McGraw-Hill Higher Education ISBN 10: 0077350022 Cost: Free Trial	Access Card, MyHCC Log in

Student Pre-Survey

Student Pre-Survey Overview

A student pre-survey for both the spring and summer terms was conducted as a part of the study. Released on February 5, 2013 and closing on February 22, 2013, the Spring 2013 Student Pre-Survey sought to capture the student experience utilizing e-textbooks assigned in their web-

enhanced, hybrid, or online courses. A sample pre-survey is found in Appendix A. The Summer

2013 Student Pre-Survey was released from May 27, 2013 to June 10, 2013. To accommodate

the shorter Summer B session, the student pre-survey was also offered from June 24, 2013 to

July 8, 2013. The summer pre-survey is located in Appendix B. Facilitated by the E-text Pilot

team, the student pre-survey targeted the following concerns:

- Mission: Identify student comfort with and utilization of e-textbooks.

- Purpose: Explore existing comfort level with online reading; Identify textbook

   selection criteria; Identify courses actively using e-textbooks.

- Goals: Explore student experience; Explore utilization of an e-textbook in an

   existing traditional course environment and an online environment.

As an incentive, participating students entered into a random prize drawing, one of five $25

bookstore vouchers. All survey instruments were created using the online Survey Monkey

software. Following the spring distribution, several changes were made to the initial survey by

team members. A secondary student e-mail account was requested for Question 2, and the

option to list a second course was made available for students enrolled in two different courses

that feature an e-textbook. Financial aid was added as a payment option to Question 10: "How

did you purchase your e-textbook?" Question 11 was created to track use of temporary publisher

access codes for students waiting on financial aid. The final revised survey instrument accurately

reflects the original mission, purpose, and goals targeted by the team.

Spring 2013 Student Pre-Survey Overview

The Spring 2013 Student Pre-Survey was released internally to courses instructed by

Pilot Team members on February 5, 2013 and closed on February 22, 2013. The survey was

completed by 191 students. Appendix A contains all 18 questions. Of those completing the

survey, 33.51% of participants identified themselves as being in their second year at HCC, and

25.41 % indicated they were in their first year at HCC. In addition, 20% reported this was their

first semester at HCC. Respondents listed Dale Mabry (41.58%), Ybor City (21.2%), Brandon

(16.9%), Plant City (14.3%), or SouthShore (6.3%) as their primary campus location. The four

most common intended majors and programs of study were Nursing (55), Liberal Arts (23),

Business Administration (17), and Pre-Med and Pre-Pharmacy (15) (Spring 2013 Student Pre-

Survey).

The largest student survey, the Spring 2013 Student Pre-Survey, represented the greatest

range of courses: Microbiology MCB1000 (36%), English Composition ENC1101 (22%), Public

Speaking SPC1608 (17%), General Psychology PYS2012 (9%), and Introduction to Computers

CGS1000 (06%). When asked about purchasing course textbooks, students reported purchasing

an access card from the HCC Bookstore (54.71%), purchasing directly from a publisher

(31.25%), or purchasing from an internet bookseller (10.46%). The survey revealed 10.61% of

students purchased both the print and e-version of the textbook (Spring 2013 Student Pre-

Survey). Pre-survey results provided detail on student online reading comfort level, e-textbook

usage, and overall student concerns which are discussed below.

Student Online Reading Comfort Level. In general, 50% of students indicated they felt

comfortable reading books online, 31.94% using audio books, and 48.1% reading online journals

or magazines. Students reported they were comfortable reading textbooks online (49.74%)

utilizing library databases (46.7%). In the Spring 2013 Student Pre-Survey, 45.2% of students

reported required course readings were assigned using library databases. In the pre-survey, 44.2

% of students indicated they were comfortable reading online for pleasure. Only 28.8% of

students expressed a preference for academic or technical reading in print, but 43.96 % expressed

a print preference. Finally, 34.03 % of students indicated they owned a tablet reader or an iPad (Spring 2013 Student Pre-Survey).

Students provided a range of observations regarding the advantages or challenges of reading online. Students commented on the advantages of online reading with a tablet: "Being able to have access to several books at once is very convenient. I can just carry my tablet and have access to several textbooks, pleasure reading, and anything else" (Spring 2013 Student Pre-Survey). Students also voiced changes in reading skills: "I read articles online, but when it comes to reading for academic purposes I prefer to read in print format. I think it's because when you are reading online, it is easier to get distracted, and I also prefer to have the text in my physical possession" (Spring 2013 Student Pre-Survey).

An experienced online reader noted:

I first started reading ebooks on my phone about 3 years ago. Being an avid reader, I resisted ebooks do a nostalgic loyalty to paperbooks. Having an extremely busy work schedule, I quickly realized how convenient being able to read off my phone at anytime was and eventually began to exclusively read ebooks. In my opinion, this is less of an issue for textbooks as I rarely get into a textbook unless I have a decent amount of time to dedicate my attention to it. The big plus in my opinion is being able to have all 6 of your textbooks with you at all times on your tablet. The biggest minus in my opinion is that the service offerings within the etextbook industry are very poor at best. The publisher's fear (even if justified) of the ebook easily being copied and freely shared has resulted in extremely restrictive digital media rights. Most services only allow you to download to 2 devices and you are restricted to view through their application rather than the ebook reader of your choice. All vary in ability to annotate and highlight though most are very

clumsy at this point. Worst of all, almost all of them require you to view the book online

(with no option to read offline) and in my experience, none of the temporary modules at

SouthShore or Dale Mabry have WiFi. Even with an internet connection, page load times

can be too slow to keep up with the class. To summarize, the interests of the textbook

publisher do not mesh well with the interests of the etextbook savvy student. (Spring

2013 Student Pre-Survey)

E-textbook Student Usage. The majority of students (45.83%) accessed their e-textbook

by logging into MyHCC. Other students (31.77%) accessed directly through the publisher

website. Students downloaded the e-textbook onto their personal computer (14.5%), laptop

(31.77%), iPad (6.25%), or reader (4.69%). Students reported using publisher features of a

college textbook. Pre-tests, self-tests, and quizzes were used by 72% of students. Critical reading

quizzes (33.6%) were the second feature routinely consulted by students. To use their e-textbook

effectively, students viewed publisher tutorials that provided a general overview (51%), and then

consulted tutorials specific to the assigned e-textbook (42.9%), and browsed publisher help

topics (23.5%). Over 12.2% of students downloaded the free APP associated with their assigned

textbook. When asked about e-textbook use in a traditional, web-enhanced, hybrid, or online

course, students associated e-textbooks with online courses. If the course featured traditional

class periods, students reported class time lecture-based or discussion-based.   Students were

expected to complete assigned readings prior to the traditional class period, but could access e-

textbook content. If the class did not feature individual computer stations, students would bring a

reader, laptop or SmartPhone, so they could access their e-textbook (Spring 2013 Student Pre-

Survey).

Additional Student Concerns. Open-ended survey response questions revealed additional student concerns. Primary student concerns included ability to access an e-textbook in class, at the campus, and from home (39%); cost (37.5%) and print preference (35.6%) were also noted. Although cost and accessibility to the textbook are primary concerns, some students expressed concerns related to selling back the access card or e-version of the textbook, or confusion regarding rental. Other students noted the ability to afford and maintain an e-reader, importance of a home internet connection, or the need to access an on-campus computer to complete course readings. Students reported concerns regarding power outages and access to internet websites. A group of students wondered how to adjust a print-based reading process, or use interactive e-textbook features. Responses also were polarized between students who enjoyed e-textbooks completely and others who expressed a clear print preference. When asked about e-text implementation at HCC, students listed the technological skills needed to effectively use the features of an e-textbook (30%) as a primary concern (Spring 2013 Student Pre-Survey).

Summer 2013 Student Pre-Survey Overview

The Summer 2013 Student Pre-Survey was released internally to courses instructed by Pilot Team members on May 27, 2013 and closed on June 10, 2013. The survey was completed by 35 students. Appendix B details all 18 questions. Of those completing the survey, 40% of participants identified themselves as in their second year at HCC, and 23.3 % indicated they were in their first year at HCC. In addition, 16.7% reported this was their first semester at HCC. Respondents listed Dale Mabry (74.3%), Ybor City (5.7%), Brandon (5.7%), Plant City (8.6.3%), or SouthShore (5.7%) as their primary campus location. The four most common intended majors and programs of study were Nursing (22%), Liberal Arts (14%), Education (17%), and Pre-Med and Pre-Pharmacy (17%). Most students (85%) were enrolled in a

Microbiology Course - BSC1000, BSC1005, BSC1010 – which was taught at the Dale Mabry

campus by John Bacheller.

Student Online Reading Comfort Level. In general, 54% of students felt comfortable

reading textbooks online, and 40% felt comfortable using audio books. In concert, 42% of

students indicated they were comfortable reading online journals or magazines. In the survey,

28% of students verified required course readings were assigned using library databases.

Although 54% of students reported they were comfortable reading online for pleasure, 31.42% of

students expressed a preference for academic or technical reading in print. Finally, 42.8 % of

students indicated they owned a tablet reader or an iPad (Summer 2013 Student Pre-Survey).

Students also provided a range of observations regarding the advantages of reading online

with a tablet: "I can take my iPad with me everywhere. I can fit thousands of books w/o the

weight. Also, etexts give access to online resources and videos" (Summer 2013 Student Pre-

Survey). The desired quality of portability was described by one student as "easier to transport

multiple books in one device. The portability of the device makes it more convenient to read on

the go" (Summer 2013 Student Pre-Survey). When asked about a change in reading, one student

voiced a common observation: "I like to read online, but staring at a computer screen puts a

strain on the eyes. If the power goes out or I am traveling or I am in a location with no Internet, I

like to rest assured that I have a printed copy to refer to. I keep the text books I purchase, but

with the e-text, when the class is done you lose the book and have no book to refer back to. I feel

as though I am only renting instead of purchasing the book" (Summer 2013 Student Pre-Survey).

Some students commented on the college textbook purchasing cycle: "I know that I look forward

to being able to sell back my print books at the end of the semester. I don't know how that would

work with purchasing online books" (Summer 2013 Student Pre-Survey).

E-Textbook Student Usage. The majority of students (71.31%) accessed their e-textbook by logging into MyHCC. Another group (31.4%) accessed directly through the publisher website. Students downloaded the e-textbook onto their personal computer (17.4%), laptop (20%), iPad (8.57%) or reader (2.86%). Students reported using publisher features of a college textbook; pre-tests, self-tests, and quizzes were used by 77.8% of students who also used flash cards or a glossary (51.86%). Critical reading quizzes (25.9%) were another feature routinely consulted by students. To use their e-textbook effectively, students viewed publisher tutorials that provided a general overview (40.91%), and then consulted tutorials specific to the assigned e-textbook (31.8%), browsed publisher help topics (27.75%), or a help line (18.1%). When asked about the use of an e-textbook in a traditional course, students documented that e-textbooks are typically used outside of the classroom: "Powerpoint is used during lecture and we are free to have the computer open to the material. The freedom of the Internet allows us to have several windows open to get a better understanding of what is being explained" (Summer 2013 Student Pre-Survey). Students noted the portability of devices such as an iPad or reader: "I feel it's a lot easier to carry around my iPad and just pull up my e-textbook. The e-textbook is more interactive than just reading a traditional textbook. I feel I get more learning out of the e-textbook instead of the regular textbook"(Summer 2013 Student Pre-Survey).

Additional Student Concerns. Open-ended survey response questions revealed additional student concerns. Cost (45.5%) was listed as the primary concern. Ability to access the e-textbook in class, at the campus, and from home (38.7%) and the ability to use features of an interactive e-textbook (33.3%) were also noted. Students expressed concerns regarding eye-strain. One student commented on the variety of products available:

I would like easier access to downloadable etexts. That way I can read them when not

connected to the internet. For example, I bought the $85 Connect Plus for microbiology

in order to have access to the web based etext, which has cool highlights for vocabulary

terms, as well as highlighting, linked resources, etc, plus the LearnSmart. However this

does not come with a downloadable option. I also bought a downloadable version directly

from McGraw Hill for $95, simply to have to read when I am on the run. (Summer 2013

Student Pre-Survey)

Student Pre-Survey Analysis

The student pre-survey sought to identify student comfort with and utilization of e-

textbooks. Condensed in Table 4 are the primary results of both spring and summer student

surveys.

Table 4

Student Pre-Survey Results

Survey Item	Spring	Summer	Results
Campus Location	Dale Mabry 41% Ybor City 21% Brandon 16% Plant City 14% SouthShore 6%	Dale Mabry 74% Plant City 8.5% Brandon 5.7% SouthShore 5.7% Ybor City 5.7%	Most survey results feature online students enrolled in Biology Courses at the Dale Mabry campus. Larger student sample needed.
Student Status	2nd Year 33% 1rst Year 25% 1rst Semester 20%	2nd Year 40% 1rst Year 23% 1rst Semester 16%	Additional data is needed for students returning to HCC to update job skills.
Purchase Details	Access Card from HCC 54% Publisher Website 31% Internet 10% Print and E-textbook 16%	Access Card from HCC 40% Publisher Website 25% Following Financial Aid Release 22% Print and E-textbook 14%	Bookstore purchases are limited to financial aid. Students are buying directly from a publisher.

Textbook Assess	Via MyHCC 45% Publisher Site 39% Download 31%	Via MyHCC 71% Publisher Site 31% Download 17%	Students access e-textbooks through MyHCC or the Publisher.
E-Textbook Orientation	Publisher video tutorials 92% Publisher Help line 26%	Publisher video tutorials 73% Publisher Help line 45%	Quality of publisher materials needs evaluation.
Reading Habits	E-text features 30% Print Preference 35%	E-text features 33% Print Preference 27%	Students find e-books convenient and portable, but may help using the features or using them in an academic setting. Experienced e-readers feel comfortable.
Publisher Features Used	Pre-test 72% Flash Cards & Glossary 74% Reading Quiz 33%	Pre-test 78% Flash Cards & Glossary 52% Reading Quiz 25%	Students are using pre-test and study materials. LearnSmart was a feature of the Microbiology course. Need additional data on integration of e-textbook with a publisher site.
Usage and Course Delivery	Online course Lecture or discussion focus of traditional course classroom	Online course Lecture or discussion focus of traditional course classroom	Data needed on usage across course delivery methods. Traditional Course: access via personal phone, reader, iPad or laptop. Traditional class period is lecture or discussion based.
Stated Student Concerns	Access 39% Cost 37% E-text features 30% Print Preference 35%	Cost 45% Access 38% E-text features 33% Print Preference 27%	Following cost, students' primary concerns centered on access to e-textbooks and the technological skills needed to use their features.

Student Pre-Survey Recommendations

The student pre-survey explored the student experience with e-textbooks. Several student concerns will need to be addressed to truly determine student readiness. The utilization of an e-textbook in an existing traditional course environment and an online environment would require further study. Displayed in Table 5 are student concerns listed in rank order from highest to lowest priority.

Table 5

Student Concerns Regarding E-Text Implementation

Ranking	Student Concerns Regarding E-Textbook Implementation
1	Ability to access e-textbook in class, on campus, and from home.
2	Cost of e-textbook.
3	Easier to read material in print format.
4	Ability to use features of an e-textbook: annotation, notes, highlighting.
5	Ability to use an e-textbook in a face-to-face classroom.

Student Post-Survey

Student Post-Survey Overview

The 2013 E-textbook Pilot Study Team conducted a closing student post-survey for both spring and summer terms. Scheduled from April 22, 2013 to May 9, 2013, the Spring 2013 student post-survey sought to clarify the student experience with an e-textbook during an active course. Appendix C contains the student spring post-survey. The Summer 2013 Student Post-Survey was released during two time periods. The first release corresponded with the end of the Summer A- June 24, 2013. The second release corresponded with the end of all summer sessions, August 5, 2013. The summer post-survey is featured in Appendix D. Developed by team members, the post-survey targeted the following concerns:

- Mission: Identify student comfort with and utilization of e-textbooks.

- Purpose: Explore existing comfort level with online reading; Identify changes in student study or reading habits.

- Goals: Explore student experience; Explore utilization of an e-textbook in an existing traditional or online course environment.

As an incentive, participating students entered into a random prize drawing, one of five $25

bookstore vouchers. All survey items were distributed using the online Survey Monkey software.

Following the spring distribution, no changes were made to the survey distributed in the summer.

Spring 2013 Student Post-Survey Overview

The Spring 2013 Student Post-Survey was completed by 49 students with representation

from three campus locations: Dale Mabry (85.7%), Brandon (10.2%), and Ybor City (4.1%).

Nursing (63%) was the most common major or program of study. Two courses were heavily

featured in the post-survey: General Psychology (PSY 2013) and Fundamentals of Microbiology

(MCB 1000).

General Psychology Analysis. General Psychology, PSY 2012, included sections 38926

and 38927. The instructor was Todd Joseph. The featured course textbook, *Psychology in*

Everyday Life 2nd edition, by David G Myers was available from the bookstore. Bookstore

pricing included a portal access card for $64.00 for ISBN10: 978-1429271646. Or, students

could purchase a new textbook for $94.00, ISBN13: 978-1429263948. Two rental options were

also offered. Students reported the textbook cost $59.95 for a 6-month rental, or $86.00 for an e-

textbook added to an existing Nook or Kindle library. One student purchased the e-textbook and

added it to an existing CourseSmart account while another student rented access for one semester

or three months. Another student rented access for six months. Only one student used the

bookstore to purchase the course textbook.

Students in the General Psychology courses listed Brandon (25%) or Dale Mabry (75%)

as their home campus. Most students classified this as their first year at HCC (75%). Only one

student reported they were in their third year and indicated they were returning to HCC to update

job skills. Programs of study included AA Program (50%), Criminology (25%), and Nursing

(25%). Students classified this course as a "Web-Enhanced Course where students log into a Publisher website to review materials like pre-tests, tests, study guides, or a glossary" (Student 2013 Spring Post-Survey).

All General Psychology students accessed their textbook by logging into a publisher website. To illustrate textbook usage, students reported the instructor required and assigned readings which supported class lectures and concepts. The instructor posted assigned readings in the syllabus or course schedule. These readings were needed to complete group work, team activities, and course assessments. All surveyed students agreed reading textbook materials was essential to success in the course (Student 2013 Spring Post-Survey).

The General Psychology students used the additional Student Study Space provided by the publisher and found the interactive features of the e-textbook enhanced their understanding of concepts (75%). Only one student had purchased both the hard copy and e-textbook and expressed a preference for the hard copy. When asked about a change in reading habits, two students reported no change, and only one student reported reading more material. One student elaborated: "I find it more distracting looking online at the material as it is easy to get off task. With the printed textbook, it is easier to sit down and read the chapter" (Student 2013 Spring Post-Survey).

General Psychology was offered as an online course. Students contributed a variety of observations on managing an online course and an e-textbook. One student addressed changes in reading: "I had both print and e-textbook. I tended to use the e-text more for the quizzes and activities available with the chapters. But when actually reading the chapters, I used the print copy" (Student 2013 Spring Post-Survey). Another student noted: "I love the ease of this course-especially with the textbook being online! It's much easier to navigate and pay attention when

you're essentially "teaching yourself." It's a different exposure- it's strange and really quite hard to explain, but when you're purely online, I feel that it's best to use just about everything online" (Student 2013 Spring Post-Survey). Describing a change in study habits, another student noted: "At the top of the page for the publisher website is an access bar with links to the etext, help center, quizzing area, course materials, and assignments. I usually open the etext first, then open the assignment center in a separate browser window and access the assignments I need there, so I don't have to continuously click back and forth in the same browser window" (Student 2013 Spring Post-Survey).

The following student comment summarizes many of the student's concerns:

If everything is going to turn to e-textbooks, I think it could cause some interference with studying. For example, if a student has full-time courses and is pretty much on campus all day, usually during breaks one will study or review course material from his textbook. If a student does not have access to a computer or iPad, then his resources will be limited to review material. You could say there is a computer lab, but what if the student only has a 20 minute break? (Student 2013 Spring Post-Survey).

Microbiology Fundamentals Analysis. Microbiology Fundamentals, MCB 1000, included fully online sections 38492 and 38497 as well as one traditional section, 38499. The instructor was John Bacheller. Students had a choice as to which textbook they could purchase. The featured course textbook, *Microbiology Fundamentals: A Clinical Approach 1*st *edition,* by Kelly Cowan and Jennifer Bunn was bundled with a McGraw-Hill Connect subscription. The traditional textbook, ISBN: 9780077617776, retailed for $149.00, while the etext was included in the Connect Plus subscription price of $75.00. Not only did students spend an average price of $175.95 for course e-textbook bundle, but they also indicated the textbook cost ranged from

$200.00 for a new hard-copy to $60.00 for a rental. Some students (15%) purchased a hard copy

after obtaining rented access to the e-textbook. Although some students purchased the e-textbook

to add to their e-reader or to add to an existing CourseSmart account (15%), the highest

motivation for purchasing the textbook was a connection to a course resource (35%) featured in a

major, program, or discipline. Five students revealed they only used the e-textbook during the

15-day trial period. Four students rented access for either three or six months with reported rental

price ranging from $60.00 to $90.00. Four students purchased an older edition of the print

version. In terms of purchasing, 40% of students only purchased an access card, and 40%

purchased directly from the publisher (Student 2013 Spring Post-Survey).

Students in the Microbiology course listed Dale Mabry (89%), Brandon (6%) or Ybor

City (5%) as their home campus. Most students listed their status at HCC as first year (66%),

second year (13%), or third year (13%). Reported programs of study are related to the health

field: Nursing or Pre-Nursing (66%) or Allied Health (15%). Students in section 38499

classified this course as a "Web-Enhanced Course where students log into a Publisher website to

review materials like pre-tests, tests, study guides, or a glossary" (Student 2013 Spring Post-

Survey). Remaining students classified this course as a hybrid (15%), or online (48%) (Student

2013 Spring Post-Survey).

In the online sections, all Microbiology students accessed their e-textbook by first

logging into MyHCC Blackboard learning management system. The publisher component was

integrated with existing Blackboard content. Following an initial login, students could easily

access e-textbook and publisher materials along with course content. Students in the traditional

course accessed the e-textbook through a download to their PC, laptop, iPad, or tablet. To

illustrate course textbook usage, students reported the instructor required and assigned readings

which supported class lectures or concepts (37%). The instructor posted assigned readings in the

syllabus or course schedule (90%), provided an in-class demonstration on how to use the e-

textbook (11%), and provided publisher tutorials (22%). These readings were needed to complete

class assignments or projects (37%), group work (11%), and course assessments (48%).

Surveyed students (66%) agreed reading textbook materials was essential to success in the

course. Only 17% of students felt they studied differently with an e-textbook. (Student 2013

Spring Post-Survey).

When asked about changes to existing study habits, 35% of students stated their reading

habits did not change. Although 15% of students admitted to reading less textbook material,

many students (37%) expressed a preference for a print-version of the textbook. Some students

commented on the need to adapt to an e-textbook: "I need to get used to highlighting and making

notes on the computer instead of the traditional way with a paper book" (Student 2013 Spring

Post-Survey). One student detailed this change in study habits:

> I found that when completing assignments I would not have to read as much of the
>
> material with the e-book because I could look up specific terms/info I was looking for.
>
> When using the print version, I do the same thing, but I end up reading through more of
>
> the section looking for the information needed to complete the assignment. Also, the print
>
> version places things in order for a reason. I felt that with the e-book it was easier to get
>
> the information jumbled. (Student 2013 Spring Post-Survey)

Students also discovered online distractions: "The e-textbook felt simpler with reading

and retaining the material. It has the icons that help you to save or highlight key terms and

quickly find them again. One downfall for me was how easy I get distracted with playing online"

(Student 2013 Spring Post-Survey). More than 37% of the students thought the interactive

features of the e-textbook made concepts easier to understand. In contrast, 20% of students

believed accessing the e-textbook interfered with their learning (Student 2013 Spring Post-

Survey).

When asked about publisher features, the Microbiology students utilized critical-reading

quizzes and pre-tests (66%). They also consulted the flash cards (37%) and additional maps or

images (7%). Over 4% of students found LearnSmart had contributed to their success in the

course. One student affirmed: "I enjoyed the Connect portion of this class with the LearnSmart

though. I feel they prepared me for the quizzes" (Student 2013 Spring Post-Survey).

Microbiology was offered as a traditional (face-to-face) and online course. More than

35% of students reported e-textbooks were not featured or used in a face-to-face classroom

setting. Thus, they would read assigned course materials prior to a class period, or use the e-

textbook to check concepts following a lecture. Nearly 15% of students expressed the following

observation: "Usually, students often bring their laptops, tablets, or other devices that can access

the e-textbook to take notes on their devices or use a traditional pen and paper. A professor can

bring up the e-textbook to show a certain illustration that is important for the lecture" (Student

2013 Spring Post-Survey).

Students offered several observations on managing an online course and an e-textbook.

Students would often navigate between two browsers: one set to the e-textbook, the second for

the online course. Nearly 15% of students commented on the need to be able to tab between

windows: "I open the book in one tab and complete the assignment in another. I go back and

forth while doing the assignment" (Student 2013 Spring Post-Survey). Another student

disclosed: "It is just like using an actual textbook, but instead it is electronic. You view the

information online. To complete assignments, you can have multiple browsers open to switch

back and forth from the e-textbook and other pages" (Student 2013 Spring Post-Survey).

Students would often use the print version while the online course page was active: "I have to

use the actual printed book to help me complete assignments. The e-text with this course was too

much back and forth for me between windows or devices" (Student 2013 Spring Post-Survey).

One student observed a change in studying: "When the class is fully online, the e-text is not as

handy to have as a study aid. Before taking tests, I usually like to narrow down my papers to

important parts that I was struggling with. I feel online this is more of a hassle to do, and I cannot

overall see the amount of notes I need to cover" (Student 2013 Spring Post-Survey). Students

enjoyed the integration of the publisher site and MyHCC: "Once I complete an assignment or

test, that grade automatically transfers to my gradebook for the course. I access all my

assignments and tests through myBB course; that is how I know what is due by when" (Student

2013 Spring Post-Survey).

Many students (35%) documented the benefits of e-textbooks: "I prefer the e-textbooks

because I find them easier to navigate, and I don't like carrying a heavy physical book in my

bag" (Student 2013 Spring Post-Survey). Another student mentioned: "I think that it is easier for

me to read, focus, and take notes from info out of a hard copy" (Student 2013 Spring Post-

Survey). In contrast, student complaints included accessibility and access issues (20%) ranging

from losing internet access to accessibility on all devices. Students who preferred a print version

(15%) gave reasons such as continual access to the textbook, eye strain, the need to refresh the

screen, and quality of online graphics. In terms of cost savings, one student commented: "I found

it to be fairly expensive for online access. It is cheaper than buying the book new, but you can't

keep the book or sell it used" (Student 2013 Spring Post-Survey). One student detailed the

limitations of e-textbooks: "There is nothing like carrying a book to the park, beach, pool, or

laying on your bed and studying. Also, most of the e-books have time periods for access,

therefore you can never go back semesters/years later to reference them" (Student 2013 Spring

Post-Survey).

Summer 2013 Student Post-Survey Overview

The Summer 2013 Student Post-Survey was completed by 37 students. Five campus

locations were represented: Dale Mabry (83.78%), Brandon (2.7%), Southshore (2.7%), Ybor

City (2.7%), and Plant City (8.11%). Nursing (27%) was the most common major or program of

study. All students were enrolled in one of John Bacheller's courses: Microbiology and Human

Disease, MCB1000, section 42427 (40%); Biological Sciences 1, BSC1010, section 41477

(37%); and Biological Foundations, BSC1005, section 43824 (23%). All courses were offered at

the Dale Mabry campus (Student 2013 Summer Post-Survey).

In Biological Foundations, students in traditional section 43824 were provided with free

access codes for Connect Plus by McGraw Hill which included an e-textbook. There was no

need to purchase the course textbook: *Essentials of Biology, 3rd edition* by Sylvia Mader and

Michael Windelspecht. Likewise, students in Biological Sciences section 41477 were also

provided free access codes for Connect Plus which allowed them to access an e-textbook at no

cost. The featured course textbook was *Biology 9th Edition,* by Paul Raven. Finally, the online

course Microbiology and Human Disease section 42427 allowed students a choice: (a) Textbook

purchase, *Microbiology Fundamentals: A Clinical Approach, 1st Edition,* by Kelly Cowan and

Jennifer Bunn for $149.00; (b) McGraw-Hill Connect subscription with e-textbook included for

$75.00. Students could purchase the Connect subscription directly from the HCC bookstore or

from the publisher (Student 2013 Summer Post-Survey).

Most students reported their status at HCC as first year (29%), second year (22%), or first semester (12%). Returning Students comprised 16% of the survey sample. Although 53% of students obtained free access to the course e-textbook, 23% choose to purchase the hard-copy because they considered it necessary for their major or a valuable course resource. Students either purchased their textbook using an access card from the MyHCC bookstore (48%), or they purchased directly from a publisher (29.3%). To access the e-textbook to complete assignments, most students (81%) would login to MyHCC and then link to the publisher website.   The remaining students (19%) accessed publisher materials directly. Students who purchased directly from the publisher downloaded the e-textbook to their laptop (13.51%) or iPad (5.4%) (Student 2013 Summer Post-Survey).

E-Textbook Student Usage. Students explained the e-textbook contained required readings for class lectures, (57%), assisted with class assignments or projects (48%), and was needed to complete tests, quizzes or other exams (77%). To prepare students, the instructor listed all assigned readings in the syllabus (77%), provided an online orientation (37%), and also included publisher tutorials (31%). Students (88%) agreed it was necessary to read the e-textbook to do well in the course: "It was more convenient for me to study, read, and do assignments on a mobile device or laptop than having to bring a book with me. I cannot have my book out at work, but I can use my desktop" (Student 2013 Summer Post-Survey). Several students articulated the importance of Wi-Fi access: "You have to be in certain locations to obtain Internet access" (Student 2013 Summer Post-Survey).

Student Learning Habits. When asked about changes in their study habits, 37.14% of students did not report a change in their reading method or process, but 14% reported they read more material. In this sample, 17.14% of students expressed a print preference related to

convenience: "I can take the physical hard copy of the book on the go anywhere, any time, and not have to worry about trying to find internet connection for the e-text" (Student 2013 Summer Post-Survey). One student illustrated the benefits of print and online reading: "I do like the print version so that I am able to highlight and take notes in it that are easy to refer back to. I liked the e-text version because of easy access to additional material such as videos that were only a click away" (Student 2013 Summer Post-Survey). In contrast, another student remarked on the demands of online reading: "I hated looking at the screen so long. I skimmed a lot more because it was more like a website. Additionally, lots of good info was in tables, but b/c those are images in the text you couldn't zoom in without the small text of the image becoming pixelated" (Student 2013 Summer Post-Survey).

Reflecting on changes in study habits, students offered several observations. One student voiced a common transitional challenge: "Technology skills were not an issue. The etext was easy to navigate. But I think I need to have something that doesn't depend on a computer, so I can take my book to work and study on breaks" (Student 2013 Summer Post-Survey). Another student observed: "I need to focus on my technology skills because although it came in handy, signing on every time I had to read something got pretty exhausting. The light also made my eyes hurt" (Student 2013 Summer Post-Survey). Some changes included reading in intervals: "I read more frequently throughout the day at 15 to 20 minute intervals. I used the electronic notebook provided by e-Text/Connect Plus course" (Student 2013 Summer Post-Survey). Students also took advantage of e-textbook's interactive features such as the pre-tests (66%), flash cards and glossary (23%), and additional images (23%) to comprehend course concepts. When asked about a change in learning level, 51% of students believed the interactive features

make concepts easier to understand. Only 9% believed accessing the e-textbook interfered with

their learning (Student 2013 Summer Post-Survey).

      Course Delivery Method. Students offered observations on how e-textbooks were used

in a traditional, web-enhanced, hybrid, or online course. Most students acknowledged e-

textbooks are exclusively featured in online courses and hard copies are typically featured in

traditional courses. One student noted: "I would not use an E-textbook in class. First, I don't

want to risk breaking my laptop by lugging it to every class. Second, it interferes with my

distance from the teacher. With a laptop in the way, I feel more distracted from the teacher"

(Student 2013 Summer Post-Survey). The challenges of using an e-textbook with an online

course is related to the ability to view both the course and the e-textbook at the same time. One

student voiced a common adjustment: "It is even harder to use in an online class because you

have to keep referring back to different tabs and can't look at a book and a question on the

computer at the same time. It makes it hard to do two things at one time" (Student 2013 Summer

Post-Survey). Another solution was detailed by a student who relied upon two devices to study

for a course: "I am able to search through the text book when completing LearnSmart

Assignments. I am able to read the textbook off my phone making it more convenient than

carrying a large book" (Student 2013 Summer Post-Survey).

      Reflecting on their e-textbook experience, one student speculated: "the e-text tends to go

along with the material and is more organized in the order that you have to read it. The

supplemental materials really help along the way. It is also convenient to be able to access course

material from basically anywhere" (Student 2013 Summer Post-Survey). Another student

detailed the change in study habits as a result of interacting with the e-textbook and publisher

site: "Before I started any of my homework, I would go over some of the material for the specific

chapter and try to understand the basic knowledge. While I was doing my homework, whenever I

encountered a question I couldn't answer, I used to use the e-textbook to review that material and

it helped me very much. Before I took the test, I studied the e-textbook and try to know the

material very well" (Student 2013 Summer Post-Survey). Although 50% of students did not

have concerns regarding E-textbook Implementation at HCC, several noted access to the internet,

concentration needed for online reading, eyestrain, and the ability to take notes and highlight as

transitional challenges (Student 2013 Summer Post-Survey).

Student Post-Survey Analysis

The student pre-survey was designed to identify student comfort with and utilization of e-

textbooks. It also explored changes in student study or reading habits. Condensed in Table 6 are

the primary results of both spring and summer student post-survey items.

Table 6

Student Post-Survey Results

Survey Item	Spring	Summer	Results
Campus Location	Dale Mabry 85% Brandon 10% Ybor City 4% Plant City .5% SouthShore .5%	Dale Mabry 83% Plant City 8% Brandon 2% SouthShore 2% Ybor City 2%	Most survey results feature online nursing or pharmacy students enrolled in Biology courses at the Dale Mabry campus. Larger student sample needed.
Student Status	2nd Year 10% 1rst Year 31% 1rst semester 14%	2nd Year 22% 1rst Year 29% 1rst semester 12%	Larger student representative sample needed.
e-textbook purchase	Access Card from HCC 46% Publisher Website 26% Print and E-textbook 28%	Free Access 53%	Bookstore purchases are limited to financial aid. Students are buying directly from a publisher. Some students choose to purchase a print version.
Textbook Assess	Via MyHCC 71% Publisher Site 32% Download 22%	Via MyHCC 81% Publisher Site 18% Download 13%	Students access e-textbooks through MyHCC or the publisher.
E-Textbook Orientation	Syllabus 60%	Syllabus 77%	Quality of publisher materials needs evaluation.

	Online Orientation 35% Publisher video tutorials 27% Relevance 70%	Online Orientation 37% Publisher video tutorials 31% Relevance 88%	Relevance of content impacts decision to purchase.
E-textbook Usage	Lectures 45.8% Assessments 58% Assignments 37%	Lectures 57% Assessments 77% Assignments 48%	E-textbooks impact student performance on course assessments.
Study Habit Change	None 79%	None 51%	More detailed information on changes is needed. Students describe changes in reading pace and study methods.
Reading Habits	None 33% Read Less 14% Print Preference 36%	None 37% Read More 14% Print Preference 17%	Students reported eye strain, online distraction, and concentration. Unclear on how to use advanced features for online annotation or highlighting.
Learning Level	Clarified Concepts 24%% Interactive Features 40% Interfered with learning 18%	Clarified Concepts 17%% Interactive Features 51% Interfered with learning 9%	Impact of interactive features needs additional study.
Publisher Features	Pre-tests 52% Flash Cards/Glossary 42% Images 22%	Pre-tests 66% Reading Quizzes 23% Images 23%	Relationship of pre-test to course grades needed. Evaluation of publisher materials needed.
Stated Student Concerns	None Access Eye strain	Access Interactive features usage	Following cost, students' primary concerns centered on access to e-textbooks, changes in note taking, and technological skills needed to use their features.

Student Post-Survey Recommendations

The student post -survey explored student experiences with e-textbooks. To truly

determine student readiness, several student concerns will need to be addressed. Additionally,

the utilization of an e-textbook in an existing traditional course environment and an online

environment would require closer study. Student concerns related to changes in study habits are

detailed in Table 7 in rank order, from highest to lowest.

Table 7

Student Adjustments to E-textbooks

Ranking	Student Adjustments to E-textbooks
1	Ability to access e-textbook in class, on campus, and from home and across devices
2	Ability to effectively use features of an e-textbook: annotation, notes, highlighting
3	Relationship between pre-tests and student learning
4	Eye strain or concentration issues related to online reading

Current research studies reveal that students need to adapt to e-textbooks in a way they

do not for regular textbooks. They may need to minimizing distractions while studying with an e-

textbook. Daniel and Woody (2013) conducted a study of 298 students at a medium-sized

regional university. The study indicates that students using e-textbooks on hand-held devices or

on computers generally took more time to read than those reading from traditional textbooks.

Distractions on the same electronic device used to read e-textbooks – such as the use of social

media – may have caused this delay, as well as fatigue (Daniel & Woody, 2013). In a similar

study, Elias and Phillips (2012) found students do not read the entire text compared to their

traditional textbook counterparts who engaged in full immersion. Since patience is also a

necessary reading skill, the researchers speculate students tend to pursue the most information

with the littlest effort (Elias & Phillips, 2012). Furthermore, Dwyer and Davidson (2013)

speculate e-textbooks require a learning curve not present in paper textbooks. (Dwyer &

Davidson, 2013). Finally, Sue McKnight, Nottingham Trent University director of libraries and

knowledge resources, observes that today's students have "a very short attention span. If it's more

than two clicks, they're off to the open web" (as cited in Bury, 2009). Before e-textbooks are implemented, HCC would need to clarify and address potential changes in student reading skills or reading process.

Student Focus Group

Student Focus Group Overview

The 2013 E-textbook Pilot Study included a student focus group. Scheduled for May 5, 2013, the focus group targeted specific student adjustment barriers identified in the Spring student pre-survey. The team, which facilitated the focus group, collaborated with the Department of Institutional Research. Director of Institutional Research, Elizabeth Steinhardt Stewart, M.A., M.S., Ph.D., and Institutional Research Officer, Nicole Jagusztyn, M.A., Ph.D., helped to prepare focus group materials that were compliant with all HCC institutional policy. As a result, the following focus group materials were created: Invitation Letter, Confirmation Letter, Focus Group Script, and Consent Form. Appendix E contains the student focus group script.

Participants were selected from the Spring 2013 Student Pre-Survey. Students represented all campus locations and a range of disciplines. Although 30 students were invited, only 11 confirmed. On the day of the event, 3 students were in attendance. Co-facilitated by Dr. Charity Freeman and Jason Turner, the student focus group first explored a general view of college textbooks and then moved to e-textbooks featured in a specific course. The mission and purpose of the student focus team included:

- Mission: Document student response to e-textbooks.

- Purpose: Detail student experience with e-textbooks.

- Goals: Identify student transition challenges.

- Agenda: General Questions, Course Specific Questions, User Experience, and Student Concerns.

As an incentive, participating students received $50.00 bookstore vouchers. The student focus group was held at the HCC Collaboration Studio, Executive Conference room 117, from 9:00 a.m. to noon.

Student Focus Group Analysis

During the focus group meeting, the following student experience was recorded. Two students who participated in the focus group were comfortable with online reading and already used a Kindle or iPad to control an online library. One student was an Education Major from Brandon, is scheduled to graduate in December 2013, and self-identified as an online reader. Another student was a Business Administration Major from the Ybor City Campus with advanced technical and computer skills. Most of the focus group commentary was provided by these two students. The final participant was a Liberal Arts major at the Ybor City Campus who had limited experience with e-textbooks. Student responses are summarized in Table 8.

Table 8

Student Focus Group Results

General Questions	Response Summary
Traditional College Textbook Experience	Reading level depends on class type or subject. Certain courses require more reading. Math books tend to be more of a guide; whereas, English books require more critical reading. Traditional textbooks are heavy and expensive. Difficult for a student to carry books and a personal PC to face-to-face classes.
Online Reading Experience	Online reading eventually results in eyestrain. You can stop when pleasure reading, but not for assigned chapters for a course. Reading for a class may result in feeling rushed, or stressed. Reading is usually paired with note taking, outlining, or annotation. Experience with Kindle highly positive. Skills on bookmarking or reading in short bursts transfers to academic reading.

Existing E-textbook Experience	If paired with an online course, a student needs to open two windows to view the book and the course. Or, student needs to use two devices: Kindle and MyHCC course. E-textbook beneficial to online tests. Can scan e-textbook for answers to the test. Students need to take the time to learn the features of an e-textbook.
Course Specific Questions	**Response Summary**
Current E-textbook	E-textbook functioned like an open book during online testing. Images in e-textbook used to clarify course concepts, but they are not clear.
E-textbook Orientation	Orientation is usually provided by the instructor or links to a publisher website.
User Experience	**Response Summary**
Accessibility	Internet issues at night resulted in pages not uploading frequently. The Stated Preference of students was to download the entire textbook and add to Kindle or iPad Library.
Interactive Features	Did not use any interactive features, but expressed interest in any pre-test features.
Internet & Technical Skills	Personal experience with Kindle or iPad can transfer to academic reading. Some existing technical skills also transfer. One student named this common knowledge needed for school.
Study Habits	Change in reading place. If you have a tablet, you can read in bed. This requires an adjustment to a backlit screen. Online courses require access to the course and the e-textbook at the same time. Student needs ability to toggle or view across devices. Changes in existing reading process. Bookmarks are virtual versus tactile. No paperclips. Changes in annotations and note taking also required.
Course Concepts	Students reported no change, but found interactive features such as a glossary beneficial.
Print Preference	Students who intend to keep a textbook for personal reference desired a print version.
Purchasing	Most e-textbooks are purchased using a publisher access code which expires after a time period. Unable to maintain permanent access or resell.This is an adjustment to the existing process. Importance of download procedures. Can obtain "free" access if "you know where to look."
Closing Questions	**Response Summary**
Advantages/Disadvantages	Can access e-textbook content from any connected device. Impact on concentration and eye-strain. Clicks and skills needed to successfully navigate within an e-textbook. Cost is a huge student incentive.

Student Focus Group Recommendations

The student focus group provided essential first-hand experience. However, the focus group did not adequately represent the range and diversity of the HCC student population. The student experience along with the corresponding transition is detailed in Table 9.

Table 9

Student Experience

Experience	Transition Benefit/Challenge
Existing Online Experience	Students already familiar with online reading were able to navigate and utilize an e-textbook effectively.
Online Course Enrollment	Students associate e-textbooks with online courses.
E-Textbook Interactive Features	Students may need an orientation to the interactive features of an e-textbook to utilize these features. Or, they may need assistance navigating an e-textbook.
Reading Process	Students many need assistance with changing a traditional reading process to an online process.
Textbook Purchase Process	Students will need information on the change to the textbook purchasing and reselling procedure. Although cost is primary motivator, some students still wish to retain print copies or permanent copies of key textbooks.

Many universities are implementing e-textbooks and face the challenges of access, appeal, and integration. Although students may prefer an e-textbook and agree they positively impact learning, the larger institutional challenge is providing access to the e-textbooks for all students. At HCC, students typically access an e-textbook by logging into MyHCC and then linking to a publisher portal, or they download the e-textbook to their device: PC, tablet, Kindle, iPad, or Smart Phone. As HCC contemplates college-wide implementation, student access is a primary concern. Not only is technical support needed for the e-textbook, but also for the device used for access. In *Using an e-textbook and iPad: results of a pilot program*, Sloan (2012) reported students prefer interactive e-textbooks as opposed to page-fidelity or PDF versions and concludes that this level of interactivity engages students. Likewise, survey results indicate

students find interactive e-textbook features appealing, but they also require training and need to adjust their reading process. As e-textbooks, tablets, and publisher sites become more tightly integrated, course content will have to be altered to accommodate this unified view of the technology (Sloan, 2012). Since most tablets generally provide limited ability to print and encourage use of the device to view the e-textbook and other materials, a Learning Management System is needed to deliver course information to the students and accept course work from the students (Sloan, 2012; Hyun, 2003). Preliminary results indicate that HCC students associate e-textbooks with online courses. Two courses featured in the student survey pool contained integrated publisher resources; thus supporting the unified, integrated view of technology voiced by Sloan.

<center>**Instructor Pre-Survey**</center>

Instructor Pre-Survey Overview

The 2013 E-textbook Pilot Study conducted an instructor pre-survey for the spring and summer terms. The instructor pre-survey sought to identify instructors who are already using e-textbooks for their traditional, web-enhanced, hybrid or online courses. Facilitated by R. Gaspar, G. Henkel and S. Holladay, the instructor pre-survey team sought to detail the instructor experience with e-textbooks and anticipate transitional challenges. The mission and purpose of the instructor pre-survey included:

- Mission: Identify instructor comfort with and utilization of e-textbooks.

- Purpose: Explore existing comfort level with online reading; Identify textbook selection criteria, Identify courses actively using e-textbooks.

- Goals: Explore instructor perception of student experience; Explore utilization of an e-textbook in an existing traditional course environment.

Instructor Pre-Survey Analysis

The Spring 2013 Instructor Pre-Survey was released internally to Pilot Team members on February 5, 2013 and closed on February 22, 2013. Only nine instructors completed the instrument, which contained 29 questions. Appendix F contains the pre-survey instrument. Over 44% of participants identified themselves as full-time non-tenured, and 22.2 % recorded full-time tenured as their status. Most respondents listed Ybor City (33%), Dale Mabry (22.22%), Plant City (22.2%), Brandon (11.1%), or SouthShore (11.1%) as their primary campus location. Academic disciplines included Computer Science, English Composition, Psychology, Biology, Speech & Communications, and Water Treatment (Spring 2013 Instructor Pre-Survey).

The Summer 2013 Instructor Pre-Survey was made available to Pilot team members from May 27, 2013 to June 10, 2013. Only two instructors completed the instrument which contained 29 questions. One instructor taught a face-to-face Introduction to Computers and Technology course where students could access the e-textbook from classroom computers or via their SmartPhones. The second course was a completely online General Psychology course where students purchased an access card and logged into the Publisher LMS. Table 10 condenses the primary results of both spring and summer instructor pre-survey instruments.

Table 10

Instructor Pre-Survey Results

Survey Item	Spring & Summer	Results
Campus Location	Dale Mabry 22% Ybor City 33% Brandon 11% Plant City 22% SouthShore 11%	A larger survey sample is needed to represent all campus locations.
Instructor Status	FT Tenure 22% FT Non-Tenure 44% FT Temporary Adjunct 22%	

Online Reader	Online Journals 88% Library databases 88% Audio books 88%	Instructors report a high comfort level with online reading and research.
Textbook Selection	Cost 87% Format 88% Theory Base 62%	Cost impacts the textbook selection process.
Course Delivery Method	Fully Online 50% Face-to-face 50%	Most participating instructors were comfortable teaching online or hybrid courses.
Student Purchase	Access Card HCC Bookstore 60% Publisher website 60% Financial Aid Delay 50%	Financial aid impact student book purchases. Increasingly, students are purchasing directly from the publisher.
Student Textbook Access	Via MyHCC 45% Publisher Site 39% Download 31%	Students access e-textbooks through MyHCC or the Publisher.
Instructor E-textbook access	Via MyHCC 33% Publisher Site 44% Download 33% Print Preferred 11%	Instructors prefer print for technical or academic reading.
Interactive Features	Never 62% Sometimes 25%	Interactive features of e-textbook are not used by faculty. These features are relatively new and research has yet to support their effectiveness.
E-Textbook Orientation	In Class Demonstration 83% Course Video 50% Publisher video tutorials 50% Publisher Help line 26% Syllabus 33%	Course delivery method impacts type of orientation provided.
Publisher Features Used	Companion Site 71% Pre-test 57% Flash Cards & Glossary 28% Reading Quiz 38%	Instructors reported that students often utilize the pre-test feature.
Publisher Evaluation	Representative Consulted 87% Learning Outcomes 75% Publisher Tutorials 62% Tested in Student view 50%	One-on-one training and ongoing communication with a publisher representative resulted in the highest level of satisfaction.
ADA Compliance	Accessible 60% Color Contrast 40% Need Assistance 40%	Instructors need assistance with ADA evaluation.
Face-to-face Class Access	Student Laptop 60% Class computer or Smart Phone 40%	In hybrid courses, the traditional class is used for lecture, group work, or testing.

	In-class Usage of Text 50%	
Student Adjustments	Critical Reading Process 66% Cost 55% Technological skills 55% Access 44%	Instructors are more concerned about the changes in the critical reading process than students.
Textbook Utilization	Syllabus details readings 87% Assessments 87% Discussion 75%	
Stated Faculty Concerns	Interactive Features 50% Traditional & Online Class Usage – 50% Accessibility 50% Impact on Student Learning 50%	Instructors were also concerned that students skim material in an e-textbook as opposed to a complete critical read.

Online Reading. More than 88.9% of respondents reported they were comfortable using audio books, reading online journals or magazines, and utilizing library databases. In the instructor pre-survey, 88.9% of instructors reported they were equally comfortable reading online whether for pleasure, or academics. Only 22.2% of instructors expressed a preference for academic or technical reading in print. Finally, 44.4% of instructors routinely assigned required course reading materials from a full-text library database or via a webpage hyperlink. Instructors listed the advantages of e-book reading as the ability to transport one's library quickly and the search features of e-books (Spring 2013 Instructor Pre-Survey). As one instructor detailed:

I do both professional and pleasure reading online, and for different reasons I favor each

format equally; however, I have a preference for doing more of my pleasure reading

using a hard copy text simply because as an avid reader. I love the feel of book in my

hand; however, when I read on my iPad, Nook, or Kindle, I can complete a multitude of

tasks which expedite my coverage of the material, and enhance my reading experience.

For example, being able to incase font size and adjust backlighting allows me to read at a

faster pace, and with a greater degree of comfort. When traveling, I can take my

collection of 350 e-books with me in my carry-on as opposed to trying to fit four or five

novels in my bag. Yet when I am local, my preference is almost always geared toward a

hard copy text for pleasure reading. On the other hand, while I own an impressive

collection of hard copy texts, I do a considerable amount of professional reading online

because in terms of using and citing sources, it is much easier to navigate an e-text, to cut

and paste excerpts and retain accuracy; to make comparisons/contrasts of authors/texts; to

ensure accuracy of citation; and to take advantage of more features of the text with

searches, highlighting, and other interactive features of the e-text. I can also connect,

and/or link to related materials, and move back and forth between materials with ease. In

my opinion, these features of the e-text enable students to gain and retain a greater

comprehension of the material. (Spring 2013 Instructor Pre-Survey)

Textbook Selection. Instructors listed textbook cost and material format as primary

considerations (87.5%) during the textbook selection process. Secondary concerns included key

concept definitions (62.5%), theory base (62.5%), case examples (62.5%), and student self-test

features (62.5%). When asked how textbook content was applied in a course, instructors

indicated textbook readings were listed on the syllabus and linked to course quiz items (87.5%).

Assigned readings are the basis of discussions (75%), assessments, (75%), and connected to

course lectures (75%). Additionally, 62.5% of instructors expected students to read all assigned

readings prior to a class lecture (Spring 2013 Instructor Pre-Survey).

Faculty Perception. Instructors (60%) affirmed that students purchased their textbook

from a publisher's website, or through the HCC bookstore using an access card. Instructors also

reported 40% of students purchased both the print and e-version of a textbook with

approximately 50% of purchases delayed due to financial aid. Students purchased their course

textbooks from internet booksellers (30%), or rented from an internet e-textbook site (30%).

Instructors clarified that 71.4% of students accessed the publisher student textbook companion

site, followed by publisher prepared pre-tests or self-tests (57.1%). During a face-to-face class

meeting, 44.4% of instructors accessed the e-textbook by logging into a publisher website, 33%

accessed by logging into MyHCC, and 33.3% used a version downloaded to a tablet or reader

(Spring 2013 Instructor Pre-Survey).

      Publisher Evaluation. During the textbook adoption process, instructors evaluate the

range of available publisher resources: companion sites, test banks, interactive e-textbooks,

integrated publisher websites, and supplemental publisher websites. During the publisher

resource evaluation process, 87.5% of instructors contacted the publisher campus representative.

About 50% participated in a scheduled publisher training; others consulted publisher video

tutorials (50%), a publisher help line (62.5%), or consulted with another faculty member already

using the textbook (37.5%). Although some instructors (44%) did not receive any publisher

training, one commented: "The book rep showed me how to use the textbook's features. He also

showed them at an orientation for the students" (Spring 2013 Instructor Pre-Survey). During the

evaluation process, 50% of instructors evaluated the textbook as a "test student" and also

analyzed how publisher materials helped to support existing HCC course objectives (75%).

Addressing potential concerns with courses integrated with a publisher LMS, one instructor

advised: "They offer all types of training through onsite presentations or webinars with their

digital faculty consultants. Training is good but nothing can substitute for learning through using.

Having a consultant to email specific questions is priceless" (Spring 2013 Instructor Pre-Survey).

Current e-textbook pilot programs such as the Fall 2012 Educause/Internet2 E-text pilot stress

the importance of one-on-one training and ongoing support as crucial to the successful

implementation of a publisher e-textbook or course package.

To satisfy ADA compliance, 60% of instructors affirmed the product was accessible to students with disabilities; however, 40% of instructors requested assistance with compliance evaluation. Commenting on e-textbook features, 62.5% of instructors "never" use features such as annotation, note sharing, or highlighting (Spring 2013 Instructor Pre-Survey).

Student Preparation. To help students adjust to an e-textbook, over 83.3% of instructors provided an in-class demonstration. For online courses, the instructor would link to publisher videos or tutorials (50%), or create how-to PDF tutorials (50%). Some instructors added an e-textbook statement to their syllabus, or crafted instructions in a course discussion or blog. One area of need listed was the creation of a Student Orientation video to the e-textbook (16.7%). Although 50% of instructors reported students did not access the e-textbook during a face-to-face classroom session, 40% reported students would access using a classroom PC or a SmartPhone. Most online students access the e-textbook from a personal laptop. Instructors commented on the need to access a portal or publisher website as well as the ability to open multiple browsers as skills needed to properly use an e-textbook. Several instructors commented on e-textbooks which are integrated with a larger publisher website: "the e-text is set to open in a new window so that all students may navigate freely between the course content and the e-text simultaneously. Since all of my course content is online, this option is available to students in both online and hybrid sections" (Spring 2013 Instructor Pre-Survey). Another instructor detailed: "My online courses are run through a publisher's portal. The portal includes a copy of the eBook. My students will often have 2 windows open, one with the eBook and one with the other parts of the portal. They often do this when taking online quizzes and exams (which is allowed)" (Spring 2013 Instructor Pre-Survey). Using the data from both survey instruments, a ranked list of instructor concerns is detailed in Table 11.

Table 11

Instructor Concerns Regarding E-text Implementation.

Ranking	E-textbook Implementation Concerns
1	Technology issues related to effective e-textbook usage.
2	Impact on Student Learning.
3	Instructor Training needed for effective usage.
4	Ability to use an e-textbook in different course delivery methods: face-to-face, hybrid, and online courses.

Adopting an e-textbook is challenging for an instructor. Dwyer and Davidson (2013) advise instructors not to give up on using e-textbooks in the classroom after a hard first experience. E-textbook adoption is similar to teaching a new course; the first semester is the hardest, but after that it gets easier (Dwyer & Davidson, 2013). According to Sun and Flores (2012), social interaction can help during an e-textbook adoption. Social interaction has an indirect effect toward learning outcomes when using e-textbooks. First, instructors may involve students in the use of e-textbooks in class discussions and homework assignments. The more students use the e-textbooks, the more they can benefit from the helpful features such as the immediate feedbacks on exercises to reinforce their understandings (Sun & Flores, 2012).

Instructor Pre-Survey Recommendations

The instructor pre-survey provided useful information regarding the impact of an e-textbook. One instructor noted: "My primary concern is that I am struggling now to help students to negotiate the learning management system. I am spending even more time helping them to negotiate an e-book"(Spring 2013 Instructor Pre-Survey). Another instructor listed the impact on learning:

- How both students and faculty will accept/embrace the concept;

- How access will impact learning outcome; more specifically, if students do not

    have an e-reader, but instead can only access their e-reader from their home PC,

    as opposed to having unlimited access to a hard copy text,

- How might the limited access impact that student's learning outcomes, as

    compared to the student who has unlimited access, and can view he material

    anytime and anyplace over a variety of formats including an e-reader, iPad, smart

    phone, laptop, and/or PC. (Spring 2013 Instructor Pre-Survey).

Many instructors expressed concern regarding "access from home for financially struggling

students" (Spring 2013 Instructor Pre-Survey). One instructor advised transitioning to an e-

textbook "requires rethinking of the role of instructional material for the changing, digital world.

What was used 50 years ago should not simply be brought forward. E-text publishers have an

opportunity to "recreate the student learning process and should do so" (Spring 2013 Instructor

Pre-Survey). Using the data from both pre-survey instruments, a ranked list of instructor

concerns is detailed in Table 12.

Table 12

Instructor Pre-Survey Concerns

Ranking	Concern
1	Impact on student learning.
2	Accessibility of e-textbooks.
3	Student technical skills needed to use interactive features.
4	Ability to use e-textbooks in both traditional and online courses.
5	Textbook cost.

Instructor Post-Survey

Instructor Post-Survey Overview

The 2013 E-textbook Pilot Study Team conducted a closing instructor post-survey for

both spring and summer terms. Scheduled from April 22, 2013 to May 9, 2013, the Spring 2013

Instructor Post-Survey sought to clarify the instructor experience with an textbook during an

active course. The Summer 2013 Instructor Post-Survey was released during two time periods:

the end of the Summer A- June 24, 2013, and the end of all summer sessions - August 5, 2013.

Facilitated by team members, the post-survey targeted the following concerns:

- Mission: Identify faculty comfort with and utilization of e-textbooks.

- Purpose: Explore existing comfort level with e-textbooks; Identify changes in
  instruction.

- Goals: Explore instructor experience; Explore utilization of an e-textbook in an
  existing traditional or online course environment.

Instructor Post-Survey Analysis

The Spring 2013 Instructor Post-Survey was completed by Pilot Team members.   Only

four instructors completed the instrument, which contained 29 questions. Appendix G contains

the entire survey instrument. Over 20% of participants identified themselves as full-time non-

tenured, and 20% recorded full-time temporary or adjunct as their status. Most respondents listed

Ybor City (20%), Dale Mabry (20%), Plant City (20%), Brandon (20%), or SouthShore (20%) as

their primary campus location. Academic disciplines included Philosophy, Advanced Water

Treatment, Psychology, and Computer Science (Spring 2013 Instructor Post-Survey).

One instructor noted research "shows that students are more distracted when using e-texts

compared to regular texts. It also takes them longer to read e-texts than printed books" (Spring

2013 Instructor Post-Survey). Commenting on textbook purchase, one instructor detailed: "Many students don't realize that they can purchase textbooks against their financial aid during the first week of classes. They believe they have to wait until their checks come in. Therefore, a lot of students do not have the access codes/textbooks until the 2nd or 3rd week of class" (Spring 2013 Instructor Post-Survey). One key e-textbook advantage for one instructor included: "Almost every student read the supplemental essays; they could not forget them, lose them, not buy them, or not know what pages to read (as they could, and did, with hard copies)" (Spring 2013 Instructor Post-Survey).

The post-survey illustrated technical issues associated with e-textbooks. Students' home computer settings or browsers were often incompatible with the publisher portal. All instructors (100%) noted that the ability to access e-textbook during all scheduled class meetings or as needed was impacted by HCC server or bandwidth (100%). Moreover, 50% of instructors affirmed that the e-textbook viewed differently based on device used for access (Spring 2013 Instructor Post-Survey). When asked about the relationship between e-textbooks and course learning objectives, one instructor commented: "They were helpful in providing a valuable flexibility in presenting the relationship between ethical theories and current thinking, as well as providing real world applications of theories that served as tests for those theories. I also found the essays to be more focused and concise. The ease of delivery, via Blackboard, and submerged cost (students already paid for these materials as part of the library's collection) are also attractive" (Summer 2013 Instructor Post-Survey).

All surveyed instructors believed the e-textbook selected was accessible to students with disabilities. Reflecting on textbook content, one instructor noted errors related to incorrect answers for critical reading and pre-tests. Most instructors (66.6%) did not use annotation,

highlighting or note sharing features of an interactive e-textbook to guide students. One

instructor detailed the faculty technical skill level needed: "familiarity (i.e., experience) with

specific text, as there is variety in format and navigation, competence with tablets (students will

ask you to help them find things in their E-Text on their tablet), and accessing and integrating

publisher resources into class format" (Spring 2013 Instructor Post-Survey). All instructors in

the post-survey gave students the option to purchase both the e-textbook and print version

(Spring 2013 Instructor Post-Survey). During a face-to-face classroom period, students would

access their e-textbook on their device (33%), through a Publisher website (33%), or through a

MyHCC course (33%). Understandably, 33% of students preferred a print copy during a

traditional class session (Spring 2013 Instructor Post-Survey). The instructor survey response is

summarized in Table 13.

Table 13

Instructor Post-Survey Results

Survey Item	Spring	Results
Campus Location	Dale Mabry 20% Ybor City 20% Brandon, 20% Plant City 20% SouthShore 20%	
Instructor Status	FT Tenure 40% FT Non-Tenure 20% FT Temporary 20% Adjunct 20%	
Textbook Selection	Cost 66% Interactive Features 66% Practical Learning Tool 33%	Cost impacts the textbook selection process.
Course Delivery Method	Online 50% Face-to-face 50%	
Student Purchase	Access Card HCC Bookstore 66% Publisher Website 33% Financial Aid Delay 33%	Financial aid impacts student book purchases.

Student Textbook Access	Via MyHCC 33% Publisher Site 33% Download 33% Print Preferred 33%	Students access e-textbooks through MyHCC or the Publisher. In a traditional course, students use a range of devices.
Instructor E-textbook Access	Via MyHCC 33% Publisher Site 44% Download 33% Print Preferred 11%	
Interactive Features	Never 62% Sometimes 25%	Interactive features of e-textbook are not used by faculty.
E-Textbook Orientation	In Class Demonstration- 66% Course Video 33% Publisher Video Tutorials 33%	Course Delivery Method impacts type of orientation provided.
Features Used by Students	Pre-tests 50% Critical Reading Quiz 50%	
Additional Publisher Features Used	Adaptive Learning 50% Publisher LMS 50% Companion Site 50%	Additional study is needed to detail the relationship between an e-textbook and a publisher LMS.
Publisher Evaluation	Representative Consulted 87% Learning Outcomes 75% Publisher Tutorials 62% Tested in Student View 50%	
Student Adjustments	Critical Reading Process 66% Cost 55% Technological skills 55% Access 44%	Instructors are more concerned about the changes in the critical reading process than students.
Textbook Utilization	Syllabus details readings 100% Assessments 66% Discussion 66%	
Stated Faculty Concerns	Student Print Preference 50% Accessibility 50%	Browser incompatibility noted.

Instructor Post-Survey Recommendations

The pilot study team examined the instructor user experience. Most survey participants were comfortable with technology and online instruction. To obtain a balanced faculty view, the E-text Pilot Team recommends a college-wide distribution of the existing survey instrument. A list of faculty concerns is detailed in Table 14.

Table 14

Instructor Post-Survey Recommendations

Ranking	Concern
1	Impact on student learning.
2	Technical skills needed to effectively use an e-textbook.
3	Ability to use features of an e-textbook.
4	Browser incompatibility between MyHCC and Publisher Portal.

Instructor Journals

Instructor Journal Overview

The 2013 E-textbook Pilot Study also explored the faculty experience with the range of available e-textbooks. Journals illuminated the first-experience of faculty as well as usability issues in a series of entries completed over the course of a semester. Specifically, journals sought to document any additional steps needed for semester preparation, additional materials needed for student preparation, and publisher training and instructional materials. Faculty documented an evaluation of e-textbook content or quality as well as the challenges of integrating the e-textbook with other materials such as tests, lectures or study guides. Journals are ideal to document changes in digital literacy skills, or adjustments in comfort level to online reading. They also reveal technological skills needed to use advanced e-textbook features such as annotation, highlighting or other items. The student critical reading process is also explored. Finally, faculty can comment on technology issues or glitches as well as the benefits of using interactive e-textbooks. Appendix H clarifies the three types of journals available to participants. Journal completion is documented in Table 15.

Table 15

Journal Selections

Journal Type	Purpose	Participants

Transition Journal	Examines the initial adjustment skills needed to teach a course for the first time using an e-text. The course can be a face-to-face or online course.	0
Integrated Journal	Examines the skills needed to teach a course with a fully integrated e-textbook and additional publisher materials.	2
Multiple Section & Delivery Journal	Examines the skills needed to teach multiple sections using the same e-textbook. The sections may or may not share the same delivery range.	0

Instructor Journal Analysis

Instructor journals revealed the following challenges. In some cases, the e-textbook or course materials may not reflect the most up-to-date changes in software. For example, a Computer Science instructor notes that Microsoft has just released a new product, Office 2013. Course materials still feature instructions for the earlier version of Office 2010. In addition, the computer science instructor advises to wait one semester before adopting an e-textbook to avoid "implementation" bugs. A Speech instructor noted publishers offered complete training for integrated sites such as "Connect Plus," but did not offer training on the features of the e-textbook (Instructor Journals).

Instructor Journal Recommendations

Following a review of instructor journals, the 2013 E-textbook Pilot Study team suggests the instructor experience with e-textbooks needs additional detail. Moreover, the e-textbook experience needs to be effectively communicated across campus locations and disciplines so that instructors using the same e-textbook or publisher resource can collaborate efficiently. The primary goal of the journal is to obtain first-hand data documenting the changes needed when an instructor moves to an e-textbook. This valuable information can help with the preparation of essential training. Journals also document changes in critical reading, test the usability of items, and evaluate the quality of the e-textbook. Journal implications are summarized in Table 16.

Table 16

Instructor Journal Implications

Journal	Challenges
Semester Preparation Changes	Access to e-textbook. Verification of correct student URL and temporary access. Publisher training at the beginning of a textbook adoption.
Student Preparation Changes	Student orientation materials. Temporary or free access.
Publisher Training	Ongoing relationship with publisher needed. Evaluation of new releases. Early fall release of e-textbooks with bugs. E-textbook linked to interactive website.
E-textbook Quality	Training on features of an interactive e-textbook Transitioning from a hard-copy older edition, to a new e-version.
Integration with MyHCC	Additional information needed.
Online Reading Skills	Additional information needed.
E-Textbook Features	Additional information needed.
Student Reading Process	Additional information needed.
Technological Issues	Additional information needed.
Traditional Course Usage	Additional information needed.

Instructor Focus Group

Instructor Focus Group Overview

The 2013 E-textbook Pilot Study team included an instructor focus group. Scheduled for July 19, 2013, this focus group sought to identify existing instructor experience with traditional textbooks as well as e-textbooks and explored instructor concerns regarding e-textbook selection and classroom usage. During the development of focus group materials, the team collaborated with the Department of Institutional Research. Director of Institutional Research, Elizabeth Steinhardt Stewart, M.A., M.S., Ph.D., and Institutional Research Officer, Nicole Jagusztyn, M.A., Ph.D., helped to prepare focus group materials that were compliant with all HCC institutional policy. As a result, the following focus group materials were created: Invitation

Letter, Confirmation Letter, Focus Group Script, and Consent Form. Appendix I provides the

complete instructor focus group script. Participants were selected from existing team members as

well as faculty who expressed an interest in e-textbook implementation at HCC. Although twenty

faculty members were invited, five members were in attendance on the date of the event.

Facilitated by team members, the instructor focus group also hoped to identify areas of

necessary training. The mission and purpose of the closing team meeting included:

- Mission: Document instructor experience with e-textbooks.

- Purpose: Define instructor experience with textbooks.

- Goals: Identify transitional challenges faced by faculty.

- Agenda: General Questions, Traditional Textbooks, E-textbooks, Closing

  Concerns.

The instructor focus group was held at the HCC Collaboration Studio, Executive Conference

Room 117, on July 19, 2013 from 9:00 a.m. to noon.

Instructor Focus Group Analysis

Focus group participants represented the Plant City, Brandon, SouthShore, and Dale

Mabry campus locations. Disciplines included Mathematics, English, Philosophy, and Water

Science. Participants included full-time tenure and full-time tenure track members. Results of the

closing focus meeting are summarized in Table 17.

Table 17

Instructor Focus Team Results

General Questions	Response Summary
Traditional Textbook Experience	One English instructor considered the textbook a necessary component of the course which is actively used in each classroom period. Another instructor used textbooks mandated by state regulations and stressed the importance of supplemental tables, images, and resources to support the technical nature of the

	course. Several instructors noted the importance of course objectives in the textbook selection process.
Online Reading Experience	Several members have experience with the iPad and tablet readers. They admit there is a learning curve, but the fundamental reading process remains the same. The tendency to skim versus read material was noted by two instructors. Portability and accessibility were considered the key benefits of an online library. Some instructors mentioned that they prefer difficult or academic topics in hard copy. In some cases, they would print out portions of an e-text. Many instructors access the library for academic articles and observed the integration of the librarian is key.
Existing e-textbook experience	E-textbook users stressed the interactive features such as search or glossary. They voiced concerns over the tendency to skim over material versus the deep processing needed to comprehend course concepts. Quality of e-textbooks ranges. There are issues with images and ability to print.
Textbook Selection Questions	**Response Summary**
Textbook Selection Procedure	One instructor revealed that they were not trained in evaluating publisher resources or unaware of the existing textbook procedure. Two instructors detailed a specific textbook adoption procedure used at their department. This included objectives, criteria, evaluation of software, and publisher presentations. In some cases, a committee was formed. One instructor conducted online searches for prices and textbooks used at other institutions. Contacting the publisher was considered key. Instructors identified key issues. Students using different textbooks at different campus locations for the same course. Not all students can access online textbooks.
Course Delivery Range	Participants instructed all delivery formats. Instructors noted online courses tended to feature integrated publisher resources with video lectures and adaptive learning technology.
Influential Factors	Instructors identified key factors that influence the adoption of a textbook: content, price and relationship to stated course objectives.
Publisher Role	Instructors noted the importance of a working relationship with the campus publisher representative. The ability to customize an existing publisher textbook for HCC students was considered important. Instructors considered the issues of resale and student accessibility. Publishers would contact instructors via phone, email and in person. Often they would send out textbooks for review. Some publisher representatives were open to feedback on issues with a specific textbook.
Classroom Use	One English instructor reported the textbook is actively used during each class period. One Mathematics instructor reported the textbook is considered a reference or resource to course lectures

	or homework assignments. Two instructors noted the importance of a student critical reading process.
Student Expectations	Instructors expected students to critically read assigned chapters prior to class, but found students would skim the readings instead. Two instructors checked for knowledge level of assigned reading using pre-tests, worksheets, CAS, or fill-in-the-blank lecture notes. One instructor noted the dry or unappealing language level featured in textbooks. Thus, they would clarify key concepts during in-class discussions.
E-textbook Usage	**Response Summary**
Current e-textbook	One instructor featured PDF text-only e-textbooks in their course which could be printed. Two instructors used traditional hard-copy textbooks. One instructor only used e-textbooks.
Classroom Usage & Access	In a traditional course, students would access via classroom computers, personal PC, or SmartPhones. Instructors divided on the use of a device in a traditional class period. Some integrated the use of a device; others did not allow students to use a SmartPhone at all. Instructors debated the use of a SmartPhone as a learning tool in a traditional class period.
Interactive Features	In online courses, students would use the interactive features of an e-textbook which was also often linked to publisher assessments.
Impact on Student Learning	One instructor reported interactive e-textbooks linked with publisher resources often resulted in student learning gains. Another instructor reported over 70% of students did not like the optional e-textbook. The current generation may be using technology differently than the previous one. In addition, the older student may not be comfortable. One instructor noted high school students enrolled at the Florida Virtual school are already proficient in e-textbook usage. Technology does impact how students interact in a classroom.
Impact on Instruction	Instructors debated the use of technology (SmartPhone, iPad) in a traditional classroom. Students may need assistance with time management and effectively integrating use during a traditional class period. Instructors also debated the increase in student plagiarism as related to e-resources.
Advantages	Stated e-textbook advantages included weight, interactive features, concept clarification, accessibility, currency of content, and built-in citation or references.
Closing Questions	**Response Summary**
Concerns	Prep Students may not be prepared for e-textbooks. They would need support from the college. In addition, a language barrier may hinder them from utilizing an e-textbook. Instructor comfort level is crucial to e-textbook adoption. Implementing e-textbooks would impact over 50% of all students enrolled at HCC. What support can be provided for students who are technically illiterate? How would students be prepared for the change in

	textbook purchasing that eliminates buy back or resale? How would the college address students who do not have access to an online textbook? If instructors choose to create an e-textbook, what would the standards be? Traditional classroom based instructors may not be as technologically proficient as their students. How can the college build their technological proficiency?

Instructor Focus Group Recommendations

Based on preliminary results, the team concluded the focus group instrument was successful in capturing first-hand data. In order to capture a true view of all HCC faculty, the team recommends a series of faculty focus groups which include all disciplines and course delivery methods. In addition, study of changes in instruction should be considered. This information can be used to develop best practices, or training materials. Implementation recommendations are explored in Table 18.

Table 18

Instructor Focus Team Implications

Method	Implementation Challenges	Benefits
General Experience	The role the textbook plays in a typical classroom period can influence e-textbook adoption. If the book functions as a resource or supplement, the e-textbook version is more likely to be adopted or offered as an option.	Existing faculty experience with online reading builds proficiency and technical skills.
Textbook Selection	Individual campus locations do not effectively share the evaluation process. Different campus locations use different textbooks for the same course which impacts student textbook purchases.	Departmental committee teams selected textbooks that were responsive to the student population and also evaluated textbook content against course objectives. In addition, committee teams also evaluated publisher resources.
E-textbook Use	Course delivery impacts usage of an e-textbook. Usage in a traditional course requires	Interactive e-textbooks result in a positive student online learning experience. Many high school students who attend HCC may

	each student to access via a device.	already have existing e-textbook experience.
Faculty Concerns	Instructor comfort level and technical proficiency needs to be addressed. The distinct student population groups at HCC require a range of assistance	

E-text 2013 Pilot Study Team Conclusions

Many colleges and universities are exploring e-textbooks using pilot programs. Daytona State College is moving forward with campus-wide e-textbook adoption following its pilot study. Additional contacts and articles are available on the Daytona State College website, *E-Text Development*, at http://www.daytonastate.edu/etext/index.html. Other universities are moving to a course fee model following a pilot study. A course fee, akin to a technology fee, charges each student who takes a class using e-textbooks. The model is detailed in the *eTexts Project Report* (April 2012). Additional information can be found at the Indiana University site, http://etexts.iu.edu/resources/index.php. In this project, five publishers supplied e-textbooks to students at Indiana University. Once students enroll in an online course, an e-text fee is added to their bill (*eTexts Project Report* 2012).

Recently, the Fall 2012 Educause/Internet2 E-text pilot concluded. This pilot evaluated models in more than 25 colleges and universities to offer valuable insight and guidance on implementation issues and challenges. In July 2013, the EDUCAUSE Center for Analysis and Research released the key findings of this e-textbook pilot program. This collaboration included Internet2, EDUCAUSE, the publisher McGraw-Hill, and the e-textbook platform provider Courseload. During this pilot study, digital versions of textbooks were provided to over 5,000 students and faculty in 393 graduate and undergraduate courses with a median class size of 28.

Grajek (2013) explains both faculty and students find traditional print textbooks expensive and

seek a less costly alternative (Grajek, 2013). Key findings of this influential pilot study are listed

in Table 19.

Table 19

EDUCAUSE Pilot Study Key Findings

Key Findings	Description
E-textbook Features	E-textbook interactive features such as highlights, sticky notes, or annotations were used by 96% of students.
Student Adjustment	The majority of students reported using e-textbooks did not change their reading or study habits.
Faculty Adjustment	Faculty reported they struggled to find the time and support to effectively adopt an e-textbook. Following the pilot study, less than half of the faculty adopted an e-textbook.
Success Factor	Faculty engagement and positive adoption influenced students' experience and resulted in positive learning outcomes.
Adoption Criteria	Cost, availability, portability, functionality and innovation are listed as the key factors that lead to adoption. When students experienced technical difficulty, faculty are more critical of the e-textbook and less likely to adopt the textbook.
Student Response	Although students appreciated portability and availability, the technical skills needed to use a device for access was frustrating as well as the access to textbook content.

The EDUCAUSE Pilot Study indicates students and faculty want a choice in platform for

reading e-textbooks which includes the ability to read a textbook on a SmartPhone or tablet. In

addition, they wanted the option to choose a print version and the ability to access when not

connected to the internet. Faculty and students also expressed an interest in eliminating e-

textbooks in favor of alternative digital materials. Both faculty and students had clear

expectations of e-textbooks which were influenced by their role as a consumer. In order to

effectively use e-textbooks, faculty and students would need support (Grajek, 2013).

Sponsored by the book industry, two companion studies also provide results applicable to e-textbook implementation at HCC. A leading book industry trade association, the Book Industry Study Group (BISG) has conducted research on the changing role of the traditional textbook as a foundation instructional tool. This group has examined both faculty and student attitudes. The 2013 survey, *Faculty Attitudes Towards Content in Higher Education*, reveals 93% of faculty feel students who use required course materials receive higher grades in class. They also believe active student use of course materials enables instructors to be more effective teachers. In terms of the textbook selection process, the survey reported textbook selection was an individual choice (57%); faculty preferred to work with materials with which they already had experience with versus a new edition (75%), and student cost was a consideration (60%). The survey found only 12% of faculty prefer an e-textbook. Faculty who have yet to adopt an e-textbook provided several reasons for their print preference. They considered print versions easier to bookmark and enjoyed the look or feel of print. They also believed a print version to be more engaging to a student (*Faculty Attitudes* 2013).

In contrast, *Student Attitudes Towards Content in Higher Education*, is focused on the student experience with textbooks. This annual survey uses a core set of questions to identify student e-textbook preference, purchasing, perception of textbook value, and textbook rental. According to the 2013 student survey, the student preference for print dropped from 72% to 60%. However, student preference for online homework systems increased to 14% during the same time period. Student satisfaction with digital textbooks also decreased in to 26%. The study also reported 34% of students have downloaded unauthorized content from a web site, and 31% of students have photocopied or scanned textbook chapters from other students. Less than half of students choose to purchase the current version of their assigned textbook with textbook rentals

accounting for 13% of student purchases. In the study, 37% of students used a tablet to read their

digital textbooks (*Student Attitudes* 2013).

Student Considerations

The 2013 E-textbook Pilot Study team was not only tasked with clarifying the student

experience with e-textbooks, but also to identify potential transitional challenges. Students

completed a pre-survey and post-survey to document their experience with an e-textbook in a

specific course. Based on the survey, the following considerations would need to be addressed

prior to e-textbook implementation at HCC. Table 20 details student considerations relevant to

HCC.

Table 20

HCC Student Considerations

Consideration	Description
Access Issues	Students who used a web-based e-textbook voiced concerns on the ability to access a course e-textbook with different devices and at different locations.
Cost of e-textbook	Although marketed as a low cost alternative, e-textbooks are often bundled with a publisher website or are a rental.
Reading Change	Although students reported they did not experience a change in reading or study habits, they did experience adjustments when reading online. They reported eyestrain, concentration issues, and distractions.
Textbook Purchase	Bookstore purchases are limited to financial aid students. Students are increasingly purchasing e-textbooks from the publisher or an internet retailer. Students were concerned about a change in the existing textbook purchase process.
E-textbook Usage	Experienced online readers applied existing technological skills to e-textbook interactive features. New users are likely to experience a learning curve with the features or with the device used.
Student Orientation	In traditional courses, the instructor can provide an orientation to both the course and textbook. However, online courses may rely heavily on publisher materials to orient students to the interactive features of an e-textbook. Often the technology changes quickly.

Publisher Relationship	Interactive e-textbooks are often integrated with a publisher website.
Learning Level	Students do report some changes in reading and study habits. The impact of interactive features needs to be studied.
Course Delivery	Students associate e-textbooks with online courses. They question how they would be able to access and utilize an e-textbook during a traditional classroom period.

Although cost and portability are attractive to HCC students, they were also concerned with the ability to access their course textbook without an internet connection. They also wanted to access textbook content beyond a semester rental period. Typical adjustments students faced were related to the interactive features of some e-textbooks or the technical skills needed to use a tablet reader. Many students access textbook chapters using a SmartPhone. To attend to all student populations, a larger survey distribution would be needed along with campus-specific focus group sessions.

Faculty Considerations

The 2013 E-text Pilot Study team was tasked with clarifying the instructor e-textbook experience as well as identifying challenges. Following a review of the survey instruments, focus group materials, and journals, the team has identified several faculty considerations which are displayed in Table 21.

Table 21

HCC Faculty Considerations

Faculty	Description
Instructor Comfort Level	Experienced online readers or online instructors are more likely to adopt an e-textbook. Instructor comfort level and technical proficiency are essential.
Importance to Course Concepts	Many faculty view a course textbook as essential to course concepts and integral to instruction.
Impact on Student Learning	Instructors expressed concerns over a change in reading from comprehension to skimming of materials. Instructors also

	voiced concerns regarding the range of student populations and their existing technology skills and ability to access.
Instructor Training	Because e-textbooks and publisher websites feature more digital content, evaluation is a needed step. Moving to e-textbooks would also introduce technology and devices into the traditional classroom.
Publisher Relationship	Maintaining a close working relationship with a publisher resulted in positive learning outcomes for students and a positive adoption by faculty especially when the e-textbook was paired with a publisher website.
E-textbook Evaluation	Instructors expressed concern of the range of quality found in existing e-textbooks. Concerns were centered on the ability to print pages and image quality.
Impact on Instruction	Course deliver impacts the use of a textbook in a classroom period. Addition information is needed on the utilization of an e-textbook in a traditional classroom period. Instructors expressed concern of the use of a range of devices to access the e-textbook during a traditional classroom period.

Since instructor engagement is crucial to any larger implementation of e-textbooks, the

E-text Pilot Team sought to increase communication with existing faculty. Currently, the E-

textbook Implementation Project is supported with a committee page within MyHCC.

Maintained by the CITT team facilitator, this committee page documents all stages of the

implementation project and links instructors to needed resources. Faculty can also access the *e-

Text for HCC* libguide created by HCC Librarians, Wendy Foley and Jeremy Bullian. The

libguide can be reviewed at http://libguides.hccfl.edu/e-texts.

In preparation for the 2013 Fall In-service presentation, the E-text Pilot team decided to

market to and engage faculty. Team members staffed an Information Kiosk which focused on the

Student Experience detailed by the spring and summer survey instruments and focus group.

Team members also created an instructor "Ready-To-Go" Survey to promote interest. The

complete survey is contained in Appendix J. As a result of these outreach efforts, ten new faculty

members expressed an interest in using courses for pilot study purposes, or requested access to

the existing committee page housed within MyHCC. The Pilot Team believes faculty

collaboration and outreach is instrumental to a successful e-textbook implementation at HCC.

Finally, to communicate more effectively to the HCC Faculty Community, the pilot team

requested a monthly newsletter. Appendix K contains a sample newsletter. Marketed to faculty,

the newsletter provides information on the HCC E-textbook project, links to open source

products, current research, information on other pilot programs, and a link to the *e-Texts for

HCC* Libguide. Each month, the newsletter continues to invite faculty to contribute and review

resources hosted in the E-Text Pilot Team Committee Page.

Institutional Considerations

HCC would need to address existing barriers prior to e-textbook implementation. The

role of the bookstore will be essential. Implementing e-textbooks may impact sales of used

textbooks, but also increase sales of digital course materials. *The Hillsborough Community

College Bookstore Analysis* (2013) detailed eight Strategic Initiatives. Initiative One seeks to

increase textbook and Course Materials Market Share. Initiative Nine seeks to position the

bookstore as the primary provider of low-cost course materials. As HCC continues to consider e-

textbook implementation, the communication between faculty and the bookstore will be essential

to a successful e-textbook program (*The Hillsborough Community College Bookstore Analysis*,

2013). As a result, the Pilot Team strongly recommends that the role of the bookstore be

escalated during the next phase of the implementation project. Considerations are detailed in

Table 22.

Table 22

HCC Institutional Considerations

Consideration	Concern	Bookstore Initiative

Role of Bookstore	Students with financial aid are required to use the bookstore for purchases; however, other students may purchase directly from online retailers.	Benefits of Bookstore Services need to be communicated to faculty during textbook adoption cycles and cost savings advertised to students.
Textbook Adoption Procedure	Faculty may be unaware of the advantages and cost savings available at the bookstore.	The bookstore has already collaborated with faculty to provide e-books, created an online adoption template, and has existing relationships with publisher.
Used Textbook Market	Used textbook market may phased out if e-textbooks are implemented.	In addition to improving the used textbook program, the Bookstore is prepared to distribute course materials.
Textbook Rental	In some courses, students purchased the hard-copy version of the textbook after they had already purchased an e-version.	Strategic Initiative 10 seeks to implement an in-store textbook program.
e-textbook sales	Students are increasingly turning to online retailers or purchasing directly from the publisher.	Bookstore has identified a point-of-sale e-book program as a growth area.
Online Purchasing	Student who drop/add often have a time lag before they can obtain their textbook.	Bookstore has implemented an in-store option for online purchases.

Pilot Team Recommendations

Within five years, textbook pricing, interactive functionality, and the publisher market may drive the transition entirely to e-textbooks. During the first-ever Digital Learning Day, U.S. Secretary of Education Arne Duncan and Federal Communications Commission Chief Julius Genachowski unveiled an ambitious plan earlier this year to get schools to switch from print to digital textbooks by 2017. Tomassini (2012) explains how Florida has already passed legislation requiring districts to spend half of their instructional-materials budgets on digital content by 2015-16. The Florida Virtual School, the online component of the K-12 system, already features e-textbooks. For example, Broward County School District has implemented electronic textbooks (e-textbooks) that are now available through the Broward Education Enterprise Portal

(BEEP). A full complement of e-textbooks are available for courses with district-wide adoptions

in science, world languages, and reading. Publishers have voluntarily offered their available e-

textbooks in the curriculum area of social studies. Additional e-textbooks will continue to be

added annually. Alabama is considering a bill that would use $100 million in bonds to give

digital textbooks and tablets to students. California, Indiana, Utah, and Washington State have all

passed legislation promoting digital education content (Tomassini, 2012). Moorefield-Lang

(2013) detail a similar pilot program. Virginia Tech, in the fall of 2012, implemented a

successful e-textbook pilot study with 1,211 students. The study was successful. Students did

more reading when all the textbooks were on one device (Moorefield-Lang, 2013). Daniel and

Woody (2013) argue that e-textbooks are not as popular among students as e-books read for

entertainment purposes. E-textbook sales have yet to take-off at the college level (Daniel&

Woody, 2013).

Increasingly, colleges and universities are turning to a course fee model. As Young

(2012) explains, the game-changing business model being tested in the bulk-purchasing

experiment goes like this: End the need for students to buy their own books each semester by

requiring them to pay a course-materials fee to the university, which would use the money to

purchase e-textbooks at deeply-discounted prices. This is the goal of Cornell University, the

University of California at Berkeley, the University of Minnesota, the University of Virginia, and

the University of Wisconsin. They jointly negotiated the e-textbook deal in a process led by

Internet2, as part of its relatively new program to try to pool the buying power of colleges in

technology purchases (5 universities, Young, 2012). Chesser (2011) states it is in textbook

publishers' interest to promote e-textbooks over traditional ones to cut down on the returned

product: books not sold (Chesser, 2011). Keller (2011) adds that Pearson and McGraw-Hill

announced in 2011 that they would take a minority stake in Inkling, a company that turns

print textbooks into multimedia-rich creations for the iPad (Keller, 2011). With such drastic

changes in the textbook market, the HCC 2013 E-text Pilot Study team recommends that the

concerns of students and instructors be further clarified and addressed at the institutional level.

  In order to further reduce the cost of course materials, many colleges are returning to

open source educational resources. An open source textbook is typically made available online

by the author or commercial publisher for free or at a substantially lower cost than traditional

textbooks or standard E-texts. For more than a decade, universities have experimented with

open-source educational sites and online libraries as a way to spread knowledge more equitably.

Some seek to change the nature of the textbook by offering "chunks" of instruction that

professors can mix and match to create their own content "collections." Most open source

textbooks have a copyright with some rights reserved under an open license. Some open source

items can be modified by the instructor into digital or modular format. Usually, the cost to

students is low and related to printing or bound copies. The open source education market has

also experienced growth through technological advances. Instructors can now find open source

resources for almost every age, grade and subject. In the United States and United Kingdom,

there are hundreds of free, open online courses. Creative Commons has defined Open

Educational Resources (OER) as "teaching, learning, and research materials in any medium that

reside in the public domain or have been released under an open license that permit their free use

and re-purposing by others" ("Education," 2013). In 1999, the Massachusetts Institute of

Technology (MIT) proposed open courseware. Initially, the open site contained 50 open courses,

but it has now published the entire curriculum – 1,800 courses in 33 academic disciplines. By

2013, MIT has over 2,150 open courses listed (MITOpenCourseWare, 2013)

Existing open source repositories include *MERLOT*, the *Maricopa Learning Exchange*, *WISC-Online*, the *North Carolina Learning Object Repository*, the *OER Commons*, the *Open Educational Resources Center for California*, and the *Community College Open Textbook Collaborative*. Currently, the University of Minnesota features an Open Academics textbook catalog created in the College of Education and Human Development (CEHD) which is available at https://open.umn.edu/opentextbooks/. The *Community College Open Textbooks Collaborative,* accessible from http://collegeopentextbooks.org/, contains many open source resources specific to community college courses. In addition to texts, open source educational resources include courses, videos, taped lectures, tests, software and other materials released online free to the public with no or few usage restrictions. The University of Maryland (2013) will pilot a program to allow interested faculty members in high-enrollment, entry-level classes to use open-source textbooks. The system, published under a publicly accessible copyright license, allows professors to customize textbook material from a pool of online resources, videos and graphics. Interested faculty teaching lecture-sized introductory courses at this university and other university system institutions will take this semester to learn about the features of open-source textbooks in guided workshops. In the spring, the council will analyze the effectiveness of the program by examining student satisfaction, academic achievement and faculty willingness to use the resources ("University System", 2013). Providing another solution, the University of Minnesota has created an Open Textbook Library (2103) to help faculty find more affordable textbook options. The catalog is available at http://open.umn.edu. Created by the College of Education and Human Development (CEHD), the library is a searchable online catalog of "open textbooks" reviewed by faculty members. Material posted in the catalog must have an open license, be a complete book, have a print version, and be adoptable outside the author's institution. A collaborative

effort, the catalog includes peer-reviewed textbooks from Rice University. Professors can browse open-source materials by subject area and read them online. The books are largely concentrated in entry-level math and science courses, but there are also titles in business communication, oceanography and other more specialized subjects (Open Textbook Library, 2013).

The technology related to e-textbooks is changing so rapidly that faculty and students may need support to properly utilize an e-textbook in a traditional course, integrate with MyHCC, or use adaptive learning or integrative features. In addition, faculty may need assistance to evaluate the technical aspects of an integrative e-textbook. As a result, the E-textbook Pilot Team recommends a college-wide distribution of student and instructor survey items and focus group materials. This distribution would document a representative range of students prior to any e-textbook implementation to address all concerns, prepare student orientation materials, and address any needed changes to learning methods. Although students are responsive to e-textbooks and enjoy the interactive features, they continue to have concerns regarding access, ability to view images, and ability to print. A larger college view is needed to determine student comfort level, technical skills, ability to access, and utilization in a traditional classroom across devices.

Research results from other colleges and universities indicate any successful implementation of e-textbook requires the support of faculty. Since the Pilot Team has limited to a small sample, a larger college view is needed to determine faculty support, comfort level, and potential training needs. The E-textbook Pilot Team strongly suggests a college-wide distribution of instructor survey items and focus group materials to document a representative range of instructors. Research studies identify instructor engagement as a key success factor to any e-textbook implementation. This information would allow us to address existing instructor

concerns, prepare instructor training materials, and address any needed changes to instruction. A

complete list of recommendations is provided in Table 23.

Table 23

E-text Pilot Study Recommendations

Item	Comments
Bookstore Impact	Active involvement of the bookstore in the next phase of the project to strengthen faculty communication and market savings to students.
Discipline Impact	Obtain first-hand instructor experience on how textbooks are used in traditional, hybrid, and online courses.
Student Impact	College-Wide Release of Student Pre and Post Survey Instruments Campus-Level Student Focus Groups- Fall 2013.
Instructor Impact	College-Wide Release of Instructor Pre and Post Survey Instruments Instructor Focus Groups – Spring 2014.
Textbook Selection Impact	Coordination between the bookstore, faculty, and publisher are needed during the textbook adoption cycle.
Textbook Evaluation Impact	The constant technological changes to a traditional textbooks may require changes in the way a textbook is evaluated.
Open Source Impact	To explore alternatives to publisher e-textbooks and materials, a study of available open source products may be needed.
CITT/IT Role	Training may be needed to integrate and evaluate e-textbooks and electronic materials.
Publisher Impact	To counteract the influence of publishers, HCC may consider open source or faculty authoring of course textbooks and materials.
Institutional Impact	A task force may be needed to coordinate and guide e-textbook implementation.

Beginning in the fall of 2013, the Center for Innovative Teaching and Technology will

prepare all tested survey instruments for college-wide distribution. College-wide distribution will

accurately reflect both the student and instructor experience, determine readiness, identify digital

literacy skills, and highlight needed technological or learning skills. To further clarify the impact

of e-textbooks, the team also recommends campus-level student focus groups and college-wide

instructor focus groups. Student and instructor focus groups will clarify any specific concerns

and provide first-hand information illustrative of e-textbook experiences. Finally, instructor e-

textbook usage information is essential when preparing training materials for faculty.

Integration with the Office of Institutional Research is needed for the statistical analysis of all

collected data and to ensure reliability of all survey instruments.

       The E-Textbook Pilot team also recommends a wider range of courses be studied using

the pilot format during the 2014 academic year. Preliminary survey results indicate that HCC

students associate e-textbooks with online courses. To explore the impact on students, the Pilot

Team suggests the use of e-textbooks in college-wide, face-to-face courses such as SLS 1501

Student Success, or bridge courses such as ENC1101, MAT 1033, or BSC 1085. Early exposure

and utilization of e-textbooks by HCC students in introductory courses may help build the skills

needed to use the interactive features of more complicated e-textbooks. The projected time line is

detailed in Table 24.

Table 24

Project Time Line

Date Range	Item
Spring 2014	College-Wide Distribution of Student Pre and Post Survey. College-Wide Distribution of Instructor Pre and Post Survey. Campus-Level Student Focus Groups. Campus-Level Instructor Focus Groups.
Summer 2014	Document Instructor Experience with e-textbooks and Integrated Publisher materials for an Instructional Changes Study. Explore Open Source Resources and Digital Materials. Preparation of Instructor Training Materials.
Summer 2014	Document Student Experience with e-textbooks and Integrated Publisher materials for a Student Learning Changes Study.
Fall 2014	Instructor Training Materials Completed. Administer Instruction Changes Study. Administer Student Changes Study. Creation of Task Force.

       Because the E-text Pilot Team will fulfill their stipend requirements by August 15, 2013,

the 2014 "team" will determine the next step in implementing E-textbooks at HCC. After a

consideration of student and instructor adjustments, the 2013 E-text Pilot Study team

recommends college-wide distribution of survey items and campus-level focus groups to further

document first-hand student and instructor experience. Any successful implementation will

address both faculty's and students' fundamental motivations. Although cost is primary

motivator, choice of platform, access, and source are also considerations. In addition to e-

textbooks, digital course materials such as Open Educational Resources (OERs) and MOOCs are

viewed as the way of the future. Implementing e-textbooks will impact all major HCC

stakeholders: students, faculty, staff, and community members. An e-textbook task force can

guide such a significant change. Such a task force would have representation from each campus

location, each cluster, each discipline, and each student group. Not only could the task force

facilitate an integrated collaboration between faculty and the bookstore, it can also explore the

existing textbook adoption procedure and address evaluation materials needed for e-textbooks

and integrated publisher websites. As HCC considers implementation, areas of focus are

detailed in Table 25

Table 25

HCC E-textbook Implementation Task Force

Lesson	E-text Pilot Study Findings	Task Force Focus
1	Students need assistance with interactive features of an e-textbook, but believe these features positively impact learning. Students are using pre-tests, flash cards, the glossary, and reading quiz features.	Document relationship between interactive e-textbooks and student learning.
2	Students are concerned with the accessibility to an e-textbook.	Textbook adoptions may need to consider e-textbooks that are accessible by many devices.
3	Students are purchasing e-textbooks directly from the publisher or internet retailer.	Bookstore needs to be involved actively in the textbook adoption process.
4	Technology is advancing the quality of open source digital materials.	Discipline-specific study of available open education resources may be needed

5	The reading process may change due to the interactive features of e-textbooks and shift to digital materials.	Digital Literacy needs to be considered in the Student Change Study.
6	A print preference drives certain students and faculty.	Student and faculty comfort level need to be identified and addressed.
7	Collaboration is needed between instructors using the same e-textbook for the same course.	Documentation of instructor experience is needed in course-specific or discipline specific pilot groups.
8	There may be changes in instructional methods when an e-textbook is featured in a course.	Additional pilot studies based on specific courses or disciplines using the same e-textbook or publisher website.
9	Technological advances are impacting the products provided by publishers.	Support may be needed to evaluate publisher materials during the textbook adoption process.
10	Software innovations may enable faculty to author and create their own e-textbooks.	A standard operating procedure would be needed for in-house publication of e-textbooks.

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Appendix A

Spring 2013 Student Pre-Survey

1. Name:

2. Please list your student e-mail account.

3. Select your primary campus location.

- Brandon

- Dale Mabry

- MacDill

- Plant City

- SouthShore

- YborCity

4. What is your major or program of study?

5. What is your status? Select all that apply.

- This is my first semester at HCC.

- This is my first year at HCC.

- This is my second year at HCC.

- This is my third year at HCC.

- This is my last semester at HCC.

- I am returning to HCC to update my job skills.

- I am returning to HCC to obtain a certificate.

- I am returning to HCC to complete my AA or AS degree.

- Other (please specify).

6. How comfortable are you as an online reader? Select all that apply.

- Prefer reading in print format.

- Pleasure read online, but prefer technical or academic reading in print.

- Completely comfortable reading online.

- Own either a tablet reader or an iPad.

- Able to manage multiple subscriptions: Amazon, Public Library, HCC Library, iBooks.

- Comfortable using audio books.

- Able to download and manage multiple APPS for book lovers.

- Comfortable utilizing library databases.

- Comfortable reading online journals and magazines.

- Comfortable reading ebooks for "pleasure" or news.

- Comfortable reading textbooks online.

- Subscriptions to professional online wikis, blogs or LinkIN pages.

7. Personal or Pleasure Online Reading: If you already read ebooks online for pleasure, what are the advantages? If you do not read online, what are your concerns?

8. Are you currently using an e-text? If so, please indicate which e-textbook you are using in a specific 2013 Spring or Summer course.

- Course Title

- Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

9. Additional Course. If you are using an e-text book in another 2013 Spring or Summer

course, please add the information here.

- Course Title

- Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

10. How did you purchase your e-textbook? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a Publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or IBook

    for use with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased an older edition of the print version.

- Other (please specify).

11. To complete class assignments or assessments, how do you access your e-textbook?

    Check all that apply.

- Downloaded e-textbook onto my PC.

- Downloaded e-textbook onto my laptop.

- Downloaded e-textbook onto my iPad.

- Downloaded e-textbook onto my e-book reader or tablet.

- Access e-textbook by logging into MyHCC course.

- Access e-textbook by logging into MyHCC course.

- Access e-textbook by logging into a Publisher website.

- Conduct a websearch for assigned readings by title.

- Other (please specify).

12. Do you use any of following publisher features of your course textbook? Select all that apply.

- Additional Student Study Space.

- Student textbook companion site.

- Critical Reading Quizzes.

- Pre-Tests, Self-Tests, or Quizzes.

- Additional maps, images, or timelines.

- Flash Cards or Glossary.

- Other (please specify).

13. E-Textbook Resources: To explore your e-textbook, did you use any existing publisher resources. Check all that apply.

- Viewed video tutorials that provided an overview of e-textbooks.

- Viewed video tutorials on how to use a specific course e-textbook.

- Browsed the Publisher Help Topics webpage.

- Contacted the student support help phone line to open a ticket.

- Used the student live chat window to open a ticket.

- Used the email feature to open a ticket.

- Downloaded the free APP associated with the course e-textbook.

14. E-Textbooks in the Traditional Classroom: If you are using an e-textbook in a traditional or face-to-face classroom period, how is it used during a typical class period? Can you offer two to three observations?

15. In your HCC Courses, do you need to access any required online course readings using full-text library databases, or webpage hyperlinks?

- Yes

- No

- Reference materials only.

16. What concerns do you have regarding the implementation of e-texts? Use the rating scale to indicate your level of concern regarding your adjustment to using an e-textbook.

	Primary Concern	Secondary Concern	Minor Concern	Not Applicable
Easier to read Print-Based Material				
Cost of e-textbooks				
Ability to access e-textbooks in class, at the campus, and from home				
Ability to use an e-text in traditional, face-to-face classroom				
Ability to use the features of a PDF-based e-text, or e-reader version				
Changes in the critical reading process needed to understand the e-textbook				

Technological skills needed to operate an e-textbook				
Ability to use features of an e-textbook such as highlighting, annotation, or notes				

17. As a student, what additional concerns do you have regarding e-textbooks?

18. Please indicate if you would be willing to participate in a Student Focus Group to discuss the use of e-textbooks. The two to three hour meeting would be scheduled for a Friday in May 2013.

- Yes, I am interested in participating in the Student Focus Group.

- No, I am not interested in participating in the Student Focus Group.

- No, I am not interested in participating in the May Student Focus Group, but I would like to be included in a future meeting.

Appendix B

Summer 2013 Student Pre-Survey

9. Name:

10. Please list your student e-mail account or an e-mail account you actively check.

11. Select your primary campus location.

- Brandon

- Dale Mabry

- MacDill

- Plant City

- SouthShore

- Ybor City

12. What is your major or program of study?

13. What is your status? Select all that apply.

- This is my first semester at HCC.

- This is my first year at HCC.

- This is my second year at HCC.

- This is my third year at HCC.

- This is my last semester at HCC.

- I am returning to HCC to update my job skills.

- I am returning to HCC to obtain a certificate.

- I am returning to HCC to complete my AA or AS degree.

- Other (please specify).

14. How comfortable are you as an online reader? Select all that apply.

- Prefer reading in print format.

- Pleasure read online, but prefer technical or academic reading in print.

- Completely comfortable reading online.

- Own either a tablet reader or an iPad.

- Able to manage multiple subscriptions: Amazon, Public Library, HCC Library, iBooks.

- Comfortable using audio books.

- Able to download and manage multiple APPS for book lovers.

- Comfortable utilizing library databases.

- Comfortable reading online journals and magazines.

- Comfortable reading ebooks for "pleasure" or news.

- Comfortable reading textbooks online.

- Subscriptions to professional online wikis, blogs or LinkIN pages.

15. Personal or Pleasure Online Reading: If you already read ebooks online for pleasure, what are the advantages? If you do not read online, what are your concerns?

16. Are you currently using an e-text? If so, please indicate which e-textbook you are using in a specific 2013 Spring or Summer course.

- Course Title

- Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

9. Additional Course. If you are using an e-text book in another 2013 Spring or Summer course, please add the information here.

- Course Title

- Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

19. How did you purchase your e-textbook? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a Publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or iBook for use
  with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased from the bookstore after financial aid funds were made available.

- Other (please specify).

20. If you needed financial aid funds to purchase your college textbooks, did you obtain a temporary
    free code from the publisher to access your e-textbook and course materials?

- Yes

- No

- Unaware of temporary access, or free access codes

21. To complete class assignments or assessments, how do you access your e-textbook? Check all
    that apply.

- Downloaded e-textbook onto my PC.

- Downloaded e-textbook onto my laptop.

- Downloaded e-textbook onto my iPad.

- Downloaded e-textbook onto my e-book reader or tablet.

- Access e-textbook by logging into MyHCC course.

- Access e-textbook by logging into a Publisher website.

- Conduct a web search for assigned readings by title.

- Other (please specify).

22. Do you use any of following publisher features of your course textbook? Select all that apply.

- Additional Student Study Space.

- Student textbook companion site.

- Critical Reading Quizzes.

- Pre-Tests, Self-Tests, or Quizzes.

- Additional maps, images, or timelines.

- Flash Cards or Glossary.

- Other (please specify).

23. E-Textbook Resources: To explore your e-textbook, did you use any existing publisher

resources. Check all that apply.

- Viewed video tutorials that provided an overview of e-textbooks.

- Viewed video tutorials on how to use a specific course e-textbook.

- Browsed the Publisher Help Topics webpage.

- Contacted the student support help phone line to open a ticket.

- Used the student live chat window to open a ticket.

- Used the email feature to open a ticket.

- Downloaded the free APP associated with the course e-textbook.

24. E-Textbooks In the Traditional Classroom: If you are using an e-textbook in a traditional, face-

to-face classroom period, how is it used during a typical class period? Can you offer two to three

observations?

25. In your HCC Courses, do you need to access any required online course readings using full-text library databases, or webpage hyperlinks?

- Yes

- No

- Reference materials only.

26. What concerns do you have regarding the implementation of e-texts? Use the rating scale to indicate your level of concern regarding your adjustment to using an e-textbook.

	Primary Concern	Secondary Concern	Minor Concern	Not Applicable
Easier to read Print-Based Material				
Cost of e-textbooks				
Ability to access e-textbooks in class, at the campus, and from home				
Ability to use an e-text in traditional, face-to-face classroom				
Ability to use the features of a PDF-based e-text, or e-reader version				
Changes in the critical reading process needed to understand the e-textbook				
Technological skills needed to operate an e-textbook				
Ability to use features of an e-textbook such as highlighting, annotation, or notes				

27. As a student, what additional concerns do you have regarding e-textbooks?

Appendix C

Spring 2013 Student Post-Survey

1. Name:

2. Please list your Hawkmail Account.

3. Select your primary campus location.

- Brandon

- Dale Mabry

- MacDill

- Plant City

- SouthShore

- Ybor City

4. What is your major or program of study?

5. What is your status? Select all that apply.

- This is my first semester at HCC.

- This is my first year at HCC.

- This is my second year at HCC.

- This is my third year at HCC.

- This is my last semester at HCC.

- I am returning to HCC to update my job skills.

- I am returning to HCC to obtain a certificate.

- I am returning to HCC to complete my AA or AS degree.

- Other (please specify).

6. Please detail the course and e-textbook you used in a specific 2013 Spring or Summer course.

- Course Title

- Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

7. Once your course concludes, what will happen to your e-textbook? (Choose all that apply).

- I only used the e-textbook during the 15 day trial period.

- I obtained free access to the e-textbook because my course was participating in a study.

- I rented access to the e-textbook for one semester or 3 months.

- I rented access to the e-textbook for 6 months.

- I rented access to the e-textbook, but also purchased a hard copy.

- I purchased the e-textbook and added it to my online library on my Kindle, iPad, or Nook.

- I purchased the e-textbook and added it to a Coursesmart bookshelf or account.

- I purchased the e-textbook and added it to a Publisher based bookshelf or account.

- I purchased the e-textbook because it is linked to course resources such as MyMathLab or Connect, which I need to use for other courses in my major.

8. How would you classify the type of course you are taking this term? Select the best answer.

- A Traditional or Face-to-Face course.

- A Web-Enhanced Course where the instructor uses MyHCC to provide links to the e-textbook, My Grades, Assignments, or Tests.

- A Web-Enhanced Course where students log into a Publisher website to review materials like pre-tests, tests, study guides, or a glossary.

- A Hybrid Course where the instructor uses MyHCC to provide links to the e-textbook, lectures, assignments, discussions, or tests.

- A Hybrid course where the instructor uses MyHCC to provide links to MyGrades and Discussions, but also requires a publisher log in for the e-textbook and tests.

- A fully online course where the instructor uses MyHCC and requires a log-in to a publisher resource such as Learnsmart or Connect.

9. How did you originally purchase your e-textbook? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a Publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or IBook for use with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased an older edition of the print version.

- Other (please specify).

10. To complete class assignments or assessments, how do you access your e-textbook? Check all that apply.

- Downloaded e-textbook onto my PC.

- Downloaded e-textbook onto my laptop.

- Downloaded e-textbook onto my iPad.

- Downloaded e-textbook onto my e-book reader or tablet.

- Access e-textbook by logging into MyHCC course.

- Access e-textbook by logging into a Publisher website.

- Conduct a web search for assigned readings by title.

- Other (please specify)

11. How was the e-textbook used in your specific course? Check all that apply.

- Required or assigned readings needed for class lectures or tests.

- Recommended or optional readings that supported class lectures or concepts.

- Readings needed to complete class discussions.

- Readings needed to complete class assignments or projects.

- Readings needed to complete group work or team activities.

- Readings needed to complete tests, quizzes or other exams.

12. How did your instructor help you to use your course e-textbook? Check all that apply.

- Posted assigned readings in the syllabus or course schedule.

- Provided an in-class demonstration on how to use the e-textbook.

- Provided publisher tutorials on how to use the e-textbook.

- Provided an online orientation in MyHCC on how to use the e-textbook.

- Provided publisher help desk information to report issues.

- Provided a course blog or discussion to report issues.

- Added comments or annotations to the e-textbook to signal test material or key concepts.

- My instructor did not provide an introduction.

13. In your opinion, is it necessary to read the e-textbook to do well in this course?

- Yes

- No

- If not, what materials are needed for success?

14. Study Habits: Did you study differently when you used the e-textbook?

- Yes

- No

- If yes, list one change.

15. Reading Habits: Did your reading habits change when you used an e-textbook? Select the best

    answer.

- My reading habits did not change.

- I read more of the material than I would have using a print version of the book.

- I read less of the material than I would have using a print version of the book.

- I read the same amount of material.

- I ordered both the print and e-version of the book.

- I preferred the print version of the book.

- If you preferred the print version, please explain why.

16. Study Habit Changes: How did the e-textbook impact your study habits in this course? List one or two details and the changes you needed to make. Focus on you reading skills or technology skills.

17. Learning Level: How did the e-textbook impact your learning level? Select the best answer.

- The e-textbook made concepts more difficult to understand.

- The e-textbook made concepts easier to understand.

- The interactive features of the e-textbook made concepts easier to understand.

- The technological skills needed to operate the e-textbook interfered with learning.

- Accessing the e-textbook interfered with my learning.

18. Did any of the following publisher features enhance your learning in this course? Select all that apply.

- Additional Student Study Space.

- Student textbook companion site.

- Critical Reading Quizzes.

- Pre-Tests, Self-Tests, or Quizzes.

- Additional maps, images, or timelines.

- Which publisher resource contributed to your success in this class the most? List one item.

19. E-Textbooks In the Traditional Classroom: If you are using an e-textbook in a traditional or face-to-face classroom period, how is it used during a typical class period? Can you offer two to three observations?

20. E-Textbooks In the Web-Enhanced or Hybrid Classroom: If you are using an e-textbook in a web-enhanced or hybrid course, how is it used during a typical class period? What happens in the online portion of a hybrid class? Can you offer two or three observations?

21. E-Textbooks in the Online Classroom: If you are using an e-textbook in a fully online classroom, how do you manage the e-textbook and the course?   What happens when you need to complete an assignment or a test? Can you offer two to three observations?

22. As a student, what additional concerns do you have regarding e-textbooks?

Appendix D

Summer 2013 Student Post-Survey

1. Name:

2. Please list your Hawkmail Account, or an e-mail account you routinely check.

3. Select your primary campus location.

   - Brandon

   - Dale Mabry

   - District

   - MacDill

   - Plant City

   - SouthShore

   - Ybor City

4. What is your major or program of study?

5. What is your status? Select all that apply.

   - This is my first semester at HCC.

   - This is my first year at HCC.

   - This is my second year at HCC.

   - This is my third year at HCC.

   - This is my last semester at HCC.

   - I am returning to HCC to update my job skills.

   - I am returning to HCC to obtain a certificate.

   - I am returning to HCC to complete my AA or AS degree.

   - Other (please specify).

6. Please detail the course and e-textbook you used in a specific 2013 Spring or Summer course.

   - Course Title

   - Section

- Instructor Name

- E-text Title

- ISBN Number

- Cost

7. Once your course concludes, what will happen to your e-textbook? (Choose all that apply).

- I only used the e-textbook during the 15 day trial period.

- I obtained free access to the e-textbook because my course was participating in a study.

- I rented access to the e-textbook for one semester or 3 months.

- I rented access to the e-textbook for 6 months.

- I rented access to the e-textbook, but also purchased a hard copy.

- I purchased the e-textbook and added it to my online library on my Kindle, iPad, or Nook.

- I purchased the e-textbook and added it to a Coursesmart bookshelf or account.

- I purchased the e-textbook and added it to a Publisher based bookshelf or account.

- I purchased the e-textbook because it is linked to course resources such as MyMathLab or

  Connect, which I need to use for other courses in my major.

8. How would you classify the type of course you are taking this term? Select the best answer.

- A Traditional or Face-to-Face course.

- A Web-Enhanced Course where the instructor uses MyHCC to provide links to the e-

  textbook, My Grades, Assignments, or Tests.

- A Web-Enhanced Course where students log into a Publisher website to review materials like

  pre-tests, tests, study guides, or a glossary.

- A Hybrid Course where the instructor uses MyHCC to provide links to the e-textbook,

  lectures, assignments, discussions, or tests.

- A Hybrid course where the instructor uses MyHCC to provide links to MyGrades and

  Discussions, but also requires a publisher log in for the e-textbook and tests.

- A fully online course where the instructor uses MyHCC and requires a log-in to a publisher resource such as Learnsmart or Connect.

9. How did you originally purchase your e-textbook? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a Publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or IBook for use with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased an older edition of the print version.

- Other (please specify).

10. To complete class assignments or assessments, how do you access your e-textbook? Check all that apply.

- Downloaded e-textbook onto my PC.

- Downloaded e-textbook onto my laptop.

- Downloaded e-textbook onto my iPad.

- Downloaded e-textbook onto my e-book reader or tablet.

- Access e-textbook by logging into MyHCC course.

- Access e-textbook by logging into a Publisher website.

- Conduct a web search for assigned readings by title.

- Other (please specify)

11. How was the e-textbook used in your specific course? Check all that apply.

- Required or assigned readings needed for class lectures or tests.

- Recommended or optional readings that supported class lectures or concepts.

- Readings needed to complete class discussions.

- Readings needed to complete class assignments or projects.

- Readings needed to complete group work or team activities.

- Readings needed to complete tests, quizzes or other exams.

12. How did your instructor help you to use your course e-textbook? Check all that apply.

- Posted assigned readings in the syllabus or course schedule.

- Provided an in-class demonstration on how to use the e-textbook.

- Provided publisher tutorials on how to use the e-textbook.

- Provided an online orientation in MyHCC on how to use the e-textbook.

- Provided publisher help desk information to report issues.

- Provided a course blog or discussion to report issues.

- Added comments or annotations to the e-textbook to signal test material or key concepts.

- My instructor did not provide an introduction.

13. In your opinion, is it necessary to read the e-textbook to do well in this course?

- Yes

- No

- If not, what materials are needed for success?

14. Study Habits: Did you study differently when you used the e-textbook?

- Yes

- No

- If yes, list one change.

15. Reading Habits: Did your reading habits change when you used an e-textbook? Select the best

answer.

- My reading habits did not change.

- I read more of the material than I would have using a print version of the book.

- I read less of the material than I would have using a print version of the book.

- I read the same amount of material.

- I ordered both the print and e-version of the book.

- I preferred the print version of the book.

- If you preferred the print version, please explain why.

16. Study Habit Changes: How did the e-textbook impact your study habits in this course? List one or two details and the changes you needed to make. Focus on you reading skills or technology skills.

17. Learning Level: How did the e-textbook impact your learning level? Select the best answer.

- The e-textbook made concepts more difficult to understand.

- The e-textbook made concepts easier to understand.

- The interactive features of the e-textbook made concepts easier to understand.

- The technological skills needed to operate the e-textbook interfered with learning.

- Accessing the e-textbook interfered with my learning.

18. Did any of the following publisher features enhance your learning in this course? Select all that apply.

- Additional Student Study Space.

- Student textbook companion site.

- Critical Reading Quizzes.

- Pre-Tests, Self-Tests, or Quizzes.

- Additional maps, images, or timelines.

- Which publisher resource contributed to your success in this class the most? List one item.

19. E-Textbooks in the Traditional Classroom: If you are using an e-textbook in a traditional or face-to-face classroom period, how is it used during a typical class period? Can you offer two to three observations?

20. E-Textbooks In the Web-Enhanced or Hybrid Classroom: If you are using an e-textbook in a web-enhanced or hybrid course, how is it used during a typical class period? What happens in the online portion of a hybrid class? Can you offer two or three observations?

21. E-Textbooks in the Online Classroom: If you are using an e-textbook in a fully online classroom, how do you manage the e-textbook and the course?   What happens when you need to complete an assignment or a test? Can you offer two to three observations?

22. As a student, what additional concerns do you have regarding e-textbooks?

Appendix E

E-Textbook Student Focus Group Script

Welcome & Purpose: Thanks for agreeing to be part of the HCC E-Textbook student focus group. We appreciate your willingness to participate. Your participation is voluntary, and you do not need to respond to all of the questions. Our focus group session should last about two hours. The purpose of the focus group is to define the student response to and experience with e-textbooks. As the facilitator, I will ask you a series of questions. Hillsborough Community College is conducting a college-wide study to prepare for the transition to e-textbooks. As a part of this study, the HCC E-Text Pilot Team is exploring the student transition using pre- and post- surveys and focus groups. The information learned in the focus group will be used to help faculty prepare students for the e-textbook transition.

Introductions: At this time, I would like to introduce members of the E-Text Pilot Study Team.

Session Facilitator:

Assistant Facilitator:

CITT Facilitator:

SmartPen Recorders:

E-Text Team Members:

Ground Rules: To allow our conversation to flow more freely, I would like to cover a few ground rules. You can use the pens and paper to record your thoughts to any of the focus group questions. Water bottles and light refreshments are found at the table in the back of the conference room.

1. One person speaks at a time.

2. Please avoid side conversations.

3. You do not need to answer every single question, but your voice is needed. I may call upon you to clarify an answer.

4. There are no right or wrong answers. Every person's experience is valid. You should speak up to agree or disagree. Our team is looking for a range of responses.

5. If you need a break, just let me know. The Bathrooms are located across from the elevator on the first floor hallway. Additional restrooms are located on the 2nd floor.

6. Please turn off your cell phones during the focus group session.

You have probably noticed the recorders or note takers. We will be recording this session using the SmartPen because we do not want to miss any of your comments.   You may be assured of confidentiality. The recorded reports and data from the study will be reviewed by the E-Text Implementation Committee and the Department of Institutional Research.

To begin, why not learn about the other students in this focus group. Name Plates have been placed in the table in front of you. If you could write down your first name, we can begin by learning more about each other. Can you provide a brief introduction for focus group members?

Introduction of Participants:

1

2

3

4

5

6

7

8

9

10

General Questions: General experience with college textbooks and online reading.

1. Tell me about your experience with traditional college textbooks. How are they used in a course? What critical reading techniques do you use? For example, Preview, Summary, Outlining, Questioning, or Paraphrasing.

2. Tell me about your experience with reading online books, magazines or documents. How is reading for pleasure different than reading for class assignments?

3. Tell me about your experience with an e-textbook used in an existing course. What adjustments did you need to make to use the textbook? Can you contrast with a traditional textbook and provide examples.

4. How many courses have you taken that offered e-textbooks as an option or as a required course textbook?

Opening Question: Course Specific

1. How would you describe the e-textbook used in your course? How did you access your textbook during the semester in class or to complete assignments? (PC, Phone, Ipad/tablet/MyHCC).

2. Can you comment on your orientation to the e-textbook? Did you consult publisher resources or did your instructor help provide an orientation?

Specific Questions: User Experience

1. What specific issues did you experience when you wanted to access your electronic textbook to complete course readings and assignments? (Browser Incompatibility, access code, help desk, print, rent)

2. What interactive features of the e-textbook did you find beneficial? (Notetaking, annotation, note-pasting, media, audio, pre-tests, glossary, etc)

3. How did your personal experience with internet surfing(Google), social media (Facebook), or online shopping (itunes) transfer to your use of an e-textbook?

4. How did you change reading or study habits as you interacted with an e-textbook? (Contrast to traditional textbook)

5. How did the e-textbook help you to comprehend key course concepts? Can you contrast with a traditional textbook experience?

6. If you prefer a course textbook in print version, can you provide details on why?

7. Can you comment on the book purchasing process? How does an e-textbook change the way you purchase or retain a college textbook?

Closing Questions: Anticipated Student Adjustments

1. We have talked a lot about e-textbooks. All things considered, what are their greatest advantages and disadvantages?

2. This focus group explored (insert summary here). Is this summary an accurate reflection?

3. The purpose of this session was to explore the student experience with e-textbooks. Have we missed anything?

Group Closing: Thank you for participating in our focus group. Your responses will remain confidential and no individuals will be identified in the report. To respect the privacy of focus group members, please do not disclose session comments outside of this room.

If you parked in the Centro Ybor Garage, please have your parking ticket validated by the first floor receptionist or security guard.

Before you leave, please obtain your $50.00 bookstore voucher from the CITT Facilitator.

Appendix F

Instructor Pre-Survey

1. Name:

2. What is your academic discipline?

3. What is your status? Select all that apply.

    - Dean or Director.

    - Full-Time Tenured.

    - Full-Time Non-Tenured.

    - Full-Time Temporary.

    - Adjunct.

    - Staff.

4. Select your primary campus location.

    - Brandon

    - Dale Mabry

    - MacDill

    - Plant City

    - SouthShore

    - Ybor City

5. How comfortable are you as an online reader? Select all that apply.

    - Prefer reading in print format.

    - Pleasure read online, but prefer technical or academic reading in print.

    - Completely comfortable reading online.

    - Own either a tablet reader or an iPad.

    - Able to manage multiple subscriptions: Amazon, Public Library, HCC Library, iBooks.

    - Comfortable using audio books.

- Able to download and manage multiple APPS for book lovers.

- Comfortable utilizing library databases.

- Comfortable reading online journals and magazines.

- Comfortable reading ebooks for "pleasure" or news.

- Comfortable reading textbooks online.

- Subscriptions to professional online wikis, blogs or LinkIN pages.

6. Personal or Pleasure Online Reading: If you already read ebooks online for pleasure, what are the advantages? Are there challenges when you shift to academic or professional reading? Provide one or two observations from an online reader's perspective.

7. When selecting a textbook to use in a specific course, what qualities do you consider? Select all that apply.

- Definition of key concepts

- Format of material

- Publication date

- Theory Base of textbook

- Case Examples found in textbook

- Visuals and pictures found in textbook

- Cost of textbook

- Instructor Test Bank

- Student Study Guides: Traditional or Online

- Student Self-Test Features: Traditional or Online

- Instructor Power Point Slides

- Size or weight of textbook

8. Course Information: Please list the course you are currently instructing that requires the use of an e-textbook as a primary or secondary resource.

- Course Title

- Course Prefix

- Course Section

- Credit Hours

9. What delivery method is featured in this course?

- Traditional face-to-face course

- Web-enhanced course

- Hybrid

- Fully online

10. Please indicate which textbook you are actively using during the 2013 E-Text Pilot, or are currently using for a specific course.

- Course Title

- Instructor Name

- E-text Title

- ISBN Number

- Cost

11. Additional e-textbook. If you are using more than one e-textbook during the 2013 E-Text Pilot or for a specific course, please list details for the second e-textbook here.

- Course Title

- Instructor Name

- E-text Title

- ISBN Number

- Cost

12. In your HCC Courses, do your students need to access any required online course readings using full-text library databases, or webpage hyperlinks?

- Yes

- No

- Reference materials only

13. In your experience, how did your student purchase your course e-textbooks? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a Publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or IBook for use with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchase delayed due to financial aid.

- Redeemed a publisher temporary access code.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased an older edition of the print version.

- Other (please specify).

14. E-Textbook Orientation: What orientation or introduction did students receive so they could effectively use the course e-textbook? Select all that apply.

- Customized Instructor Orientation using Video

- Instructor How-to Materials

- E-Textbook Syllabus Statement

- How-to posting in a course message, discussion, or blog

- In-Class Demonstration

- Links to Publisher Videos and Tutorials

- Links to a Publisher Student Help Desk

- I need assistance with creating a Student Orientation

15. In your experience, do your students use any of following publisher features of a typical course textbook? Select all that apply.

- Additional Student Study Space.

- Student textbook companion site.

- Critical Reading Quizzes.

- Pre-Tests, Self-Tests, or Quizzes.

- Additional maps, images, or timelines.

- Flash Cards or Glossary.

- I do not direct students to additional textbook resources.

- Other (please specify)

16. During a face-to-face class meeting, how do your students access the course textbook? Check all that apply.

- Access e-textbook from a personal laptop.

- Access e-textbook from a personal iPad.

- Access e-textbook from a personal e-book reader or tablet.

- Access e-textbook by logging into a MyHCC course from a class computer or SmartPhone.

- Access e-textbook by logging into a Publisher website from a class computer or SmartPhone.

- Access e-textbook using a SmartPhone.

- Students do not access the e-textbook during face-to-face class meetings.

- Other (please specify)

17. In a hybrid course, how do your students access the course textbook during a face-to-face classroom meeting? Check all that apply.

- Access e-textbook from a personal laptop.

- Access e-textbook from a personal iPad.

- Access e-textbook from a personal e-book reader or tablet.

- Access e-textbook by logging into a MyHCC course from a class computer or SmartPhone.

- Access e-textbook by logging into a Publisher website from a class computer or SmartPhone.

- Access e-textbook using a SmartPhone.

- Students do not access the e-textbook during face-to-face class meetings.

- Other (please specify)

18. During an online class meeting, how do your students access the course e-textbook and the online course site at the same time? Can you speculate on how online students access the course e-textbook and the online course site at the same time? Can you speculate on how online students use an e-textbook in conjunction with a hybrid or fully online MyHCC course?

19. Student Adjustment: What concerns do you have regarding the student adjustments to e-texts? Use the rating scale to indicate your level of concern.

	Primary Concern	Secondary Concern	Minor Concern	Not Applicable
Preference for Print-Based Material				
Student cost of e-textbooks				
Student ability to access e-textbooks in class, at the campus, and from home				
Student usability of e-texts in traditional, face-to-face classrooms				
Student ability to use the features of a PDF-based e-text, or e-reader version				
Student ability to use the features of an interactive e-textbook.				

Changes in the critical reading process needed to understand the e-textbook				
Technological skills needed to operate an e-textbook				
Ability to use features of an e-textbook such as highlighting, annotation, or notes				

20. E-Textbook Evaluation: During the textbook selection process, did you evaluate any existing

    publisher resources. Check all that apply.

    - Participated in a scheduled publisher training

    - Contacted the publisher's campus representative

    - Consulted HCC faculty members already using the product

    - Analyzed how publisher materials support existing course learning outcomes

    - Viewed video tutorials that provided an overview of e-textbooks

    - Viewed video tutorials on how to use a specific course e-textbook

    - Browsed the Publisher Help Topics webpage

    - Contacted the support help phone line to open a ticket

    - Used the publisher live chat window to open a ticket

    - Used the email feature to open a ticket

    - Downloaded the free APP associated with the course e-textbook

    - Evaluated the e-textbook as a test student or in student view

    - Comment on your publisher experience.

21. ADA Compliance: Can you verify that e-textbook content is ADA Compliant? Check all

    compliant features of your e-textbook.

    - Accessible for students with disabilities

    - Directive hyperlinks for screen readers

    - Underlining reserved for hyperlinks only

- Limited or emphatic use of all caps, italics or boldface

- High contrast between course elements and background

- Alt Tags provide description for all images and graphics

- Captioning or transcription of audio files

- Limited use of animation

- Closed captioning or text-based tutorials aviable for all video and animation

- I need assistance with ADA 508 Compliance

- Other (please specify)

22. Publisher Training-Features: What training did you receive from the publisher regarding the interactive features of an e-textbook such as annotation, note sharing or highlighting? Can you offer two or three observations?

23. Publisher Training-MyHCC: What training did you receive from the publisher regarding the integration of your e-textbook with MyHCC. This can include tests, lectures, gradebooks, or analytic features. Can you offer two or three observations?

24. E-Text Features: How often do you use the annotation, note sharing, or highlighting features typically found in an e-textbook to direct students?

- Very Often

- Sometimes

- Rarely

- Never

25. During a face-to-face class meeting, how do you access your e-textbook? Check all that apply.

- Access the downloaded e-textbook from a laptop, iPad, e-book reader or tablet

- Access the e-textbook by logging into a MyHCC course

- Access the e-textbook by logging into a Publisher website

- Prefer the print copy

- Other (please specify)

26. E-text Usage: How do you use e-textbook content? Check all that apply.

- List required reading assignments in the syllabus

- Assign supplemental readings for students struggling with course content

- Expect students to read all assigned readings prior to a class lecture

- Course quiz items reflect textbook reading assignments

- Class discussions reflect textbook reading assignments

- Required reading assignments include exercises, self-tests, or quiz items

- Course assessments reflect course lecture materials only

- Course assessments reflect textbook assignments and course lecture materials

27. Instructor Adjustment: What concerns do you have regarding the implementation of e-texts at

    HCC? Use the rating scale to indicate your level of concern regarding the instructor adjustment

    to using an e-textbook.

	Primary Concern	Secondary Concern	Minor Concern	Not Applicable
Preference for Print-Based Material				
Concern over technology issues related to e-textbook usage				
Level of familiarity with e-textbooks				
Ability to use e-textbook features: annotation, highlighting, and note taking				
e-text impact on student learning				
Ability to evaluate the features of an interactive e-textbook				
Training needed to effectively use an e-text				
Ability to use an e-text in a face-to-face and online class environment.				

28. As an instructor, what additional concerns do you have regarding e-textbooks?

Appendix G

Instructor Post-Survey

1. Name:

2. What is your academic discipline?

3. What is your status? Select all that apply.

- Dean or Director.

- Full-Time Tenured.

- Full-Time Non-Tenured.

- Full-Time Temporary.

- Adjunct.

- Staff.

4. Select your primary campus location.

- Brandon

- Dale Mabry

- MacDill

- Plant City

- SouthShore

- Ybor City

5. Course Information and E-Textbook: Please list one course you are currently instructing along with the primary e-textbook used across all sections. Course delivery methods include face-to-face, web-enhanced, hybrid, or online.

- Course Title.

- Course Prefix.

- Course Section(s).

- Delivery Method(s).

- Credit Hours.

- E-Textbook Title.

- ISBN.

- Cost.

6. Why did you select this specific e-textbook? Select all that apply.

- Interactive features that engage students and clarify course content

- Student pre-test or study features

- Instructor Annotation features that direct students to key concepts

- Cost of e-textbook compared to print version

- Portability of e-textbook compared to print version

- Embedded hyperlinks and resources contained in the e-textbook

- Multi-media features of the e-textbook

- Practical learning tool for students

- Anticipated improvement in student learning

- Existing comfort in distance learning environment

- Other (please specify)

7. E-Text Usage: How do you use e-textbook content? Check all that apply.

- List required reading assignments in the syllabus

- Assign supplemental readings for students struggling with course content

- Expect students to read all assigned readings prior to a class lecture

- Course quiz items reflect textbook reading assignments

- Class discussions reflect textbook reading assignments

- Required reading assignments include exercises, self-tests, or quiz items

- Course assessments only reflect course lecture materials

- Course assessments reflect textbook assignments and course lecture materials

- Major course assignment or project requires textbook content and course lecture materials

8. In addition to the e-textbook, what additional publisher resources are you also using? Check all that apply.

- An adaptive learning environment like Learnsmart

- A custom course created with the publisher that uses the publisher's LMS.

- A custom course created with the publisher that integrates with MyHCC.

- A textbook specific companion web site that contains additional exercises, video tutorials, checklists, flashcards as well as instructor resources.

- A larger publisher website that contains discipline-based resources (Norton/Write).

- A publisher lab component(Pearson Lab Series) that offers online tutorials, homework assignments, learning aids, and practice items with immediate feedback or student support.

- A publisher test bank which students access through a URL.

- A publisher test bank which was imported into MyHCC.

- A publisher tutorial or assessment system (Norton SmartWork) that allows students to complete practice assignments related to specific textbooks.

- Please detail the additional resources used.

29. In your professional analysis, how did the e-textbook support or hinder course objectives or learning goals you set for the course? Can you comment on the relationship between your course objectives and student learning goals and how the e-textbook addressed them?

30. Additional Course and E-Textbook: Please list one additional course you are currently instructing along with the primary e-textbook used across all sections. Course delivery methods include face-to-face, web-enhanced, hybrid, or online.

- Course Title

- Course Prefix.

- Course Section(s).

- Delivery Method(s).

- Credit Hours.

- E-Textbook Title.

- ISBN.

- Cost.

31. In your experience, how did your student purchase your course textbooks? Check all that apply.

- Purchased an access card from the HCC Bookstore.

- Purchased from a publisher Website.

- Purchased from an internet bookseller such as Barnes & Noble, Amazon, or IBook for use with an e-reader, Nook, iPad, or Kindle.

- Purchased or rented from an internet e-textbook site such as ecampus or Cheggs.com.

- Purchased both print and e-textbook version from the publisher.

- Purchased both print and e-textbook version from an internet bookseller.

- Purchase delayed due to financial aid.

- Redeemed a publisher temporary access code.

- Purchased both print and e-textbook version from an internet e-textbook site.

- Purchased an older edition of the print version.

- Can you comment on student access issues due to financial aid or other factors?

32. E-Textbook Orientation: What orientation or introduction did students receive so they could effectively use the course e-textbook? Select all that apply.

- Customized Instructor Orientation using Video

- Instructor How-to Materials

- E-Textbook Syllabus Statement

- How-to posting in a course message, discussion, or blog

- In-Class Demonstration

- Links to Publisher Videos and Tutorials

- Links to a Publisher Student Help Desk

- In your opinion, what was the effectiveness of the orientation given to students?

33. Rank the following publisher features of a typical course textbook. Use "1" for the most

    beneficial to student success and learning. Use "6" for the least beneficial.

    - Additional Student Study Space. 1-2-3-4-5-6

    - Student textbook companion site. 1-2-3-4-5-6

    - Critical Reading Quizzes. 1-2-3-4-5-6

    - Pre-Tests or Self-Tests. 1-2-3-4-5-6

    - Additional maps, images, or timelines. 1-2-3-4-5-6

    - Flash Cards or Glossary. 1-2-3-4-5-6

34. Student Adjustment: As the semester concludes, rank the student e-textbook adjustment

    challenges. Use "1" for the most pressing challenge. Use "7" for the least.

	1	2	3	4	5	6	7
Student Preference for Print-Based Material							
Student ability to access e-textbooks in class, at the campus, and from home							
Student usability of e-texts in traditional, web-enhanced, hybrid and online classrooms							
Student ability to use the features of a PDF-based e-text, or e-reader version							
Student ability to use the features of an interactive e-textbook such as highlighting, annotation, or notes							
Changes in the critical reading process needed to understand the e-textbook							
Technological skills needed to operate an e-textbook							

35. E-Textbook Challenges: During the semester, what technological or skill challenges did your students experience when they used the course e-textbook? Provide a short list.

36. E-textbook Advantage: In your professional evaluation, how did the e-textbook enhance student learning or ability to meet course learning objectives? Please detail one example.

37. E-Textbook Usage: During the semester, did you experience any glitches when using the e-textbook?   Check all that apply.

- Ability to access e-textbook during all scheduled class meetings or as needed due to HCC server or bandwidth

- Errors in content found in e-textbook materials

- Annotation features of e-textbook did not operate as intended

- Accessibility issues for students with disabilities

- Instructor annotations did not copy into the next semester

- E-textbook viewed differently based on device used for access

- E-textbook operated differently based on browser

- Incompatibility of e-textbook with existing MyHCC course

- Technical issues using the print feature

- Issues with text quality

- Publisher server access issues related to hosting by a web site.

18 During the semester, did you uncover any e-textbook content that was not as ADA Compliant as previously described? Check the features of your e-textbook that do not seem compliant.

- Accessible for students with disabilities

- Directive hyperlinks for screen readers

- Underlining reserved for hyperlinks only

- Limited or emphatic use of all caps, italics or boldface

- High contrast between course elements and background

- Alt Tags provide description for all images and graphics

- Captioning or transcription of audio files

- Limited use of animation

- Closed captioning or text-based tutorials available for all video and animation

- Are there any other usability challenges with your e-textbook?

19 Publisher Communication: During the semester, did you communicate with the publisher

regarding the features of an e-textbook, or other publisher resources? How were technological

issues addressed and supported? What advice can you offer to faculty members contemplating

the use of an e-textbook produced by this publisher?

20 Necessary Skills: In your professional evaluation, what technological skill set should a faculty

member have if they plan to use e-textbooks or publisher resources? Provide a top three list of

skills, or valuable advice. What publisher training is necessary?

21 E-Text Features: How often do you use the annotation, note sharing, or highlighting features

typically found in an e-textbook to direct students?

- Very Often

- Sometimes

- Rarely

- Never

22 Following your semester experience, rank your concern level as an instructor. Use "1" for the

most pressing concern you have regarding the implementation and utilization of e-textbooks at

HCC.

	1	2	3	4	5	6	7
Preference for Print-Based Material							
Concern over technology issues related to e-textbook usage							

Level of familiarity with e-textbooks							
Ability to use e-textbook features: annotation, highlighting, and note taking							
e-text impact on student learning							
Ability to evaluate the features of an interactive e-textbook							
Training needed to effectively use an e-text							
Ability to use an e-text in a face-to-face and online class environment.							

23 As an instructor, did you interact differently with your students when using an e-textbook? Can

you compare to the use of a traditional print textbook?

24 During a face-to-face class meeting, how do you access your e-textbook? Check all that apply.

- Access the downloaded e-textbook from a laptop, iPad, e-book reader or tablet

- Access the e-textbook by logging into a MyHCC course

- Access the e-textbook by logging into a Publisher website

- Prefer the print copy

- If you experienced access or logistic issues, what were they?

25 Did you your student have the option to purchase both an e-textbook and print version?

- Yes

- No

26 For a web-enhanced course, what online items do your students normally consult in a scheduled

traditional class period? Check all that apply.

- Assigned readings from the e-textbook

- Student study materials such as flash cards, pre-tests, or tutorials

- Course reference resources such as a weblink or libguide

- Multi-media lectures or resources

- If your students experienced issues during class, what were they?

27 Hybrid Course: Can you comment on student activities held during the traditional scheduled classroom period of your hybrid, versus the online portion?   What happens in the classroom? What happens online? Can you give a specific example of how the e-textbook is used in a hybrid course?

28 During a face-to-face class meeting, how do your students access the course textbook? Check all that apply.

- Access e-textbook from a personal laptop.

- Access e-textbook from a personal iPad.

- Access e-textbook from a personal e-book reader or tablet.

- Access e-textbook by logging into a MyHCC course from a class computer or SmartPhone.

- Access e-textbook by logging into a Publisher website from a class computer or SmartPhone.

- Access e-textbook using a SmartPhone.

- Students do not access the e-textbook during face-to-face class meetings.

- Other (please specify)

29 During an online class meeting, how do your students access the course e-textbook and the online course site at the same time? Can you speculate on how online students access the course e-textbook and the online course site at the same time?

Appendix H

Instructor Journals

Integrated E-textbook Journal

Purpose: Examines the skills needed to teach a course featuring an e-textbook integrated with additional publisher materials.

Directions: To obtain useful first-hand information, journals require you to post about 10 observations about using an e-textbook from the instructional perspective. If you are using an e-textbook that integrates with Blackboard or is housed in a larger publisher website, consider adding your observations about....

- Additional steps needed for semester preparation

- Additional materials needed for student preparation

- Publisher Training and Instructional Materials

- Evaluation of e-textbook content or quality

- Integration of e-textbook with other materials such as tests, lectures or study guides

- Adjustments or comfort level to online reading

- Use of advanced e-textbook features such as annotation, highlighting or other items

- Changes in the student critical reading process

- Technology Issues or glitches

- Benefits of using interactive e-textbooks.

Your observations will help faculty who are considering the use of e-textbooks as well as reveal

essential professional development needs.

E-textbook Comparison Journal

Purpose: Examines the skills needed to teach multiple sections using the same e-textbook. The

sections may or may not share the same delivery range.

Directions: To obtain useful first-hand information, journals require you to post about 10

observations about using an e-textbook from the instructional perspective. If you are using the

same e-textbook in multiple sections with different delivery methods, consider adding your

observations about using an e-textbook. The comparison journal seeks to explore the difference

in instructor usage of an e-textbook in a traditional, web-enhanced, hybrid and fully online

course.....

- Additional steps needed for semester preparation

- Changes needed to adjust to delivery method such as instructions for online users.

- Additional materials needed for student preparation

- Publisher Training and Instructional Materials

- Usage challenges in a traditional classroom

- Usage challenges in an online classroom

- Integration of e-textbook with other materials such as tests, lectures or study guides

- Observations regarding print preference and online reading

- Use of e-textbook features such as annotation, highlighting or other items

- Changes in the student critical reading process

- Technology Issues or glitches

Your observations will help faculty who are considering the use of e-textbooks as well as reveal essential professional development needs.

E-textbook Transition Journal

Purpose: Examines the initial adjustment skills needed to teach a course for the first time using an e-text. The course can be a face-to-face or online course.

Directions: To obtain useful first-hand information, journals require you to post about 10 observations about using an e-textbook from the instructional perspective. If you are using an e-textbook for the first time, consider adding your observations about....

- Additional steps needed for semester preparation or obtaining an e-textbook

- Challenges related to evaluating a digital text or interactive text

- Additional materials needed for student preparation or course preparation such as an access code

- Publisher Training and Instructional Materials

- Integration of e-textbook with other materials such as tests, lectures or study guides

- Adjustments or comfort level related to online reading

- Using e-textbook features such as annotation, highlighting or other items

- Changes in the instructor critical reading process, instructional style, classroom logistics, or evaluation process

- Technology Issues or glitches

- Print Preference Challenges.

Your observations will help faculty who are considering the use of e-textbooks as well as reveal essential professional development needs.

Appendix I

Instructor Focus Group

Welcome & Purpose: Thanks for agreeing to be part of the HCC E-Textbook instructor focus group. We appreciate your willingness to participate. Your participation is voluntary, and you do not need to respond to all of the questions. Our focus group session should last about two hours. The purpose of the focus group is to define the instructor response to and experience with e-textbooks. As the facilitator, I will ask you a series of questions. Hillsborough Community College is conducting a college-wide study to prepare for the transition to e-textbooks. As a part of this study, the HCC E-Text Pilot Team is exploring the instructor transition using pre- and post- surveys and focus groups. The information learned in the focus group will be used prepare faculty for the e-textbook transition.

Introductions: At this time, I would like to introduce members of the E-Text Pilot Study Team.

> **Session Facilitator:**
>
> **Assistant Facilitator:**
>
> **CITT Facilitator:**
>
> **SmartPen Recorders:**
>
> **E-Text Team Members:**

Ground Rules: To allow our conversation to flow more freely, I would like to cover a few ground rules. You can use the pens and paper to record your thoughts to any of the focus group questions. Water bottles and light refreshments are found at the table in the back of the conference room.

7. One person speaks at a time.

8. Please avoid side conversations.

9. You do not need to answer every single question, but your voice is needed. I may call upon you to clarify an answer.

10. There are no right or wrong answers. Every person's experience is valid. You should speak up to agree or disagree. Our team is looking for a range of responses.

11. If you need a break, just let me know. The Bathrooms are located across from the elevator on the first floor hallway. Additional restrooms are located on the 2nd floor.

12. Please turn off your cell phones during the focus group session.

You have probably noticed the recorders or note takers. We will be recording this session using the SmartPen because we do not want to miss any of your comments.   You may be assured of confidentiality. The recorded reports and data from the study will be reviewed by the E-Text Implementation Committee and the Department of Institutional Research.

To begin, why not learn about the other instructors in this focus group. Name plates have been placed in the table in front of you. If you could write down your first name, we can begin by learning more about each other. Can you provide a brief introduction for focus group members?

Introduction of Participants:

1

2

3

4

5

General Questions: General experience with textbooks and online reading.

5. Tell me about your experience with traditional college textbooks. How do you use them in a course?

6. Tell me about your experience with reading online books, magazines or documents. How is reading for professional purposes different than reading for pleasure?

7. Have you explored an e-textbook in a participant role or as part of professional Development? Can you comment on the experience?

Opening Question: Traditional - Textbook Selection and Type

1. Tell me about your experience selecting textbooks for a course. What procedure do you follow?

2. What course delivery formats do you routinely instruct? How does a traditional, web-enhanced, hybrid, or online course impact your textbook selection procedure?

3. What three main factors influence your adoption of a specific textbook?

4. What role do publishers play in your textbook selection process?

5. How important is student textbook cost to your textbook selection process?

6. How do you typically use a textbook in traditional classroom instruction? Does this change for a web-enhanced, hybrid or online course?

7. What expectation do you have regarding student usage of a traditional textbook?

Specific Questions: E-Textbook Usage

1. Are you currently using an e-textbook? If so, can you describe the e-textbook featured in a course? What type of e-textbook is it? If you do not use one, would you be likely to use one in the future?

2. How do you typically use an e-textbook in traditional classroom instruction? Does this change for a web-enhanced, hybrid or online course? And if so, how?

3. Can you comment on student access to your e-textbook during a classroom period, or online lesson? How do they access the e-textbook?

4. What interactive features of the e-textbook did you or your students find beneficial? (Notetaking, annotation, note-pasting, media, audio, pre-tests, glossary, etc)

5. How did the e-textbook impact student learning in your course? Please provide one example.

6. How did the e-textbook change and/or enhance your instructional delivery or method? Please provide one example.

7. What are the main advantages of using an e-textbook?

Closing Questions: Instructor Concerns

1. What concerns do you have about using an e-textbook?

2. What factors would increase your likelihood of adopting an e-textbook for a course?

3.   This focus group explored (insert summary here). Is this summary an accurate reflection?

4.   The purpose of this session was to explore the instructor knowledge of textbooks and experience with e-textbooks. Have we missed anything?

Group Closing: Thank you for participating in our focus group. Your responses will remain confidential and no individuals will be identified in the report. To respect the privacy of focus group members, please do not disclose session comments outside of this room.

If you parked in the Centro Ybor Garage, please have your parking ticket validated by the first floor receptionist or security guard.

Appendix J

Instructor Ready to Go Survey

Do you want to add your voice to the HCC E-Text Conversation? Simply complete this short

instructor survey.

1. Are you an online reader? Please detail your personal and professional reading needs.

    Do you modify your reading process when you transition to online articles or books?

2. What three main factors influence your adoption of a specific textbook?

3. As an instructor, what is your existing experience with e-textbooks? If you are already

    using them, please detail a few benefits. If you are not using them, please offer one or

    two reasons why.

4. As HCC considers the implementation of e-textbooks, what are your concerns regarding

    the student transition? Please detail one or two concerns.

5. As HCC considers the implementation of e-textbooks, what are your concerns regarding

    the instructor adjustment? Please detail one or two concerns.

If you would like to participate in the HCC E-Text Implementation Project, please include your

contact information and check your area of interest:

Name: _____

e-mail: _____

Area of Interest
Student Pre-Survey
Student Post-Survey
Student Focus Group
Instructor Pre-Survey
Instructor Post-Survey
Instructor Focus Group
Instructor Collaboration

Appendix K

Sample Newsletter

September 2013 e-newsletter

HCC E-Textbook Implementation Update
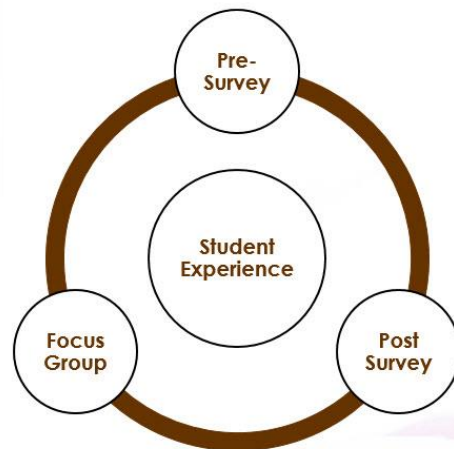

Review the 2012 Summer White Paper
http://citt.hccfl.edu/files/ETextWhitePaperSummer2012.pdf

Interested?

Fill out the Ready-To-Go Survey at http://www.surveymonkey.com/s/ETextReadyToGoSurvey

Studied?

The Educause and Internet 2 Pilot provides resources that apply to HCC – http://www.educause.edu/library/e-textbooks

Need information?

Explore our LibGuide: e-Texts for HCC at

http://libguides.hccfl.edu/e-texts?hs=a

Need FREE books?

Open Source Resource: Free books are offered by Openstax College at
http://openstaxcollege.org/

Review 2013 Student Experience Results at
http://cam1.hccfl.edu/media/Kowalski,%20Sophia/StudentExperience/StudentExperience_-_MP4_with_Smart_Player_%28Original_Size%29_-_20130813_02.29.03PM.html

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