HCC E-textbook Review and Recommendations

E-text Team

Hillsborough Community College

August 16, 2012

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Table of Contents

Introduction

In response to faculty interest and the evolving text book options, the *HCC E-text Implementation Team* 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 3rd, 2012, the E-text 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. During summer 2012, the E-text team examined the following topics:

1. Identification of key issues related to E-textbook implementation at HCC;

2. Identification of key stakeholders impacted by E-textbook implementation at HCC;

3. Literature review of E-text research;

4. Interview of institutions with existing programs and pilots;

5. Evaluate existing programs and pilots for application to HCC; and

6. Construction of an E-text wiki as a repository of E-text faculty resources.

This focus revealed several issues that would require further study: (a) faculty training needed; (b) level of digital literacy among faculty and students; (c) impact on students of E-texts and related costs; (d) variety of publisher and open source products; (e) classroom logistics; and (f) usability of e-textbooks. The E-text Team presented their findings documented in this report at a college-wide presentation during the scheduled August 16, 2012 faculty in-service. It must be reiterated, that the study, its findings and recommendations, are presented specific to HCC needs, challenges, and benefits.

Defining E-textbooks

Publications presented in digital format are known as electronic books, e-book, eText or E-text, and e-edition. *The Oxford Companion to The Book* (2010) defines E-textbooks as "The electronic counterpart of a printed book, which can be viewed on a desktop computer, laptop, smartphone or e-book reader. When traveling, a large number of e-books can be stored in portable units, dramatically eliminating weight and volume compared to paper. Electronic bookmarks make referencing easier, and e-book readers may allow the user to annotate pages" (E-Textbook, 2012). Currently, E-textbooks are available in many digital formats ranging from PDF, print or page fidelity (consistency between E-text and print versions), reflowable text (the ability to wrap text to the next line if the user changes the window size), media rich, and interactive. E-texts may be distributed and viewed freely as an open-source document or accessible only through certain proprietary domains or software.

Most E-textbooks are digital representations of books with the addition of pictures, but the next generation of E-textbooks will provide enhanced digital learning environments with embedded video, audio, web links, simulations, and visualizations. Advances in software are changing the quality and interactivity of E-textbooks (Chin, 2011). A comparison of three different types of E-texts is offered in Table 1. Comparing the different E-texts in Table 1 reveals a contrast in multimedia elements and interactive reader features. Inevitably, future E-textbooks will be increasingly more engaging and interactive.

Table 1

E-text Interactivity Features

	Standard e-textbook	Media Rich and Interactive	Digital Learning Environment
Publisher	McGrawHill Online Learning Center	Ipad App	Inkling Product
E-Text Title	Organic Chemistry, 4th Edition. Francis A. Carey.	Al Gore Our Choice: A Plan to Solve the Climate Crisis	The Art of Public Speaking, 10th Edition. Stephen E. Lucas
Website location	http://www.mhhe.com/physsci/chemistry/carey/index.mhtml	http://vimeo.com/pushpoppress/ourchoice	https://www.inkling.com/store/the-art-of-public-speaking-stephen-lucas-10th /

Lesson Learned #1: Prior to HCC E-textbook implementation, the technological requirements for multimedia presentation, bandwidth, wi-fi accessibility, and availability of electrical outlets for charging mobile devices in learning spaces must be addressed.

E-Text Overview

   Most institutions first considered E-textbook adoption in response to the cost of print textbooks. In 2011, the average yearly student cost for print textbooks was $1,168. The typical cost difference between a print and digital text is about 50%. Currently 69% of colleges are exploring e-texts as an alternative to print. Although E-textbook sales in 2011 were 3% of total college textbook sales, projections for 2012 have risen to 15%. Reynolds (2011) predicts that digital textbook sales will surpass 25% of textbook sales within five years. Likewise, experts predict that by 2014, the E-textbook market will surpass 18% of all new textbook sales for higher education and career education markets (Eaton, 2011).

Two contributing factors to the anticipated growth in the electronic textbook market are the technological advances found in Tablet readers and quality of E-textbooks available. Tablet readers such as Kindle or Nook, often offer students the standard textbook in PDF or digital format. Recent iPad software advances allow students to interact with course materials through multimedia elements and engaged social reading features. Several publishers are also developing interactive E-textbooks. Both McGraw-Hill and Pearson are moving to enhanced, interactive textbooks that often integrate with a LMS such as Blackboard (Chin, 2011). CourseSmart, a leading E-textbook distributor, has over 5,000 college textbook titles available. E-texts at CourseSmart are available anytime, anywhere from any Web browser, and through many different mobile devices.

In addition to cost factors, many learning institutions are exploring E-textbook options to meet the needs of the multi-tasking, technologically-functional millennial college students. Barber (2012) reports that E-textbooks are one of the top five trends in educational innovation for 2012, explaining that E-textbooks will "improve the learning experience through analytics and personalized learning environments, while reducing costs with digital resources and cloud technologies." The Pearson Foundation's *Second Annual Survey on Students and Tablets* reports that over twenty-five percent of college students surveyed owned a tablet. Students polled believed that tablets and mobile devices will replace print textbooks and transform learning (New Survey Finds, 2012). Voicing student preference, a 2009 study conducted by On Campus, a division of NACS, found that 75% of polled students still preferred printed textbooks when taking a class. E-textbooks were preferred by 25% of students polled at 19 campuses (Nicholls, 2011).

Open Source

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.

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.

Benefits of E-textbooks

According to the e*Textbook Project Report* (June 2010) from Indiana University, interactive

E-textbooks offer benefits for faculty and student users. The report acknowledged that although

cost was a significant reason why students preferred E-textbooks, the ability to read instructor

annotations and sustainability was equally important. Additional benefits are listed in the

updated April 2012 *eText Project Report* (June 2012). Some of the benefits are provided in Table

2.

Table 2

E-textbook Benefits

Faculty Benefits	Student Benefits
Real time analytics to develop new teaching methods	Substantial reduction in textbook costs
Enhance with instructor notes	Multimedia enhancements
Incorporate multimedia with course content	Collaborative study
Integrate links and notes with study materials	Tag & annotate capabilities

Challenges of E-textbooks

Based on an analysis of the literature review as well as the knowledge and perspective of

HCC culture, policy, and procedure, the E-text Team identified challenges faculty and students

may face once e-textbooks are implemented at HCC. The challenges are listed in Table 3.

Table 3

E-textbook Challenges

Faculty Challenges	Student Challenges
Need to learn the technological skills necessary to operate and teach with E-textbook	Need to learn the technological skills require to operate and learn with E-textbook
Culture shift needed to move beyond a print-based culture to an interactive text with multiple links, inserted media, and interactivity	Preference for certain text in print

Obtaining and maintaining necessary publisher passcodes and log-in information for a range of textbooks	Orientation or training needed for functionality and usability of textbooks
Changes to accessing textbooks via a tablet reader or web	Changes in used textbook purchasing and reselling
Training required for faculty to learn new pedagogy for integrating tablet reader/web-based text with classroom instruction or online courses	Culture shift needed for some students to feel comfortable accessing a digital textbook during a traditional classroom session, or online learning module
Range of textbook formats and pricing options	Purchasing and access to a textbook format compliant with student device
Training needed to use highlight, annotate, or note features of web-based textbooks	Training needed to use highlight, annotate, or note features of web-based textbooks

The *Final Project Report* (August 1, 2012) from the Internet2 eTextbook Spring 2012 Pilot Study advised that students have high expectations regarding text quality. It is helpful to choose a tablet or reader platform that is fully accessible to students with visual accommodations. In addition, a core feature set should include highlighting, zooming and pagination. In terms of faculty results, the *Final Project Report* (August 1, 2012) stressed that "an engaged faculty is critical to a successful student experience with digital course materials" (p. 25).

Lesson Learned #2: Prior to, or in conjunction with HCC E-textbook implementation, faculty and students must receive training on how to operate E-texts, and how to use E-texts effectively for teaching and learning.

Lesson Learned #3: Prior to HCC E-textbook implementation, a marketing plan must be developed to help establish a shift in culture to embrace the use of E-texts for teaching and learning.

Review of Institutional Initiatives

   The E-text Team reviewed three E-text implementation projects at the University of

Michigan, Daytona State College, and Indiana University. A brief overview of each initiative

follows. Daytona State College serves a student population akin to HCC. Indiana University has

become a model for several educational pilot programs.

University of Michigan

   In December 2006, the University of Michigan established a task force to address the rising

costs of textbooks. The task force examined the following factors: textbook costs, publisher

practices, faculty textbook selection, bookstore ordering and pricing, the used textbook market,

and the use of technology. In April 2007, the task force released its report, *Research and*

Recommendations Concerning the Costs of Textbooks, which recommended the following

changes:

   a) Establish dates by which textbook lists should be posted to allow students to take

      advantage of the used book market and seek cost savings in other ways.

   b) Foster a used book market in partnership with local booksellers.

   c) Implement a faculty-led communication plan to support efforts to accelerate adoption

      rates and encourage other cost saving practices.

   d) Develop, test and implement an online textbook tool (Textbook Tool and U BOOK)

      that allows faculty to enter and share their textbook lists with students and booksellers

      and also allows students to find other students who want to buy or sell textbooks

      being reused in a subsequent term.

   e) Provide a structure for launching, publicizing, and managing the recommended new

      systems and processes by assigning responsibility for the systems to the Office of the

Registrar and by appointing a Faculty/Student Textbook Steering Committee to rally

faculty support and advise the Office of the Registrar as it administers the textbook

listing process.

f) Encourage other institutions of higher education to join with Michigan in bringing

pressure to bear on commercial publishers.

The results of the 2007 task force report can provide useful information to guide HCC changes to

the textbook adoption procedure and bookstore input.

   The University of Michigan has also promoted the College Textbook Affordability Act of

2007, which requires that college textbooks and supplemental materials remain available and

affordable for college students. In 2011, The Textbook Initiative and Research at Michigan

explored E-textbooks in preparation for a pilot. Both faculty and students participated in the

selection of E-textbook platforms which included CourseSmart, Courseload, LectureTools, and

VitalSource. As a result, the University of Michigan supports two main models: the fee model

and open source. The University of Michigan is also a participant in the Fall 2012

Educause/Internet 2 Initiative. For additional information consult the *eTextbook Intiative* at

http://www.lib.umich.edu/etextbook-initiative.

Daytona State College

   In July 2009, Daytona State College applied for a grant from the Department of Education

Fund for the Improvement of Postsecondary education to support a comparative study of

different textbook distribution models. The alternatives considered were print rental, co-op print

rental, E-text rental, and E-text rental with notebook device. In *A Study of Four Textbook*

Distribution Models (2011), the authors observed that while faculty and administration "may

embrace e-texts, students often prefer to rent printed textbooks" (Graydon, Urbach-Buholz, and

Kohen, 2011). The challenge areas identified by Daytona State College in this two-year study included: (a) online access to E-textbooks is impacted by the wireless network and publisher websites; (b) students may lack the skills needed to navigate to and use e-text's functions; (c) responsibility for technical instruction; (d) logistics of text distribution and collection; and (e) adapting instruction to the new technology.

The Daytona study advises institutions seeking to implement campus-wide e-textbooks to adhere to the following:

1. Avoid top-down mandates and encourage faculty to adopt e-textbooks.

2. Invest in infrastructure and technology needed for e-textbooks.

3. Help students to see the advantages of e-textbooks.

4. Involve student support services by collaborating with IT personnel, tutors, learning specialists, and support staff.

5. Provide instructional support and training for faculty at the college, program and departmental level.

Daytona State College is moving forward with campus-wide E-textbook adoption. Additional contacts and articles are available on the Daytona State College website, *E-Text Development*, at http://www.daytonastate.edu/etext/index.html.

Indiana University

The objectives of the *Indiana University eText Initiative* were to: (a) drive down the cost of materials for students; (b) provide high quality materials of choice; (c) enable new tools for teaching and learning; and (d) shape the terms of sustainable models that work for students, faculty, and authors. According to Brad Wheeler, IU Vice President for Information Technology, *The Indiana University eText Initiative* has saved 5,300 students as much as $100,000 by

allowing professors to select E-textbooks instead of traditional textbooks. This model uses a course fee, akin to a technology fee, which charges each student who takes a class using E-textbooks. The model is detailed in the *eTexts Project Report* (April 2012). In addition, five publishers supply E-textbooks to these students. Students will know when they enroll in a course if its respective professor is using an E-textbook. Once a student is enrolled, an E-text fee is added to their bursar bill.

Under the current model described above, students have an average savings of $25 per book or online supplement. While enrolled, students have uninterrupted access to either electronic or print text materials. Starting in 2008, Indiana University has consistently evaluated the process of the *Indiana University eText Initiative*. In August 2009, the first pilot was begun. Another study, *Use of Digital Course Materials* (July 2010), examined behavioral changes and revealed the following information:

1. Only 17.7 % of students printed out pages from their E-textbooks, and of these, 4.8 % printed five pages or less.

2. About 22.6 % of students downloaded the E-textbook to a local computer or tablet reader.

3. On average, 77.1 % read the material electronically, with 58.6 % reporting they read exclusively in the electronic format, and 8.6 % reporting they read print exclusively.

4. When reading the book in its electronic format, users on average reported reading 51.5 % of the material online, and 48.5% of their reading on a text downloaded to their local machine.

For more information on the Indiana Model, which is currently being piloted by 25 colleges and universities, consult http://etexts.iu.edu/index.php.

From the literature review, the E-text Team learned that most of the institutional E-textbook

projects cite mixed results. E-text Team members noted the diversity of our student

demographic which ranges from millennial students to returning adult learners. The overall

implication is that, initially, E-textbooks should be offered as an option. The team acknowledges

that implementing E-textbooks at HCC will be a long-term process. A scheduled Fall 2012

Educause/Internet2 E-text pilot will evaluate models in more than 25 colleges and universities

and ultimately offer valuable insight and guidance on implementation issues and challenges.

Based on the Indiana University Model, the Educause/Internet2 pilot is partnered with McGraw

Hill Education and Courseload. Results from this large initiative should provide more

comprehensive data. For more information, consult the *E-text Constituent Group* at

http://www.educause.edu/discuss/ teaching-and-learning/etexts-constituent-group.

Lesson Learned #4: From the University of Michigan Study, the results of the 2007 task

force report can provide useful information to guide HCC changes to the textbook

adoption procedure and bookstore input.

Lesson Learned #5: E-textbooks should initially be offered as an option.

Lesson Learned #6: Implementing E-textbooks at HCC will be a long-term process.

HCC E-textbook Vision Statement

Vision statements are critical to implementing change in organizations. In *The Seven Habits*

of Highly Effective People, Steven Covey defines Habit 2: "To begin with the end in mind means

to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are already in the right direction" (p. 95). The E-Text Team literature review revealed most institutions with a successful e-textbook implementation plan started with a vision statement. Any statement created to unite HCC should encourage faculty to embrace the use of E-textbooks in their courses when available and appropriate. It should be a statement that allows HCC, as a College, to affirm our willingness and desire to move in new directions to meet the needs of our students. The vision should acknowledge that the traditional Gutenberg style textbook is evolving from words on a page to be read and understood, to an immersive environment that interacts with the student through a variety of means to maximize his/her learning experience. The textbook of the future will determine students' strengths and weaknesses and provide students with a customized learning path based upon their skills. Lastly, the vision statement should not be, or be perceived by faculty, as a document that dictates the mandatory use of e-textbooks or which textbooks should be used.

With this in mind, the vision statement may include words or phrases that address the following issues:

a) A focus on currency, accuracy, and integrity of content and writing of e-textbooks,

b) Ease of access for all stakeholders (students, instructors, administrators and requiring access),

c) Affordability for all stakeholders (in particular for students and instructors),

d) Acceptance, respect for views of instructors, and buy-in from instructors,

e) High quality, immediate and effective support in implementing e-textbooks at HCC,

f) Uniform e-textbook alternatives for students,

g) Providing the delivery of education of the highest standards by enabling a progressive community of learners, through the power of technology, access to technically advanced instructional resources and materials,

h) Serve our students with affordable, cutting edge learning material that enables our students to maximize their learning outcomes.

Because any e-textbook implementation will require an institutional transition, the E-Text Team invites faculty to discuss and participate in the creation of a vision statement that reflects key foundational values at HCC. The libguide, *e-Texts for HCC*, contains a range of resources applicable to student, faculty and institutional concerns. Consult http://libguides.hccfl.edu/e-texts .

Lesson Learned #7: HCC needs to craft a vision statement for using E-texts to support teaching and learning.

Lesson Learned #8: The approach to developing the vision statement should be faculty driven and strive to be inclusive of all faculty desiring to participate in the drafting of the vision.

Textbooks at HCC

According to William Wimberly, HCC Bookstore Manager, the HCC Bookstore is prepared to move forward with selling E-textbooks. Wimberly reports that approximately one percent of existing textbook sales are E-textbooks. A small upgrade may be needed to the current operating system. All purchases would be handled online through the Bookstore's e-commerce

website. At this time, the textbook adoption policy would not change. To begin using E-

textbooks immediately, faculty would need to request an E-text rather than a standard print text.

Mr. Wimberly stated the bookstore supports a pilot that examines student responses to E-

textbooks. One issue that needs to be discussed is the limitations on refunds for E-textbooks

related to dropping a course. At this time, students who download E-textbooks cannot be issued a

refund once they drop a course. However, if the E-textbook has not been downloaded, or the

access code activated, then the bookstore can process a refund. To accommodate students

receiving Financial Aid, the bookstore would carry E-textbooks in the Bookstore.

Lesson Learned #9: Prior to implementing E-texts at HCC, the HCC Bookstore must be

consulted to review policy and procedure for textbooks.

    As discovered from the E-text Team's institutional review, many colleges and universities are

utilizing a range of textbook distribution models and reviewing the textbook market. Bell (2010)

recommends a Curricular Resource Strategy (CRS) that enables faculty to publish their own

digital course materials. Any textbook model directly impacts the bookstore's role. A review of

some textbook distribution models typical of community colleges and universities is found in

Table 4.

Table 4

Text Book Distribution Models

Model	Description	Bookstore Role
Traditional	All textbooks purchased from college bookstore.	Monopoly on all textbooks new and used.
Retailers	Textbooks purchased from private off-campus stores, campus stores, or national	One of many retailers.

	booksellers.	
Online Providers	Internet replaces traditional store as main retailer for college textbooks.	Online Campus Books replaces bookstore as top retailer.
Digital Provider	All textbooks purchased from a textbook provider such as CourseSmart.	Limited to tablet reader or access cards.
Publisher Based	All textbook are purchased directly from a publisher or retailer.	Limited to access cards.
Integrated Text	Publisher e-text/resources are integrated with LMS.	Limited.
Customized E-text	Publisher e-text is customized by the instructor.	Limited.
LMS Model	E-text is part of an entire course management system.	No Role.
Open Source	Faculty create and utilize open publishing resources.	No Role.
Digital Publishing	Faculty member creates textbook and digitally transfers to students via LMS or library.	No Role

Lesson Learned #10: Prior to implementing E-texts at HCC, the various models must be studied for selection appropriate to HCC.

E-text Team Conclusions

Stakeholders

The E-text team identified HCC stakeholders that will be influenced by the search for solutions to the rising costs of textbooks. Stakeholders include students, faculty, publishers, individual campus support services, the institution, and larger community. A list of all stakeholders and statements of concern are displayed in Table 5.

Table 5

HCC Stakeholders

Stakeholder	Nature of Impact
Student	All platforms should allow students to highlight text, permit note taking in margins, and allow limited printing options. Students

	should be able to access e-texts via a range of devices. If a tablet is chosen, all texts needs to be available in that format.
Accessibility	All students regardless of physical proficiency must have equal access to all learning mediums.
Technical	Students have varying levels of competence regarding accessing needed information and ease of negotiating various platforms. The time committed to and the ease of E-learning will differ based on the level of computer literacy.
Faculty	Training needs: Instructors will have varying needs regarding training in the effective use of e-textbooks.
	Text-dependent courses will need to be addressed.
	E-text access and online testing concerns.
Publisher/Retailer	Publishers and e-text retailers play a substantial role in implementation.
Web-Based	Transfer of grades into MyHCC; Training needed for web-based text; publisher help resources.
Digital Download	Standard file or format, or all devices.
Interactive	Transfer of instructor annotated or enhanced text during course copy transitions; Transfer of instructor notes across editions; Transfer of grades; Ability to enhance with instructor materials.
Publisher LMS	Training needed for publisher course management system; Transfer of data following textbook change; grading and recordkeeping. LMS Building Blocks.
Campus	
Tutoring Center	Staff and Student accessibility to texts; Hardware and software needed to utilize texts.
Testing Center	Staff and Student accessibility to texts; Hardware and software needed to utilize texts. Changes to materials allowed during testing procedures.
Library	Staff, Faculty and Student accessibility to texts; Hardware and software needed to utilize texts. Procedures for E-reserves and print-text reserves. Hours may need to be addressed for students who will be dependent on campus access to texts. Hours may need to be addressed for students who will be dependent on campus access to texts.
Computer Center	Student accessibility to texts; Hardware and software needed to utilize texts. Hours may need to be addressed for students who will be dependent on campus access to texts.
Bookstore Texts	The bookstore will need ample notice to be prepared for the implementation of e-textbooks. The bookstore will need to communicate via multiple venues to inform students of the e-textbook procedures.
Bookstore Tablets Sales	Feasibility and cost of offering readers if tablet model is selected
Classroom Logistics	Bandwidth needed to access web-based texts during a class session; Access to tablets or computers needed for texts; Projection of text and lecture items via 21st Classroom stations.
Institution	
Accessibility	Evaluation of existing IT infrastructure needed; Evaluation of

	ADA compliance of texts needed.	
Affordability	Pricing and options analysis needed; Transition to fee based model needed.	
Cluster/Discipline	Evaluation of course outcomes to interactive text materials needed.	
Textbook Adoption	Streamlining and coordination in adoption process needed to ensure faculty collaboration, efficient pricing, and evaluation of texts.	
Wireless	Bandwidth needed to access web-based texts for classroom reference and instruction.	
MyHCC Integration	Browser or platform used to access the e-text compatible with MyHCC. Publisher building block availability.	
Community		
K-12 System	Reinforcement of virtual learning and established text initiatives for K-12 systems. Currently, the Hillsborough Public School system uses myOn for digital text downloads to multiple devices: Kindle Fire, iPad apps, and computer.	
University System	Preparation of transfer students to meet initiatives at the university level. Currently, USF uses an e-reader, nookstudy, for digital text downloads.	
Continuing Education	Workforce readiness skills; Development of digital literacy skills.	
Business Partnerships	Workforce readiness skills; Development of digital literacy skills.	

Institutional Considerations

In addition, HCC would need to address existing barriers prior to E-textbook implementation. Barriers reflect concerns specific to the HCC Community. Possible solutions are detailed in Table 6.

Table 6

Implementation Barriers

Barrier	Concern	Solution
Equal Access to Learning	Do all students regardless of economic resources have access to e-textbooks? Will there be 24/7 free access sites for our working students?	Ensure that the forecasted needs of the initial implementation can be effectively met.
Internet Cost	Can all students access the internet from home and afford the monthly cost?	Develop a contingency plan that includes a method of providing hard text for students who require financial assistance.

Infrastructure	Is the current infrastructure capable of handling the increased demand for internet access?	Review the existing infrastructure to determine capabilities.
	Are the classrooms adequately equipped to assist instructors in the effective implementation of a new era of instruction?	Set the climate for a more complete implementation process.
Student Access	What provisions will be available for students with fiscal and physical disabilities?	Develop a contingency plan that includes a method of providing hard text for students who have a physical disability that would preclude them from using an e-text. Ensure that financial aid covers e-texts.
Instructor Training	Will the instructional model be mandatory or instructor choice?	Conduct the initial implementation by prepared instructors that can transition effortlessly into the new instructional model. Develop a series of workshops to develop best practices. Provide ongoing tiered training to meet instructor needs. Schedule publisher training at the beginning of the textbook adoption cycle.

Recommendations

Within five to ten years, textbook pricing and interactive functionality will eventually drive the transition entirely to E-textbooks. Recently, Inside Higher Ed predicted a complete digital textbook market in thirty- six months (Kibby, 2012). As a group, the E-text Team agrees that the transition to E-textbooks will be a significant organizational change, and a long-term process at HCC. Among the many considerations HCC must contend with regarding E-text implementation, the Team felt the main concerns involved meeting the needs of our diverse student population, providing faculty collaboration and training, and supporting the "open-door" approach to instructional delivery and materials.

1. Create a HCC E-Textbook Vision Statement.

2. Review current textbook purchasing procedures and discuss changes to Bookstore policy and operations.

3. Review the textbook adoption process to streamline the process and to enhance

collaboration amongst faculty using E-textbooks.

4. Initiate faculty discussion and evaluation of interactive textbooks.

5. Plan for professional development on how to operate E-texts, integration tips,

teaching/learning strategies, and best practices.

6. Review learning spaces to determine support for E-text teaching and learning.

A complete list of recommendations is provided in Table 7.

Table 7

Recommendations

Item	Comments
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 via a wiki or collaboration 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 a series of best practice workshops. Offer professional development credit.
Digital Literacy Review	Explore the concept of Digital Literacy to facilitate changes in instructional techniques needed for e-textbook usage as well as changes in student learning. Resources available via Library Libguide.
Student Impact Study	In the world of educational choices for students today, student impressions of the respect organizations have for their welfare and levels of preparedness for the workforce when they graduate is at the core of the success of HCC. Today's college age students use technology freely in their everyday life and question the cost of textbooks, are concerned with "going green" and in most cases are native consumers of technology driven learning. They want to be engaged in their learning and hope to feel prepared for their personal futures when they graduate. These students also will be future HCC supporters and benefactors, both financial and political. With this in mind, it is important that a student stakeholder be included in a study.
Instructional Changes Study	Conduct a study of faculty using e-texts to uncover changes needed in instruction. This may need HCC to redefine of the term text. With fewer

	text-dependent courses, there is less emphasis on "read the book and answer the question type of instruction," less use of the text in class, and less referral of page numbers where information can be found. There will be increased use of scholarly journals, increased instruction on identifying quality on-line resources, and increased interactivity between instructors and students in terms of annotation, highlighting and inserting links. Finally, instructors may need to readdress plagiarism in technology contexts.
Technology Infrastructure Evaluation	Evaluation of technology infrastructure at each campus; Evaluation of WiFI access and bandwidth. Evaluation of student support centers for software or hardware needed for e-texts.
Institutional Change Review	Review of the Concerns-Based Adoption Model (CBAM) A Model for Change in Individuals (Susan Loucks-Horsley & Rodger Byee) needed before such a significant change is made. HCC will have to consider any transitional process to be long-term.
Evaluation of Interactive E-texts	As subject matter experts, faculty is primarily responsible for the adoption and evaluation of textbooks. However, interactive texts may require additional criteria. A faculty discussion of e-textbooks is needed. Are there additional guidelines that should be followed to select and evaluate an interactive text?
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 customized 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-texts, should there be cluster and departmental input in e-text selection?
Textbook Adoption	How would the current textbook adoption model change if student 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.

Pilot Study

Before HCC considers an institutional implementation, the E-text Team strongly advises that a pilot study be conducted. Beginning in the fall of 2012, the Center for Innovative Teaching and Technology will prepare for a pilot study to start Spring 2013. The projected time line is detailed in Table 8.

Table 8

Pilot Time Line

Date Range	Item
Fall 2012	College-Wide Faculty Survey
	Collaborative HCC vision statement
	Identification of faculty for pilot
	Faculty Collaboration and Discussion
	Development of workshops and training materials for faculty best practices
Spring 2013	Pilot
	Administration of student pre and post surveys
	Administration of faculty pre and post surveys
	Faculty Focus Group
	Student Focus Group
Summer 2013	Analysis and Evaluation of Data
Fall 2013	In-Service Topic

As an institution, HCC will need to consider the steps detailed in Table 9. For the most part, institutional considerations listed in Table 9 must be addressed at the Cabinet level with input from the E-Text Team and FUSA.

Table 9

Institutional Considerations

Step	Consideration
Step 1: Scope and Terms of Model.	Will HCC consider a pilot or a larger institutional

	agreement? Length of access to e-texts or discount for students?
Step 2: Selection of E-Text vendor.	Will HCC consider the functionality of the product, integration with the current LMS, and the ability to access across devices?
Step 3: Determine business model.	Should HCC continue with a bookstore model, or consider a course fee? How will revenue be generated?

The summer 2012 HCC E-text Implementation Team reflects the first step in implementing

E-textbooks at HCC. After a consideration of HCC culture, policies, procedures, and technology

infrastructure, the E-text team acknowledges that implementation will be a long term process.

As the HCC begins the e-textbook discussion, areas of focus can start with the Lessons Learned

in Table 10.

Table 10

Lessons Learned

Lesson	E-text Team Findings
1	The technological requirements for multimedia presentation, bandwidth, wi-fi accessibility, and availability of electrical outlets for charging mobile devices in learning spaces must be addressed.
2	Faculty and students must receive training on how to operate E-texts, and how to use E-texts effectively for teaching and learning.
3	A marketing plan must be developed to help establish a shift in culture to embrace the use of E-texts for teaching and learning.
4	From the University of Michigan Study, the results of the 2007 task force report can provide useful information to guide HCC changes to the textbook adoption procedure and bookstore input.
5	Initially, e-textbooks should be offered as an option
6	Implementing E-textbooks at HCC will be a long-term process.
7	HCC needs to craft a vision statement for using E-texts to support teaching and learning.
8	The approach to developing the vision statement should be faculty driven and strive to be inclusive of all faculty desiring to participate in the drafting of the vision.
9	The HCC Bookstore must be consulted to review policy and procedure for textbooks.
10	The various implementation models must be studied for selection appropriate to HCC.

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