



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

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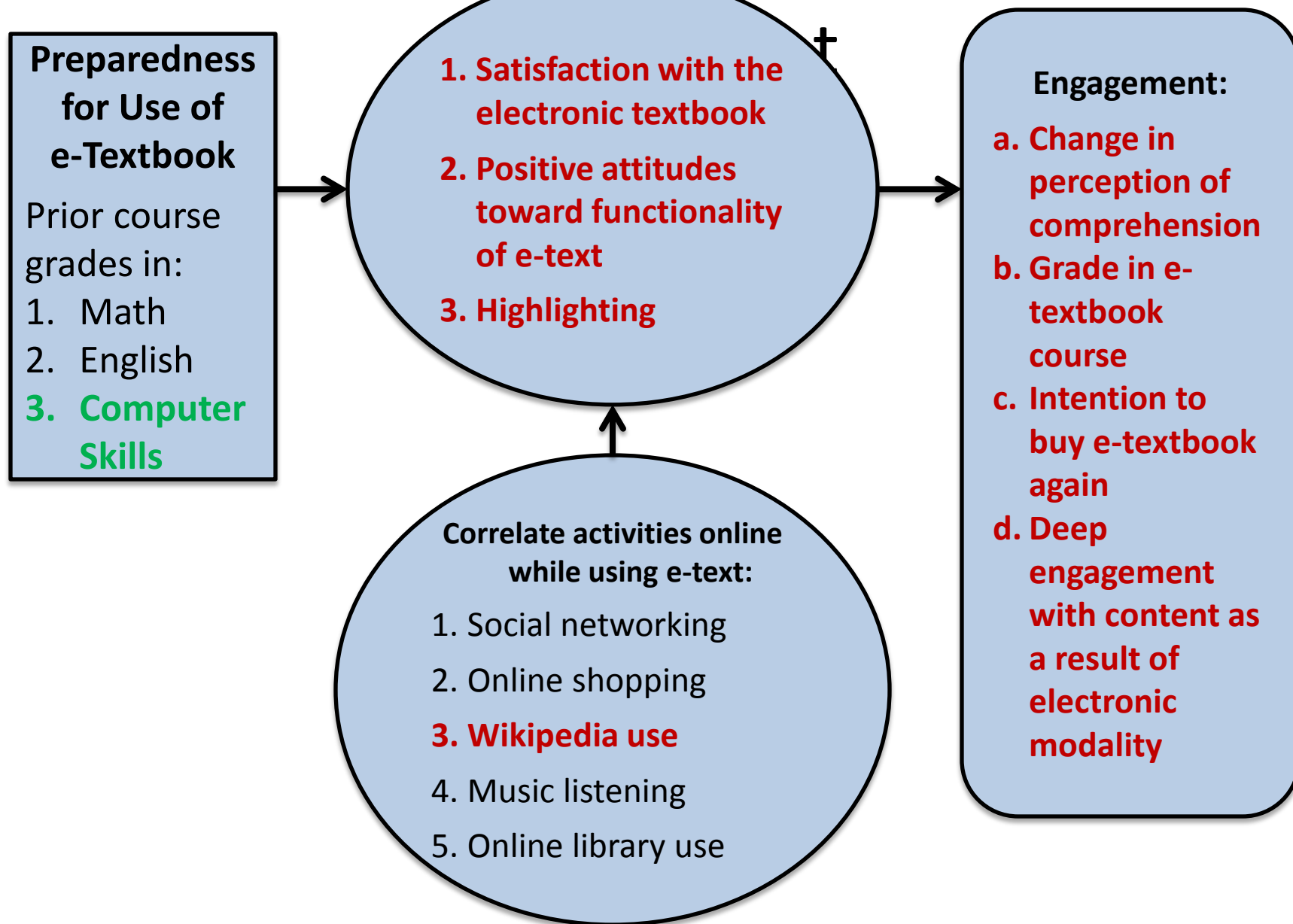
The College at Brockport,
State University of New York

Snapshot

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



Research Model of Student





Big questions:

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





How does one access e-textbooks?

- This is changing rapidly!
- Universal methods:
 - Via platforms such as CourseSmart, on any computer
 - OPEN SOURCE books
- E-reader formats:
 - Kindle
 - Nook
 - PDF



What an e-textbook looks like: CourseSmart

CourseSmart Essentials of Organizational Behavior, Eleventh Edition Switch to Classic Mode | Help

Exit Reader Search Page 12 Go to

The CourseSmart reader has a new look and added features! [Learn what's new.](#)

12 Part 1 • Prologue

EXHIBIT 1.3
Levels of OB Analysis

```
graph TD; A[Individual level] --> B[Group level]; B --> C[Organization systems level];
```

communication issues and group decision making, and then investigate the important topics of leadership, power, politics, conflict, and negotiation.

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

Implications for Managers

Managers need to develop their interpersonal, or people, skills to be effective in their jobs. Organizational behavior (OB) investigates the impact that individuals, groups, and structure have on behavior within an organization, and it applies that knowledge to make organizations work more effectively. Specifically, OB

a contingency framework, using situational variables to explain cause-and-effect relationships.

Organizational behavior offers specific insights to improve a manager's people skills. It helps managers to see the value of workforce diversity and practices that may need to be changed in different countries. It can

Add Note View Note

CourseSmart NOTES

Essentials of Organizational Behavior, Eleventh Edition, 9780132545310 | CourseSmart - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Essentials of Organizational Behavior, Ele...

instructors.coursesmart.com/9780132545310/12?forceoldreader=0

donald kent

Most Visited Brockport Remote Sup... Brockport Status System Daily Eagle Pin It

CourseSmart Essentials of Organizational Behavior, Eleventh Edition Switch to Classic Mode | Help

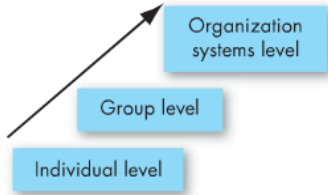
Exit Reader Search Page 12 Go to

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My Notes x

The prof talked about this in class tuesday.

Prologue



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Add Note

1

View Note

CourseSmart Highlighting

The screenshot displays a web browser window with the CourseSmart reader interface. The browser's address bar shows the URL `instructors.coursesmart.com/9780132545310/12?forceoldreader=0`. The CourseSmart header includes the text "Essentials of Organizational Behavior, Eleventh Edition" and a "Switch to Classic Mode" link. The reader toolbar contains buttons for "Exit Reader", "Search", and navigation controls. A notification banner at the top of the page reads: "The CourseSmart reader has a new look and added features! [Learn what's new.](#)"

The main content area shows the following text and diagram:

12 Part 1 • Prologue

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On the right side of the page, there is a sidebar with a red bookmark icon, a yellow "Add Note" button, and a yellow "View Note" button with the number "2" inside.

Another example: Flatworld Knowledge (Open source)



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

Stages of Group Development

Forming, Storming, Norming, and Performing

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

Figure 9.2 Stages of the Group Development Model



Forming

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



Our initial assumptions:

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

Our commitment:

Removal of all barriers to learning



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HOW are e-textbooks used?

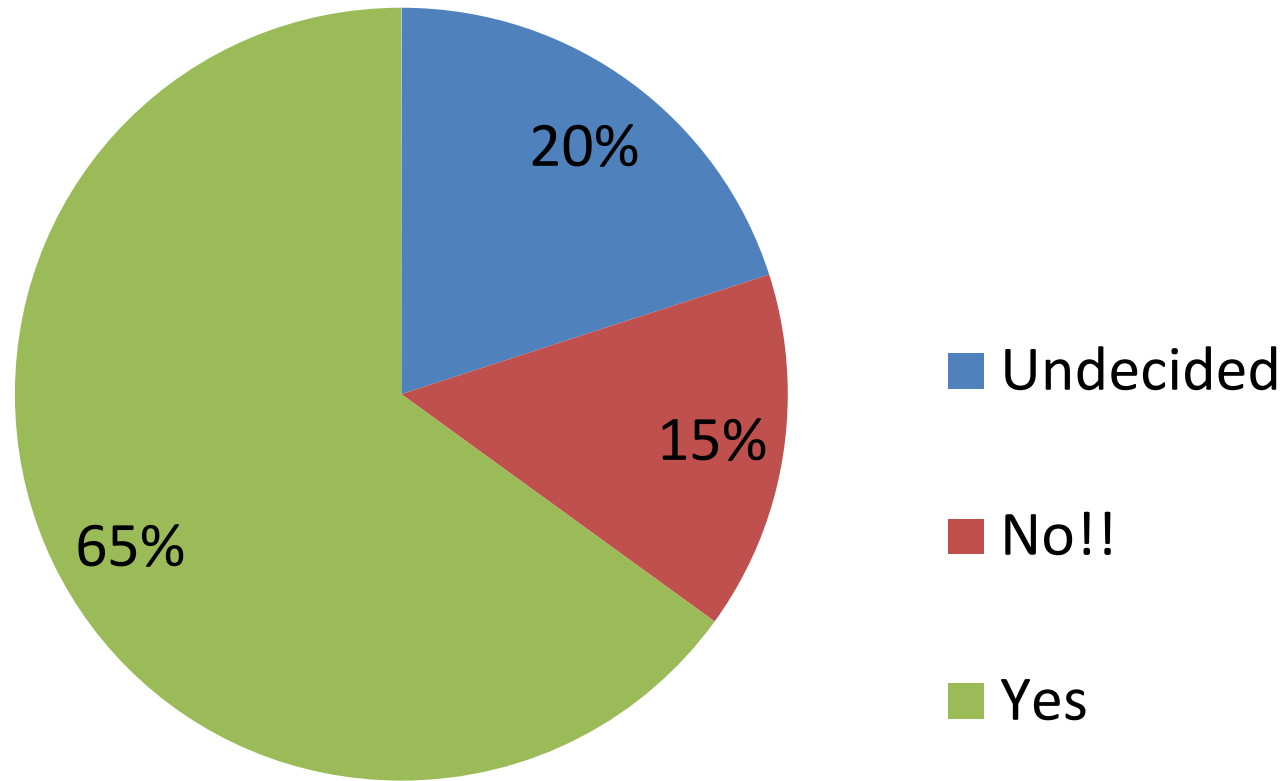
- What features are of importance to students?
 - Highlighting
 - Making notes
 - Convenience
 - Availability
 - Multitasking:
 - Wikipedia, online shopping, library research, social networking, listening to music






Are students satisfied with e-textbooks?

Would they read another e-text?





What students liked about e-textbooks:

- Cost:
 - Free to \$60.00
- Accessibility (from any computer)
- Search functions
 - Table of Contents functions
- Can print
- Easy to use
- Note taking features (highlighting, tagging, sharing)





What students don't like about e-textbooks:

- "Tied to Internet"
- Network/Server Lag
- Eye Fatigue
- View/Zoom options
- Referencing page numbers
- Navigating through e-textbook
- Making handwritten notes while reading from computer
- Can't access while in class
- I want a physical reminder

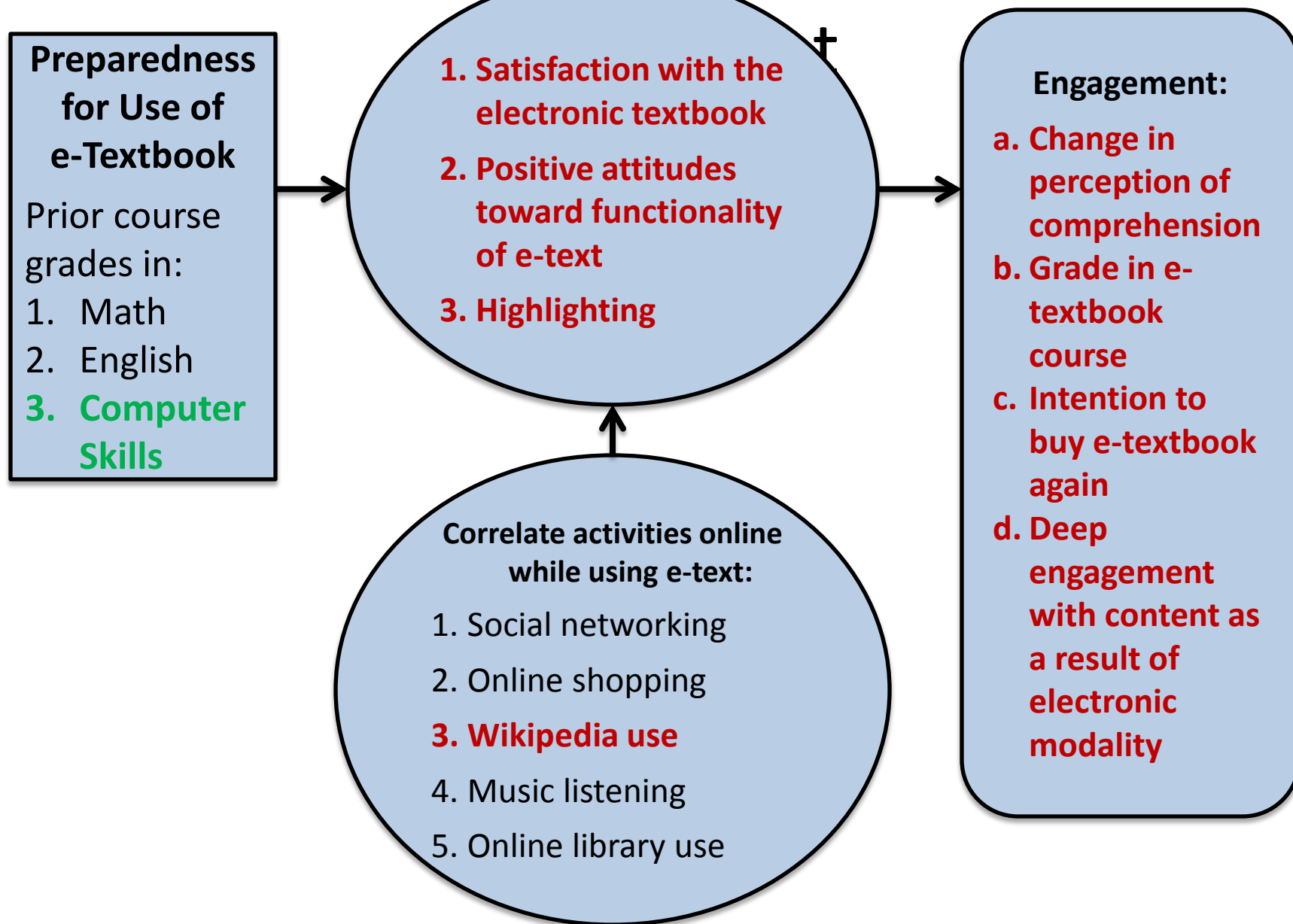


What are the correlates of students' satisfaction with e-textbooks?

- Multitasking does NOT present a problem, in fact the use of Wikipedia INCREASES satisfaction
- Grades in computer skills class are moderate predictors of satisfaction with e-texts, but no other preparation seems to be necessary



Research Model of Student





What is the impact on ENGAGEMENT?

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





Big Fat Hairy Deal... SO WHAT?

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



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So what?

- Small investments have paid off in ways that continue to surprise the authors.
- Benefits to US:
 - 8 number of presentations on campus
 - 5 number of external presentations
 - 1 formal publication in form of a book chapter



So what?

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





So what?

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



So what?

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



What we have to say to publishers:

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



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What we have to say to students:

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



What we have to say to other faculty members:

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



Read more about it:

Business Student's Learning Engagement as a Function of Reading Assigned E-Textbooks

- **To appear in:**

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



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