

We stand today on the edge of a new frontier: eTextbooks & their implications for Australian universities



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We stand together on the edge of a New Frontier – the frontier of unknown opportunities and perils, the frontier of unfulfilled hopes and unfulfilled threat... The New Frontier of which I speak is not a set of promises; it is a set of challenges.

John F. Kennedy, 1960

CAUL study into eTextbooks

- In 2012, CAUL commissioned a Briefing Paper into eTextbooks and third party eLearning products in the academic arena
- The aim:
 - To help library directors develop a deeper understanding of the potential implications of the new products and delivery models for higher education in general, and for university libraries in particular
- Research approach
 - Literature review and environmental scan
 - Semi-structured interviews with stakeholders
- The full report
 - CAUL website
<http://www.caul.edu.au/content/upload/files/learning-teaching/eTextbook2012report.pdf> or
 - QUT ePrints
<http://eprints.qut.edu.au/55244/>

Scope of the Briefing Paper

- Background to the study
- Definitions and descriptions
- Advantages and disadvantages of eTextbooks
- The eTextbook market
- Availability and trials
- Business models
- Learning in the information age
- eTextbook practice in Australia
- eTextbook policy in Australia
- Opportunities and challenges for academic libraries

Today's presentation

- Background to the study
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- eTextbook practice in Australia
- eTextbook policy in Australia
- Opportunities and challenges for academic libraries

Background to the study



**Briefing paper on eTextbooks and third party eLearning products
and their implications for Australian university libraries**

Stimuli for the study

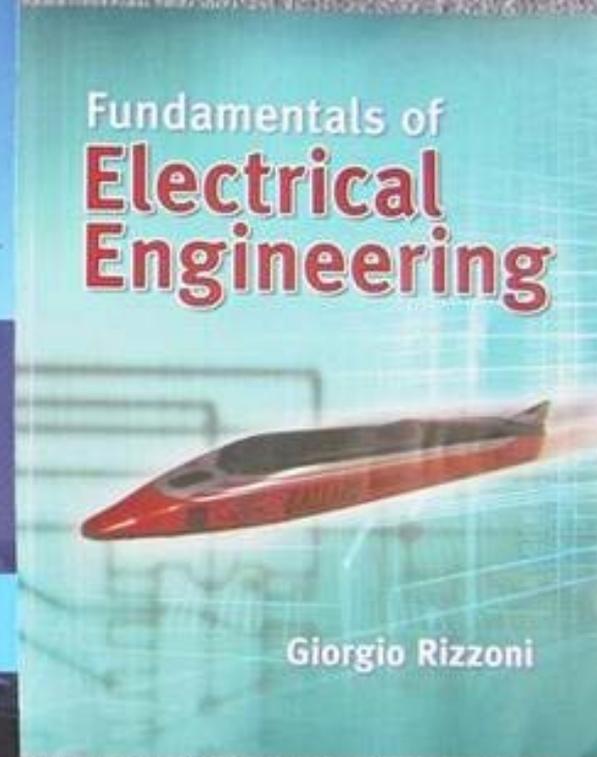
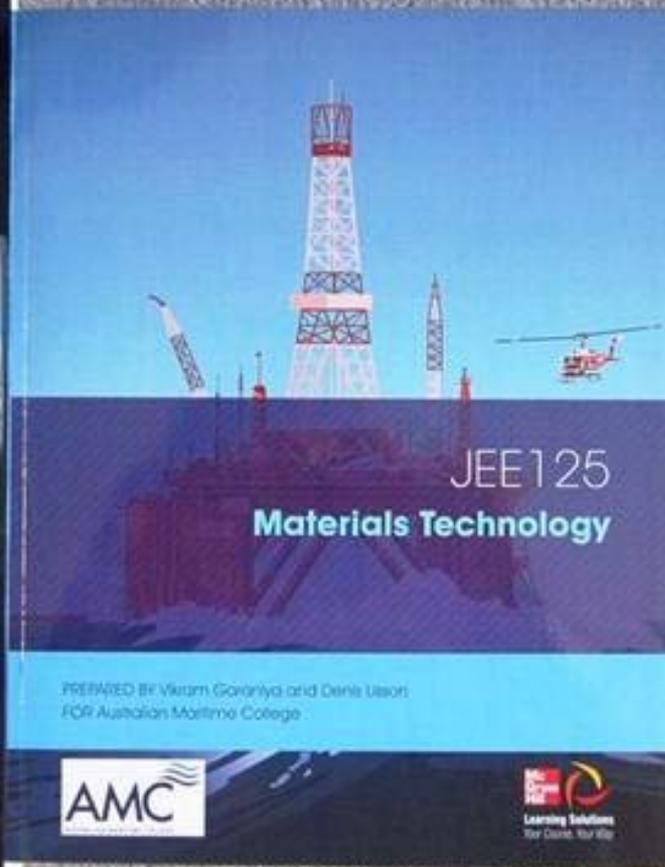
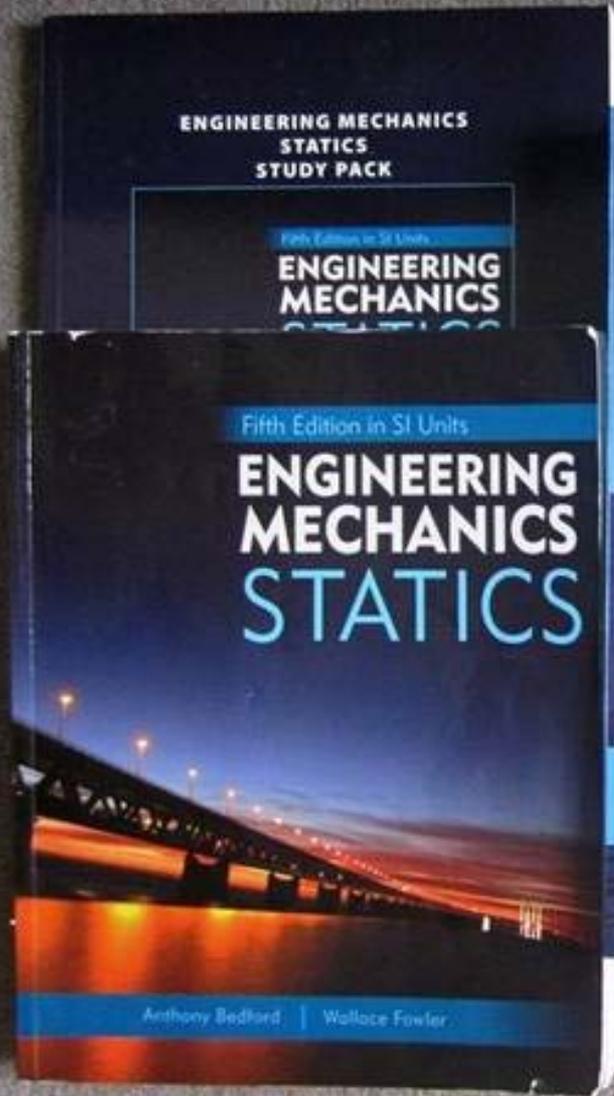
- Ongoing developments in online and mobile learning
- Rapid increase in uptake of iPads, tablets and smart phones
- Growth in the acceptance of eBooks generally, and of eResources in universities specifically
- Changing user expectations about access to academic information
- Emergence of new publishing models for:
 - Digital textbooks
 - Online add-ons for print textbooks
 - Content delivery via online learning platforms
 - Text, multimedia, interactive exercises & assessment activities
 - The concept of 'integrated education publishing' enabling teaching staff to:
 - Repurpose digital resources
 - Blend them with their own materials
 - Create innovative publications that are customised to specific learning contexts

So...
what do we
mean by
'textbook'?



A 'textbook' ...

- Supports the study of a finite subject area
- Presents a logical sequence of content that synthesises current knowledge about the subject
- Used by educators to provide additional material beyond the limited class time available
- Used by students as a learning aid to help them understand and master the content of the course
- Began as textual materials, then
 - 1980s: diagrams, illustrations, photos, graphics
 - 1990s: additional resources – floppy discs, CDs, websites
 - 2000s: online education, distance learning, LMS



Textbooks gradually increased in size - and price...

Evolution of eTextbooks

- Hybrid
 - Print textbooks with CD-ROM insert with supplementary digital learning materials
- Digital textbooks
 - Replicas of print textbooks, in various formats
- Enhanced digital textbooks
 - Reflowable texts
 - Delivered online as well as in eBook formats
 - Additional interactive content and tools
- Proprietary publisher solutions
 - Online T&L environments that integrate the digital textbooks with flexible resources, designed for a variety of learning styles

Open textbooks

- Open Educational Resources (OER)
- Open content is free for all to use, and to adapt and change as needed
- Goal of reducing the cost of textbooks, more affordable for students
- Providing free access to high quality learning opportunities
- Educational resources can be shared by an academic community of practice

Third party eLearning products

- Web-based portals established by large educational publishers for access to their own eLearning products
- Students
 - Immersive enquiry with the content
 - Learning through social interactions with other students
- Teachers
 - Integrated assessment tools that allow teachers to monitor student progress, what work has been completed, how well it has been understood
- Adaptable learning paths
 - Adjustments to the ordering of study units
 - Immediate learner remediation based on assessment results

- Pearson, Cengage, McGraw-Hill, Wiley & Macmillan
- Online environments that can be:
 - Used as stand alone products
 - Can be linked to companion print or digital textbook
- Key technologies (activation keys or access codes)
 - Students log in to external websites to access supplementary materials and assessment tasks
 - Each student requires his own unique key
 - If key is distributed with a print textbook, the key cannot be on-sold as part of a secondhand book transaction

Apple's interest in education

- iPads
 - 1.5 million iPads used in educational institutions
 - Over 20,000 educational apps
- iTunes U
 - Used by over 1,000 universities
 - Over 700 million downloads
- iBooks Author
 - eTextbook tool
 - Simple solution to creating own learning materials
 - Integration with iTunes, iPhoto, iWorks suites
 - Publishing via iBookstore
 - Requires international ISBN, US tax ID and a bank account!
 - Apple charges 30% agency fee
- Locked into iOS

Licence models for eTextbooks

- Hybrid (print plus digital)
- Digital only (access keys)
- Site licences
- Multi-institutional licences
- Institutional discount for 100% student purchase
- Textbook plus subscription to updates
- Individual chapters
- 'Just-in-time' access
- Try before you buy
- Discount codes and coupons
- Generous return policies
- Lifetime access
- Rental

Learning in the information age



Top three trends in Australian HE

1. People expect to be able to work, learn and study whenever and wherever they want
2. Increasingly, students want to use their own technology for learning
3. Educational paradigms are shifting to include online learning, hybrid learning and collaborative models

Horizon Report 2012

- Further changes promised with the introduction of the NBN

The impact on pedagogy

- Mobile devices and enhanced resources will change the way students access and use textbook-based learning materials
- eTextbooks will stimulate new forms of teaching and learning which will involve :
 - Students sharing and reflecting on their learning
 - Lecturers monitoring and assisting the learning process
 - Computer systems orchestrating the whole process and providing feedback to both students and teaching staff
- As well as traditional teaching skills, teachers now need to think like designers

Many implications...

- Dynamic books can enable a more social form of study
 - Groups of students can work together on reading, annotating and comparing one or more texts on the same topic
- Social tools can allow students to create layers of shared annotation
 - They can see who else is working online and can request a real-time chat about the content
- Students will be able to provide their own interpretations, explanations and examples of content, which they can publish alongside pages of the book
- This could lead to crowd-authoring of complete student eBooks, using similar principles to Wikipedia and Wikiversity
- It will be possible to exploit the functionality of tablets and iPads:
 - Voice recorder, camera, GPS locator etc
 - The eTextbook can guide the reader through inquiry-based explorations and experiments, such as understanding properties of light and colour using the device's camera
- Assessment can be embedded in eTextbooks
 - Opportunities to provide diagnostic feedback and to offer constructive personal and contextual advice

Questions about digital media

- How do digital media impact on student attendance, retention, attitude, success and overall achievement?
- How do they contribute to improved learning outcomes?
 - New understandings?
 - Autonomous, self-managed learning?
 - Critical thinking?
 - Creativity?
 - The creation of new knowledge?
- Does 'interactivity' result in a better learning experience?
 - Interactive elements need to be well designed and 'fit for purpose'
 - The quality of multimedia resources may vary considerably
 - Is there a danger of a movement towards 'edutainment', rather than 'education'?



It's not just about giving iPads to students and hoping that change will happen.

You really have to change the curriculum and the teacher...

Steve Jobs



eTextbook practice

eTextbook practice in Australian universities

- The concept is not new, but the market has moved very slowly
- Sales of print textbooks are dropping
 - First year motivation to obtain textbooks is falling
 - Levels of sales determined by lecturer's use of the textbook
- Increased demand for library copies of textbooks
- Steep rise in the adoption of iPads and tablets
- Many students and staff using multiple devices
- Students are time poor and looking for convenience
 - They will **assume** textbooks will be available in digital formats
- Concerns about how students actually locate and use relevant digital study materials

Academic readiness

- Academics tend to fall into four categories:
 - Those who are trail blazers, innovative in their teaching (15%)
 - Those who watch with interest, and follow when ready (35%)
 - Those who are more traditional and follow if they have to (35%)
 - Those who are resistant to change (15%)
- As yet, only low levels of interest in eTextbooks
 - Lack of understanding about new pedagogies
 - Uncertainty about the quality and value of open resources, and how to participate in the open movement
- Potential Achilles heel: adoption of third party eLearning solutions as strategy to reduce teaching load
- Lack of understanding about HESA/HEP Guidelines

Lack of evidence-based practice

- An uncertain market for eTextbooks
- Print textbooks are still the dominant format
- Publishers are seeking ‘the total solution’
- Lack of coordination in academic institutions
- Marketing directly to academics will result in a patchwork of solutions with challenges in terms of scalability
 - Integration into LMS?
 - Single sign-ons?
 - User support?
 - Current downsizing of IT support?

Little consistency

- Diversity of educational philosophy and practice across Australian universities
 - Spectrum of F2F/blended/hybrid/virtual learning
 - Varying degrees of importance of the LMS
- Dichotomy of views
 - Publishers want to maintain/grow their revenue streams
 - Internet has resulted in naïve expectation amongst students and lecturers that all things digital come at zero cost
- Low levels of understanding about licensing and about legislative requirements surrounding equity

eTextbook policy



eTextbook policy in Australian universities

- Developments in the eTextbook field are happening haphazardly and with little coordination
- Institutional diversity
 - Centralised vs decentralised structures
 - Differing power factors
 - Diverse models of cross-institutional communication
 - Varying levels of technological infrastructure
 - Differing levels of interest and experience in eLearning
- Multiple stakeholders

Issues to be considered

- Business models and price negotiation
- Contract negotiation
- Financial management
 - Licence payments
- Legislative requirements
 - HESA/HEP Guidelines
- Technical requirements
 - Integration with university systems, including the LMS
 - Student data management
 - Responsibilities for service and support
- Quality assurance
- Training and development
 - Staff and students
- Pedagogies
 - T&L support
- Communities of practice
 - Sharing innovative practice
- Communication

Academic libraries

- Not feasible to shift from 'student pays' to 'library pays' model
- Need for new business models, but publishers are not keen to engage with the issues
 - Libraries are viewed as a threat to the publishers' revenue stream
 - Concerns that libraries are being purposefully excluded from the debate

Libraries can add value

- Doing what they have always done well:
 - Locating, distilling and disseminating meaningful information to students and staff
- Partnering with faculties and students
 - To integrate and embed information research and learning skills into the curriculum
- Acting as guides and mentors
 - To help staff and students adopt and adapt different technologies
 - To help locate and collate relevant digital content to support personalised learning
- Supporting students at the immediate point of need as learners in an increasingly digital environment
- Facilitating the development of information and media literacies
 - Lecturers, students, library staff
- Developing integrated policies and strategies across institutional boundaries
- Evaluating impact
 - Identifying the correlations between library usage, librarian interaction and student attainment

Factors that will influence market growth

- The growth of eBooks in trade publishing
- Effective format standards for digital textbooks
- The increasing availability of digital textbook content
- The popularity and evolution of tablet devices and smartphones
- The advance of eReader software/hardware technology
- The popularity of online retail and distribution options
- The continued growth of online learning
- The increased popularity and availability of OER and open digital content
- The cost of textbooks and other learning materials
- Student buying and sharing trends

New directions in education

- Disruptions in the eTextbook paradigm represent a microcosm of the changes that are taking place across the higher education sector as a whole
- There are gaps in our understanding of the complex eTextbook environment and how it might fit into the rapidly changing context of educational technologies
- If transformative change is about to happen, some uncertainty still surrounds a number of key issues:
 - Content delivery
 - Academic acceptance
 - Student demand
 - Institutional readiness



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Linking libraries with learning

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