

CARLI Counts Report Template

Section Header	Description
Team Name	eBooks
CARLI Counts Participants and Mentor on Team	<p>Mallory Jallas, Student Success Librarian, Illinois State University; Jennifer Schwartz, Humanities and Social Sciences Librarian, DePaul University; KatieRose McEneely, Electronic Resources Librarian, Rosalind Franklin University of Medicine and Science; Grace Ansani, Library Technical Services Coordinator, Chicago Theological Seminary; CARLI Counts Mentor: Ruth Lindemann, Reference and Instructional Librarian, Danville Area Community College</p>
Project Name/Title	Student Attitudes and Perceptions of eBooks in the Context of COVID-19
Single Sentence Abstract	We conducted a survey assessing student attitudes towards academic eBook use as a result of the COVID-19 Pandemic.
Motivation(s) for Project	<p>When the pandemic began and institutions moved to remote learning, many libraries enacted a 'digital-first strategy' and concentrated on purchasing eBooks in lieu of print materials. This event required students to use eBooks for academic purposes. We wanted to know if student attitudes towards eBook usage changed as a result of the forced adoption of eBooks in academic settings. Should libraries continue to focus their collection budgets on eBook purchases? What do students think about using eBooks in an academic context? What tools do they prefer or dislike?</p>
Partners and Stakeholders	Partners: Each librarian on the team partnered with different campus departments to successfully launch this project. The various departments included: Illinois State University's Institutional Review Board, Illinois State University's Department of Technology

	<p>Solutions, DePaul's Institutional Review Board, DePaul's Department of Institutional Research & Market Analytics, Rosalind Franklin University's Boxer Library, Rosalind Franklin University's Institutional Review Board, Rosalind Franklin University's Academic & Faculty Affairs Department, Library Director of the Lapp Learning Commons at Chicago Theological Seminary, Chicago Theological Seminary's Office of the Academic Dean, Chicago Theological Seminary's Director of Information Technology</p> <p>Stakeholders: Once the data is analyzed, the stakeholders will include library administration, collection development departments and budgeting departments, as the library decides how much to invest in eBooks, also instruction and research help departments, as we learn more about student experiences and perceptions of eBooks.</p>
Inquiry Question	What are student attitudes and perceptions of academic eBook use as a result of the Covid-19 Pandemic?
Study Participants/Population	Illinois State University, Rosalind Franklin University of Medicine and Science, DePaul University, and Chicago Theological Seminary students were addressed. This included undergraduate, graduate, and professional degree-seeking students.
Method(s) of Data Collection and Analysis	An anonymous Qualtrics survey was emailed to all students at ISU (4/15/2022), RFUMS (4/26/2022), CTS (6/14/2022), and to a sample of students at DePaul (5/17/2022); this represented a pool of approximately 25,800 students. All questions were optional and students could discontinue or drop out of the survey at any time. The survey had 19 questions (not including demographic and consent questions) and remained open until 7/7/2022.

	<p>291 students agreed to fill out the survey; 207 met the survey's criteria. A total of 185 students completed all or part of the survey. The data has been exported as a raw Excel file as well as Qualtrics' generated visualizations. Analysis of the data is in progress and includes quantitative and qualitative methods.</p>
Findings	<p>Preliminary findings indicate that students have had more exposure to eBooks in academic environments since March 2020, when COVID-19 closures began broadly affecting higher education. While some aspects of eBook convenience were appreciated, students did not always consider their university libraries as a major source for eBook access. Additionally, some students indicated that if an eBook was unavailable, a free or pirated version would be sought online. Other findings demonstrated that having access to academic eBooks is something students consider useful, but they experience frustration with the limitations of some eBook formats and have experienced an increased preference for print books when reading for pleasure. The overall responses indicate an acceptance of eBooks in an academic setting, while also revealing challenges and opportunities librarians may need to consider not only when making future eBook purchases, but also when providing students with research support services.</p>
Use of Findings	<p>The findings from this project will provide insight into student preferences for eBooks in connection to the COVID-19 pandemic. On a local level, the researchers will communicate the results with their institution and discuss relevant next steps. Findings may impact various institutions differently - some have an e-preferred model that will need to be considered in light of the results. For others, the findings on preference and challenges will</p>

	<p>illuminate the student perspective that can impact everything from acquisitions to user instruction.</p> <p>For some of the research team, this survey provides interesting but limited data from students on their campus. The survey could potentially be re-run again to solicit more student responses and could be compared and contrasted with the original data collected.</p>
<p>Next Steps and Other Results</p>	<p>We have submitted a contributed paper abstract to the ACRL 2023 annual conference. We also submitted a poster proposal for the annual ILA Conference in October 2022. We anticipate continuing to examine the data in order to discern student needs and best practices for collection development going forward.</p> <p>Other impacts of participating in CARLI Counts Cohort 3 include an increased understanding of the collaborative research process, especially across disparate institutions.</p>
<p>Additional Reflections</p>	<p>The four librarians involved with this study come from four very different libraries: a large public state institution; a large private 4-year university; a private health sciences university; and a graduate seminary. Each university and library had its own procedures and idiosyncrasies that had to be navigated for the librarians to conduct research, access data, and to contact students as research subjects. Coordinating the timing of these efforts at each university was a complex undertaking. For more insight into our challenges, please see our CARLI Counts eBooks poster.</p>
<p>Timeline</p>	<p>Oct-Nov 2021: Began to formulate research question and conducted literature review on topic</p>

	<p>Dec-Jan 2022: Finalized research question and method and continued research on topic</p> <p>Feb-Mar 2022: Wrote survey and beta-tested it on student workers/librarians; applied for and received IRB approval</p> <p>Apr-Jun 2022: Sent out survey to students at four institutions and gathered initial data</p> <p>Jun-Jul 2022: Began to analyze data and submit proposals to conferences</p>
Bibliography/Works Cited	<p>Blackstone, Amy. <i>Principles of Sociological Inquiry – Qualitative and Quantitative Methods</i>. Washington, D.C.: Saylor Foundation, 2012. https://resources.saylor.org/wwwresources/archived/site/textbooks/Principles%20of%20Sociological%20Inquiry.pdf.</p> <p>Hoseth, Amy, and Merinda McLure. "Perspectives on E-books from Instructors and Students in the Social Sciences." <i>Reference & User Services Quarterly</i> 51, no. 3 (March 2012): 278-288. http://dx.doi.org/10.5860/rusq.51n3.278.</p> <p>Library Journal. <i>Academic Student Ebook Experience Survey</i>. New York, 2018. https://s3.amazonaws.com/WebVault/research/2018_AcademicStudentEbookExperience.pdf.</p> <p>Malaquias, Rodrigo Fernandes, Fernanda Francielle de Oliveira Malaquias, and Alberto Luiz Albertin. "Understanding the Effect of Culture on E-Book Popularity during COVID-19 Pandemic." <i>Turkish Online Journal of Educational Technology - TOJET</i> 20, no. 2 (April 2021): 182–88. https://files.eric.ed.gov/fulltext/EJ1304888.pdf.</p> <p>Pierard, Cindy, Vanessa Svihla, Susanne K. Clement, and Bing-Shan Fazio. "Undesirable Difficulties: Investigating Barriers to Students' Learning with Ebooks in a Semester-length Course." <i>College & Research Libraries</i> 81, no.</p>

	<p>2 (March 2020): 170-192. https://doi.org/10.5860/crl.81.2.170.</p> <p>Tovstiadi, Esta, Natalia Tingle, and Gabrielle Wiersma. "Academic E-Book Usability from the Student's Perspective." <i>Evidence Based Library and Information Practice</i> 13, no.4 (December 2018): 70-87. https://doi.org/10.18438/eblip29457.</p> <p>Tracy, Daniel G. "Format Shift: Information Behavior and User Experience in the Academic E-book Environment." <i>Reference & User Services Quarterly</i> 58, no. 1 (October 2018): 40-51. http://dx.doi.org/10.5860/rusq.58.1.6839.</p> <p>Zhang, Tao, Xi Niu, and Marlen Promann. "Assessing the User Experience of E-Books in Academic Libraries." <i>College & Research Libraries</i> 78, no. 5 (July 2017): 578-601. https://doi.org/10.5860/crl.78.5.578.</p>
Appendix	Survey Instrument (with CC BY NC)

Appendix A: CARLI Counts eBook Team Survey, Licensed under [CC BY NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/)

1. I am willing to participate in this study [If no, don't continue]*
 - a. Yes
 - b. No

2. I am 18 or older [If no, don't continue]*
 - a. Yes
 - b. No

3. I am currently physically located outside of the European Economic Area [If no, don't continue]*
 - a. Yes
 - b. No

4. Were you a full or part-time student at an educational institution (including high school), during March 2020? [If no, don't continue]
 - a. Yes
 - b. No

Please refer to the definitions below for academic and personal use for the following questions.

Academic use: Material read, consulted for, or related to coursework. Can include textbooks, essays, citation style guides, or other books used as reference when writing a paper, preparing for class discussions, or completing assignments. May also be referred to as academic research.

Personal use: Material read or consulted for enjoyment or development unrelated to your own coursework

5. Prior to March 2020, did you use eBooks for: (check all that apply)
 - a. Personal use
 - b. Academic use
 - c. Did not use eBooks prior to March 2020 at all

6. During the ongoing COVID-19 pandemic, do you use eBooks? (Select all that apply) [If no, don't continue]
 - a. Yes, personal use
 - b. Yes, academic use
 - c. No (If no, conditional format them out of the survey? or include "have used an eBook since March 2020" in the call for participants)

7. What device(s) have you used to read eBooks? Check all that apply
 - a. Laptop or desktop computer

- b. Smartphone
 - c. Tablet (iPad, Android Tab, Kindle Fire with browser)
 - d. eReader (Kindle, Kobo, etc.)
 - e. Other (Please specify)
8. Have you ever used an eBook from your University Library?
- a. Yes
 - b. No
 - c. Not sure / I don't know
9. Has the COVID-19 pandemic impacted the likelihood you would use eBooks for future academic use?
- a. More likely to use eBooks
 - b. Less likely to use eBooks
 - c. No change in how I use eBooks
 - d. Not sure / I don't know
10. Prior to March 2020, did you prefer reading eBooks or print books for academic use?
- a. Preferred eBooks
 - b. Preferred printed books
 - c. No Preference
 - d. Not sure / I don't know
11. Prior to March 2020, did you prefer reading eBooks or print books for personal use?
- a. Preferred eBooks
 - b. Preferred printed books
 - c. No Preference
 - d. Not sure / I don't know
12. Do you currently prefer eBooks or print books for academic use?
- a. Prefer eBooks
 - b. Prefer printed books
 - c. No Preference
 - d. Not sure / I don't know
13. Do you currently prefer eBooks or print books for personal use?
- a. Prefer eBooks
 - b. Prefer printed books
 - c. No Preference
 - d. Not sure / I don't know
14. Has the frequency of your eBook use for academic use changed since March 2020?
- I have used:
- a. More eBooks

- b. Fewer eBooks
- c. No Change
- d. Not sure / I don't know

15. How important are the following features of eBooks for academic use?

	Not at all important	Somewhat important	Important	Extremely important	Not sure / I don't know
Immediate access online					
Ability to annotate a text (ex. add highlighting, notes and bookmarks)					
Searching eBook by keyword					
Ability to print a chapter or section of the eBook					
Ability to print an entire eBook					
Ability to download a chapter or section of the eBook					

Ability to download an entire eBook					
Automated citation tools (ex. MLA, APA, AMA, Chicago)					
Ability to use screen readers or other assistive technology?					

Please list any other important features not listed above: _____

16. How often have you experienced these obstacles with academic eBooks ?

	Never	Rarely	Some-times	Often	Always	Not sure / I don't know
Limitations on the ability to download						
Limitations on the ability to print						
Limitations on citation tools (ex. MLA, APA, AMA, Chicago)						
Limitations on ability to annotate a text (ex. add						

highlighting, notes and bookmarks)						
Difficulty navigating the eBook						
Inability to access without internet						
All eBook copies in use						
Technical difficulties; for example, issues with eBook software, log-in problems, or other						

Please list any other obstacles not mentioned above: _____

17. Have you ever asked for help accessing and/or reading an eBook?

- a. Yes
- b. No
- c. Not sure / I don't know

[If Yes]

18. Who have you asked for help? (randomize order of answers) check all that apply.

- a. Instructor/Professor
- b. Friend
- c. Relative
- d. Librarian
- e. University tech support
- f. Other University staff (not in the library). For example, tutor, academic advisor, etc.
- g. Other (please specify)

19. If you need to complete a reading assignment of about 25 pages and the University library has both a physical copy of the book and an eBook copy available, what would you do?

- a. Read print book
- b. Read eBook

- c. Not complete the reading assignment
 - d. Other (please specify)
20. If you need to complete a reading assignment of more than 100 pages and the University library has both a physical copy of the book and an eBook copy available, what would you do?
- a. Read print book
 - b. Read eBook
 - c. Not complete the reading assignment
 - d. Other (please specify)
21. If your library has an eBook that you need to read for a class assignment, but you can't access it when you need it (Example: someone else is using it or there's a technical issue), what is your first choice?
- a. I would purchase or rent the ebook from another source
 - b. I would borrow a print copy from my library or another library
 - c. I would look for something similar
 - d. I would wait and try to access to library's copy of the eBook later
 - e. I would not complete the reading assignment
 - f. Other (please specify)
22. Tell us anything else you would like to share about your feelings and/or experiences with academic ebooks:
23. What is your degree being sought:
- a. Undergraduate
 - b. Graduate/professional/doctoral
 - c. I prefer not to answer this question
24. What is your major:
25. Did you receive a Pell Grant?
- a. Yes
 - b. No
 - c. I don't know
 - d. I prefer not to answer this question
26. What is your race/ethnicity (select all that apply)
- a. American Indian or Alaska Native
 - b. Asian or Asian American
 - c. Black or African American
 - d. Hispanic, Latino, Latina, or Latinx
 - e. Middle Eastern or Northern African
 - f. Native Hawaiian or Other Pacific Islander

- g. White
- h. Another option not listed here (please specify): ____
- i. I prefer not to answer this question

27. Please indicate your gender(s); select all that apply:

- a. Male
- b. Female
- c. Nonbinary
- d. Transgender
- e. Another option not listed here (please specify): ____
- f. I prefer not to answer this question

28. What is your age?

29. Do you attend most classes in-person or remotely?

- a. In-person
- b. Remote
- c. Hybrid (Combination of in-person and remote attendance)
- d. I prefer not to answer this question

*IRB Informed Consent questions