A Study of E-Books

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Abstract
Electronic books are currently a popular trend and their usage among college students is of interest to many librarians. This paper looks at five different studies pertaining to electronic books use among college students. Several of the studies stated that the authors initially believed that millennial generation students should prefer using e-books to print books because of their heavy use of technology. The studies found that most students in the millennial generation do not necessarily use e-books exclusively nor do they intuitively know how to use e-books. Key words: E-books, electronic books, millennial students, college students
Introduction

Electronic books (e-books) are a new and popular trend in America today and the use of e-books in a college setting seemed to be a suitable and interesting topic for exploration. With the Millennial generation in college, one could assume that the use of e-books has increased exponentially. This paper will discuss the use of e-books by college students.

Methods

The articles that were chosen all discuss the use of e-books in a college setting. The initial topic search involved how e-books might be affects learning methods of middle school students. After searching through all of the data bases available through Emporia State University, there were no studies that fit with that topic. The search was modified to include high school students and after that search failed, the search was again modified to how college students used e-books. Only five articles were found that included a study about how either students or colleges used or felt about e-books and were written in the last few years.

Results

<table>
<thead>
<tr>
<th>Study (Author(s) and Date)</th>
<th>Hypothesis</th>
<th>Method</th>
<th>Analysis</th>
<th>Findings</th>
</tr>
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<tbody>
<tr>
<td>Not on the Same Page: Undergraduates’ Information Retrieval in Electronic and Print Books (2010) Berg, S.A., Hoffmann, K., Dawson, D.</td>
<td>This study observes and compares the strategies of undergraduate science students performing information retrieval tasks in e-books and in print books.</td>
<td>This study used a prompted think-aloud methodology and qualitative analysis techniques to examine and contrast the ways that students use e-books versus print books. The methodology was pilot tested and revised</td>
<td>Researchers followed the six steps of thematic analysis outlined by Braun and Clarke. Data sources for the analysis included a demographic intake questionnaire, video recordings, verbatim transcripts, and the researchers'</td>
<td>Contrary to popular expectations, although the current generation of undergraduate students is highly computer literate, they do not intuitively know how to navigate and use e-books effectively.</td>
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</tbody>
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Adoption of E-Book Readers among College Students: A Survey (2011) Foasberg, N.M.  

The study of E-book readers was based on feedback prior to the commencement of the study. A convenience sample of twenty undergraduate students currently enrolled in Faculty of Science programs at The University of Western Ontario in London, Ontario, Canada, were recruited for the study. Written notes made while participants were completing the tasks.  

The goal of the survey was to learn whether students own and use e-book readers, and if so, how they use them. The e-reader survey was conducted as part of Queens College’s Student Technology Survey, which also covered several other aspects of students’ interactions with technology. 1,705 students were surveyed which was 8% of the student body. I Likert scale was used in the survey. The researcher used a chi-squared test to analyze the data collected from the electronic survey. Few students at this college own an e-reader because they are expensive, though more students use e-books.  

Clinical and academic use of electronic and print books: the Health Sciences Library System e-book study at the University of  

They wanted to know if duplication of titles in print and e-book format could be reduced, while still meeting A web-based survey was distributed to a random sample (n=5,292) of holders of library remote access passwords from They used American Association for Public Opinion Research methods of response rate calculation RR5.  

Respondents preferred print for textbooks and manuals and electronic format for research protocols, pharmaceutical,
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<tr>
<th>Cite</th>
<th>Title</th>
<th>Users’ Information Needs</th>
<th>University of Pittsburgh. A total of 871 completed and 108 partially completed surveys were received. A probability survey was developed for online administration.</th>
<th>and RR6 to calculate response rates.</th>
<th>and reference books, but indicated high flexibility about format choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pittsburh (2011) Folb, B.L., Wessel, C.B., &amp; Czechowski, L.J.</td>
<td>“But I Want a Real Book” An Investigation of Undergraduates’ Usage and Attitudes toward Electronic Books (2008) Gregory, C.L.</td>
<td>Students will use electronic books for research purposes, but prefer to use traditional print books.</td>
<td>They used a paper based questionnaire administered to four core undergraduate classes with a total of 105 students from the College of Mount St. Joseph. The total number of undergraduate students at the school is unknown. The survey consisted of twenty-four questions, four of which were open-ended.</td>
<td>The researchers did not directly state what method they used to analyze their data. It was a quantitative study.</td>
<td>The germane findings from this survey imply that students will use which ever type of book that is most useful to the student. The researchers found that the open-ended questions had the same reasons for using e-books as for using print books.</td>
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<tr>
<td>Contradictions and Consensus—Clusters of Opinions on E-Books (2011) Shrimplin, A.K., Revelle, A., Hurst, S., &amp; Messner, K.</td>
<td></td>
<td>There are four distinct opinions about the use of e-books, book lovers, technophiles, printers, and pragmatists. Each group responds separately to the Seventy-four faculty, undergraduate, and graduate students from Miami State University were orally interviewed. Advertisements were placed</td>
<td>Researchers used Q methodology to determine attitudes and opinions about e-books, a research technique that combines qualitative and quantitative methods to</td>
<td>Book lovers are emotionally attached to printed books as objects, technophiles have an emotional attachment to technology, printers would</td>
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idea of e-books. around campus in order to get volunteers for the study. The respondents received twenty dollars for participating. analyze subjects' attitudes about a given topic. find e-books more palatable if they could print them, and pragmatists were comfortable with for formats.

**Discussion**

In general, the authors of the articles assumed that the millennial generation would find e-books to be the easiest to use and navigate. Many of the authors found that e-book use did not necessarily revolve around age or gender. They found that often students only used e-books in a school setting if the students believed that using an e-book would be more convenient than using a print book. In addition, Berg (2010) found that students do not necessarily know how to intuitively use e-books and often try to use them as they would use a print book, which is not always the best way to use an e-book.

**Conclusion**

In conclusion, e-books are most often used by college students only if the students believe that the e-book is the most efficient way to find the information that they are looking for. None of the articles seemed to differ greatly in their assessments of college student’s perceptions of e-books.
References


