Annotated Bibliography

- An incomplete list of examples of recently published e-text research
- Prepared for Baylor faculty interested in the Fall 2012 E-text Pilot

Abusharif, Ibrahim N. "Our Sacrifice Of Privacy At The Electronic Altar." *Chronicle Of Higher Education* 58.27 (2012): B10-B11. *Education Research Complete*. Web. 3 May 2012.

       An essay is presented in which the author explores issues related to privacy and ownership for electronic books (e-books). He comments on ways in which e-book readers can function as sources of marketing information for e-book publishers, discusses the book "iSpy: Surveillance and Power in the Interactive Era" by Mark Andrejevic, and provides comments from Electronic Frontier Foundation legal director Cindy Cohn.

Ash, Katie. "Digital Readers & Dyslexia." *Digital Directions* (2010): 22-24. *Education Research Complete*. Web. 3 May 2012.

       The article looks at the efficiency of digital tools in e-learning as educators increasingly consider the use of e-reader devices such as Kindle, iPad, Nook and the Intel Reader for students with dyslexia and other reading disabilities. According to Alan E. Farstrup of the International Reading Association, students may prefer to read text on an e-reader because of their growing exposure to technology. Experts say the technology allow dyslexic students to read text on their own without asking for any adult assistance.

Barron, Phillip. "E-Readers In The Classroom." *Transformations: The Journal Of Inclusive Scholarship & Pedagogy* 22.1 (2011): 133-138. *Education Research Complete*. Web. 3 May 2012.

       The article presents an essay that discusses the advantages and limitations of using electronic-readers (e-reader) in academic settings. The essay explains why some instructors have reservations about the devices. These instructors reveal their interest in following the technology to its next stages but note that there is no e-reader on the market ready for the demands of academic reading.

Brown, Randy. "Student Acceptance And Use Of E-Reader Technology And E-Books As An Alternative To Textbooks." *Allied Academies International Conference: Proceedings Of The Academy Of Educational Leadership (AEL)* 16.2 (2011): 5-9. *Education Research Complete*. Web. 3 May 2012.

      E-readers and e-books have been growing in popularity for the past few years and the last year has seen an explosion of new e-readers and e-books. Many textbooks are now being offered in electronic format, raising the question of their acceptability and use by students. This paper is an introduction to a study investigating college students' acceptance of e-books and ereaders as a viable alternative to traditional paper textbooks.

Foasberg, Nancy M. "Adoption Of E-Book Readers Among College Students: A Survey." *Information Technology & Libraries* 30.3 (2011): 108-128. *Education Research Complete*. Web. 3 May 2012.

      To learn whether e-book readers have become widely popular among college students, this study surveys students at one large, urban, four-year public college. The survey asked whether the students owned e-book readers and if so, how often they used them and for what purposes. Thus far, uptake is slow; a very small proportion of students use e-readers. These students use them primarily for leisure reading and continue to rely on print for much of their reading. Students reported that price is the greatest barrier to e-reader adoption and had little interest in borrowing e-reader compatible e-books from the library.

Gerlich, R. Nicholas, Leigh Browning, and Lori Westermann. "E-Readers V. Traditional Print Media On Campus: Gender Differences And Challenges To Be Overcome." *Allied Academies International Conference: Proceedings Of The Academy Of Educational Leadership (AEL)* 15.2 (2010): 47-51. *Education Research Complete*. Web. 3 May 2012.

      Historically, males have been more open to technological change and adoption. This pattern runs the gamut, and includes products as well as online applications. For example, early tests with e-books (essentially, books available via websites) were welcomed more readily by males than were females. A survey was conducted in early 2010 among college students to assess whether differences still occur between males and females, as well as to measure perceptions of traditional print media versus the emerging market of e-reader devices. These e-readers are, in some predictions, the future of

textbook and course material delivery, but are yet to be embraced by either male or female college students. Results of the study showed that, among the students surveyed, no significant differences exist between males and females in their perceptions of or willingness to use such products, but overall, students feel that traditional print media is still better than e-readers.

Gielen, Nina. "Handheld E-Book Readers And Scholarship: Report And Reader Survey." *Reference Librarian* 52.1/2 (2011): 178-180. *Education Research Complete*. Web. 3 May 2012.

This is an executive summary of ACLS Humanities E-Book's white paper Handheld E-Book Readers and Scholarship: Report and Reader Survey, which details the results of findings on the use of digital scholarly monographs for research purposes on various handheld reading devices. The white paper also includes an overview of the process of converting titles for handheld e-readers, including costs.

Horava, Tony. "Ebooks And Memory: Down The Rabbit Hole?." *Against The Grain* 23.3 (2011): 83-85. *Education Research Complete*. Web. 3 May 2012.

The author discusses the way the technology for reading electronic books has changed the dynamics of the reading experience, illustrating the implications that digital publishing has for personal and cultural memory. Comparing the reading experience between a print edition and an electronic edition on the electronic book reader Kindle, the author finds the difference relevant to the way self-understanding develops through the process of reading. Based on the research by neuropsychiatrist Eric Kandel and David Weinberger's book "Everything is Miscellaneous," the experience of reading has turned memory formation away from a private exercise and more into the realm of social information exchange. Also discussed is the impact of information overload across different media on one's memory.

Kelly Barklamb, et al. "How Do E-Book Readers Enhance Learning Opportunities For Distance Work-Based Learners?." *Research In Learning Technology* 19.2 (2011): 19-38. *Education Research Complete*. Web. 3 May 2012.

We report on the incorporation of e-book readers into the delivery of two distance-taught master's programs in Occupational Psychology (OP) and one in Education at the University of Leicester, UK. The programs attract work-based practitioners in OP and Teaching English to Speakers of Other Languages, respectively. Challenges in curriculum delivery included the need for more flexibility in the curricula, better access to essential readings and maximizing the benefit of learners' limited study time. As part of a suite of pilot changes to curriculum design and delivery, 28 Sony PRS-505™ e-book readers were pre-loaded with course materials and sent out to students. The evidence suggests that the students' learning experiences improved as a result of four key benefits afforded by the **e**-book readers: enhanced flexibility in curriculum delivery to accommodate the mobile lifestyle of our learners, improved efficiency in the use of study time, especially short breaks during the working day, new strategies for reading course materials and cost. We discuss the opportunities and limitations associated with the **e**-book readers used and the challenges encountered in the study.

Lamb, Annette, and Larry Johnson. "Nurturing A New Breed Of Reader." *Teacher Librarian* 39.1 (2011): 56-63. *Education Research Complete*. Web. 3 May 2012.

In this article the author offers advice on how to promote reading in students who have been raised in the digital age. It is suggested that technology is not only changing the way students read, but the way reading must be taught. Various topics are addressed including the popularity of e-readers (electronic book readers), audio podcasts and insights on how school libraries can adapt to these changing technologies.

Larson, Lotta C. "Digital Readers: The Next Chapter In E-Book Reading And Response." *Reading Teacher* 64.1 (2010): 15-22. *Academic Search Complete*. Web. 3 May 2012.

The article focuses on the use of e-books and e-book readers in elementary education settings. The author suggests that e-books can be used by reading teachers to teach literacy skills to students, particularly reading and response. Particular focus is given to children's interaction with and response to digital book readers such as Kindle from bookseller Amazon, Sony Reader from electronics company Sony, and Nook from bookseller Barnes & Noble. The article provides details of a research study done in a second-grade classroom and discusses the interactive elements of e-readers including

searching for key words and phrases, changing font size, and listening to portions of a book using text-to-speech features.

Nicholas, David, Ian Rowlands, and Hamid R. Jamali. "E-Textbook Use, Information Seeking Behaviour And Its Impact: Case Study Business And Management." *Journal Of Information Science* 36.2 (2010): 263-280. *Education Research Complete*. Web. 3 May 2012.

This paper evaluates the e-book usage and information seeking and reading behaviour of thousands of business and management students. Comparisons are made with students in other subjects. The data largely come from the Joint Information Systems Committee (JISC)-funded National e-Books Observatory (NeBO) project as well as the JISC User Behaviour Observational Study. The main sources of data were: a) transactional logs obtained from the MyiLibrary platform regarding 127 UK universities; b) questionnaire data for more than 5000 students and staff at these universities; c) hard-copy library circulation and retail sales data; and d) focus groups held with 50 staff and students from selected universities. The main findings were that e-textbooks can prove to be extremely popular and widely used, mainly for obtaining snippets of information and for fact finding. The main reason for using e-textbooks was ease of access and convenience.

Pnina Klein, et al. "Reading Electronic And Printed Books With And Without Adult Instruction: Effects On Emergent Reading." *Reading & Writing* 23.8 (2010): 913-930. *Education Research Complete*. Web. 3 May 2012.

The effects of electronic book (e-book) and printed book reading on children's emergent reading with and without adult instruction were investigated. One hundred twenty-eight 5- to 6-year-old kindergarten children from low SES families were randomly assigned to one of four groups (32 children each): (1) independently reading the e-book (EB); (2) reading the e-book with adult instruction (EBI); (3) reading the printed book with adult instruction (PBI); and (4) receiving the regular kindergarten program (control). The three intervention groups included four book-reading sessions each. Pre- and post-intervention emergent reading measures included concept about print (CAP), word reading, and phonological awareness. The results showed that the EBI group achieved greater progress in word reading and CAP than all other groups. The EBI group also achieved greater progress in phonological awareness than the EB and the control groups. Implications for future research and for educators are discussed.

Ratten, Vanessa. "Ethics, Entrepreneurship And The Adoption Of E-Book Devices." *International Journal Of Innovation & Learning* 10.3 (2011): 310-325. *Education Research Complete*. Web. 3 May 2012.

      The article presents a study that examines the essence of adopting technological innovations like electronic (**e**)-book devices. It discusses the literature of technological innovations and the different models of technological adoption. It focuses on the entrepreneurial and learning orientation as well as the antecedent factors in adopting an e-book device. It justifies the use of social cognitive theory and the research methodology used in the study.

Shen, Julie. "The E-Book Lifestyle: An Academic Library Perspective." *Reference Librarian* 52.1/2 (2011): 181-189. *Education Research Complete*. Web. 3 May 2012.

      This case study describes an academic library's experiences in managing e-book collections amidst escalating expectations from users. A survey of student habits and attitudes reveals a steadily growing readiness to access e-books via handheld devices. Faculty use of e-books is also increasing. Current developments in the mobile technology market are addressed alongside issues of content, format, and marketing.

Wines, Joan, and Julius Bianchi. "Teaching And Learning With E-Readers: A Case Study At CLU." *EDUCAUSE Quarterly* 33.3 (2010): 14. *Education Research Complete*. Web. 3 May 2012.

      The article describes a case study at the California Lutheran University (CLU) which explored the effects of using e-readers in courses on student learning. According to the study, the reading and writing skills as well as the learning experiences of students are improved when they use the interactive functions of e-readers to combine their texting and gaming skills with pedagogies. Findings revealed that successful instructor pedagogies are supported and expanded by linking e-reader functions with Critical Reading and Writing course objectives.

Yuening, Zhang, and Roger Beckman. "E-Book Usage Among Chemists, Biochemists And Biologists: Findings Of A Survey And Interviews." *Issues In Science & Technology Librarianship* 65 (2011): 15-29. *Education Research Complete*. Web. 3 May 2012.

An e-book usage survey was sent through departmental mailing lists to the graduate students, scientists and faculty members of the Chemistry Department and Biology Department of Indiana University, Bloomington (IUB). Several faculty members, scientists and graduates students from the Chemistry Department and Biology Department were also contacted for interviews about their e-books usage experience. The purpose of the survey and interviews was to get a better understanding of users' e-book awareness, what advantages they find in using e-books, what concerns they have about e-book purchases and features, and what the library could do to better promote the use of e-book resources on campus.