

Implementing e-books: Faculty and student experiences¹



Jennifer Gueval RN, BSN^a, Karen Tarnow RN, PhD^{b,*}, Sharon Kumm RN, MN, CNE^b

^a *The Kansas University Hospital, Kansas City, KS 66160, USA*

^b *University of Kansas School of Nursing, Kansas City, KS 66160, USA*

KEYWORDS:

Books;
Electronic books;
E-books;
Satisfaction;
Focus groups;
Students;
Faculty

Abstract

The undergraduate faculty of a public nursing program redesigned their curriculum to a concept-based model and implemented electronic textbooks (e-books) for all students. Quantitative data from faculty and students reported more proficiency and satisfaction with e-books over time. Both groups expressed neutral feelings regarding e-books enhancing learning. Qualitative data revealed perceived benefits including searchability and portability of e-books; barriers included eye strain and time to master e-books use.

© 2015 National Organization for Associate Degree Nursing. Published by Elsevier Inc. All rights reserved.

1. Background

The undergraduate faculty of a public nursing program at a large medical center redesigned their curriculum. Instead of the traditional medical–surgical, pediatric, obstetric, and mental health classes, the faculty voted to teach using a concept-based curriculum to better prepare students for the critical thinking the nursing profession requires (Kumm & Fletcher, 2012). At the time, there were no concept-based textbooks, so faculty chose to use electronic textbooks (e-books) and required all students to purchase bundled e-books. Because of the scarcity of research regarding e-book use, the research team felt that this was an opportune time to survey the new users. The purpose of this mixed-methods pilot study was to investigate student and faculty use of and satisfaction with e-books over a year.

2. Review of Literature

Research about e-books was limited and revealed contradictory results when reporting user preference between

electronic and traditional print media. CINAHL and ERIC databases were searched using the keywords *e-books*, *electronic books*, and *electronic textbooks*.

Rainie et al. (2012) found that print reading decreased and e-book reading increased from June 2010 compared to December 2013. Faculty reported preferring print books (Elias, Phillips, & Luschtefeld, 2012). Students bought e-books because of lower cost and portability but prefer print books because of familiarity (Elias et al., 2012; Rockinson-Szapkiw, Courdull, Carter, & Bennett, 2013). Employees and students reported flexibility and convenience being the determining factor for choosing e-books over print formats (Folb, Wessel, & Czechowski, 2011).

Increased use of e-books improves satisfaction with using them. Undergraduate nursing students described e-books as a positive resource after using personal digital assistants with a bundled package of textbooks for one semester of clinical experience (Williams & Dittmer, 2009). The authors reported that e-books expanded students' information retrieval skills and improved their clinical preparation, and students began preferring electronic books over print versions. In 2012, undergraduate students wanted instructors to use more technology-based tools, with almost 50% requesting professors to use more electronic text (Kolowich, 2012).

¹ A grant of \$1500 was provided by Elsevier.

* Corresponding author. Tel.: +1 913 588 1675; fax: +1 913 588 1660.

E-mail addresses: jguevel@kumc.edu (J. Gueval),

ktarnow@kumc.edu (K. Tarnow), skumm@kumc.edu (S. Kumm)

Woody, Daniel, and Baker (2010) found that psychology students felt greater satisfaction with and were more likely to read captions and charts in print books and were less likely to use the additional resources that accompanied e-textbooks. This study showed no positive correlation between computer comfort or use and a decision to use e-books. Slater (2010) found that faculty use e-books less than students. In a Canadian study, after 1 year of e-book implementation, less than half of faculty were aware of or used the e-books available to them (Nariani, 2009). Dental students who were exposed to a combination of textbooks and e-books expressed dissatisfaction with most features of the e-books; students who only had e-books as their resource initially preferred print books over e-books but, after a year, reported ease in searching for information in all of their books. Students still preferred printed books for reading large amounts of text (Brunet, Bates, Gallo, & Strother, 2011). Nursing students described factors that hindered e-learning as computer skills and perceived ability. Positive factors for e-learning were the flexibility in time management and access (McVeigh, 2009).

3. Research Questions

From this literature review, three research questions were developed:

1. Does student and faculty satisfaction with e-books increase with increased use over time?
2. Do students and faculty report more productive learning with increased use of e-books over time?
3. Is student and faculty initial self-classification of ability to use e-books associated with satisfaction and ease of learning with e-books?

4. Methods

This is a mixed methods study. Both e-mail questionnaires and focus groups were used to collect data.

4.1. Instrument

The survey instruments included demographic data, Likert-scale questions, and open-ended questions. The student and faculty surveys were adapted from the Flashlight Evaluation Handbook, which had previously been proven to be valid and reliable (Ehrmann, 2002). The faculty instrument included 17 items: 12 were 5-point Likert scale items to indicate the degree to which they agree/disagree with statements or how likely/unlikely they are to perform specific tasks, and 5 were open-ended questions allowing for more detailed information about experiences using e-books and factors that either facilitated or hindered use. The student instrument consisted of 19 similar items: 15 Likert-scale items and 4 open-ended questions. Examples of Likert-scale items include the following:

- Because of the way this program uses e-books, I am better able to understand the ideas and concepts taught.

- Because of the way this program uses e-books, I am at a disadvantage because I do not have adequate computer skills.
- My experience using e-books has helped me become a self-directed learner.

4.2. Process

After internal review board approval was obtained, the research instrument was e-mailed to students at the beginning of the first semester in which e-books were used, at the end of the first semester, and at the end of the second semester. Many faculty only taught this cohort for one semester and were surveyed at the beginning and end of that semester. Fifteen students from the sample were randomly selected for a focus group during the second semester, with six students attending. All faculty were invited to participate in a focus group held at the end of the first semester, with eight faculty attending. Focus groups were tape recorded, transcribed, and coded for themes.

4.3. Analysis

Data collected from surveys were quantified using modes and nonparametrical measures because of the nominal nature. Data from open-ended questions and focus groups were clustered into themes by the three researchers and validated by participants.

5. Results

5.1. Subjects

The convenience sample consisted of all incoming junior baccalaureate nursing students and the faculty assigned to teach this cohort in their first semester of nursing.

Eleven faculty completed surveys at the beginning and end of the first semester. They had an average of 2.36 years of teaching experience with a range of 0–25 years; average age was 41.4 years with a range of 29–59 years; all faculty reported being White and having English as their native language, and all but two faculty were women.

Student participation decreased over time with 69 students completing the first survey, 36 completing the second time, and only 19 the third time. Only 13 students completed all administered surveys using the same identifier. The nursing students' average age was 23.2 years with a range of 19–55 years, and 97% of the students were female. Two students were men; 64 were White, and 65 reported English as their native language.

5.2. Data Regarding E-Books

Approximately 18% of students (17.4%) and faculty (18.2%) reported previous e-book use. This is similar to other studies which reported 20.9% (Tosun, 2014, p. 23) and 21% (Rainie et al., 2012, p. 5). Faculty identified themselves

Download English Version:

<https://daneshyari.com/en/article/2677836>

Download Persian Version:

<https://daneshyari.com/article/2677836>

[Daneshyari.com](https://daneshyari.com)