

A Proof of Concept Initiative: the Internet2/EDUCAUSE Etextbook Pilots

The Future of the Textbook, a 24.5 Hour Invitational Symposium , Affordable Learning Georgia

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University of South Florida Libraries



Who we are

- Comprehensive, public research university
- Focused on student access/success & research



Our students and textbook affordability



- 41% of USF students - Pell grant recipients
- Average student debt: >\$25,000*
- 25% of expenses = textbooks

*The Project on Student Debt

Student Success with limited access to textbooks?

- 59% of USF students do not purchase textbooks due to cost, 20% frequently*
- What is the impact on teaching and learning?

*2012 Florida Student Textbook Survey

Who else is paying attention to textbook affordability?





Internet2/EDUCAUSE E-textbook Pilot

In fall semester 2012, the University of South Florida and twenty-eight other universities joined an e-textbook pilot project...

Spend Less on Textbooks

A service of the **USF Tampa Library**, the Textbook Affordability Project (TAP) helps counter the rising cost of an education by connecting students and faculty with alternatives to full-price textbooks.

[Read Stories](#)

Students

- ▶ [Learn About the Internet2/EDUCAUSE eTextbook Pilot](#)
- ▶ [Take Advantage of the Textbook Comparison Search Engine](#)
- ▶ [Buy at the Best Price](#)
- ▶ [Rent a Textbook](#)
- ▶ [Trade & Swap with Others](#)
- ▶ [Use Textbook Reserves at the USF Library \(Fall Updates Coming Soon!\)](#)
- ▶ [Discover Free \(Open Access\) Textbooks](#)

Faculty

- ▶ [Review the Internet2/EDUCAUSE eTextbook Pilot](#)
- ▶ [Lead the Way with alternatives to costly textbooks](#)
- ▶ [Request e-Books for the Classroom](#)
- ▶ [Discover Open Access Textbooks](#)
- ▶ [Use Course Reserves at the USF Library](#)
- ▶ [Review Results of the Faculty Survey](#)

Recent News

- ▶ [Two USF Instructors Test Their Courses and Textbooks Online for Free](#)
- ▶ [A Recent Report Examines the Feedback from Spring 2012's Internet2 eTextbook Pilot](#)
- ▶ [Amazon Launches a Textbook Rental Program](#)
- ▶ [Results of a Textbook.com Survey About College Textbook Buying Habits](#)
- ▶ [UC Berkeley Joins edX Project](#)

Textbook Affordability at USF

- Ebooks in the Classroom
- Robust online course reserve
- Print textbooks on reserve



TEXTBOOK AFFORDABILITY project
TAP.USF.EDU Students Faculty Stories News What is TAP?

An effort to make learning affordable, by the
USF UNIVERSITY OF SOUTH FLORIDA

Request e-Books for the Classroom

The USF Libraries will buy electronic versions of key texts and supplementary readings!

With funding through USF Student Technology Fees, instructors can now request the USF Libraries to acquire e-Books for classroom support if they are available electronically. TAP believes that these purchased e-Books can help to reduce costs for students and increase access to recommended or required readings for a course.

Once purchased, USF has perpetual rights to the e-Book and it remains within our online collection. We make every attempt to purchase e-Books with unlimited access. But, if a limited number of users is our only option for an e-Book, we will consult with you prior to purchase.

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Textbook Affordability Project (TAP)
218 people like Textbook Affordability Project (TAP)



Internet2/EDUCAUSE

Etextbook Pilots

Purpose - to explore new methods of access to online course content.

Based on three new concepts:

1. Replace print textbooks.
2. Access to materials is obtained through an institutional site license instead of individual student purchase.
3. The method of access is publisher and platform independent.



EDUCAUSE



Overview of pilots

- Initially one publisher, McGraw-Hill
- Payment of flat fee based on tiers
- Textbook was provided at no cost to students/faculty
- Etextbook platform, Courseload
- Three pilots
 - Fall, 2012
 - Spring, 2013
 - Fall, 2013

I2/EDUCAUSE Etextbook Pilot Participating Colleges & Universities



Some of 28 participating schools in the fall, 2012 pilot:

- Baylor University
- Cal State Polytechnic University, Pomona
- Colorado State University
- Cornell University
- Dartmouth College
- Miami University
- Michigan State University
- University of California, Berkeley
- University of Colorado
- University of South Florida
- University of Virginia
- University of Wisconsin, Madison
- Virginia Tech

What was involved?



Bookstore waiver
Securing textbooks from publisher
Train faculty
Pairing faculty with available textbooks
Troubleshooting
Institutional advocacy and approval
Embed Courseload in LMS
Develop documentation and user aids
Assessment
Blackboard and Canvas
License agreement and payment
Train IT Help Desk
Faculty recruitment
Create FAQs

Courseload

Content is made accessible through Blackboard/Canvas and can be used on any PC, laptop, iPad, tablet, or Smartphone.

The screenshot displays the Courseload interface for a psychology course. On the left, a sidebar lists course chapters from 1 to 7. The main content area features a diagram of the brain with various regions labeled, including the primary motor cortex, somatic sensory cortex, and primary visual cortex. Below the diagram, there is text explaining the organization of the motor cortex and the sensory cortex. On the right, a 'Showing Notes From' panel displays a list of notes with dates and times, including one from Professor Hoffman about emotion control and another about primary topics for a quiz.

COURSELOAD PAGE FIT ZOOM FULL SCREEN Courseload Administrator - Help - Logout

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THE BRAIN AND BEHAVIOR 111

Primary motor cortex (voluntary movement)

Somatic sensory cortex (body sensations)

Frontal lobe

Wernicke's area (speech understanding)

Broca's area (speech formulation)

Primary auditory cortex (surrounded by higher-order auditory cortex (hearing))

Occipital lobe

Primary visual cortex (surrounded by higher-order visual cortex (sight))

Temporal lobe

Cerebellum (motor control)

Spinal cord

FIGURE 4.14
Lobes of the brain. Division of the brain into frontal (blue), parietal (green), occipital (purple), and temporal lobes (yellow). This figure shows locations of sensory, motor, and some important language functions in the cortex. The remainder is primarily association cortex, consisting of intermixtures of complex psychological functions, such as perception and reasoning.

paralysis in the left side of the body. The left side of Figure 4.15 shows the relative organization of function within the motor cortex. As you can see, specific body areas are represented in upside-down fashion within the motor cortex, and the amount of cortex devoted to each area depends on the complexity of the movements that are carried out by the body part. For example, the amount of cortical tissue devoted to your fingers is far greater than that devoted to your torso, even though your torso is much larger. If we electrically stimulate a particular point on the motor cortex, movements occur in the muscles governed by that part of the cortex.

The Sensory Cortex Specific areas of the cortex receive input from our sensory receptors. With the exception of taste and smell, at least one specific area in the cortex has been identified for each of the senses.

The somatic sensory cortex receives sensory input that gives rise to our sensations of heat, touch, and

FIGURE 4.15
Cortical organization. Both the somatic sensory and the motor cortex are highly specialized so that every site is associated with a particular part of the body. The amount of cortex devoted to each body part is proportional to the complexity of the motor or sensory functions. Both the sensory and motor cortex are arranged in an upside-down fashion and sense the opposite side of the body.

Motor cortex

Somatic sensory cortex

Showing Notes From
Me Instructor Select a Classmate

1/21/2012 12:53 PM
Professor Hoffman: How do we know this area controls emotion?

1/21/2012 12:52 PM
Remember this is a primary topic for our second quiz. Here's a video for additional information: <http://www.youtube.com/watch?v=Mh60EV127Xk>
Brain Quiz 2

1/21/2012 12:54 PM
Follow up on this are to understand the details.
Follow Up



Open Access Textbook: ENC 1101

- Pilots allowed open access, locally authored content
- Only USF and Cornell tested this concept in the fall pilot

**FIRST-YEAR
COMPOSITION @ USF**

ENC 1101 Etextbook

COURSELOAD

FULL SCREEN ZOOM

Search Go


Monica Metz-Wiseman - Help - Logout

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Showing Notes From
 Me Instructor Select a Classmate

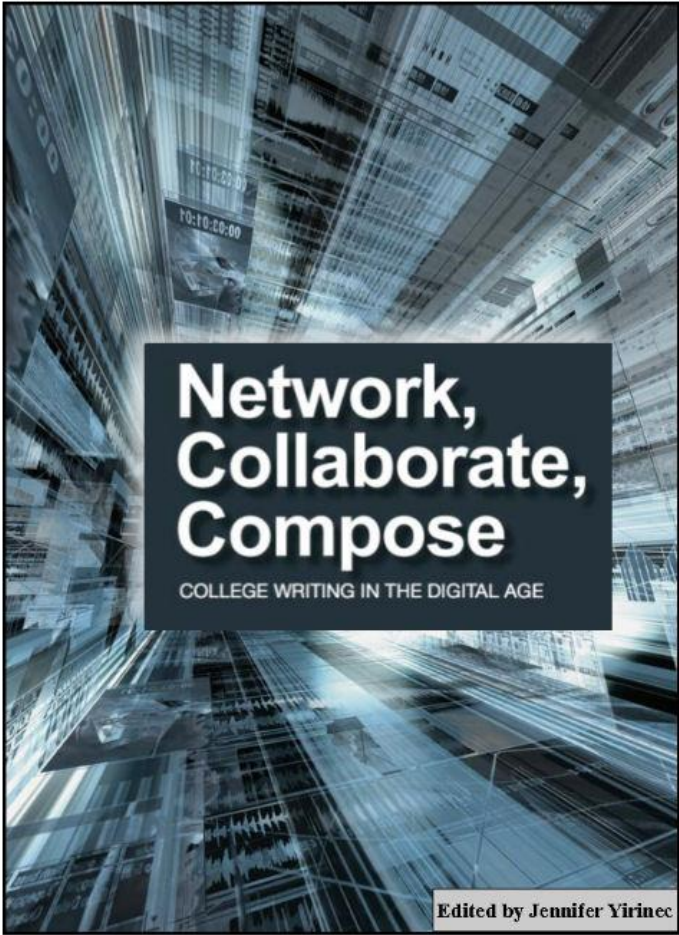
◀ All Fall 2012 Courses

Test Course
100

 **Network, Collaborate, Compose**
Edited by Jennifer Yirinec

Checkout Sharing Print

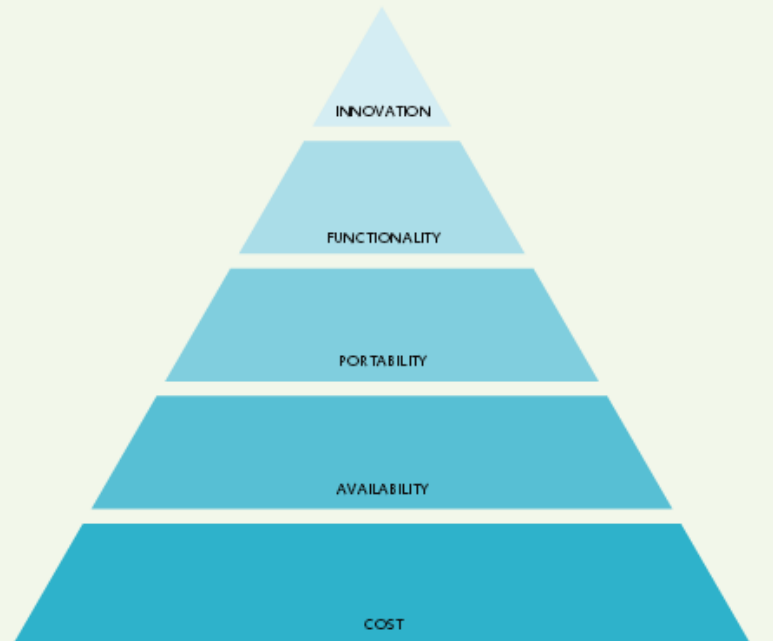
Chapters	Bookmarks	Notes
Cover		
Contents		
Introduction		
Information Literacy		
Digital Literacy		
Visual Literacy		
Writing Process		
Invention: Writing from Experience		
Project I: Research as Entering into a Conversation		
Project II: Remediation		
Project III: The Thesis--Driven Essay		
Feedback and Revision		
Peer Review		



Network, Collaborate, Compose
COLLEGE WRITING IN THE DIGITAL AGE

Edited by Jennifer Yirinec

Understanding What Higher Education Needs from E-Textbooks: An EDUCAUSE/Internet2 Pilot



EDUCAUSE



Pilot Assessment, Three Instruments

Assess effectiveness of etextbooks and type of delivery across a wide variety of subject areas.

Factors to review included:



- Faculty acceptance
- Student satisfaction
- Ease of Use
- Student cost benefits
- Student engagement
- Learning outcomes

Composite data - USF



Fall 2012:

Number of Students: 1433
Number of Faculty: 15
Total Courses: 13
Total Cost Benefit: \$206,736.00

Spring 2013:

Number of Students: 1,566
Number of Faculty: 19
Total Cost Benefit: \$232,736.24

Fall 2013:

Number of Students: 380
Number of Faculty: 7
Total Cost Benefit: \$24,237.95

ENC1101, Fall 2012:

Number of Students: 1272
Number of Faculty: 67
Previous print textbook cost: \$59.00
Total Cost Benefit: \$75,048.00

ENC1101, Spring 2013:

Number of Students: 228
Number of Faculty: 7
Total Cost Benefit: \$15,162.00

Totals, 2012-13

Number of Students: 4849
Number of Faculty: 115

Student Assessment Results – USF, I

- 61% had no previous experience with etextbooks
- 67% preferred to buy a print textbook over an etextbook before the pilot
- 82% did not purchase a print copy of the etextbook for the pilot
- 55% reported no change in their reading strategies with the etextbook

Student Assessment Results-USF, II



- 68% read the same amount of content or more with the etextbook
- 75% felt their study time was more effective and efficient with the etextbook features
- 76% reported the etextbook helped them to better understand ideas and concepts in their course

Student Assessment Results-USF, III



- 73% felt more engaged with the course content by using the etextbook
- 80% reported greater flexibility to learn the way they wanted with the etextbook
- 76% reported the etextbook allowed them to better organize and structure their learning
- 60% did not see an increase in interaction or collaboration with their classmates

Student Assessment Results-USF/IV



- 52% did not see an increase in interaction with their professor
- 64% reported that they would be open to purchasing an etextbook in the future
- 75% were open to the idea to a mandatory etextbook fee, if USF's fee was substantially lower than the etextbook cost

What we learned from USF faculty, I



- Motivation for participation: costs savings
- Limited experience with etextbooks
- Most attended training sessions
- Most did not alter their teaching

What we learned from USF faculty, II



- About half of the faculty felt that their students were more engaged
- Etextbooks enhance student learning and participation in classroom
- Most did not encourage students to use the annotation and highlight sharing features

What we learned from USF faculty, III



- Uncertainty for the future of etextbooks at USF stifled investment of time and work
- 50% supported a mandatory course fee to reduce etextbooks costs
- 50% wanted students to maintain choice
- Overall satisfaction with etextbooks and they wanted to continue using etextbooks

Related initiatives

- State-wide etextbook committee formed
 - Included colleges and universities
- Internet2 group was formed for a production level initiative that included USF
 - Developed extensive set of requirements
 - Met with major textbook publishers

100% Sell Through vs. Student Choice



What is our current status?

- Internet2 and state-wide group on hiatus
- Continuing established textbook affordability programs, minus Copyright Clearance Center license, but added funded positions
- Still exploring how to fund etextbooks through a student fee with Provost as advocate

Taking a path of the University of Florida?

- Use of materials and supply fees
- Focus on courses using web based learning and assessment features
- Year long access to etextbook and online learning features
- 100% sell through
- No common etextbook platform

Current Status: Open Access Textbook Initiative at USF

- Focus on online courses
- College of Education, Associate Professor, Literary Studies
- Children's Literature etextbook for non-majors
- \$25,000 budget—release time, travel
- Replacing a \$100 textbook



One Day?



References

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University of South Florida. Textbook Affordability Program.

<http://tap.usf.edu/>

Questions?

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