DIGITAL VS. IN-PRINT TEXTBOOKS: RELATIONSHIPS AND TRENDS FOR COLLEGE STUDENTS

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A Thesis
Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION
May 2014

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ABSTRACT

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A common idea among readers is that a specific type of text has an impact on the success of the reader. The problem is that readers do not fully understand the relationship between the specific type of text and the success of the reading that occurs. This lack of understanding causes readers to make uninformed decisions about which type of text to use to have the most success in achieving their reading purpose.

This study identified the textbook preference (in-print or digital) of college students, while analyzing the success of the students in the class that corresponds with that text. There were three questions addressed in this study: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? How do students engage with the type of text they used? The data for this study were collected via a survey, and the results of this survey were analyzed to draw conclusions.

The results obtained in this study led to several different conclusions. Although not all data were conclusive, it was clear in this study that most students used in-print versions of the textbook. Therefore, the perspective from those who were using digital textbooks was not as prominent in this study. The results do not show conclusive support of a relationship between a certain type of text and success in a course. Overall, this study provides insight into the debate of digital versus in-print texts and can be used to support further research into how different textbook formats can be used to positively or negatively impact student success in a college course, or learning at other levels.
ACKNOWLEDGMENTS

I would like to take this opportunity to acknowledge those who assisted and supported me in the completion of this thesis. First, I would like to thank my committee chair, Dr. Cindy Hendricks, for the countless hours and superb effort she put forth in being my mentor. She read an endless number of drafts, and provided corrections, comments, and suggestions throughout the entire writing process. Dr. Hendricks also helped a great deal in making my thoughts and ideas become realities, and was instrumental in putting me in contact with the necessary people to help me in gathering my data. Without her constant support and guidance, the completion of this thesis would not have been possible.

I would also like to acknowledge the other members on my committee: Dr. Mark Earley, and Ms. Cindy Ross. Their guidance and suggestions were greatly appreciated, and their ideas evident in this final product. The perspective and support of these two professionals was necessary in further developing the research and reporting the data that were a part of this thesis. I sincerely thank them for their time and effort.

Furthermore, I would like to thank Ms. Kristi Borcherdt and Ms. Denise Hepperly for allowing me to come into their classes and take time to administer my survey and collect data. Without their cooperation, the data collection process for this thesis would not have been as successful. I thank them for their time and willingness to cooperate.

Finally, I would like to thank my family for their tremendous support and love throughout all my endeavors. They have provided constant encouragement and stability in my life, especially throughout my years at Bowling Green State University. I sincerely thank all of them for always standing by me in all that I do.
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Hard Cover Textbook

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CHAPTER I. INTRODUCTION

When analyzed closely, reading can be viewed as a complex process. It involves more than just what the eyes see on a page. According to the Merriam Webster Dictionary, to read means, “to look at and understand the meaning of letters, words, symbols, etc.” (2014). In the center of a digital age, where new technology is constantly being created and promoted, a question arises as to whether or not the brain responds differently to different types of texts; more specifically, does the brain respond differently when these letters, words, and symbols are presented to the reader in a different form? Many readers believe reading from text printed on paper and reading from digital text on a computer or tablet screen requires the brain to respond differently and, therefore, causes different positive and negative effects. Some readers tend to only read in-print texts because they are unfamiliar with digital texts or do not understand the pros and cons of using a digital text. Other readers, many who grew up during the digital age, only read digital texts via a computer screen, tablet, phone, or other device. A lack of adequate information about both in-print and digital texts can cause problems for many readers as they make decisions about which type of text would be most beneficial to use for various reading purposes.

Statement of the Problem

Readers who are hesitant toward reading digitally or reading in-print text, generally, are unfamiliar with the pros and cons of each type of text. This lack of information causes the reader to use only one type of text (in-print or digital). Reading can require different strategies when done digitally versus in print. Therefore, some readers do not feel comfortable reading digitally because it is something to which they are not yet accustomed. Other readers are so used to reading digitally that they have completely abandoned traditional, in-print texts. A common idea
among readers is that a specific type of text has an impact on the success of the reader. The problem is that readers do not fully understand the relationship between the specific type of text and the success of the reading that occurs. This lack of understanding causes readers to make uninformed decisions about which type of text to use to have the most success in achieving their reading purpose.

Research Questions

This study identified the textbook preference (in-print or digital) of college students, while analyzing the success of the students in the class that corresponds with that text. There were three questions addressed in this study: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? How do students engage with the type of text they used?

Rationale

College students are often required to purchase some form of a textbook to complete a course. Many of these textbooks are available as both in-print text as well as digital text. Some students prefer in-print text because they are able to physically hold the book, highlight pages, and even write notes within the text. Other students prefer digital texts because it eliminates the amount of physical books that need to be carried from class to class and at times, can be more accessible. They may also prefer digital texts due to the online or digital features they offer. However, there are also students who are not sure which type of text is more beneficial to use when completing a college course. The question on many students’ minds is whether or not the type of text they use will affect their academic performance or success in a particular course.
A research study and survey conducted by Emilie Falc (2013) indicated undergraduate students value the freedom of choosing, on their own, which type of a textbook to use. Although some students prefer using a digital version of a textbook, the study further explains that students need to be more informed of the benefits and limitations of using a digital textbook (Falc, 2013). The same can be said for using a traditional, in-print textbook. If students are not informed of how a certain textbook will affect their academic success, they will not be able to make an educated decision when purchasing a book. This study will help shed some light on whether or not there is a positive or negative relationship between a certain type of textbook and the success of students.

College students and college instructors, as well as other professionals, need to be informed about whether or not a relationship exists between the type of text used and the academic success of the student. They also need to be made aware of what constitutes that relationship to make a more educated decision about what type of text to use when completing a college level course. As the digital world continues to grow and prosper, it is important for readers to be informed of the different types of texts available to them to make decisions when purchasing or using texts. At some point, there will be a time or situation where a particular reader will be required or encouraged to use a type of text with which he or she may not be familiar or comfortable. If readers are more informed of the pros and cons of both in-print and digital texts, they may be less frustrated or hesitant when required to use the type of text that may not be their personal preference. Informed readers will more easily participate within the world of literacy as it continues to grow and change in a technological era.
Definition of Terms

This section provides definitions for terminology essential to the understanding of this study. The following items are frequently used throughout this study and can be understood using the corresponding definitions:

1. **In-print Text**: text that is presented on any form of physical paper and presented in a way in which the paper the text is printed on can be touched or held by the reader (newspaper, magazine, chapter or picture book).

2. **Digital Text**: text that is viewed by the reader via a technological device with a viewing screen such as a desktop computer, laptop computer, iPad, iPod, or tablet.

3. **Academic Success**: the overall grade that a student receives in a particular course, or on specific assignments for that course, usually evaluated on a 4.0 scale.

Limitations

The sample of students used in this study was from one four-year comprehensive university. If this study were done at a different college or university, results may vary due to the different nature of the courses, the requirements set forth by the instructors, or the students’ experience, or lack of, with various forms of texts.

Each student’s major may have also impacted the results of this investigation. While many of the students surveyed were enrolled as intervention specialist majors, there were also students with other majors. For those students who were intervention specialist majors, their choice of text format may be been based on perceived importance of the book for their major course of study. Based on these students’ areas of study, their use of the textbooks and responses on the survey may vary.
This study and the results were based on a self-reporting survey. With any self-reporting survey, results vary. Students may respond differently in different situations or circumstances. With self-reported data, there was no way to insure all data were completely accurate or truthful. There will always be the chance of inaccuracies and limitations with this type of data.

Summary

This study identifies the textbook preference (in-print or digital) of college students, while analyzing the success of the students in the class that corresponds with that text. There are two questions addressed in this study: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? A survey was administered to students in two sections of an introductory education course to gather data about the type of texts students are using, their opinions of those texts, their utilization of the text, and their academic success within the course. Based on this information, data were analyzed and conclusions were made about the type of relationship that exists. As college students continue to choose different types of textbooks to use in their college courses, they may be able to use this information to make a more educated decision about which type of text will help them be more successful in a particular course.
CHAPTER II. REVIEW OF THE LITERATURE

The debate between the use of in-print or digital textbooks is ongoing in various fields of work, but is more prominent in education. The way teachers teach and the way students learn can be easily influenced by the type of materials used. This study identifies the textbook preference (in-print or digital) of college students, while analyzing the success of the students in the class that corresponds with that text. The questions addressed in this study are: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? To answer the proposed questions in this study, one must first understand the role textbooks, in any form, play within a classroom and how the use of them can affect student performance. This chapter will highlight the following: historical aspects of textbooks and how they have been used; theoretical support for why certain textbooks are used and how they are used; contemporary research about teacher implementation of textbooks, student use of various types of textbooks, and teacher and student perceptions of different types of textbooks.

Significant Historical Research

The first sections of this chapter highlight some important historical aspects of using textbooks in the classroom. Textbooks have been used in classrooms for many years in a certain way. As technology becomes an important part of education, the way textbooks are used will continue to grow and change. Understanding the ways textbooks were used previously is necessary to understanding how they are used now, and why teachers and students feel the way they do about using certain types of textbooks.

Driscoll, Moallem, Dick, and Kirby (1994) conducted a study that analyzed textbook use in a middle school classroom and the effects on student learning and performance. The study
found that students utilized their textbooks mostly for vocabulary reference, answering questions, and as a study tool (Driscoll, et al.). As each of these components was key to performing well on the given assessment, Driscoll et al. were able to show a relationship between how the textbook was being used within the classroom, the learning that was taking place through these activities, and how that learning could then be applied to student performance.

Davey (1988) conducted a study in which teachers were surveyed to find out how they were using textbooks within their classrooms. This study reported one-third of the surveyed elementary teachers use textbooks as supplement for instruction and one-third use them for group work and discussions (Davey). The study also reported most teachers at the secondary level who were surveyed use textbooks as reinforcement for instruction or to assign readings (Davey). Davey mentions in the study that the survey results presented differences in the way elementary and secondary educators were using the textbooks.

Roschelle, Pea, Hoadley, Gordin, and Means (2000) conducted a research study about the effect computer- or digital-based technology can have on the way students are learning and the content they are learning. Their research suggests students learn through an active process of both motivation and engagement, and digital-based tools provide the necessary elements to implement and support this type of learning in a way that traditional teaching methods cannot. This view of both traditional and digital teaching tools supports the notion that the type of material used by the students can have either positive or negative effects on the learning that takes place and, therefore, can also affect their academic success. This study also discusses the critical view of using digital tools in the classroom and how the use of these digital devices or tools can cause disruptive and addictive behaviors amongst the students, due to their familiar and active nature. This also supports the idea that different types of materials can have both positive
and negative impacts on student learning, and the learning that takes place, has an impact on the academic success of the students (Roschelle et al.).

Another study related to this idea of how digital tools can affect learning, was conducted by Reinking and Schreiner (1985). Their study tested the hypothesis, “…using the computer to provide such contingencies would facilitate reading comprehension” (Reinking & Schreiner, p. 537). Their study suggests that varying texts and the use of text manipulation can affect the way students comprehend text. Reinking and Schreiner discuss how computer-based texts can cause differences in a student’s reading behavior and the way he or she processes the text on the page or screen.

Based on the conclusions discovered in his previous study, Reinking (1988) conducted another related study to determine what specific characteristics of digital texts affect a student’s reading process and how he or she comprehends the text. His study provides a more in-depth exploration into what factors make digital text different from traditional or in-print text, and how that causes differences in reading and comprehension. Reinking discovered factors such as time spent reading, the reader’s preference, and the reader’s perception of his or her own learning, can also be affected by the use of digital texts and therefore, cause changes in the way a student learns.

Blanchard and Mason (1985) conducted a study about how computer based reading is used in content area instruction. Their study discusses how certain digital tools and programs provide extended opportunities and information for students that may not otherwise be available if using traditional texts. Their research provides basic background information to support why certain college professors might utilize digital texts or why students may prefer to use digital texts.
Theoretical Orientation

The use of different formats and types of textbooks indicates students learn differently from one another, and rely on different types of educational tools and supports to foster their own learning. Teachers and educators are also providing different types of learning tools, assessments, strategies, and instructional practices to help all students achieve their academic goals. The use of different types of textbooks and instructional materials by both teachers and students and the inquiry into which types are more beneficial are supported by the following educational theories.

Howard Gardner’s Theory of Multiple Intelligences suggests human intelligence can be separated into seven distinct categories: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal (Gardner & Hatch, 1989). There has, more recently, been an eighth category added to these intelligences, referred to as naturalistic (McCoog, 2007). These intelligences have become a vital part of the way educators understand the students with whom they work and the way they strive to develop ways to adapt to all types of learners. Gardner concludes one human being can possess all seven intelligences; however, one or two types are usually much more prominent than the others, and tend to encompass the type of learner that person is (Gardner & Hatch). This idea leads educators to believe students need to be provided with the types of learning experiences and tools that will appeal to all learners, regardless of their specific area of intelligence or way of learning.

In his article about the multiple intelligences and use of technology, McCoog (2007) suggests educators in the era of modern technology should be able to use this technology in a way that will appeal to all types of learners and intelligences. McCoog explains how technological tools such as computer games, activities, and even textbooks can be adapted for
and used by any type of learner. However, it is clear some of these technological tools and programs may not directly appeal to all types of learners in the same way traditional educational tools might. For this reason, it is necessary to understand each type of intelligence and how the use of technology versus traditional means might affect that student’s learning and academic success.

Ausubel’s Theory of Subsumption revolves around the idea of a learner’s ability to take in and then process new information in the most effective way possible to promote high order thinking and learning (Ivie, 1998). The basis of this theory suggests that each learner has his or her own way of organizing and making sense of new material presented in some sort of educational setting (Ivie). The relevance of this theory lies in the idea that a learner will process this new information and material differently, depending on the format and structure in which it is presented.

Novak (2003) discusses the way technology has had an impact on the way Ausubel’s theory of meaningful and higher order learning is practiced in the world of education. As educators begin to more fully understand the idea of how information is processed in a meaningful and effective way, they are also determining how newly developed technology can improve this acquisition of information and enhance the learning of students (Novak). This explains how Ausubel’s theory of subsumption can be further carried out through new forms of technology such as online programs, websites, and texts. Tools such as digital texts will affect the way students comprehend and process new information. Different ways of presenting information, such as different types of textbooks, may cause a difference in the way students understand information, and, therefore, affect their academic understanding of a certain topic.
Bloom’s Theory of Mastery Learning is a method of teaching, which suggests learners can be successful if certain ways of teaching are practiced (Kazu, Kazu, & Ozdemir, 2005). When students are provided with the most effective strategies and tools, they are able to acquire and understand information more effectively. The mastery learning model is particularly effective in adhering to the unique differences of all learners and their learning styles, and, therefore, it suggests providing various forms of instruction as well as a wide variety of learning tools to help students master a specific topic (Kazu, Kazu, & Ozdemir).

Based on this idea, providing students with various textbook choices in which to learn from sets each student up for success, regardless of their learning style. This ensures every student will have the opportunity to, not only choose his or her own tool from which to learn, but also to use that tool in whatever way is most beneficial. The mastery learning model includes more than just tools for learning, including philosophy, curriculum, instructional models, and assessments (Kazu, Kazu, & Ozdemir, 2005). However, tools for learning, such as textbooks, play a vital role in all of these aspects and can greatly affect the academic success of a student.

The use of schema theory in the classroom refers to students using their prior knowledge of familiar ideas, strategies, and information while learning about and acquiring new information (Zhao & Zhu, 2012). This theory explains how students are able to use prior experiences and what they have already learned and apply that to new situations in academic settings. More specific to reading, this theory suggests a method of strategies to use before, during, and after reading to fully understand the new information (Zhao & Zhu). In using a specific type of textbook, students rely on what is already familiar to them to use the textbook in the most appropriate way and learn and process the information in the most effective way possible.
Included in a student’s schema are the types of learning tools and texts familiar to the student. Students who are used to using traditional, in-print textbooks will use their prior knowledge when reading and navigating the textbook. This schema helps them to correctly and effectively use the textbook. In the same way, some students now may be familiar with using online or digital versions of textbooks. These students are comfortable with using digital texts and are aware of how to use their various features. This prior knowledge makes them more successful in using a digital text, which supports their reason for using one.

Contemporary Research

*College Students and Textbook Reading*

To analyze the effects of different types of textbooks on college students, one must first understand the purpose for reading textbooks for college courses, the implications that reading has on academic success, and college students’ perceptions of reading as an assignment. It is important to understand how college students view the use of textbooks, and the impact reading textbooks can have on academic success. The following studies will provide research about these aspects of college courses and reading, and provide insight into how each aspect is connected.

Baier, Hendricks, Gorden, Hendricks, and Cochran conducted a study in 2011 about college students’ perceptions of assigned readings for college courses. For the study, a survey was given to college students to gain information about their reading habits for class readings, and their perceptions of reading assignments for college courses (Baier et al.). The results indicate most students spend an hour or less completing assigned readings for college courses. Furthermore, the research suggests instructors may want to incorporate various techniques to motivate and encourage students to complete reading assignments, which could include multiple
forms of textbooks. Students may be more willing to complete reading assignments, and may be more successful in reading, if the text is presented to them in a way that is aligned to their learning styles. Baier et al. also state the most current information, as well as current resources, may be more appealing to college students, possibly increasing the probability that they will read the assignments. Current resources could include the most up-to-date forms of textbooks and other reading materials such as those found in e-books.

The Office of Support for Effective Teaching (OSET, 2009) at the University of New Mexico discussed why reading assignments are necessary in college courses, why students may not be completing them, and what instructors can do to change this. The OSET report suggested instructors of courses have a significant influence on whether or not students complete reading assignments. There are multiple ways in which an instructor can affect the reading habits of his or her students. Different instructional approaches and activities used during class time can affect students’ reading (OSET). For example, instructors who require students to directly use information from an assigned reading during class, in the form of a quiz or written assignment, may find students are more inclined to read what is assigned.

Another way instructors might affect students’ reading habits is through the format in which the text is offered or presented. OSET (2009) suggests, “the learner-centered instructor assumes some responsibility for helping students develop the necessary reading skills” (p. 8). This includes the way assigned text is presented to the students. For example, some students may be more willing to read or be more successful in reading depending on the type of text they are using. This includes both digital and in-print textbooks, online articles, articles printed on paper and passed out in class, or information accessed through an online course shell or an in-person presentation from the instructor. These different ways of presenting text may directly
affect a student’s reading habits and therefore, his or her success within the course (if coursework is based on the reading assignments). The article also states it is important to remember all students do not possess the same reading skills and motivation (OSET). Therefore, it is helpful for students to have access to multiple versions of one text and use the one that is most beneficial to their reading and learning style.

Landrum, Gurung, and Spann (2012) investigated the use of textbook and the relationship to student performance. Their research found if students are not taking the time to read from the given textbook, it becomes difficult for students to succeed academically in the same given course. Although several aspects were researched, in terms of influences on student academic achievement, the use of a textbook was one main factor found to have an effect on student success in a college course (Landrum et al.). These findings provide support for the idea that textbook use, in general, is related to the academic grade a student will receive in a course. This relationship can be analyzed in terms of the students’ reading habits, the content of the textbook, as well as the form in which the textbook is presented.

Landrum et al. (2012) also asked students about their own perceptions of reading for courses. Students answered questions regarding the amount of assigned reading they are actually completing for a given course. Understanding the amount students are reading from a textbook is crucial to analyzing the extent to which textbook use could affect their academic performance. The research also gathered data about student’s perceptions of the textbook and other instructional tools being used in a course (Landrum et al.). Analyzing these two aspects together is important to understanding if students are or are not reading due to flaws in the presentation of the material. Students who are pleased with the presentation of the textbook used in the class may be more inclined to read the text, and therefore, perform better in the class having read
assigned material. In a similar manner, students who are not pleased with the textbook they are using may be less likely to read from that text, and have less success within the course, due to lack of understanding of assigned material.

To understand how textbook reading affects academic achievement, one must first understand the different situations and purposes for which students read textbooks. Students in college read for multiple purposes, many of which can influence their academic success within the courses for which they are reading. Lorch, Lorch, and Klusewitz (1993) conducted a study to examine college student’s knowledge and perceptions of reading, and the situations in which college students will most likely read from textbooks. This study found the most common situations college students read for are the following: preparation for an exam, preparation for a class, application to an assignment, and conducting research (Lorch et al.). Analyzing the various purposes for which college students read provides some clarification of the type of reading taking place, the strategies students will use to read, and what students will be looking for when reading. Understanding these elements can help instructors and students determine the best type of text to use in these various situations and what version of that text would be most useful. This may vary for each situation and each student.

Durwin and Sherman (2008) analyzed whether or not a college instructor’s choice of textbook affects student comprehension. Research suggests both the characteristics of the reader and the textbook play an important role in comprehension of the material (Durwin & Sherman). This suggests there are many factors that can affect student comprehension and therefore, affect student achievement. Durwin and Sherman found, “The results from this study indicate that students’ ratings from the student opinion survey were consistent with their reading comprehension performance, suggesting that college students are accurate judges of the quality
of text from the learner’s perspective” (p. 31). This provides insight into the ways college students view textbooks and whether or not they think textbooks are helpful to comprehension and academic success. This particular finding indicates college students are aware of textbook characteristics that are beneficial to their learning, and those that are not.

Durwin and Sherman (2008) further suggest college instructors should be cognizant of how a textbook will meet the needs of course content and objectives, and whether or not students will approve of the type of textbook used and the way the material is presented. This type of text analysis may include the content within the text and the format or version of textbook available. Instructors should be aware of different versions of textbooks that can be made available to students and how those different versions can affect student likeness of the textbook, comprehension of the text material, and overall student achievement in regard to the course content.

As previously stated, Durwin and Sherman (2008) found evidence to suggest college students are capable and accurate when developing their own judgments and opinions about textbooks and how much they will learn from a certain text. Therefore, it is crucial for instructors to provide students with multiple opportunities and choices when using a textbook as a main resource for a course. In a situation with multiple personalities and learning styles, instructors would benefit the largest number of students by providing various textbook choices, allowing students to read and comprehend in a way that works best for them.

Students’ opinions of textbook reading for courses provide a wealth of insight into how that reading will affect academic success. If a student enjoys reading or is comfortable with the reading, he or she is more likely to complete the reading and assignment, and will be more knowledgeable of the text and course content, hopefully performing better in the class. Jolliffe
and Harl (2008) examined students’ reading at both the high school and college level. Part of their study analyzed student opinions and statements about reading for college courses. Several of the students surveyed expressed the following opinions and feelings: sometimes they did not complete the reading because they felt it was not necessary; some did not read from their textbooks because they found it “dull” or “boring;” others expressed the reading was inconvenient and time-consuming (Jolliffe & Harl). These types of opinions about reading textbook material for a course pose a concern for college instructors. Many factors will affect whether or not a student reads for class and whether or not he or she enjoys that reading. By providing variety and freedom of choice in textbook use for a course, instructors will eliminate some of the factors causing students to feel negatively about reading assignments.

Jolliffe and Harl (2008) also found students most often interact positively with text when the text is primarily technology-based. The study furthers conquers students are more likely to read via technology or the internet due to the ability to easily multi-task when reading online or from a device (Jolliffe & Harl). Students seems to thrive in digital situations and when using digital texts or other forms of technology for reading. These text types may provide a feature that will attract students to the reading assignment, encourage them to complete it, and help them to achieve academic success. This information is helpful for college instructors so they can make more informed decisions about the types of textbooks they offer to students for a particular course.

The way a student uses a given textbook could have a direct affect on the student’s success in a course. Taraban, Rynearson, and Kerr (2000) studied whether the types of reading strategies used by college students could affect their academic success. For the study, a number of college undergraduate students were surveyed to identify the strategies they use when reading,
and their academic grades and achievements (Taraban et al.). The strategies used and the way in which college students read could be very different, depending on the form of textbook used. If a student wanted to read and study the textbook using a certain strategy, one version of the textbook, whether a digital or print version, may be more effective with that strategy than another. Some of the questions on the survey asked students about what they do prior to reading the material, strategies and tasks they complete during reading, and what they do with the text to optimize comprehension (Taraban et al.). Knowing the answers to these types of questions can help students and instructors better understand how the text will be used. Understanding how a text will be used may play an important role in choosing which type of text is most beneficial to a certain group of students. For example, students who use highlighting or other strategies, or look up word meanings as they read, may be more inclined to use a digital text with specific features used for these strategies. Other students may wish to have notes open on a computer screen while having the text open in front of them as well. For this strategy, it may be easier to have a hard copy of the textbook open, making it easier to type notes on a computer.

**College Students’ Use of Digital Textbooks**

Education, at all levels, is currently going through some important changes. Some changes are a result of advances in technology and new digital opportunities. Most colleges have become adopted programs to help courses function completely online. Now, almost every textbook used for a college course can also be purchased and used in a digital format, via some version of an electronic reading device. This opportunity poses many questions to be asked and answered by administrators, course instructors, and students. How might different textbook options affect student learning and academic performance? How will students respond to the use
of digital textbooks? The following research about digital textbooks will provide information to help answer these questions.

Eden and Eshet-Alkalai (2013) conducted a study on the effects of text format on performance of college students. The study required students to read, edit, and improve short papers in digital and print formats. Eden and Eshet-Alkalai found no significant differences in the performance of students for both formats of the papers. They did find those using the digital version completed their work faster, but this did not affect the performance. This study suggests, when given the same task, it should not matter from what format the text is being read. According to the results, students should perform just as well on a task when text is read from the printed version, as they would when text is read from the digital version. It is important to note the results from this study were gathered under active conditions, in one specific setting or situation. This means students were actually editing the text they read, rather than just comprehending it. These results may differ from a study that looks at several different situations or experiences with both digital and in-print texts, and compares the performance of students for all situations.

Wilson, Zygouris-Coe, Cardullo and Fong (2013) discussed how teachers can prepare students for using e-readers and digital textbooks in a way that promotes the most beneficial and conducive learning environment. The authors believe certain misconceptions students may have about digital textbooks can affect students’ attitudes and opinions towards using digital textbooks for certain classes. Wilson et al. suggested teachers assess students’ pre-conceived thoughts about e-readers and digital textbooks before implementing them into instruction or use. In the case of college courses, providing a pre-assessment at the very beginning of the semester, before requiring textbooks to be purchased, may help the instructor make better decisions about which
types or versions of a textbook to offer, based on the needs and opinions of the current students. Wilson et al. also suggested instructors provide instructional strategies and guidelines for using certain versions of a textbook to help the students feel more comfortable using it, and hopefully, be more successful. Wilson et al. (2013) further stated,

Creating a 21st century classroom means preparing students to live and work in an increasingly complex, technologically advanced global world where the goal is to help students become critical thinkers, independent life-long learners, problem solvers and collaborators. (p. 17)

According to Wilson, et al., college students are well aware of the major technological advances and changes taking place all over the world. It is crucial college instructors at least give students the opportunity to work with and use digital versions of textbooks to help them become as prepared as possible for what they will eventually encounter outside of school. Instructors who provide the opportunity, as well as the necessary strategies and guidelines, will encourage their students to become comfortable with new forms of digital reading and help them become more successful in doing so (Wilson et al.).

Walton (2007) conducted a study at a small university to determine the perceptions of faculty and students in regard to the use of digital texts, or e-books, for various purposes. The study surveyed both faculty and students at this university to determine if they preferred to use a digital or in-print text for the following purposes: conducting research, as a textbook, or leisure reading. This study indicated students prefer to use in-print versions for textbook use. Of the students who participated, 67.5% of the student respondents prefer in-print textbooks; 18.5% prefer e-books; 7.9% have no preference, and 6.0% did not respond. As previously stated, this is
just one example of students from one, small university. Further research would need to be conducted to provide more confirmation of these results.

An overall analysis of the results from this study (Walton, 2007) indicated both students and faculty at this particular university prefer traditional print books to digital e-books, for all purposes. However, the study also noted, of all the respondents, faculty and students, the results indicated students were more open to using e-books for research and textbook use than faculty. Based on the year this study was conducted, this could be a result of an overall lack of technology use by college faculty and staff, and stronger familiarity with technology and digital texts by college students. Although this study is still relevant, it should be noted that at the time, digital textbooks were not popular and promoted as they are now. Therefore, both faculty and students at universities would be less familiar with them and may not be as willing to use them as they might now.

Falc (2013) conducted a study analyzing the attitudes of college students towards the use of digital textbooks. The study gathered both quantitative and qualitative data regarding students’ opinions and attitudes towards electronic versions of texts. A survey was provided to students using a digital textbook to complete a particular college course. The survey gathered information regarding use of the e-textbook, use of the resources provided with the e-textbook, it’s level of helpfulness (using a likert scale), any technical problems found with the e-textbook, as well as opinions about the cost.

The results of Falc’s study (2013) found 94% of the students surveyed were using the digital textbook on a regular basis. The overall analysis indicated students showed a certain amount of willingness to use digital textbooks. However, the results further indicated students expressed a want for choices in their use of textbooks. College students are aware of their
particular needs and preferences in terms of reading and learning. Therefore, they want to have access to a textbook version that will work best for their particular needs, not just the overall needs of the class or the instructor. Falc also suggested the following:

Faculty can discuss the positives and negatives of each textbook format including the possible technical difficulties that can occur on the first day of class so students can decide for themselves as more informed consumers and prepare for success. (p.10)

This statement reinforces the idea that both the instructor and student play an important part in the student’s success when using a textbook as a main source for learning. Both instructors and students need to be aware of the positive and negative aspects of each type of textbook to understand which version would work best for them and make a decision based on this understanding.

McFadden (2012) conducted an assessment to analyze how college course materials will begin to evolve during a digital age. The article points out although digital learning is becoming part of the present, and will continue to be a part of the future, of education, this will be a more gradual transition than some educators may have anticipated. McFadden’s article looks at the implications of this transition for administrators, educators, and publishers, and how this will affect student learning.

McFadden (2012) found that the digital transition has occurred, first with the implementation of online study tools, practice programs, tests, and quizzes. The transition to digital textbooks has not been fully implemented yet and will be a gradual process. The main reason for this, according to McFadden, is the necessity of devices to properly utilize digital texts. Students will need constant access to Internet connection, and some sort of digital reading device such as a laptop, desktop, tablet, or e-reader. This supports the notion that digital textbooks are
being used by mostly college students due to their access to such devices. However, this still leaves the decision up to the student about which type of text they will use, based on their ability to access the necessary tools and devices to properly interact with and utilize a digital textbook. A lack of necessities could be the reason why some college students are still hesitant towards adopting and learning to use digital textbooks.

McFadden (2012) identifies implications for future educating and learning include increased complexity of learning materials. This would also require a willingness from educators and students to learn the new materials and attempt to use them in class activities, assignments, and other coursework. The cost of these new items will also play a part in the process of researching, and adopting new materials and tools for learning. College students who are already using these materials, such as digital textbooks, and are familiar with them, will have a better understanding when new materials and devices are presented in the future. Therefore, utilizing the digital materials available now, will help both college faculty and students make a smoother transition in the future.

Jones and Brown (2011) engaged in a study about traditional in-print books and e-books with a class of third-grade students. The study analyzed each student’s satisfaction with both an in-print text and a digital text, and their comprehension of each text. Each student who participated completed a reading from a print text, as well as a digital text, and then completed a satisfaction survey and comprehension test for each. The results were analyzed to determine a preference of text type among third grade students, and a level of performance based on the type of text read.

The results (Jones & Brown, 2011) showed that in regard to comprehension, the format of the text itself was not as big a factor as the student’s knowledge of basic literary elements
However, in terms of student preferences, the results indicated students preferred e-books due to the option of many different book titles and the ability to choose their own book based on the available titles. Students also said they preferred the e-books because of special features such as the ability to look up definitions, listen to pronunciation of words, automatic page turning, and the option to have the story read aloud. These features helped students to become willing to use the e-books, therefore, causing them to become more comfortable with them. Finally, although results showed students were comfortable with the e-books, and the difference in text did not affect comprehension, many of the students still indicated a high level of satisfaction with the traditional print books. The results show no overwhelming evidence that one type of text was more beneficial than the other. Although this study (Jones & Brown) was conducted with third grade students, the information is still applicable to a college setting. It still shows the perceptions of students towards digital texts. It also gives insight into how future college students will respond to different types of texts and how experienced they may or may not be with using digital texts.

Doiron (2011) wrote an article about the use of e-books and e-readers in libraries and how these devices are affecting literacy in schools. The article identifies several pros of using digital textbooks in schools. Some of these pros include cheap production, space efficiency, easy update access, and multimedia features that enhance the reader’s experience. These are just a few of the things that are attracting school systems, administrators, and other educators to digital textbooks and other online materials. These are some of the same benefits that college instructors and students see when deciding which version of a textbook to purchase and use.

Doiron (2011) also highlighted some aspects of digital textbooks that raise concern with educators. Among these concerns is the lack of availability of e-reading devices, the quality of
the e-reading devices, and the possible resistance students and other readers may have toward
reading from a digital device. These concerns are a reality for educators and students at all levels.
However, students and faculty of higher education institutes, such as colleges and universities,
have become more familiar with these devices and have greater access to them. Therefore, they
are more willing to learn and try using new digital devices and tools such as textbooks.

Doiron (2011) further explained how school librarians should take initiative in the
transition to digital textbooks and e-readers. Research suggested teachers were more
comfortable with adopting new digital textbooks and materials when they had a professional in
the building with a deeper education and understanding of the new materials and devices. As
digital textbooks and e-readers begin to change the world of literacy, school librarians can take
control of the situation by learning as much as they can and sharing this information with their
colleagues. A lack of experience and understanding is the main thing holding educators back
from embracing the new age of digital texts and devices.

McFall (2005) wrote an article about how electronic textbooks are changing the way
textbooks are used in an educational setting. The article provides support for designers of digital
textbooks to go beyond simply re-creating the same textbook in a digital format. McFall further
explains how digital textbooks should offer features and abilities that go beyond that of a
traditional textbook to enhance the learning experience for students who use them. There should
be more to a digital textbook than just the text on a screen, otherwise, there is not true difference
between that and a traditional text, and no real support for why they should be used by educators.

Furthermore, the article emphasizes how students tend to adopt a passive approach when
reading from a textbook (McFall, 2005). Research suggests the most successful readers are
active readers. To provide the most beneficial resource for active readers, the text itself should
be active as well. Digital texts with features such as word pronunciation, definition finder, interactive questions and review, audio recordings, etc., provide students with the necessary means to become active readers. Another example of a feature mentioned in the article is the use of active highlighting. Although highlighting can be performed in a traditional text as well, the act of “un-highlighting” can only be performed with a digital textbook. According to McFall, this is a strategy used by many readers of digital texts that allows for mistakes to be erased. Things that were first deemed important and highlighted may be seen later as insignificant. Digital textbooks provide the opportunity to go back and change highlighted sections. This simple feature, and others, allows digital textbooks to be used by active readers in a way traditional textbooks cannot. Aspects of digital textbooks and the way they are designed change the way textbooks are used in classrooms. If instructors are willing to learn and adopt these new texts, and teach them to their students, the reading and learning experience will be greatly advanced and improved.

McGowan, Stephens, and West (2009) conducted a study to analyze students’ perceptions of electronic textbooks. The study looked to determine whether more exposure to digital texts caused students to change their perceptions of and attitudes toward those texts. A survey was given to undergraduate students at a university to determine their exposure to digital textbooks and their perceptions of those texts. The study found overall, students still seemed to prefer traditional in-print texts to digital textbooks. However, the study also found, in terms of specific features, students preferred to use some of the specific features only offered via the digital version of the textbook. This shows students may simply be unfamiliar with digital textbooks, altering their perceptions and willingness to try them. However, once informed of the
specific features of the digital texts, and taught how to use them, it seems students would utilize the specific features offered, enhancing their reading experience in a positive way.

Other topics analyzed through the research survey (McGowan et al., 2009) include accessibility of textbooks, weight of textbooks, convenience, and ease or difficulty of reading. Most students agreed digital textbooks are generally more accessible via on digital device, as opposed to the need to carry each specific textbook in traditional format. A majority of the students also agreed that the physical weight of textbooks is a disadvantage of traditional texts and an advantage of digital textbooks. The last majority finding stated ease of reading seems to be an advantage of traditional textbooks and a disadvantage of digital texts. This statistic goes back to the idea that reading from a digital screen can cause strain on the eyes of the reader. It is important to note that these statistics were gathered from students who either preferred traditional, in-print texts or students who preferred digital texts. This causes respondents to answer in a certain way based on their prior preference. However, these statistics do provide more support for some of the common opinions and thoughts about digital texts.

Rowlands, Nicholas, Jamali, and Huntington (2007) conducted a study to find out how faculty and students at a university really felt about e-books. Several topics were analyzed via the information gathered from this survey. It found e-book users of all ages at the university preferred to read from a screen rather than paper. This is an interesting statistic that supports the use of digital textbook devices by faculty and students, given they have the same experience and willingness in terms of these forms of technology. The survey also found users of e-books tend to use them more for work and school, rather than leisure. This is most likely a result of the particular features offered by digital texts being geared toward schoolwork and studying, rather than just reading for pleasure. Further statistics show textbooks are the most popular type of e-
books used by faculty and students at the university. It seems faculty and students rely on digital reading devices more strictly for school purposes than any other reason for reading.

The results from this study (Rowlands et al., 2007) confirm the notion that colleges and universities have been the first to adopt and encourage the use of digital texts. School settings also provide the most opportunity to use digital texts. Digital versions of textbooks are being design and formatted to fit the wants and needs of college instructors and students. Conquering this demographic is the first push in the new digital textbook movement. This has already started to move to elementary and secondary education as well. The change will take place just as it did in a college setting, but more than likely at a slower pace. These administrators and educators will face the same challenges found by college students and instructors. It will just be a matter of time before digital textbooks change even more to adapt to the needs of a new demographic.

Weisberg (2011) conducted a study to analyze the behaviors and attitudes of students towards digital textbooks. In the study, students were divided into six different categories. Each of the first five categories was assigned to use a digital version of a textbook, while the sixth group was assigned to a paper or traditional version of the text. Based on their use of a given type of textbook, student reading behaviors and attitudes were analyzed through the use of a pre and post survey. The study found no significant differences in terms of the learning that took place with students using the digital texts or students using the traditional texts. However, the study did find evidence to support students were more accepting of using digital textbooks and had more positive attitudes towards the idea in general. The study determined, over several years, the university found an increase in student willingness to use digital texts, as well as an increase in the actual use of digital texts.
Three major factors in this study (Weisberg, 2011) were found to have the most impact on students increased positive perception and use of digital textbooks. One factor was the cost of the devices and digital textbooks. Students seem to think, in the long run, digital textbooks will save them money, as opposed to buying the traditional versions of all necessary course textbooks. Another factor was the students’ perceptions of how the devices and textbooks would affect their learning. These are pre-conceived notions about digital devices and textbooks that can be supported or changed based on factual evidence and statistics. This leads to the final major fact affecting students’ perceptions of digital textbooks: recommendations of the instructor. Students seem to listen and respond to textbook recommendations from the course instructors. This further supports the notion that instructors can have a significant affect on student perceptions and opinions of certain types of textbooks, and can also affect student decisions about which type of text to purchase for the course. Providing multiple choices for type of textbook could show students the type of textbook they should purchase will depend on the type of reader and learner they are. This will not be the same for all students or all cases.

Summary

There are many different aspects involved in the process of textbook reading for college students. Understanding the roles textbooks play, the way students perceive textbook reading, and the effects of reading on academic success is necessary in analyzing different textbooks forms and determining the appropriate situations to use them. Both digital and in-print textbooks provide different features, useful for different reading strategies and purposes. Using the correct form of a text and the most effective reading strategy will, ideally, optimize comprehension of required material and positively influence academic success.
Although many factors, some of which cannot be identified, may affect a student’s academic success, research supports two of these factors and provides a basis to how these factors are connected. As previously stated, OSET (2009) suggests a connection between a college instructors teaching approaches and decisions, and the reading habits of students. Furthermore, Landrum et al. (2012) provide research to support a connection between textbook use and academic success. These factors together provide evidence to support the idea that a college instructor’s ability to provide multiple versions of texts can directly affect a student’s reading habits and therefore, directly affect that student’s academic achievement within a given course.
CHAPTER III. METHODS AND PROCEDURES

The newly digital nature of educational methods, practices, and materials is more prevalent at the collegiate level than any other level of education. The use of digital textbooks at the collegiate level is becoming more common and questions arise such as: Which type of text is most beneficial? How will a type of text affect student success in a course? A common idea among readers is that a specific type of text has an impact on the success of the reader. The problem is that readers do not fully understand the relationship between the specific type of text and the success of the reading that occurs. This lack of understanding causes readers to make uninformed decisions about which type of text to use to have the most success in achieving their reading purpose.

This study identified the textbook preference (in-print or digital) of college students, while analyzing the success of the students in the class that corresponds with that text. The questions addressed in this study were: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? How do students engage with the type of text they used? Chapter III describes the methods and procedures used in this investigation to answer the research question.

Methods

Research Design

The research design used in this study was a survey research design. This survey was designed to collect information about the type of texts used by students in a college course, their attitude and opinions towards those texts, and their academic success in the courses corresponding with those texts. The survey research provides both quantitative and qualitative
information about college students’ perceptions towards both in-print and digital text, as well as how that information relates to the students’ letter grades in courses corresponding with particular types of texts. The type of survey used in this study was a descriptive survey, as its purpose was to gather information about a particular sample at one point in time and then use that information to draw conclusions (Kelly, Clark, Brown & Sitzia, 2003).

As the purpose of this study was to efficiently gather and analyze information from a specific demographic of participants, a survey design was the most appropriate to use. A study of the survey research design supports using a survey design in trying to collect specific information from a sample population at one given point in time (Kelley, Clark, Brown & Sitzia, 2003). The use of this type of study allowed information to be gathered without tampering with or influencing any characteristic of the sample group. It allowed the researcher to gather data based on pre-existing qualities, and use that data to determine a conclusion or relationship. This type of study was necessary in accurately and efficiently determining a relationship between the type of textbooks already being used by college students in a particular course (in-print or digital), and the academic success of those students in those courses.

Participants

The data and information gathered in this study were collected from a four-year comprehensive state university in Ohio. Undergraduate students participated in this study. The survey was given to students in two sections of an undergraduate education course. The students in this course were selected due to the textbook for this courses being available as both an online and in-print textbook. This course was also chosen based on convenience due to the location and familiarity of courses at this university. The students in this course who participated were both
male and female and were also of varying ages. The students also came from varying educational backgrounds and living experiences.

Instrumentation

This survey was directly administered to the participants in a face-to-face setting (see Appendix A). The type of survey was a descriptive survey, used to gather information about the characteristics of a particular sample at one given time.

Behavioral questions were also included in this survey to provide information about the participants’ use of different types of texts as well as their academic performance in the college level courses they have taken. Students responded to various questions about their use of digital and in-print texts based on how often they used the text and what text features they used. Also included in this survey were Likert-scaled questions. These types of questions provided information about the students’ feelings towards using both digital and in-print texts. Students were required to respond to a statement based on the following opinions: strongly disagree, disagree, no opinion, agree, or strongly agree. The participants’ responses to all of these types of questions allowed the researcher to analyze and study the possible correlations between specific characteristics of this sample group.

Procedures

The steps and procedures involved in this study outline the organization and implementation of the survey, and analysis of the results. The first step in this process was to create the survey to be administered. Through analysis of previously created surveys and research about the topic, 10 questions were created (See Appendix A). These questions asked for information regarding each student’s use of the textbook, opinion of the textbook, grade in the class, and comments regarding their decision of which type of textbook to use. The next step
in this process was to acquire permission from the Human Subjects Review Board to utilize college students from this particular university in survey research and analysis. Once permission was granted from HSRB, the next step was to identify the course in which the survey was administered. The course was identified based on the textbook options available to students in that particular course and the instructor’s willingness to participate. Two different sections from an introductory education course were selected. Information was gathered about the required texts for this course and the available versions of the required text. Once the course was identified, letters were sent out to the instructors of the course, explaining the study and asking for permission to administer the survey to two sections of the course. A copy of the survey was included in the letter sent to the instructors. The instructors notified the researcher, giving permission to administer the survey. The instructor also included the specific day and time that would be best to administer the survey.

Once the course was chosen and instructors granted permission, the survey implementation began. The researcher administered the survey with assistance from the course instructors. The survey was administered in a face-to-face setting to every student present, and willing to participate, in both sections of the course. The administration consisted of providing students with the link to the online survey. The survey would then be completed by the students via a digital device such as a computer, tablet, or Smartphone. The researcher explained the purpose of the study and the directions for completing the survey. Students were provided with a letter of consent explaining the purpose of the study, the use of the survey data, and the level of their involvement within the study (see Appendix B). This consent form required no signature or submission. It explained if students wished to participate, they would complete the survey when administered. If they did not wish to participate, they would not complete the survey. The
survey was administered when the online link was provided, and then collected by the researcher, electronically through the online database, Survey Monkey (2014). The link allowed students to complete the survey online, and then submit when finished. Once they submitted the survey, it would be collected by the Survey Monkey (2014) database and added to other responses for this particular survey.

Once all surveys were administered, completed, and collected, the analysis process began. Data were analyzed and percentages calculated for each question of the survey. All data were collected and then analyzed online. All completed surveys were used in the data analysis. The data were analyzed to help the researcher draw conclusions based on the research question. The purpose of this investigation was to discover a relationship between the type of textbook used (in-print or digital) in a course and the students’ academic performance in that course, and to determine the students’ perceptions of their textbook and it’s involvement in the course, based on which type they chose.

Data Collection

Several pieces of data were collected via this survey. All data were collected through an online survey produced from Survey Monkey (2014). All completed data were then sent to the Survey Monkey online database to be collected and analyzed. The majority of the data collected from the survey pertained to the students’ usage of both in-print and digital texts within their college courses. The data also provided information about the students’ attitudes towards using each type of text. Finally, the data provided information regarding the academic success of the students, in terms of their expected final grade for the course in which they used this textbook.
Data Analysis

Data gathered from the survey were quantitative and qualitative, and were statistically analyzed. Data showed the number of students who used digital or in-print texts for the course. The bulk of the analysis occurred with data determining the use of digital and in-print texts in the course, and the academic grades the students received in the perspective course. These data were analyzed to determine if there was a relationship between the type of text a student used and the grade the student expected to receive in that course. All the data were analyzed using tools that assisted in creating numerical, graphical, and visual representations of the data and how each part related to one another.

Summary

To implement a successful research study, the specific methods, procedures, and steps included in this chapter were followed precisely and accurately. The survey research design provided all of the necessary data to accurately analyze and determine possible relationships and conclusions about types of textbooks, student perceptions, and academic success. The use of college students as participants allowed for more applicable information, as research shows college students have more experience using digital texts than students at other levels of education. The survey itself provided all the necessary information to perform an in-depth analysis of the sample group and many aspects related to the overall research question. The procedure of this research study was concise and efficient to ensure that specific and accurate research takes place through data collection and analysis.
CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS

Students have different perceptions of digital and in-print textbooks, as well as the influence of a textbook on one’s grade in a college course. The purpose of this study was to determine whether a relationship exists between student use of a type of textbook and student academic success in a college course. Students using various versions of a textbook for an introductory education course were surveyed, and their responses analyzed, to find the possibility of relationships that link a certain type of text (in-print or digital) and a student’s academic performance. The following data and analysis highlights any relationships found from the administered survey and other conclusions related to textbook use in college courses.

This report and analysis of data include a summary of the data reported from each of the 10 survey questions and comparison and analysis of relationships between data reported from two or more of the survey questions. Several pairs of survey questions were analyzed together, in comparison to one another, to determine relationships. Finally, the data and analysis were used to answer the research questions.

Data

The survey administered in this study consisted of 10 questions. Eight of the 10 questions required respondents to choose one multiple-choice answer. Of these eight questions, three questions asked for a comment or explanation in reference to the participant’s choice. These comments provided qualitative data to further explain and support the quantitative data. Two of the 10 questions asked respondents a question and prompted them to check any and all answers that applied. This allowed respondents to choose multiple answers for one question. Two of the 10 questions used a rating scale for respondents to use to assess a specific aspect of the textbook they used. These rating scales consisted of five possible ratings. Respondents were
required to choose one of the five ratings for each of these two questions. Respondents completed the survey online, via a digital device. Participants were not required to answer every question; however, it was recommended the participants respond truthfully and accurately to every question.

*Question One*

The first question on the survey asked students the following: Which version of the textbook did you use this semester for this course? The three choices included hard cover textbook (the traditional version), e-book version of the textbook (online via digital device), and 3-ring binder version (a compilation of the text material created to help save students money). Respondents were required to choose just one of the three choices. Of the three versions of the textbook, the 3-ring binder was the one most students used. The version least used by students was the e-book. A total of 152 out of 152 respondents answered this question. See Table 1 for total number of respondents and percentages for each textbook choice in question one.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard cover textbook</td>
<td>25.66%</td>
</tr>
<tr>
<td>E-book version of textbook</td>
<td>9.87%</td>
</tr>
<tr>
<td>3-ring binder version of textbook</td>
<td>64.47%</td>
</tr>
</tbody>
</table>

*Total Respondents: 152*

*Question Two*

The second question on the survey asked students the following: Why did you choose this version of the textbook? For this question, there were four possible answer choices; respondents
were asked to check all answers that applied to their situation. The options on the survey were price, textual features, convenience, and other. Respondents were permitted to check as few or as many answers as applied to their textbook choosing experience. In terms of overall responses for all participants, of the four choices, the most common reason for choosing a particular version of the textbook was price. The convenience of the textbook version was the second highest choice. The answers other and textual features were the least common reasons students chose their version of the textbook. All 152 respondents answered this question with at least one of the four choices. The data were further analyzed based on each type of textbook a student may have used. It seems most of those students who used the hard cover textbook chose it for convenience reasons. Most of the e-book users chose that type of text due to the price. Finally, those who used the 3-ring binder text seemed to choose that text due to price, and then convenience. See Table 2 for the specific percentages for each of the four possible answers for question two, in relation to the type of textbook used for the course.

Table 2

<table>
<thead>
<tr>
<th>Question Two Results</th>
<th>Overall Responses</th>
<th>Hard cover</th>
<th>E-book</th>
<th>3-ring binder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Choices</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>58%</td>
<td>38.46%</td>
<td>66.67%</td>
<td>56.12%</td>
</tr>
<tr>
<td>Textual features</td>
<td>18%</td>
<td>25.64%</td>
<td>26.67%</td>
<td>12.24%</td>
</tr>
<tr>
<td>Convenience</td>
<td>54%</td>
<td>66.67%</td>
<td>46.67%</td>
<td>45.92%</td>
</tr>
<tr>
<td>Other</td>
<td>28%</td>
<td>25.64%</td>
<td>20%</td>
<td>31.63%</td>
</tr>
</tbody>
</table>

**Total Respondents: 152**
**Question Three**

The third question on the survey asked students the following: Are you satisfied with your choice of textbook version for this class? The responses for this question provided quantitative data. Respondents had to choose either yes or no to answer the question. Those who were satisfied with their textbook version chose yes, and those who were not satisfied chose no. Most respondents said they were satisfied with the textbook version they chose. The data were further analyzed based on the three different types of texts used. Those students who used the hard cover textbook seemed to be most satisfied with their text, in comparison to the e-book and the 3-ring binder texts. Table 3 provides percentages representing the responses to question three, based on overall responses, and for each type of textbook.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
</table>

**Question Three Results**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Overall Responses</th>
<th>Hard cover</th>
<th>E-book</th>
<th>3-ring binder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79.80%</td>
<td>82.05%</td>
<td>73.33%</td>
<td>73.20%</td>
</tr>
<tr>
<td>No</td>
<td>20.20%</td>
<td>17.95%</td>
<td>26.67%</td>
<td>26.80%</td>
</tr>
</tbody>
</table>

**Total Respondents: 151**

**Question Four**

The fourth question on the survey asked students the following: How many hours per week did you utilize your textbook to study or to complete assignments for this course? Respondents were required to choose just one of four possible answer choices. The choices were: less than one hour, two to four hours, four to six hours, or more than six hours. All 152 participants answered this question. Most students said they used their textbook less than one hour per week, or two to four hours per week. Very few students claimed to have used their
textbook any more than four hours per week. The quantitative data help in understanding the relationship between the textbooks and the success of students in the course. The data were further analyzed based on the type of textbook used for the course. It appears most students who used the hard cover text used their book between 2 and 4 hours per week. Those students who used the e-book used the text between 2 and 4 hours per week. Finally, most students who used the 3-ring binder text used it for less than 1 hour per week. Table 4 provides percentages of responses for question four, based on overall results, and for each type of textbook.

Table 4

*Question Four Results*

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Overall Responses</th>
<th>Hard cover</th>
<th>E-book</th>
<th>3-ring binder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 hour</td>
<td>47%</td>
<td>35.90%</td>
<td>40%</td>
<td>55.10%</td>
</tr>
<tr>
<td>2-4 hours</td>
<td>49%</td>
<td>58.97%</td>
<td>53.33%</td>
<td>41.84%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>3%</td>
<td>5.13%</td>
<td>6.67%</td>
<td>2.04%</td>
</tr>
<tr>
<td>More than 6 hours</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1.02%</td>
</tr>
</tbody>
</table>

**Total Respondents: 152**

*Question Five*

The fifth question on the survey asked the following: Which features of the textbook did you utilize? Participants were prompted to check all answers that apply to their situation; this means participants could choose as many or as few of the answers as they believed appropriate. The possible answers included: table of contents, glossary, highlighting, footnotes, index, online quizzes, online practice quizzes, and other online resources. The textbook feature most used by the students was the online quizzes. The textbook feature least used by the students was the footnotes. These data provide information regarding how the students were utilizing their
textbooks and what textual features they focused on. Most of the features were available to all students, regardless of their version of the textbook. The data were further analyzed based on each of the three types of texts used by students. These results show students who used the hard cover text used the glossary the most, followed closely by the online quizzes. Students who used the e-book used the online quizzes the most, followed by the table of contents. Finally, students who used the 3-ring binder text used the online quizzes the most, followed by the glossary. Of all three types of texts, those who used the e-book seemed to use the online features more than the others. Many of these students utilized the online practice quizzes, and the online quizzes, more than any other features available. Table 5 provides totals and percentages for each of the possible answers to question five. Of all 152 survey respondents, 151 answered this question.

Table 5

<table>
<thead>
<tr>
<th>Question Five Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Choices</strong></td>
</tr>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td>Glossary</td>
</tr>
<tr>
<td>Highlighting</td>
</tr>
<tr>
<td>Footnotes</td>
</tr>
<tr>
<td>Index</td>
</tr>
<tr>
<td>Online quizzes</td>
</tr>
<tr>
<td>Online practice questions</td>
</tr>
<tr>
<td>Other online resources</td>
</tr>
</tbody>
</table>

**Total Respondents: 151**
Question Six

The sixth question on the survey asked the following: How would you rate the usefulness of the features of the textbook you used for this course? Students were given a rating scale, and based on the features of their textbook version, were asked to provide a rating describing how useful those features were. The rating scale was as follows: not useful at all (one), slightly useful (two), average (three), mostly useful (four), very useful (five). These data provide information regarding how students felt about the textual features in their version of the book. Most respondents felt the textual features were mostly useful. Table 6 provides the totals and percentages for each rating, based on the total number of respondents to this question. The data were further broken down based on which of the three types of texts a student used. The results based on type of text did not show any significant differences. However, the type of text with the most pronounced difference in percentages, for all ratings, was the e-book. These responses and results can be more closely analyzed in Table 6 based on percentages for each type of text. The average rating of the usefulness of textual features was a 3.63, based on a total of 151 respondents to this question.

Table 6

<table>
<thead>
<tr>
<th>Rating Descriptions</th>
<th>Not useful at all</th>
<th>Slightly useful</th>
<th>Average</th>
<th>Mostly useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard cover</td>
<td>2.56%</td>
<td>12.82%</td>
<td>25.64%</td>
<td>38.46%</td>
<td>20.51%</td>
</tr>
<tr>
<td>E-book</td>
<td>6.67%</td>
<td>13.33%</td>
<td>20%</td>
<td>33.33%</td>
<td>26.67%</td>
</tr>
<tr>
<td>3-ring binder</td>
<td>2.06%</td>
<td>9.28%</td>
<td>30.93%</td>
<td>38.14%</td>
<td>19.59%</td>
</tr>
<tr>
<td>Overall Responses</td>
<td>2.65%</td>
<td>10.60%</td>
<td>28.48%</td>
<td>37.75%</td>
<td>20.53%</td>
</tr>
</tbody>
</table>
Question Seven

The seventh question on the survey asked the following: How would you rate the organizational structure and format of the textbook you used for this course? Participants were provided with another scale (rating one to five) with descriptions. Participants were permitted to choose one rating. The ratings were as follows: very difficult to use and navigate, somewhat difficult to use and navigate, average, mostly easy to use and navigate, very easy to use and navigate. The data were further analyzed based on each of the three types of textbooks used by students. These percentages provide the specific rating responses based on which text a student used. This information allows for analysis of the ease or difficulty of use, based on each specific text version. Those who used the hard cover text gave the usage the highest rating, saying that the text was mostly easy to use and navigate. Table 7 provides the totals and percentages of responses for each possible rating on the scale. The table also breaks the percentages down into each of the three types of texts. Of a total of 152 participants, 150 responded to question seven.

Table 7

<table>
<thead>
<tr>
<th>Rating Descriptions</th>
<th>Very difficult to use and navigate</th>
<th>Somewhat difficult to use and navigate</th>
<th>Average</th>
<th>Mostly easy to use and navigate</th>
<th>Very easy to use and navigate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard cover</td>
<td>0%</td>
<td>7.89%</td>
<td>34.21%</td>
<td>42.11%</td>
<td>15.79%</td>
</tr>
<tr>
<td>E-book</td>
<td>6.67%</td>
<td>6.67%</td>
<td>26.67%</td>
<td>33.33%</td>
<td>26.67%</td>
</tr>
<tr>
<td>3-ring binder</td>
<td>4.12%</td>
<td>3.09%</td>
<td>36.08%</td>
<td>32.99%</td>
<td>23.71%</td>
</tr>
<tr>
<td>Overall Responses</td>
<td>3.33%</td>
<td>4.67%</td>
<td>34.67%</td>
<td>35.33%</td>
<td>22%</td>
</tr>
</tbody>
</table>


*Question Eight*

Question eight of the survey asked participants the following: What grade do you anticipate receiving for your final grade in this course? The survey was administered two weeks prior to the end of the semester, so by this time, students should have been fairly aware of what their final grade in this course would be. This question was necessary to finding a relationship between each student’s choice of textbook and his or her expected grade in the course. Most participants expected to receive an A for their final grade. Other’s expected to receive a B, and few students expected to receive a C. None of the participants expected anything less than a C for their final grade in the course. Students’ responses were also broken down based on their choice of textbook, and how that relates to their expected grade in the course.

*Hard Cover Textbook*

A total of 152 students participated in taking this survey. Of all these students, 39 answered question one stating they used the hard cover version of the assigned textbook for this particular course. These students who claimed to have used the hard cover version of the textbook then went on to answer question eight, choosing what they thought would be their final grade in the course. None of these students expected their grade to be a D, F, or Incomplete. Very few of the students expected their final grade to be a C. Most of the students expected their final grades to be a B or an A. Table 8 provides numerical values and percentages for these results.

*E-book Textbook*

Of all the students who participated in taking the survey, 15 of them answered question one stating they used the e-book version of the textbook for this course. This means 9.9% of the total number of participants used the e-book version of the textbook for the course. Of these 15
respondents, 14 of them answered question eight, choosing their expected final grade for the course. None of these students expected their grade to be a D, F, or Incomplete. Very few of the students expected their final grade to be a C. Most of the students expected their final grades to be a B or an A. Table 8 provides numerical values and percentages for these results.

3-Ring Binder Textbook

Of all the students who participated in taking the survey, 98 of them answered question one stating they used the 3-ring binder version of the textbook for this course. This means 64.5% of the total number of participants used the 3-ring binder version of the textbook for the course. These 98 respondents then went on to answer question eight, choosing what they expected to be their final grade in the course. None of these students expected their grade to be a D, F, or Incomplete. Very few of the students expected their final grade to be a C. Most of the students expected their final grades to be a B or an A. Table 8 provides numerical values and percentages for these results.

Table 8

<table>
<thead>
<tr>
<th>Textbook Choice and Expected Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hard cover textbook</strong></td>
<td>56.41%</td>
<td>38.46%</td>
<td>5.13%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>E-book textbook</strong></td>
<td>57.14%</td>
<td>35.71%</td>
<td>7.14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>3-ring binder textbook</strong></td>
<td>60.20%</td>
<td>35.71%</td>
<td>4.08%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Overall Responses</strong></td>
<td>62%</td>
<td>32%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Question Nine**

Question nine of the survey asked participants the following: If you could change the version of the textbook you used to a different version of the textbook, would you? This question was asked after students had used their version of the textbook for almost an entire semester. By this time, students were aware of their usage of the textbook, their opinion of the textbook, their expected final grade, and their use of the textbook in relation to their final grade. The participants first had to choose yes or no to answer the first part of the question. A total of 103 out of 152, or 67.76%, of participants said they would not change their choice of textbook, while 49 out of 152, or 32.34%, of participants said they would change their choice of textbook. Table 9 provides total numbers and percentages of the responses to this question.

Table 9

<table>
<thead>
<tr>
<th>Textbook Choice and Desire to Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Choices</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

**Total Respondents: 152**

Of a total of 152 respondents, 152 answered question nine. Of these 152 respondents to question nine, 135 of them responded to the second part of the question by posting a brief, written response. The second part of the question asked, why or why not? Respondents were to provide a brief explanation for their answer to the first part of the question. The qualitative portion of data from question nine is analyzed by breaking up the responses into three categories. These categories are based on each of the three types of textbooks.
The students who claimed to have used the hard cover version of the textbook then went on to answer question nine, stating whether or not they would choose a different version of the book after having already gone through the course with the version they actually chose. Of these 39 students, 20.51%, or 8 out of 39 respondents, said they would change the version of the textbook they used. A total of 79.49% said they would not change the version of the textbook they used. It seems most of the students who were using the traditional, hard cover textbook were satisfied with their choice and found no reason to change it.

The second part of question nine asked students to explain their answer to whether or not they would change their textbook choice. Those students who used the hard cover version of the textbook shared their responses. Of the 39 students who used the hard cover textbook and answered the first part of question nine, 34 provided an explanation for their answers to the first part of question nine. These qualitative data were analyzed for commonalities among answers. These commonalities were developed into categories for which these qualitative data were turned into quantitative values. There were 8 of 39 respondents, or 20.51%, who stated they would change their textbook version if given the option. A common theme found among their written explanations was that they believed the e-book might have been more beneficial to them, based on the nature of the course and use of other online resources. Of the 8 respondents who said they would change their textbook version, 5 explanations, or 62.5%, shared the common theme that the e-book may have been more beneficial to use. Other explanations for wanting to use a different version of the textbook varied greatly and did not fall into this theme.

There were 31 out of 39 respondents, or 79.49%, who stated they would not change their textbook version if given the option. There were two common themes found among their written
explanations; one theme was that they prefer a hard copy text over an e-book because it is easier for them to use and they are familiar with it, and the other theme was the opportunity to resell the hard copy textbook at the end of the semester. Of these 31 respondents, 10 explanations, or 32.3%, shared the common theme of being more comfortable with a hard copy of the text. Two explanations, or 6.5%, shared the common theme of wanting the opportunity to resell the book after using it. Other explanations for not wanting to use a different textbook version varied and did not fall into either of these themes. No other apparent themes were noted within the qualitative responses.

E-book Textbook

The students who claimed to have used the e-book version of the textbook then went on to answer question nine, stating whether or not they would choose a different version of the book after having already gone through the course with the version they actually chose. Of these 15 students, 26.67%, or 4 out of 15 respondents, said they would change the version of the textbook they used. A total of 73.33%, or 11 out of 15 respondents, said they would not change the version of the textbook they used. It seems most of the students who were using the e-book version were satisfied with their choice and found no reason to change it.

The second part of question nine asked students to explain their answer to whether or not they would change their textbook choice. Those students who used the e-book version of the textbook shared their responses. Of the 15 students who used the e-book and answered the first part of question nine, 12 provided an explanation for their answers to the first part of question nine. These qualitative data were analyzed for commonalities among answers. There were 4 of 15 respondents, or 26.67%, who stated they would change their textbook version if given the option. There were no common themes among the written explanations for these respondents.
Some participants shared about having difficulties accessing their e-book; others explained they would have rather used the hard copy textbook, for no specific reason; others shared about difficulties they had using the e-book and its features.

There were 11 out of 15 respondents, or 73.33%, who stated they would not change their textbook version if given the option. The explanations from these respondents had some similarities, but also varied in different ways. There was not enough commonality to determine any evident themes among explanations. Some participants explained the e-book matched well with the other online resources used for the course; others explained they simply liked the e-text or were satisfied with their choice; others said the other options for the text did not appeal to them. No other relevant explanations were noted.

3-ring Binder Textbook

The students who claimed to have used the 3-ring binder version of the textbook then went on to answer question nine, stating whether or not they would choose a different version of the book after having already gone through the course with the version they actually chose. Of these 98 students, 37.76%, or 37 out of 98 respondents, said they would change the version of the textbook they used. A total of 62.24%, or 61 out of 98 respondents, said they would not change the version of the textbook they used. Of the three textbook options, the 3-ring binder caused the most number of students to state they would want to change their textbook version if given the option.

The second part of question nine asked students to explain their answer to whether or not they would change their textbook choice. Those students who used the 3-ring binder version of the textbook shared their responses. Of the 98 students who used the 3-ring binder and answered the first part of question nine, 89 provided an explanation for their answers to the first part of
question nine. These qualitative data were analyzed for commonalities among answers. These commonalities were developed into categories for which these qualitative data were turned into quantitative values. There were 37 of 98 respondents, or 37.76%, who stated they would change their textbook version if given the option. There were three common themes among the written explanations for those participants who stated they would change their version of the book if they could. One common answer was that they would have bought the e-book instead, for various reasons. A total of 21.6% of these respondents said they would have chosen the e-book instead. Another common statement was that the hard cover textbook would have been more durable than the binder; respondents stated the pages in the binder version tended to tear out easily, causing disorganization and the need to be delicate with the book. A total of 43.2% of these respondents said they would have chosen the hard cover textbook instead for the main purpose of durability. The final common theme among answers was the desire to sell the book back at the end of the semester. The 3-ring binder version did not allow for this opportunity. Of these respondents 10.8% stated they would change the version they chose so they would be able to sell the book back at the end of the semester. Other responses varied and no other common themes were evident.

There were 61 out of 98 respondents, or 62.24%, who stated they would not change their textbook version if given the option. One common theme was found among the explanations from these respondents. Several students shared they preferred a paper version of the textbook to the e-book, and therefore, were happy with their choice. Respondents (19.6%) said they would not change their textbook version because they prefer a paper copy to an e-book, and the 3-ring binder worked well for that purpose. Other answer varied. Some students expressed the 3-ring
binder was cheaper than other versions, and so they would not change their choice. Other answers varied and showed no other commonalities.

*Question Ten*

Question 10 of the survey asked participants the following: Do you think the textbook version you chose is connected to your final grade in this course? Students were to think about their expected final grade in the course, and think about the version of the textbook they used, and express their opinion of whether or not the two were related to one another. The answer to this question was based on each student’s opinion. Of 152 total participants, 150 students answered this question. 92 out of 150, or 61.33%, of participants said they did not believe the textbook version they chose was connected to their final grade in the course. A total of 58 of 150, or 38.67%, of participants said they did feel the textbook version they chose was connected to their final grade in the course. Table 10 provides numerical values and percentages for the responses to this question.

Table 10

<table>
<thead>
<tr>
<th>Textbook Choice and Influence on Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Choices</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

*Total Respondents: 152*

Of a total of 152 participants, 150 answered question 10. Of these 150 respondents to question 10, 135 of them responded to the second part of the question by posting a brief, written response. The second part of the question asked, why or why not? Respondents were to provide a brief explanation for their answer to the first part of the question. The qualitative portion of
data from question 10 is analyzed by breaking up the responses into three categories. These categories are based on each of the three types of textbooks.

The relationship between the type of book and whether or not the students thought that textbook influenced their final grade, provides information regarding a relationship between the type of textbook used, and a students opinion of the textbooks level of influence. Students’ responses to these questions are broken down based on the type of text they used, and how that relates to their answer for question 10.

*Hard Cover Textbook*

The students who claimed to have used the hard cover version of the textbook then went on to answer question 10, stating whether or not they thought the textbook they chose was connected to their final grade in the course. One of these students skipped question ten, leaving 38 participants who used the hard cover text who answered question 10. Of these 38 students, 44.74%, or 17 out of 38 respondents, said they thought the textbook version they used was connected to their final grade in the course. Twenty-one of 38 (55.26%) respondents, said they did not think the textbook version they used was connected to their final grade in the course. The participants who used the hard cover textbook, and responded to question 10, seem almost split evenly as far as their opinion of how the textbook did or did not influence their final grade.

The second part of question 10 asked students to explain their answer to whether or not they thought the textbook version was connected to their final grade. Those students who used the hard cover version of the textbook shared their responses. Of the 38 students who used the hard cover textbook and answered the first part of question 10, 32 provided an explanation for their answers to the first part of question 10. These qualitative data were analyzed for commonalities among answers. These commonalities were developed into categories for which
these qualitative data were turned into quantitative values. There were 17 of 38 respondents, or 44.74%, who stated they thought the textbook version they used was connected to their final grade in the course. Two common themes were found among the answers provided by these 17 respondents. One theme was ease for test taking. 17.6% of these respondents thought it was easier to have the hard cover textbook in front of them while taking an online quiz or test, instead of having multiple screens or windows open on a computer. Another theme was more frequent use. 35.3% of these respondents stated they thought they used the textbook more than they would if they had the e-book because the hard textbook was right there, physically in front of or with them. Other explanations for thinking the textbook version was connected to the final grade varied and did not show any other evident commonalities.

There were 21 out of 38 respondents, or 55.26%, who stated they did not think the textbook version they used was connected to their final grade in the course. There were two common themes found among their written explanations. One theme was that they thought it did not matter what version of the textbook was used because the content of the textbook would still be the same. The other theme was that students thought more than just the textbook influenced their final grade in the course. Of these 21 respondents, 4 explanations, or 19%, shared the common theme of thinking the textbook version did not matter because the content would be the same across all three types. 5 explanations, or 23.8%, shared the common theme of the final grade in the course being influenced by more than just the textbook. Other explanations for not thinking the textbook version was connected to the final course grade varied and did not fall into either of these themes. No other apparent themes were noted within the qualitative responses.
The students who claimed to have used the e-book version of the textbook then went on to answer question 10, stating whether or not they thought the textbook they chose was connected to their final grade in the course. Of these 15 students, 60%, or 9 out of 15 respondents, said they thought the textbook version they used was connected to their final grade in the course. A total of 40%, or 6 out of 15 respondents, said they did not think the textbook version they used was connected to their final grade in the course. The participants who used the e-book, and responded to question 10, seem to be split fairly even, as far as their opinion of how the textbook did or did not influence their final grade.

The second part of question 10 asked students to explain their answer to whether or not they thought the textbook version was connected to their final grade. Those students who used the e-book version of the textbook shared their responses. Of the 15 students who used the e-book, and answered the first part of question 10, 14 provided an explanation for their answers to the first part of question 10. These qualitative data were analyzed for commonalities among answers. These commonalities were developed into categories for which these qualitative data were turned into quantitative values. There were 9 of 15 respondents, or 60%, who stated they thought the textbook version they used was connected to their final grade in the course. There were no evident themes among the responses for the explanation portion of this question. Students’ answers varied. Some students thought the e-book made it easier to study and then take the online quizzes. Other’s thought some of the exam materials were taken directly from the online resources that are a part of the e-book. Other students felt it was easiest to read and search for key words using the e-book.
There were 6 out of 15 respondents, or 40%, who stated they did not think the textbook version they used was connected to their final grade in the course. Again, no highly evident themes were found among these explanations. Answers varied and students provided personal reasons for not thinking their textbook choice was connected to their course grade. Some students shared that they thought the content would not change from one version to another, and therefore, would not affect their final grade. Others stated they did not use any of the extra features or tools provided with the e-book, and so their grade would probably have been the same regardless of their textbook version.

3-ring Binder Textbook

The students who claimed to have used the 3-ring binder version of the textbook then went on to answer question 10, stating whether or not they thought the textbook they chose was connected to their final grade in the course. One of these students skipped question 10, leaving 97 participants who used the 3-ring binder, and who answered question 10. Of these 97 students, 32.99%, or 32 out of 97 respondents, said they thought the textbook version they used was connected to their final grade in the course. Sixty-five of 97 respondents (67.01%) said they did not think the textbook version they used was connected to their final grade in the course. Of the three types of textbooks, this version seems to show the greatest difference in terms of those who thought the book was related to their final grade, and those who did not.

The second part of question 10 asked students to explain their answer to whether or not they thought the textbook version was connected to their final grade. Those students who used the 3-ring binder version of the textbook shared their responses. Of the 97 students who used the 3-ring binder and answered the first part of question 10, 87 provided an explanation for their answers to the first part of question 10. These qualitative data were analyzed for commonalities
among answers. These commonalities were developed into categories for which these qualitative data were turned into quantitative values. There were 32 of 97 respondents, or 32.99%, who stated they thought the textbook version they used was connected to their final grade in the course. One common theme was found among the answers from these respondents. Many of the respondents thought the 3-ring binder version provided the most convenience, ease, and accessibility for studying and taking quizzes and tests. A total of 31.3% of respondents said they thought their textbook version was related to their final grade for these reasons. Other answers varied based on students’ personal preference and usage of the text. No other evident commonalities among answers were found.

There were 65 out of 97 respondents, or 67.01%, who stated they did not think the textbook version they used was connected to their final grade in the course. There were three common themes found among their written explanations. One theme was that they thought it did not matter what version of the textbook was used because the content of the textbook would still be the same. Another theme was that students thought more than just the textbook influenced their final grade in the course. One other theme was that they did not use the textbook very much, so regardless of the version, it would not have affected their grade very much. Of these 65 respondents, 12 explanations, or 18.5%, shared the common theme of thinking the textbook version did not matter because the content would be the same across all three types. Fourteen explanations, or 21.5%, shared the common theme of the final grade in the course being influenced by more than just the textbook. Seven explanations, or 10.8%, shared the common theme of having not used the book very often. Other explanations for not thinking the textbook version was connected to the final course grade varied and did not fall into any of these themes. No other apparent themes were noted within the qualitative responses.
Discussion of Results

The results of this study were determined based on the analysis of the relationships between the use of a certain version of the textbook (hard cover, e-book, or 3-ring binder), and their answers to other pertinent survey questions. The data found for the hard cover and 3-ring binder versions of the text represents the in-print text option. The data found for the e-book version of the text represents the digital text option. The results were organized based on the two research questions for this study: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? How do students engage with the type of text they used?

Relationship Between Type of Text and Academic Success

Based on analysis of the relationship between data gathered from question one and data gathered from question eight, it seems there was no apparent relationship between a certain type of text (in-print or digital) and a student’s academic success within a college course. For both versions of the in-print text (hard cover and 3-ring binder) the data showed most students expected to receive an A for their final grade; many students expected to receive a B, and very few students expected to receive a C. No student who used an in-print version of the text expected any grade less than a C. The data were very similar for those who used the digital text. Most students who used the e-book expected to receive an A for their final grade; many students expected to receive a B, and very few students expected to receive a C. No student who used a digital version of the text expected any grade less than a C. The percentages of expected As, Bs and Cs, for each of the three versions of textbook, were all within 5% of each other. This shows no significant difference between expected grades for in-print text users, and digital text users.
Therefore, no direct relationship was found between a certain type of textbook (in-print or digital) used in a college course, and academic success within that course.

The overall number of students using each type of text (in-print and digital) does provide significant data used to further analyze the results. A total of 90.13% of all participants used an in-print version of the text, while just 9.87% of all participants used the digital version of the text. The significant difference in these percentages, along with the analysis of students’ qualitative responses from questions nine and 10, result in the conclusion that the majority of college students, in this course, are more comfortable using in-print texts rather than digital texts. Based solely on the quantitative data, it is clear students are choosing in-print textbooks over digital e-books. In analyzing quantitative responses, many students claim to study better, read better, and overall, use the text more successfully, when it is presented in an in-print format, rather than a digital format. The student perceptions of the types of texts used for this course further explains the thought process and logic behind choosing either an in-print or digital version of the text for this particular college course.

Student Perceptions Based on Text Selection

The students’ perceptions of the different text types were analyzed based on two questions. These questions asked students about their opinions of having the option to change the version of the textbook they used, and how the version they used could have influenced their final grade in the course. These questions were used to help students determine how they felt about the text they used in relation to the other options they had to choose from, as well as to their overall academic success within the course.

Overall, more students said they would not change the version of textbook they used than those who said they would. Of the students who used an in-print version of the textbook, 67%
said they would not change their version of the textbook, and 33% said they would. Of the students who used the digital version of the textbook, 73% said they would not change their version of the textbook, and 27% said they would. The percentages for both types of text are very similar, showing no significant conclusion for one text over another. It seems regardless of in-print or digital, most students felt satisfied with their version of the book and would not change it, while a few were not as satisfied, and if given the option, would choose another version of the text to use. These responses are for various reasons that were analyzed via the quantitative data from question nine, previously reported and discussed.

Overall, whether or not students thought their textbook choice affected their final grade in the course did not provide conclusive results. Of the students who used an in-print version of the textbook, 36% thought their textbook version was connected to their final grade in the course, and 64% did not. Students have various reasons for both possible answers, which were analyzed and discussed in the previous analysis of qualitative responses for question 10. Of the students who used the digital version of the textbook, 40% thought their textbook version was connected to their final grade in the course, and 60% did not. For the digital users as well, various reasons were given as to why they thought the textbook did or did not impact their final grade. It seems no matter what version of the text was used, more students thought the textbook was not connected to their final grade in the course. The main reason stated for this was that there is much more that influences a course grade than the type of text used. It may be that students did not fully understand this question. It seems they answered based on whether or not they thought the text they used was the only influence on their grade, rather than whether or not they thought it had any sort of impact on their grade. Had the question been worded differently, and the student responded differently, the results of this relationship might have been more conclusive.
Student Engagement With Type of Text Used

Several questions on the survey analyzed the ways in which students engaged with the text they used for the course. By analyzing these questions per type of text, results were gathered about how different types of textbooks influenced the ways students engaged with the text. Questions asked about the following reading engagement habits: the amount of time students engaged with the text each week; what text features they used the most; if they felt the text was easy or difficult to use; if they felt the features of the text were useful or not. The answers to these questions were used to draw conclusions about the reading habits of digital text users versus in-print text users.

Part of student engagement included analyzing how much time students spent with their text, depending on which version of the text they used. Students were asked how many hours per week they spent reading their text, studying from their text, or using the text to complete class assignments. It appears no certain type of text caused students to engage the text longer than others. Students who used the digital text, and students who used either version of the in-print text, seemed to engage with the text for a similar number of hours per week. Most of the students, regardless of the type of text they used, engaged the text for one to four hours per week. Very few students engaged the text for more than four hours per week. It seems, regardless of the type of text, there is a standard for the amount of hours engaged with the text needed to complete tasks and assignments for this particular course.

Another important piece of engagement included analyzing the specific features of the text used most by students. The results showed whether or not students who used digital texts utilized different text features than those who used in-print texts. The results show students who used the in-print text versions used the glossary and online quizzes more than any other text
features. Students who used the digital text had very similar habits. However, these students used the online quizzes and the table of contents most. One difference in use of text features was that digital text users seemed to use the online features, such as the online practice quizzes and online quizzes, more than those who used an in-print version of the text. It appears, due to already utilizing digital technology for their text, those students who used the digital text tended to spend more time with the online features of the text.

The final parts of engagement included analyzing students’ perceptions of the ease or difficulty of using the textbook, as well as how useful they thought the features of the text were. Of the three text choices for this course, it seems those who used the traditional, hard cover textbook, thought the text was easiest to use. The results for both the e-book and the 3-ring binder were very similar. Overall, no students thought the text was particularly difficult to use, regardless of their version of the text. Furthermore, there were not apparent differences in how useful students thought the textual features were. Students who use both digital and in-print texts thought the textual features were mostly useful. There were no apparent variations in the data, from one type of text to another, based on how useful students thought the textual features were.

Summary

Overall, the data reported in this investigation do not provide any conclusive evidence to determine one type of text (in-print or digital) has a more positive or negative effect on a student’s academic success in a course. The data provide evidence to support that students in this particular course do prefer in-print texts to digital texts. Student’s perceptions towards the type of text they used and how that text influenced their academic success does not vary greatly from in-print to digital text. The majority of both quantitative and qualitative data reported provide evidence to support that student preference influences a students choice of textbook.
version, his or her engagement habits with that textbook, as well as his or her perceptions of that text and it’s influence on academic success.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the relationship between types of texts and student success within a college course. There were two major research questions answered in this study: What is the relationship between the type of text being utilized (in-print or digital) and the academic success of the reader? What are the students’ perceptions of success based on their text selection? The data collection for this study took place via a digital survey administered to two sections of an undergraduate, introduction to special education course at a state university. This chapter includes: a summary of research; conclusions; and recommendations for future college instructors, future college students, and future research.

Summary of Study

This study examined the use of in-print and digital texts, and how these types of texts are perceived and used by students at the collegiate level. The perceived problem was that college students are not familiar with the pros and cons of each type of text. They are, therefore, unable to make educated decisions when determining which type of textbook to purchase for a college course: in-print or digital? A review of literature investigated the general use of textbooks in classrooms, how that has been applied to college courses, and how that has changed since the beginning of the digital age and the creation of digital textbooks or, e-books. This review analyzed the purpose and use of textbooks through the eyes of teachers, instructors, administrators, theorists, and students.

The evolution of textbook use in classrooms continues to progress as digital textbooks and e-reader devices have become increasingly common at all levels of education, but particularly higher education. Colleges and universities continue to adapt to the newest trends in technology, hoping to provide their students with the best tools possible to positively facilitate,
and not hinder, their education. The way students learn, the way textbooks are used, and how those textbooks can affect student learning, were all analyzed based on literature that discusses all of these aspects.

A survey method was used to collect data about college student use of in-print and digital texts in an undergraduate level course. Quantitative data were used to drive analysis, findings, and results, while qualitative data also assisted in providing further analysis and understanding of the study. The reported data and results were used to determine conclusions and recommendations related to this study.

Conclusions

Several conclusions were drawn based on the data and results gathered, about the use of digital and in-print textbooks in a college course. These evidence-based conclusions have been aligned with research presented in the Review of Literature included in Chapter Two. These conclusions focus on students’ use of certain types of textbooks, students’ perceptions of using a certain type of textbook, and students’ perceptions of how the use of a textbook influences their academic success in a course.

The results of the data collected from this study indicate most undergraduate college students are still relying mostly on traditional, in-print texts, and not many are using digital texts. It appears many students are more comfortable using traditional, in-print texts, and tend to read best from a hard copy rather than from a digital screen. Jolliffe and Harl (2008) conducted a study that developed a conclusion in contrast with this idea. Their study found students interact more successfully and positively with text when it is presented electronically. The study also concluded students are more likely to read using digitally based texts because they can more easily multi-task. These conclusions are contrary to the results found via this survey study. The
digital text available for the course in this study was used by very little of the students. In analyzing quantitative data, most students claimed they studied more successfully and more often from in-print texts, and preferred reading in-print texts as opposed to digital texts. The study conducted by Jolliffe and Harl provides a contrasting view to the results of this survey study, showing there is support for both conclusions.

The number of students who used each type of textbook addressed in this study, (in-print and digital) and the students’ perceptions and opinions of the texts, support the conclusion that most undergraduate college students prefer to use in-print texts over digital texts. Walton (2007) conducted a study at a small university to determine the perceptions of students in regard to the use of digital texts. This study supports the conclusion that most students prefer to use in-print versions of textbooks. In the study, Walton found 67.5% of the respondents preferred in-print textbooks to digital textbooks. It appears college students are still more comfortable using the same type of texts they have used throughout most of their education. For these students, digital texts have not been fully implemented into their education, and so they do not yet feel the need to completely change their reading habits or preferences.

As there were three different versions of the textbook (2 in-print, 1 digital) for this course available to students, and all three versions were used by at least some of the students, it would appear it was beneficial to the students in this particular course to have three different options available. Falc (2013) conducted a study resulting in the conclusion that college students desire the option to choose the type of textbook they use. In her study, Falc found that although many of the students were using the same version of the textbook, they also expressed gratitude for the ability to choose which version would work best for them. The quantitative data previously analyzed indicated students appreciated the option of choosing either an in-print or a digital text
due to their various reading and learning habits. Both studies support the notion of allowing both in-print and digital options when requiring students to purchase and use a textbook for a course.

The relationship between the textbook and a student’s academic success was analyzed based on each student’s textbook and expected final grade in the course, as well as the students’ perceptions of this possible relationship. No direct relationship was found between a certain type of textbook (in-print or digital) and a student’s grade in the course. However, the students’ perceptions of this relationship were also analyzed. A total of 61.33% of the respondents thought their textbook was not related to their grade in the course, while 38.67% of the respondents thought their textbook was related to their grade in the course. Landrum, Gurung, and Spann (2012) conducted a study investigating the use of a textbook and the relationship to student performance. Their study concluded the use of a textbook is one of the major factors to have an influence on a student’s success in a college course, and therefore, their final grade.

Although the results of their study are contrary to the results of the survey, it is important to note the student’s quantitative responses. It appeared some students were concerned that there are many other factors that influence one’s grade, not just the type of textbook used. Had they read the question differently, they may have understood what was being asked, and responded differently. The question asked if they thought the textbook they used had any connection to their final grade in the course. The question did not intend to state the textbook was the only factor in a student’s final grade. Avoiding this confusion may have caused students to respond differently. However, the current results indicate most students think the textbook they used does not directly influence their grade in the course.

The major points of conclusion, based on analysis of the survey data, include the following: college students prefer traditional, in-print texts to digital texts; college students think
many other aspects are more influential on their final grades than the textbook they use; college students have the desire to be able to choose the type of textbook (in-print or digital) they use for a course to insure they are comfortable and successful when using the text and applying it to course assignments.

Recommendations

For College Instructors

The results of this study can be used to assist college instructors in purposefully planning for their students. It is important college instructors provide students with texts that will directly assist in learning process and are necessary to use in understanding the content and applying that content to the course requirements. As many students believed they could pass the course without using the book very much, or even purchasing it at all, it is clear instructors need to assess the necessity of a textbook, and how the textbook will be directly applied to learning and instruction, before requiring students to purchase it.

Furthermore, college instructors should, whenever possible, provide students with the option of using either an in-print or digital version of the required text. Some instructors may not be familiar with using digital texts, but should still provide the option for students, as many students learn best using a digital text or save money by uploading all texts to an e-reader device. Other instructors may be very involved in the digital age, and only utilize digital texts themselves. In the case of this study, most college students are still comfortable and familiar with using traditional, in-print texts. The move to digital texts will take time, and some readers may never become comfortable with using them. It is important to always provide an in-print option for students, as it is important they feel comfortable using the book, and are successful in doing so, to be as successful as possible in the course.
As stated previously, many colleges and universities are promoting the use of digital devices and texts to provide students with the most up-to-date learning devices and opportunities. If an instructor is going to rely solely, or mostly, on the use of digital texts for a course, extensive instruction on how to navigate and use the digital text should be available for all students who may need assistance. As digital texts become more popular, schools are getting rid of more traditional texts, and relying more on digital devices. In these circumstances, it is necessary to provide students with opportunities to learn how to best use the digital texts and devices. Instructors should take the time to learn about the texts they plan to use for a course. They need to learn about all the textual features to help students learn how to use the text more effectively. Above all, it is the successful learning of students that is most important. Instructors should keep this in mind when choosing and implementing texts for college-level courses.

*For College Students*

The results of this study can also be used to assist college students in choosing the appropriate textbook to use for a course, to achieve success in the course. Many students seem to rely on one type of text for a majority of their reading. As college students, it is important to take advantage of learning opportunities, and be open to new textual formats, to be successful in many different situations and academic circumstances. If a student is mostly comfortable using in-print texts, that student should spend time researching and studying the use of digital texts. Students should be open to using new formats of texts, as reading will continue to evolve with the creation of new technology. The same idea can be applied to other students. If a student is mostly comfortable using digital texts, that student should spend time researching and studying the use of in-print texts. This learning across methods and formats will help students become adaptable and flexible to all learning situations. This knowledge will minimize the limitations on
a student’s learning experience and insure a greater rate of success in a larger number of educational courses and academic circumstances.

Another recommendation for college students is to investigate a text and format before purchasing and committing to a certain one. Previewing a version of a text before purchasing will help decrease the amount of frustration when the text is being put to use throughout the course. Talking to the instructor ahead of time to find out more about the text could assist in making a more education decision in which version of a text to purchase. Finding out any information about the text itself, as well as the formats available for a text, will increase the likelihood that a student will be successful in learning and completely course requirements, using the book he or she purchased.

For Future Research

In terms of future research related to this study, there are several recommendations that would lead to greater success in determining relationships and more concrete findings. Based on the evidence gathered and analyzed in this study, it is recommended further research take place to determine a relationship between the type of textbook (in-print or digital) used in a college course and the academic success achieved in that course. This study has shown the majority of college students are still utilizing traditional, in-print texts. However, no conclusive data were found to determine a relationship between one type of text or the other, and the success of students in the course.

The group surveyed in this study was just a small sample of all college students at the undergraduate level. If more conclusive research is to be conducted based on this study, a larger, more diverse sample of college undergraduates should be used. This would provide a larger data set, which could help in collecting more accurate, and representative data. Ideally, students
from several colleges or universities should be surveyed. Also, students from varying majors and programs should be surveyed, as this study surveys students who are mostly from the same program or major. Finally, more time should be allotted for administration of the survey. Time should allow for more in-depth explanation of the overall purpose of the study. Time should also allow for more in-depth explanation of survey questions. This would help eliminate any confusion about how questions are worded, how they are to be answered, and what types of findings are trying to be determined based on the results of the survey.

Finally, it is recommended further research be conducted with younger readers. It is more common in research of this type to collect data from younger students and report on implications for older students. However, this research was conducted with older students, and implications can be reported for younger readers. In a newly digital age, it is possible younger students will have more experience using digital texts and other devices, starting at a younger age. The students in this study may not have had any experience with digital texts until starting college. If this study was done with younger students, who have more experience with digital texts and devices, the results may differ. Furthermore, if this study was done years from now, with a group of students who grew up in this newly digital era, results may vary based on possible years of experience with digital texts and other devices. These different scenarios give reason to support further research with varying ages of students, as well as research to take place with future college students.

Summary

The conclusions and recommendations in this section are based on the results of the conducted survey and the comparison of other related research and studies. Conclusions were drawn about student use of certain textbooks for a course, how a textbook relates to a student’s
success in a course, and students’ perceptions of their textbooks and how they relate to their
success within a course. Although not all data were conclusive, it was clear in this study that
most students used in-print versions of the textbook. Therefore, the perspective from those who
were using digital textbooks was not as prominent in this study. The results do not show
conclusive support of a relationship between a certain type of text and success in a course. Other
research and studies provided support for some of these conclusions, as well as contrasted some
of these conclusions. These contrasting results, and some amount of inconclusive data, provided
the opportunity for further research to take place. Recommendations for further research were
provided based on contrasting views and inconclusive data. Recommendations for college
instructors were provided based on student perceptions and data. Recommendations for college
students were provided based on student perceptions and conclusive data. Overall, this study
provides insight into the debate of digital versus in-print texts and can be used to support further
research into how different textbook formats can be used to positively or negatively impact
student success in a college course, or learning at other levels.
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Please answer the following questions carefully and truthfully.

1. Which version of the textbook did you use this semester for this course?
   - o Hard cover textbook
   - o E-Book version of textbook
   - o 3-ring binder version of textbook

2. Why did you choose this version of the textbook? Check all that apply.
   - o Price
   - o Textual features
   - o Convenience
   - o Other

3. Are you satisfied in your choice of textbook version for this course?
   - o Yes
   - o No

   Why or why not?

4. How many hours per week did you utilize your textbook to study or to complete assignments for this course?
   - o less than 1 hour
   - o 2-4 hours
   - o 4-6 hours
   - o more than 6 hours
5. Which features of the textbook did you utilize? Check all that apply.

- Table of Contents
- Glossary
- Highlighting
- Footnotes
- Index
- Online quizzes
- Online practice questions
- Other online resources

6. How would you rate the usefulness of the features of the textbook you used for this course, 5 being the most useful and 1 being not useful at all? (Circle one)

   5   4   3   2   1

7. How would you rate the organizational structure and format of the textbook you used for this course, 5 being very easy to use and navigate and 1 being very difficult to use and navigate? (Circle one)

   5   4   3   2   1

8. What grade do you anticipate receiving for your final grade in this course?

- A
- B
- C
- D
- F
- Incomplete
9. If you could change the version of the textbook you used to a different version of the textbook, would you?

   o Yes
   o No

   Why or why not?

10. Do you think the textbook option you chose is connected to your grade in this course?

   o Yes
   o No

   Explain why or why not:
Consent Form for Participation in Research Study Survey

This study is being conducted to find a possible relationship between different types of textbooks and academic success of students in a college course. This study is important for college students and their professors. It is important the individuals be informed of the various benefits and limitations of using different types of textbooks. If students are not informed of how a certain textbook will affect their academic success, they will not be able to make an educated decision when purchasing a book. This study will help shed some light on whether or not there is a positive or negative relationship between a certain type of textbook and the success of students. This information has the potential to help students and faculty in any course, at any institution make a more educated decision about what types of textbooks to use in a class. By completing this survey, you are agreeing to participate in this research study. The completion of survey questions serves as your consent for participation. This survey is completely anonymous. You must be 18 years or older to participate in this study and complete the survey. There are no risks involved in choosing to participate in this study. Completing this survey will in no way impact your relationship with this university, or your grade in this class. Furthermore, choosing to NOT complete this survey will in no way impact your relationship with this university, or your grade in this class. If you do not wish to participate, do not log into the survey. You may wait at your seat until the administration is finished. If you DID NOT purchase/use the textbook for this course, DO NOT complete the survey. If you choose to participate, you may skip any questions you do not wish to answer, or stop at any time if you no longer wish to complete the survey. Completing the entire survey will take approximately 15 minutes. The results from this survey will be collected, analyzed, and reported to provide statistical support for the research question. If you have any questions about this survey, study, or the use of this data in the study, please contact Kelly Patton at KPatton@bgsu.edu or 216-402-8151. You may also contact the supervisor for this study, Dr. Cindy Hendricks, at cindyg@bgsu.edu or 419-372-7341. Finally, any further questions can be directed to the Office of Research Compliance at hsrb@bgsu.edu or 419-372-7716.