

Students Perception of Open Textbooks



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<https://z.umn.edu/lpfstudentsurvey>

Question

Have you surveyed students regarding the use of open textbooks / digital course materials?



Instructions

Done a survey: What is the most important thing learned / most important question asked?

Not done a survey: What question would you want to ask?

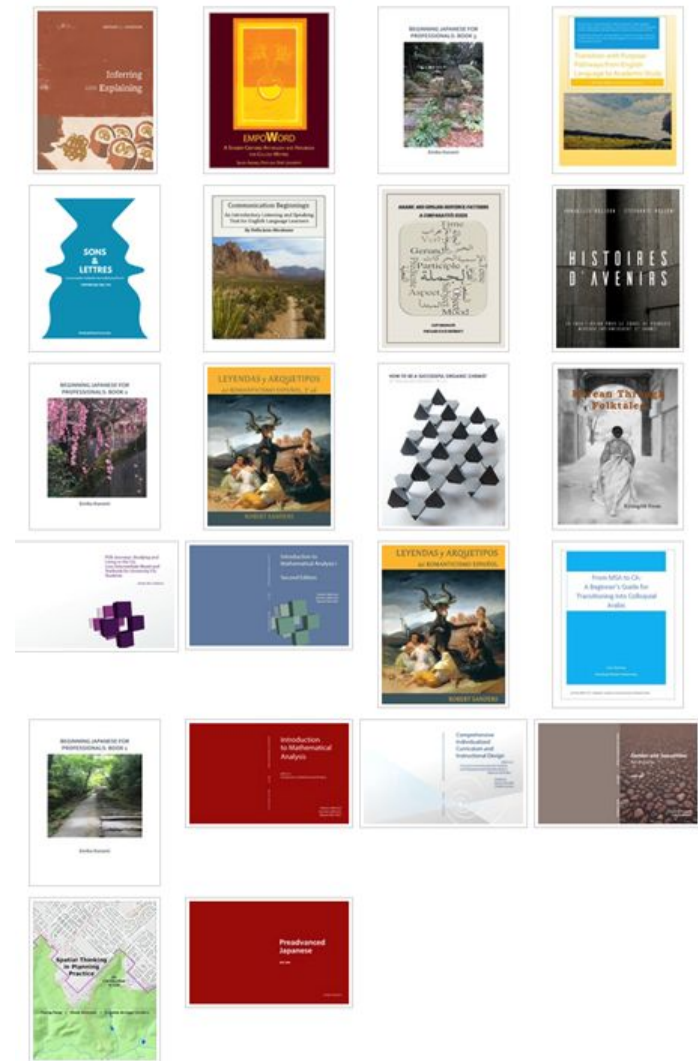
You have 3 minutes

Surveying Students at Portland State University

PDXOpen

Since September 2014:

- Supported and published 20 open access textbooks
- Provide small grants to authors
- Heavy focus in World Languages
- 300 & 400 level course
- Used by over 2,500 PSU Students
- Downloaded more 150,000 times



Survey

Gathering feedback from faculty and wanted to hear directly from students.

Purpose:

- Compare PSU students textbook purchasing behavior and impact of textbook prices
- To improve the quality and number of open textbooks at PSU

Goal:

- Determine student perceptions of open textbooks and their effectiveness in classrooms



Methodology

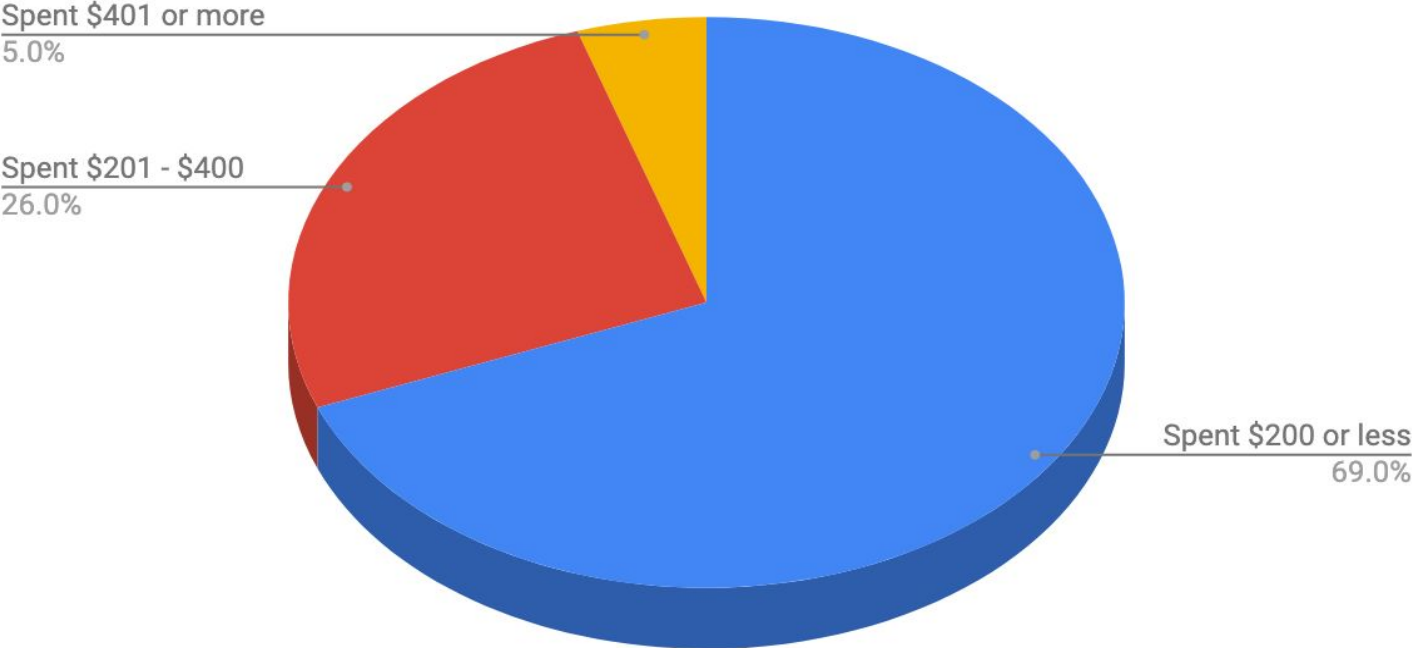
Participants

- 140 Students
 - Undergraduates
 - Master Students
 - Post-baccalaureate student, Post-doctoral student, Senior Auditor, Non-Admitted, and Other
- All enrolled in a course that uses faculty authored PDXOpen textbook

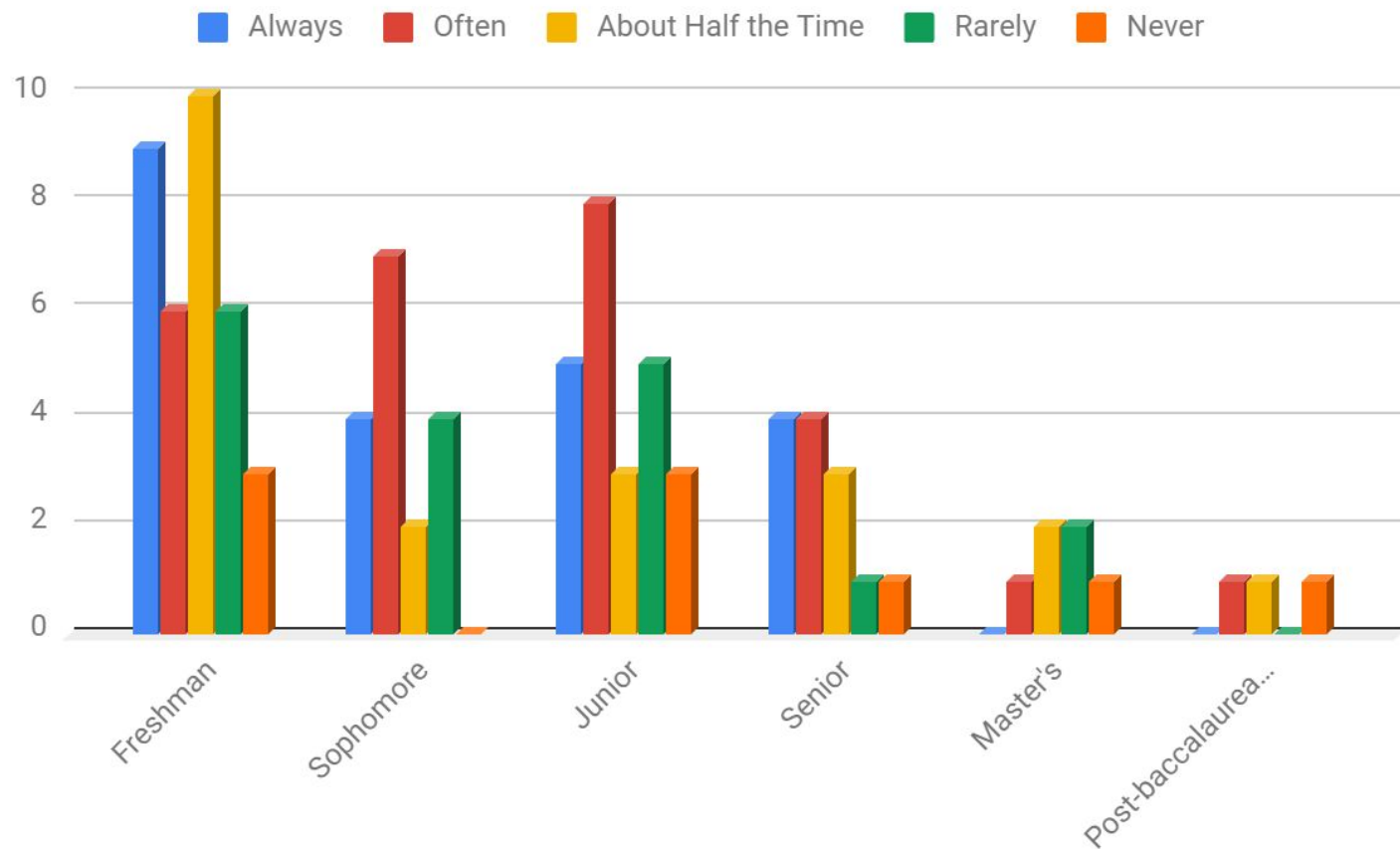
Questionnaire

- 52 questions
- Focused on textbook buying habits
- Perception of open access textbook

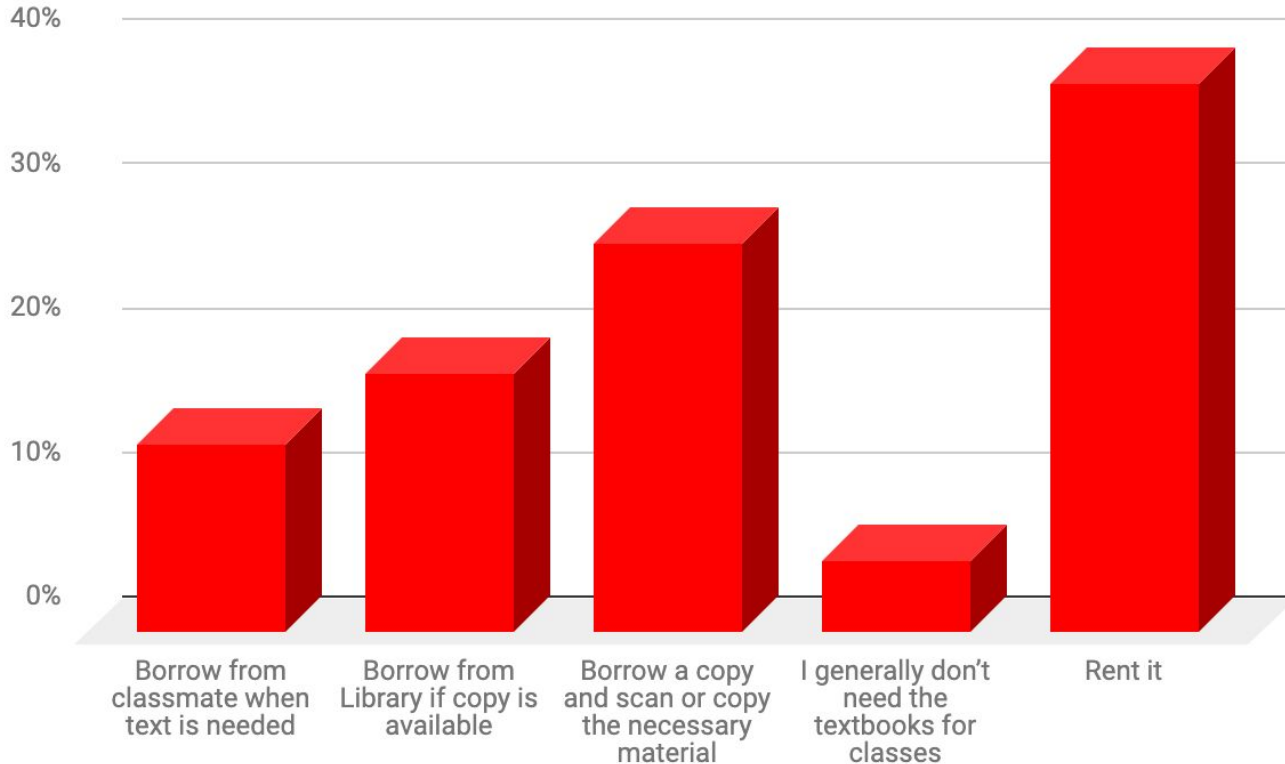
How much do you typically spend on textbooks each term?



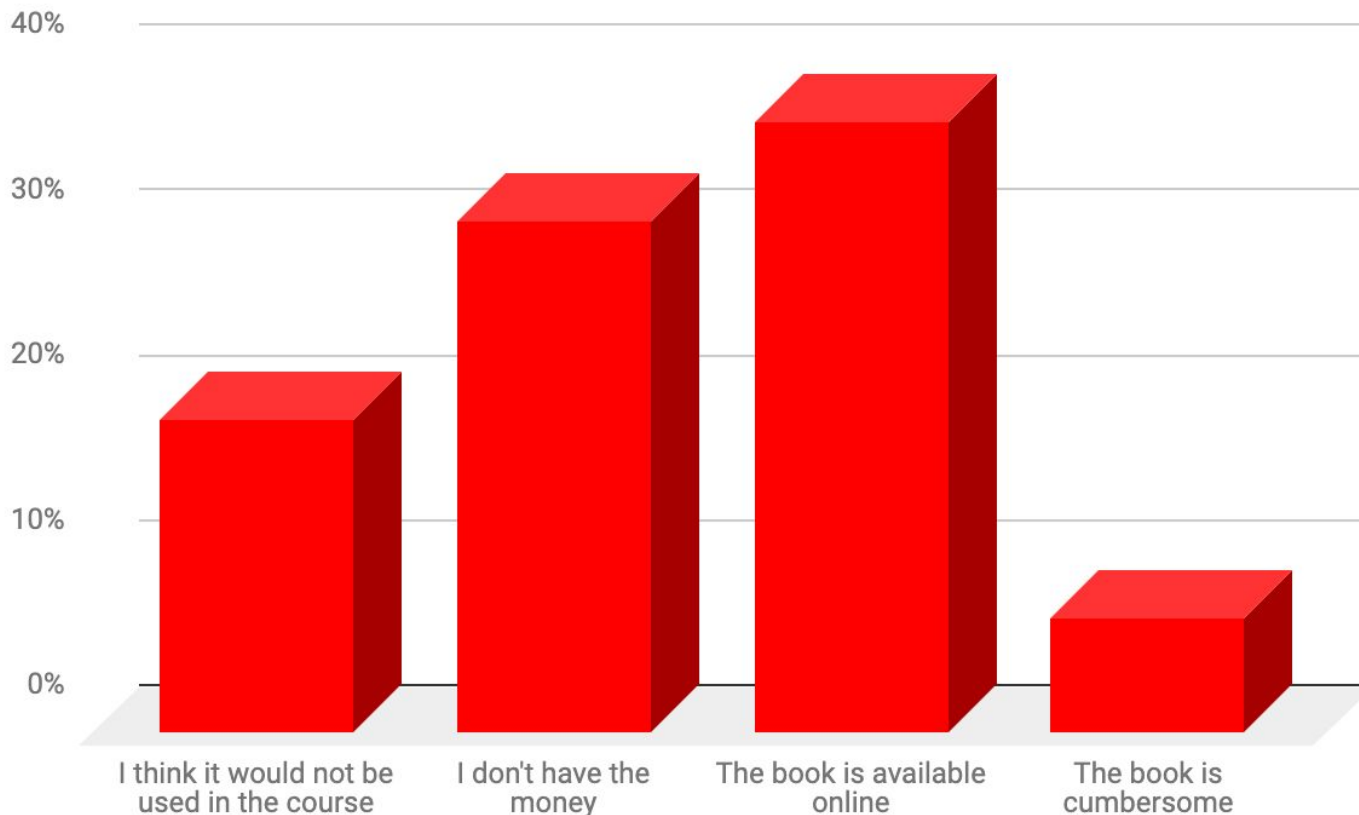
How often do you buy the required textbooks?



If you don't purchase the required textbook for the course, how do you get access to the text?



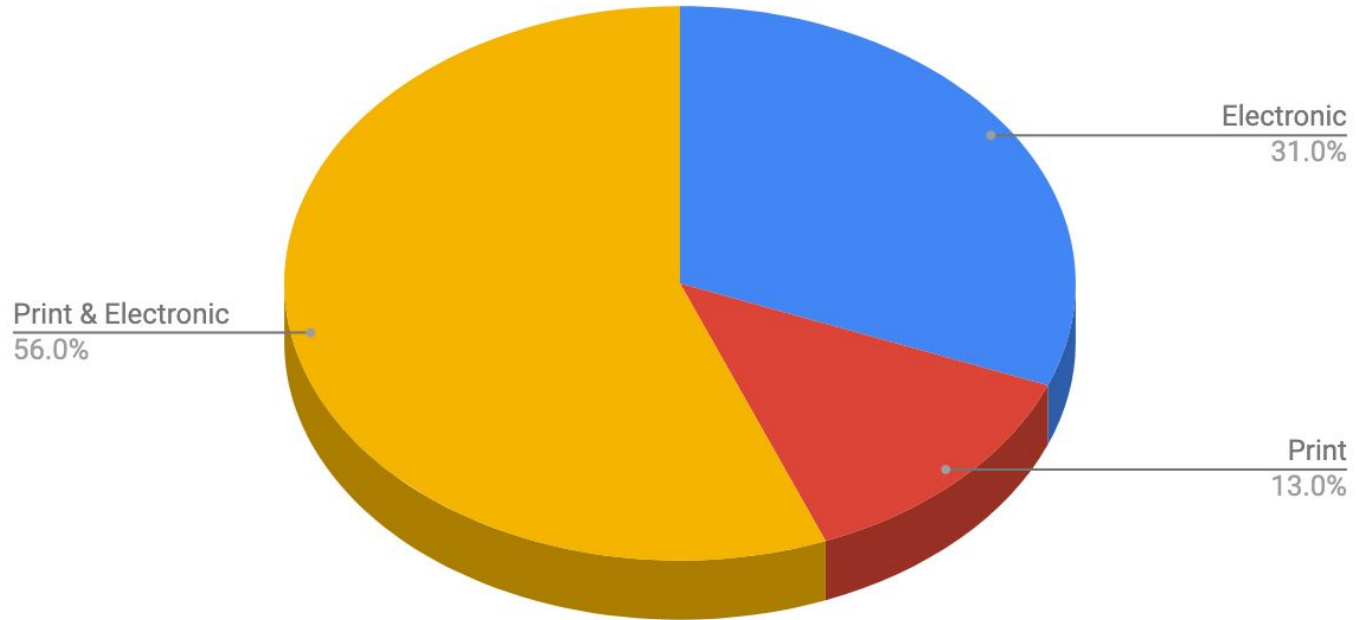
When you decide not to purchase a textbook, what are your reasons?



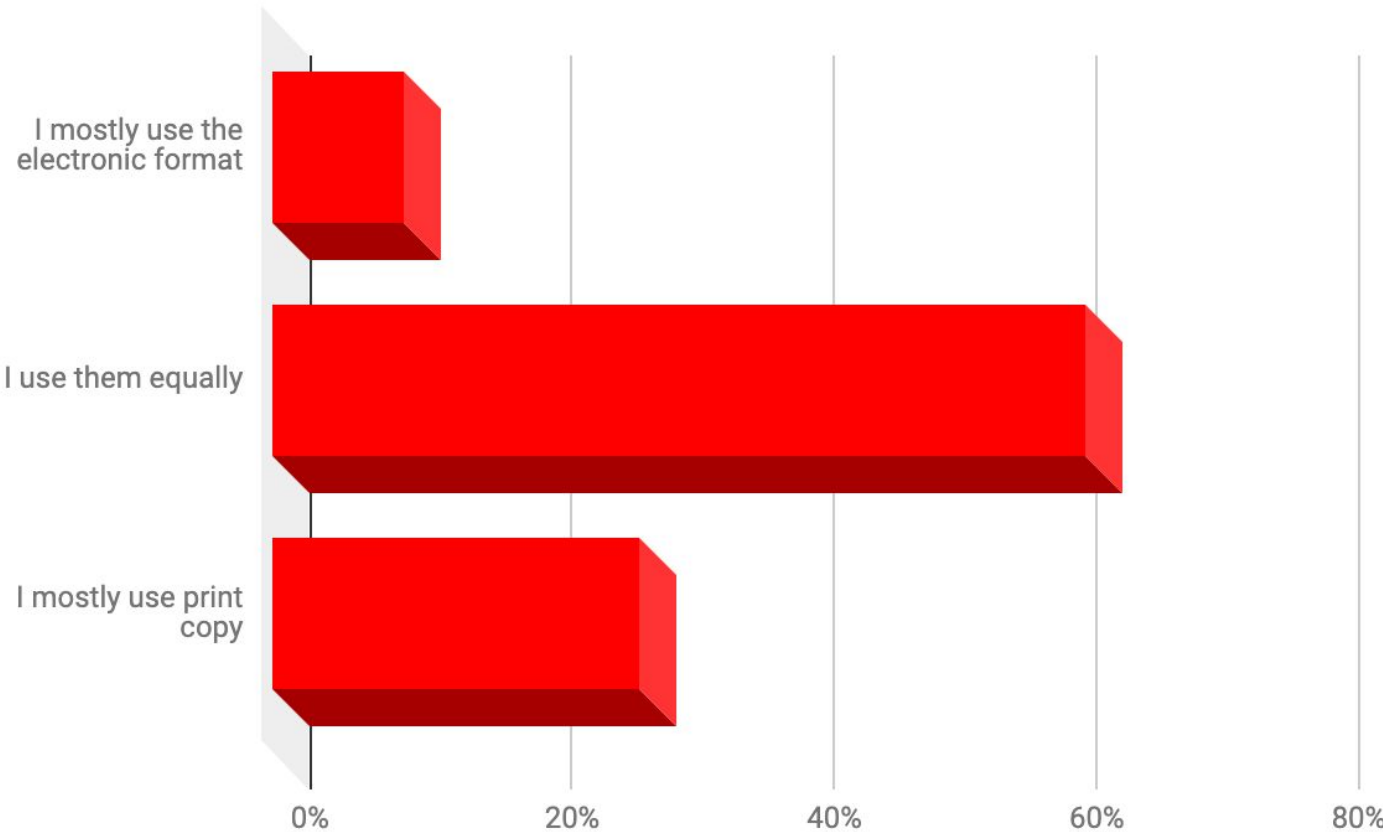
**6% other*

How Are Student Accessing Our Open Textbooks?

In what medium do you use your open textbook?

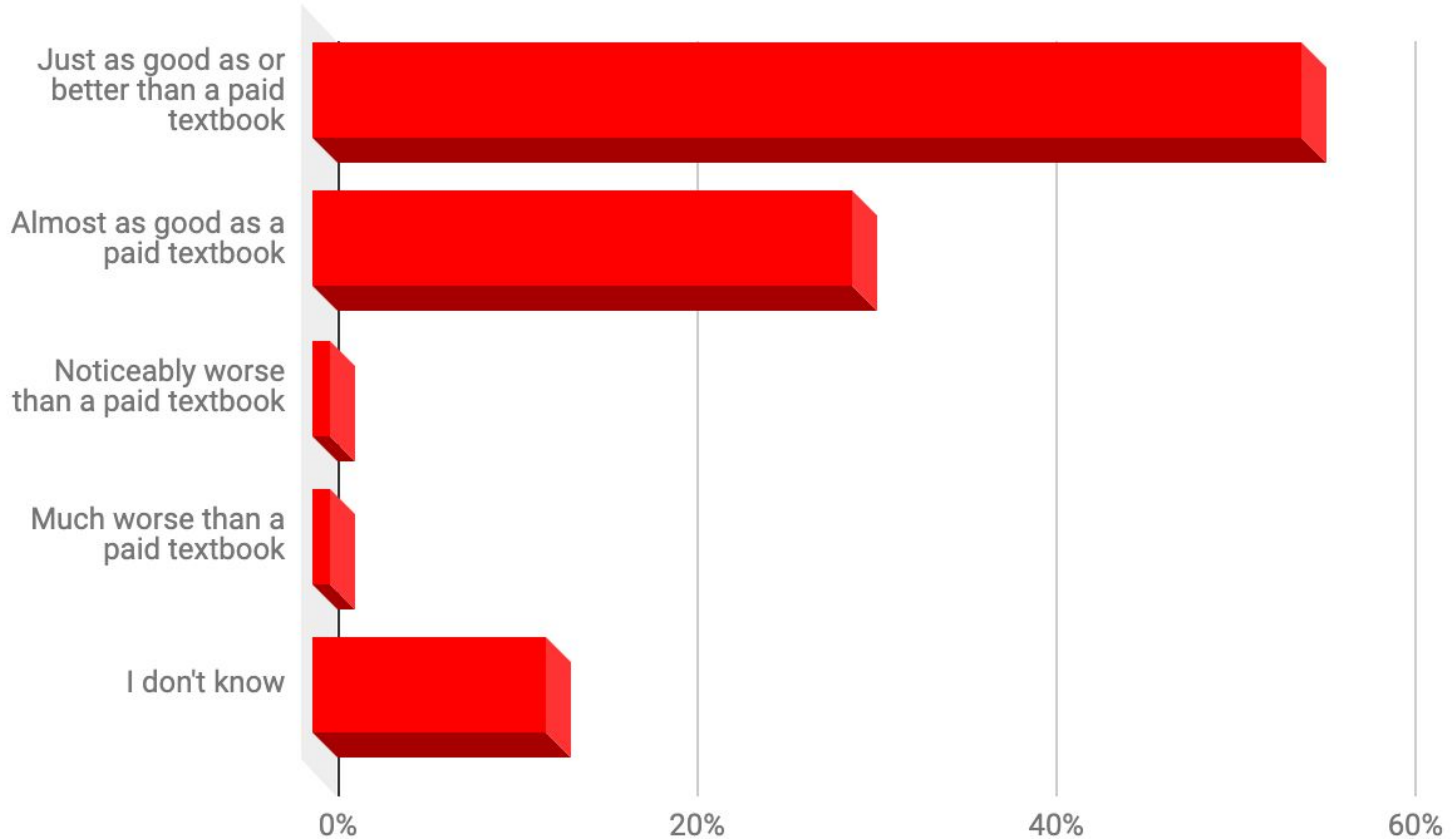


How often do you use your open textbook in an electronic format or in print?

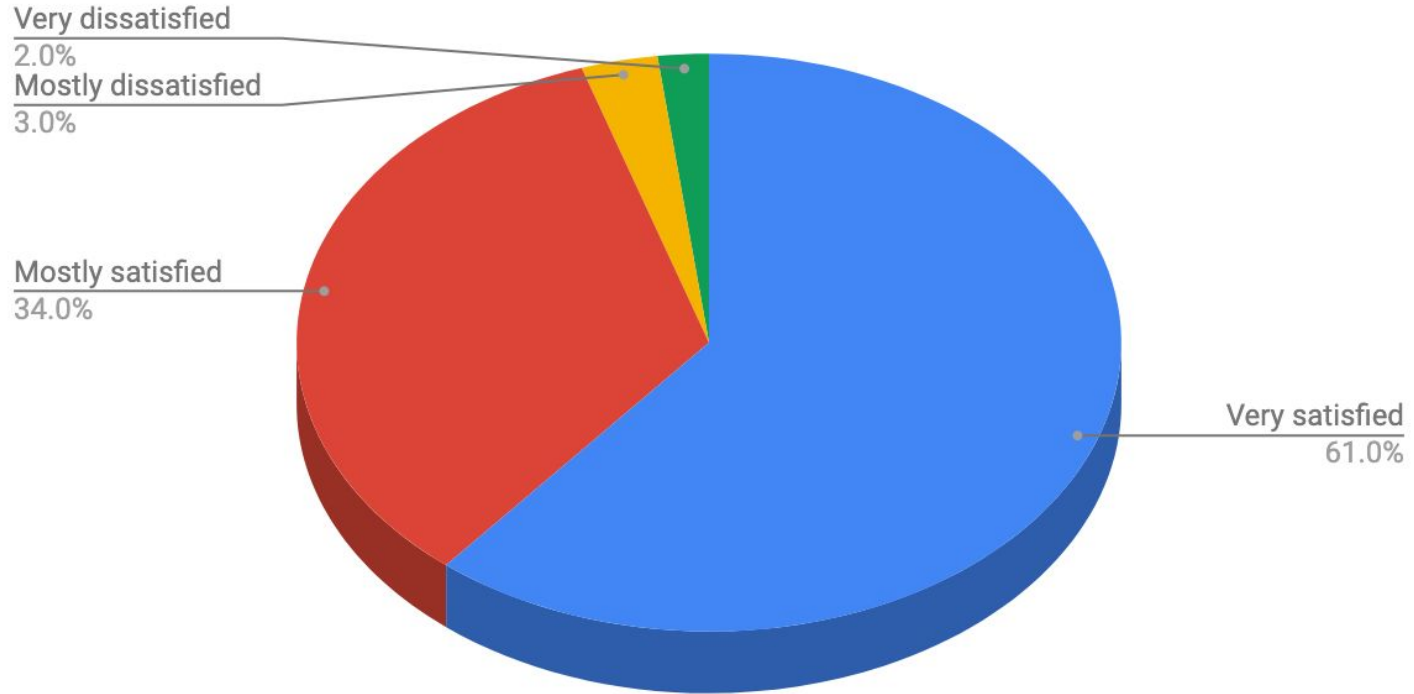


How Do Our Open Textbooks Compare to Paid Textbooks

How does the content compare to paid textbooks in this subject area?



How satisfied are you with the content of the textbook?



What do you like most about the content?

“It corresponded with the learning goals”

“There is so much material. Truly, it covered just as much (if not more) than many of the text books that cost me upward of \$200”

“It's directly applicable to the content we are covering in class”

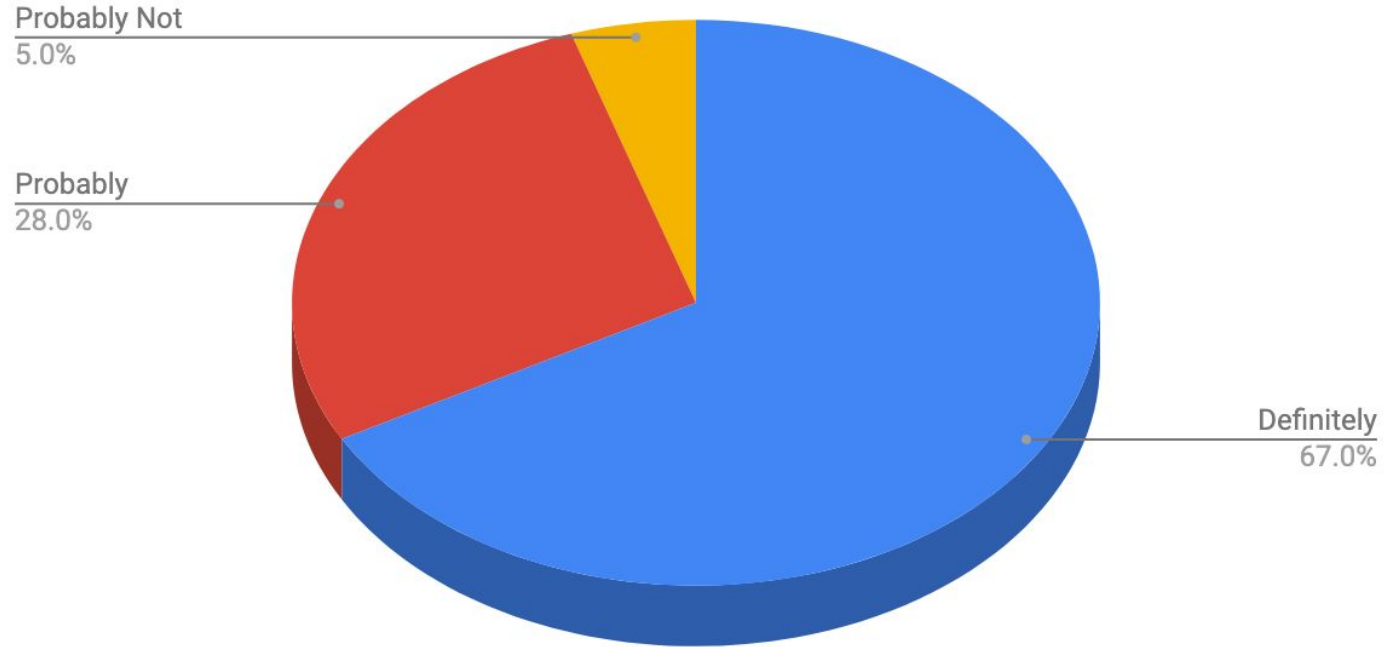
“It really only contains what is absolutely necessary and leaves the rest to actually be taught in the class”

“Make easy the academic life in PSU”

“The content is exactly what we are studying and will be using”

“Completely indistinguishable from a paid textbook, apart from being accessible only online”

Would you recommend this book to other professors?



Is there something missing in this textbook?

“More exercise-type content that allows us to practice what we've learned.”

“Additional vocabulary”

“The book could be longer, I suppose”

“Because it is online, the table of contents is not exactly corresponding, due to the title page and table of contents counting as pages as well. I wish it could be in a better format than pdf.”

“Maybe more study options.”

Any comments you would like to Share?

“The textbook was inspirational. Most textbooks are tedious (its all those pages.... textbooks are hard to move around and uncomfortable to read in bed) but this one is fun. When I print it out, it seems less scary because I only print out chapters as they are needed. I can see, visually, how much work I've done and I don't have to worry about how much I haven't learned.”

“Because this textbook is open-access, I was able to print it out and write all in it, highlight, and overall do what I need in it to help me learn and study. I learn best when I am able to write right in the pages, but with normal textbooks, I refrain from doing so because it was so expensive and I need to sell it back after the course. This lets me be less stressed about money, and about learning the way that works best for me. And now, I am able to keep this textbook after the class to go back to later if I want to.”

Survey Limits

- Survey did not get results from all classes using open textbook
- Limited response rate; questions were missed
 - Survey was long
- Students may have been overly positive
 - Even though it was anonymous students may felt that they needed to be positive about professor

Takeaways

- Student voice is powerful!
- Knowing that the textbook was created by their professor is important to students
- Our textbooks are just as good / better than paid textbooks
- Content not design matters
- Lived experience is an important academic frame
 - Open textbooks make the life of a student easier
- Need to continue offering POD; Students still want access to print copies
- Formatting is an issue
 - PDFs have limitations
 - Need to offer multiple formats
- Update the books

Surveying Students at the University of Minnesota

University of Minnesota Libraries eLearning Support Initiative

Partnership for Affordable Content Grants



Kathleen Hansen and Nora Paul

Department: CLA: Journalism and Mass Communication

Course: JOUR 3004: Introduction to Mass Communication

Project: Created a freely available, open textbook called [Information Strategies for Communicators](#).



Steven Manson

Department: CLA: Geography

Course: Geography 1502: Mapping Our World

Project: Faculty created course content to be released as an open textbook in Spring 2016



Irene Duranczyk

Department: CEHD: PSTL

Course: PSTL 1004 Statistics: Understanding and Applying Data

Project: Modified and enhanced an already existing open textbook, [Collaborative Statistics Using Spreadsheets](#)

University of Minnesota Libraries Publishing Services - Open Textbooks



Information Strategies for Communicators

by Kathleen Hansen and Nora Paul

The definitive text for the information search and evaluation process as practiced by news and strategic communication message producers. Currently used at the University of Minnesota; JOUR 3004W/V, Information for Mass Communication.



Mapping, Society, and Technology

by Steven Manson

Learn how to read, use, and create maps and along the way explore how maps reflect the relationship between society and technology. Mapping is an essential form of scientific and artistic inquiry as well as a trillion dollar business.

<https://www.lib.umn.edu/publishing/works/textbooks>

Survey

Faculty engaged in Partnership for Affordable Content Grant projects agreed to get feedback from students.

Purpose:

- Assess the student experience using alternative course materials/digital readings particularly as it relates to the impact on student learning

Goal:

- Improve services for both students and faculty based on feedback received





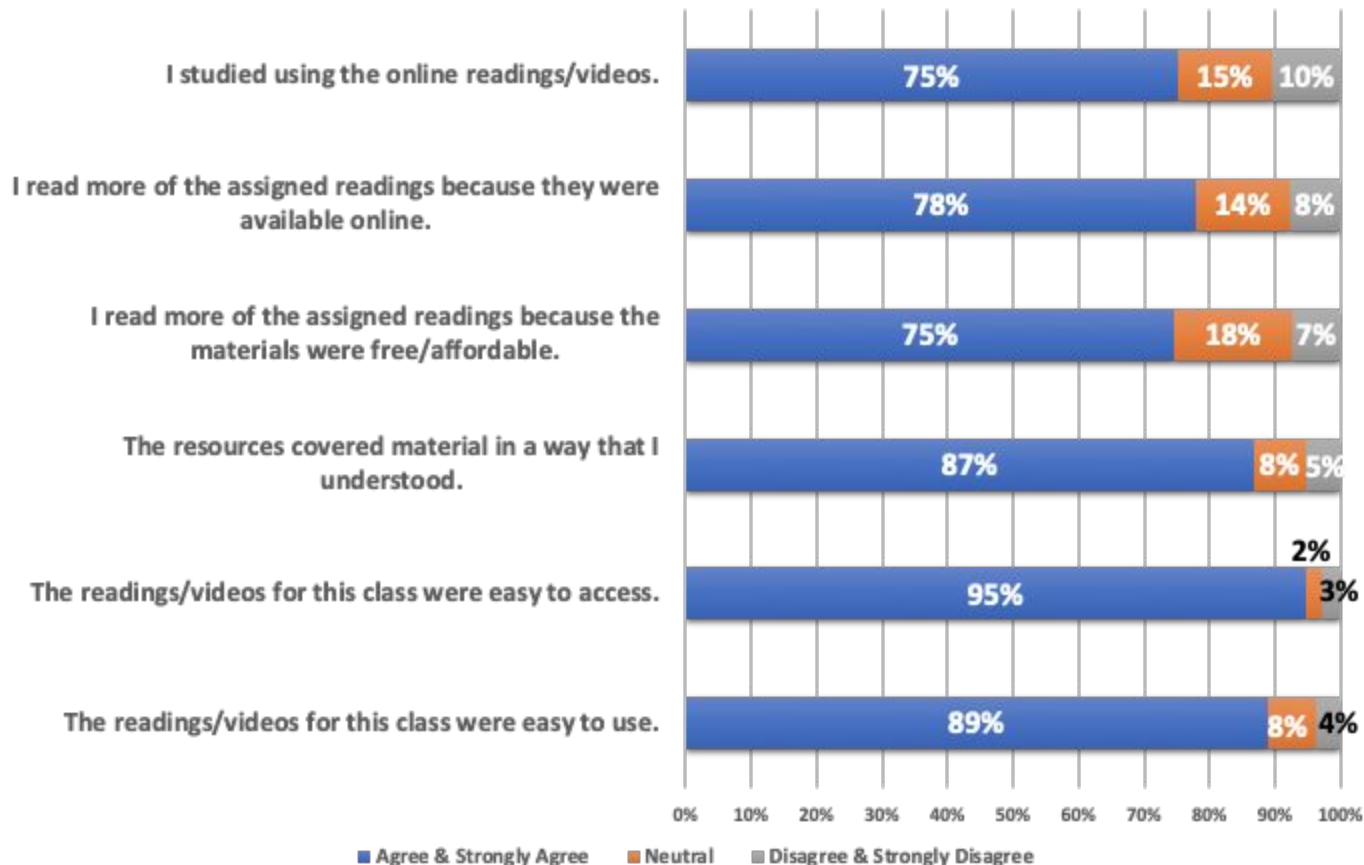
Planned Merger of Cengage and McGraw-Hill Could Remake College-Textbook Market

By Goldie Blumenstyk | MAY 01, 2019

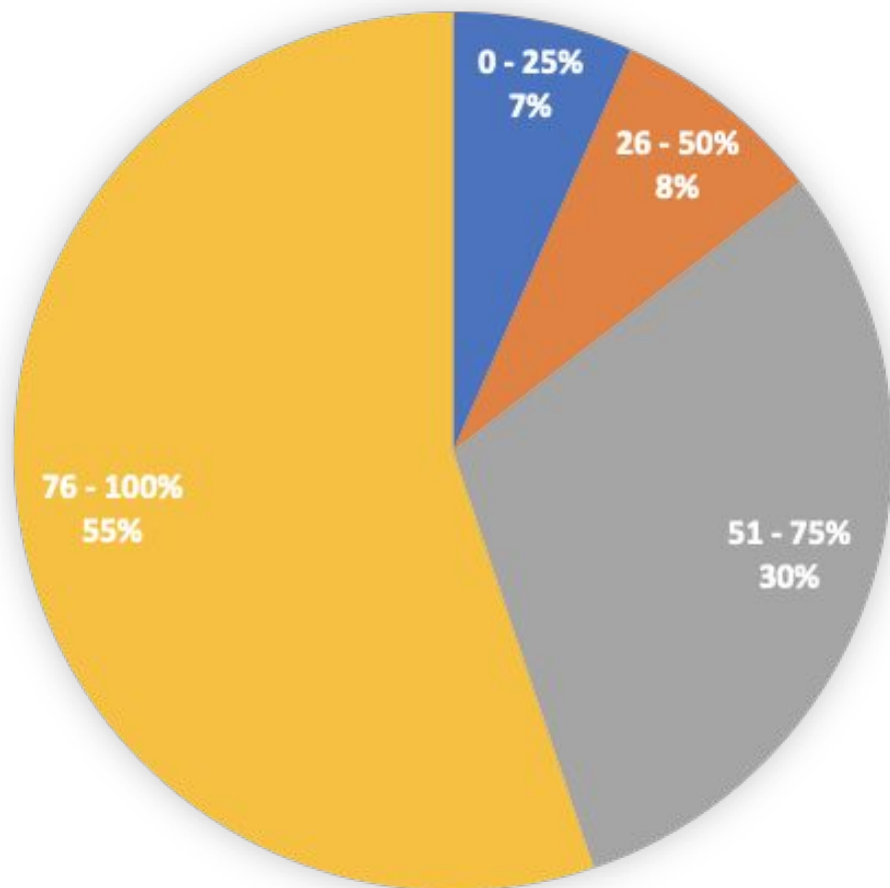
The company wants to build revenue, he said, but **believes it can do that by expanding the use of digital textbooks and other products to the 80 percent of students who don't use digital materials.** “We’ll get the growth through volume, not price increases,” said Hansen, who will head the new company.

| Semester | Course | % of Total Responses Analyzed | # of Survey Responses | # of Students Enrolled | Response Rate |
|-------------|------------|-------------------------------|-----------------------|------------------------|---------------|
| Spring 2017 | GEOG 1502 | 6.64% | 16 | 144 | 11% |
| Fall 2016 | GEOG 1502 | 15.35% | 37 | 124 | 30% |
| Spring 2016 | GEOG 1502 | 6.64% | 16 | 91 | 18% |
| Fall 2015 | GEOG 1502 | 9.96% | 24 | 107 | 22% |
| Spring 2017 | JOUR 3004W | 5.81% | 14 | 87 | 16% |
| Fall 2016 | JOUR 3004W | 28.63% | 69 | 149 | 46% |
| Fall 2015 | JOUR 3004W | 16.18% | 39 | 66 | 59% |
| Spring 2016 | PSTL 1004 | 3.73% | 9 | 37 | 24% |
| Fall 2015 | PSTL 1004 | 7.05% | 17 | 37 | 46% |
| Totals | | 100.0% | 241 | 842 | 29% |

Based on your experience using the free/affordable course content assigned for this class, rank the following statements:

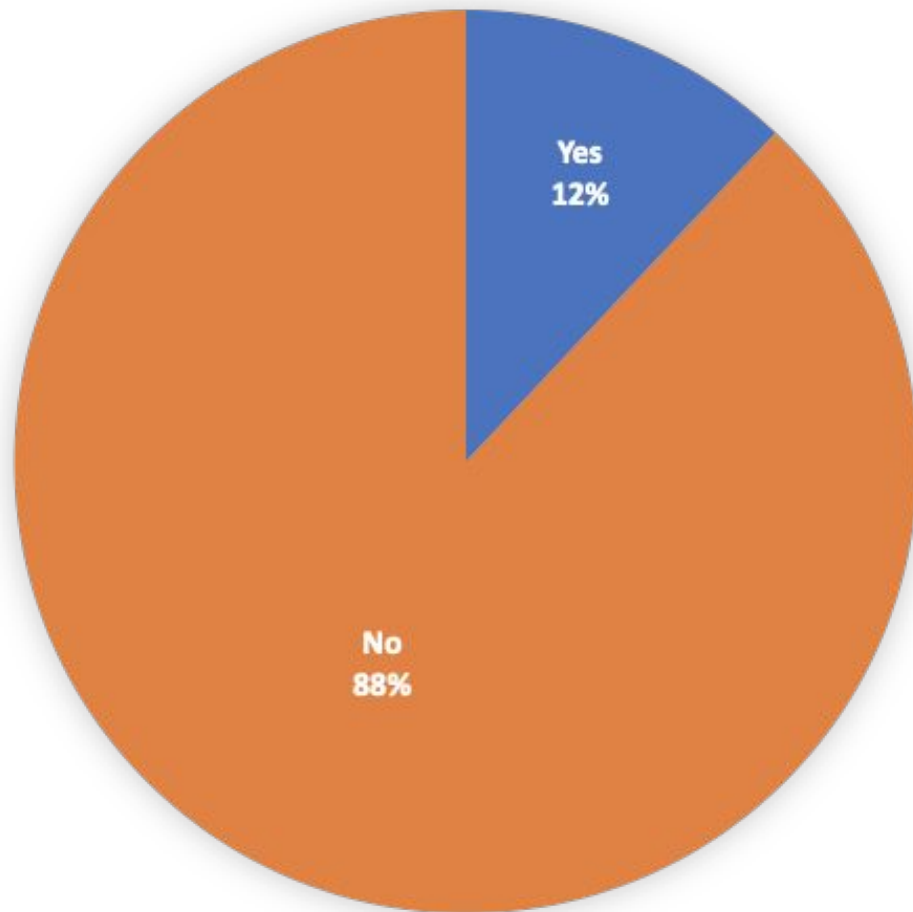


What percentage of the assigned readings did you read?



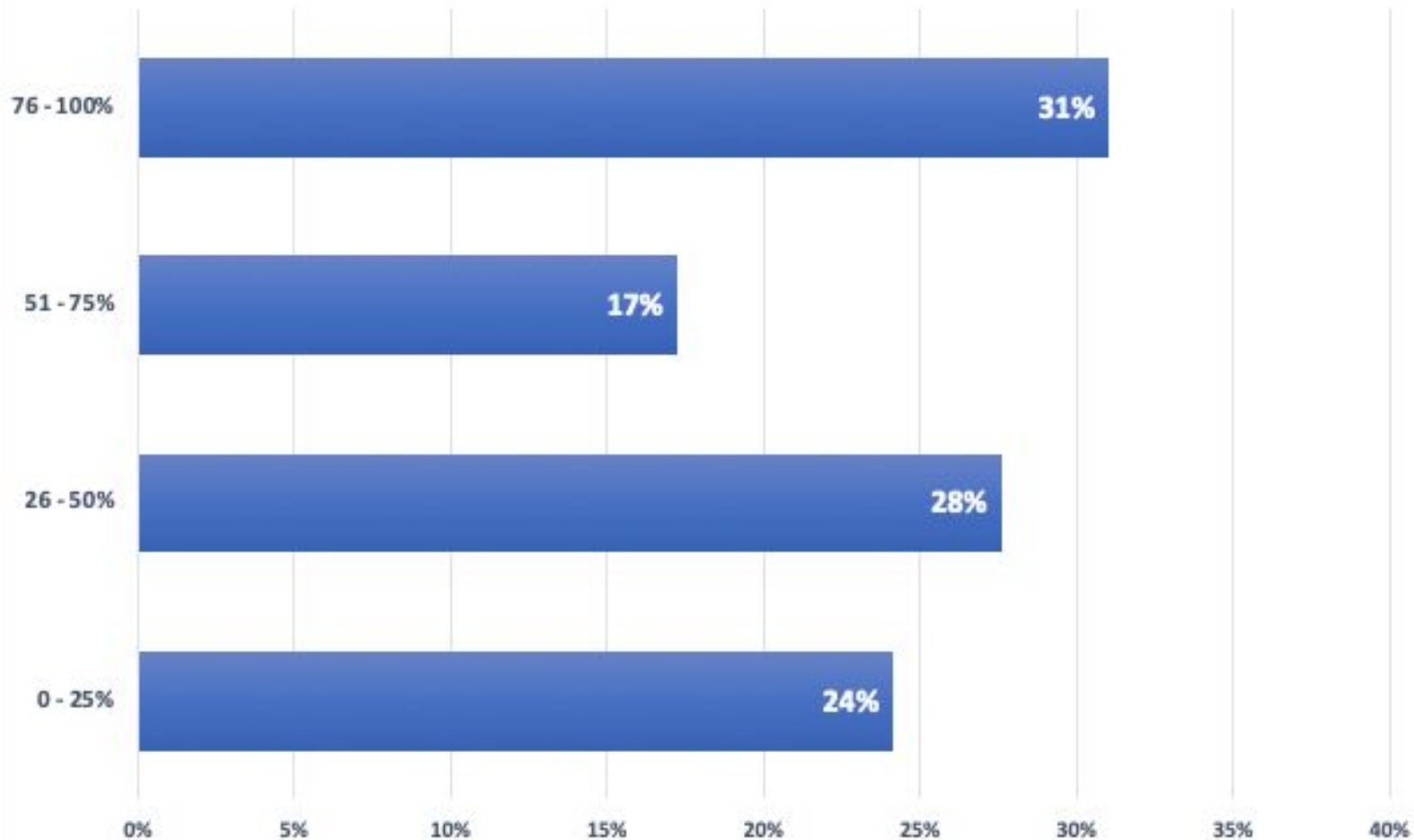
■ 0 - 25% ■ 26 - 50% ■ 51 - 75% ■ 76 - 100%

Did you print a paper copy of any of the readings?

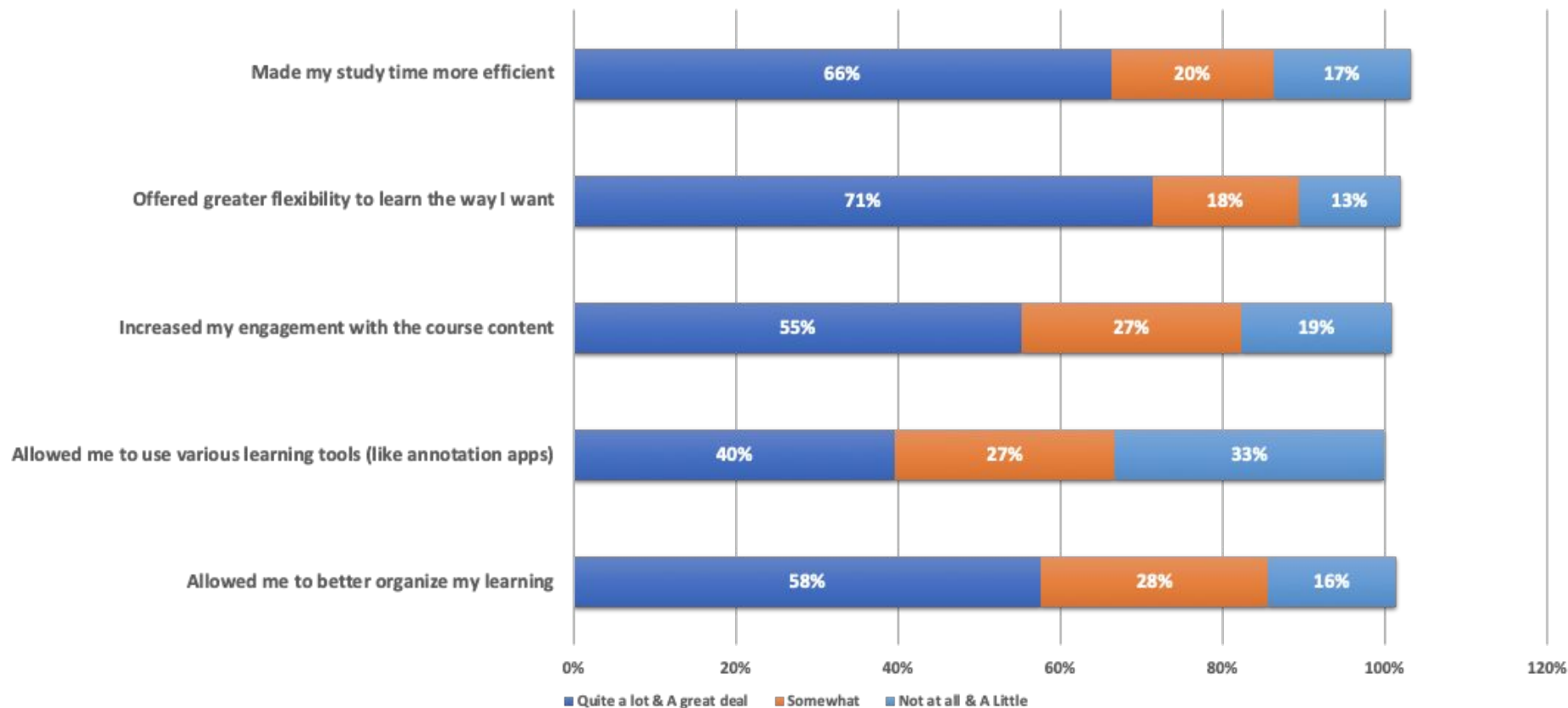


■ Yes ■ No

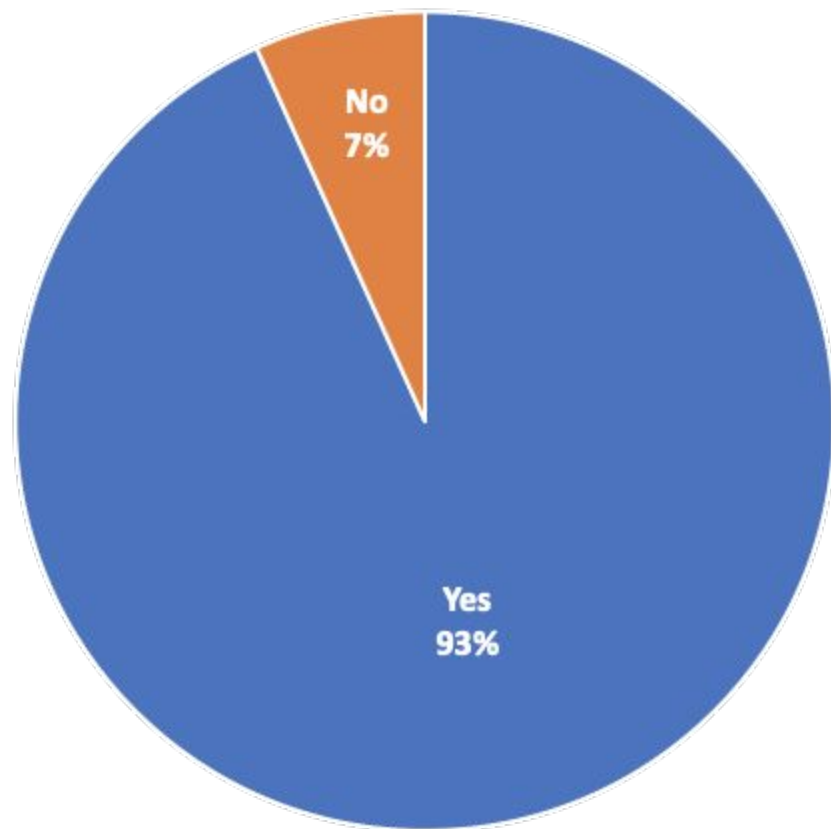
What percentage of the readings/text did you print?



Compared to paper course materials, to what extent were your learning needs met using the digital materials provided?



Would you take another course using material like this?



■ Yes ■ No

What worked well for you when using the digital course readings/videos?

No difference than text except that it's free

Just the accessibility of the material and being able to access them easily and efficiently.

Accessing the reading was easier, and I liked not having to carry a large book in my backpack.

I knew everything I was reading was exactly what the professor wanted me to learn.

It was easy to use and free. Made my learning experience much more efficient and useful.

I was just happy that I didn't need to carry around/purchase more textbooks. We live in the age of near universal internet access in the first world, so why even bother with paper products that cost more, weigh more, and use natural resources.

...the material for this course was very easy to understand in this format.

What challenges did you face using the digital readings/videos?

It's online so if you don't have good connection, it's going to be hard to access.

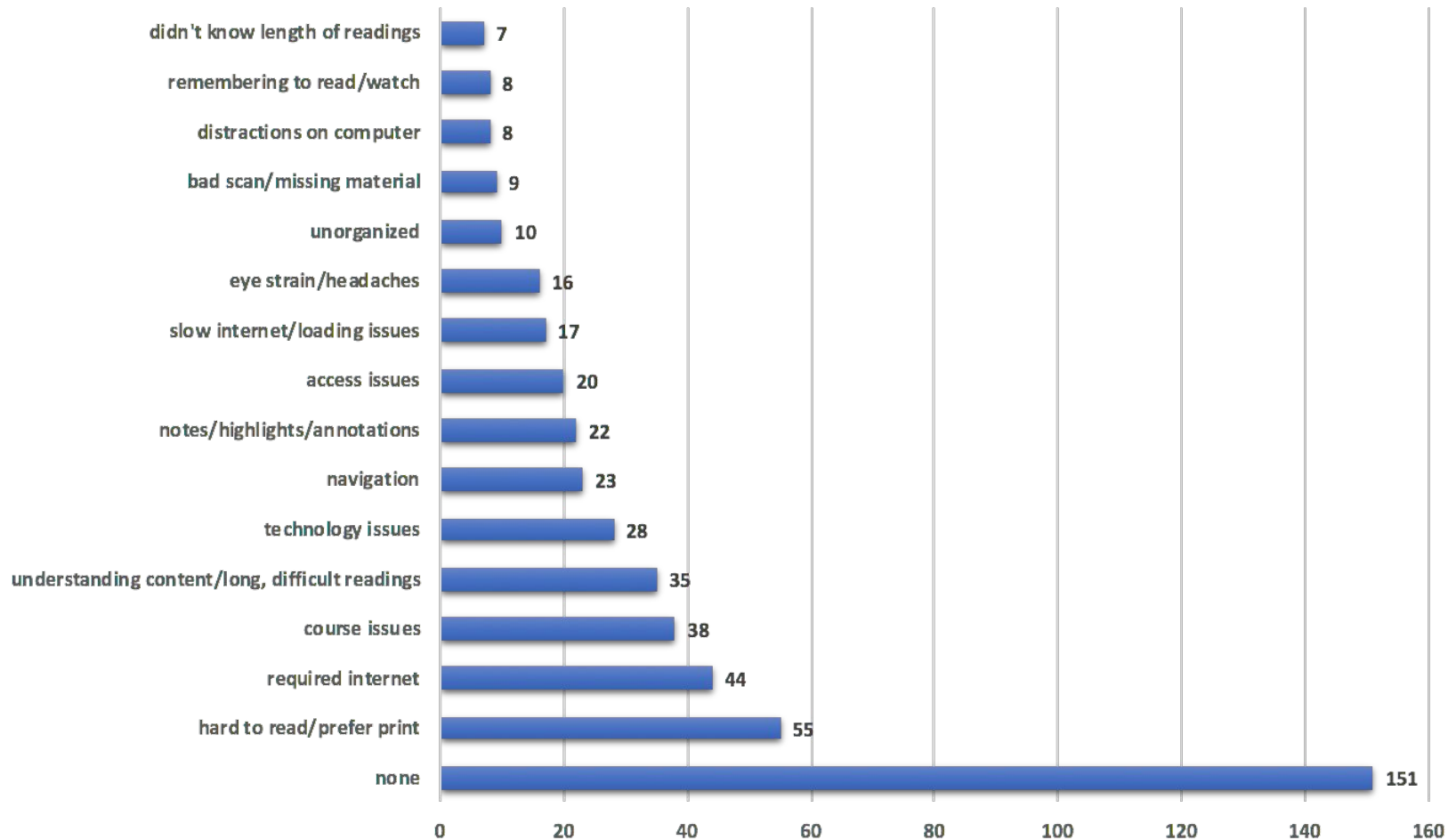
The PDF that I keep on my computer doesn't have an easy search tool or legend with the ability to pick a chapter to read. Instead you have to scroll through which is time consuming.

Studying was hard on a screen.

I enjoy paper copies better

The text book didn't save my page, when I was done reading but wanted to come back.

What challenges did you face using the digital readings/videos?



Please provide any additional comments you would like to share.

I am so thankful for free materials! Please keep this program going!

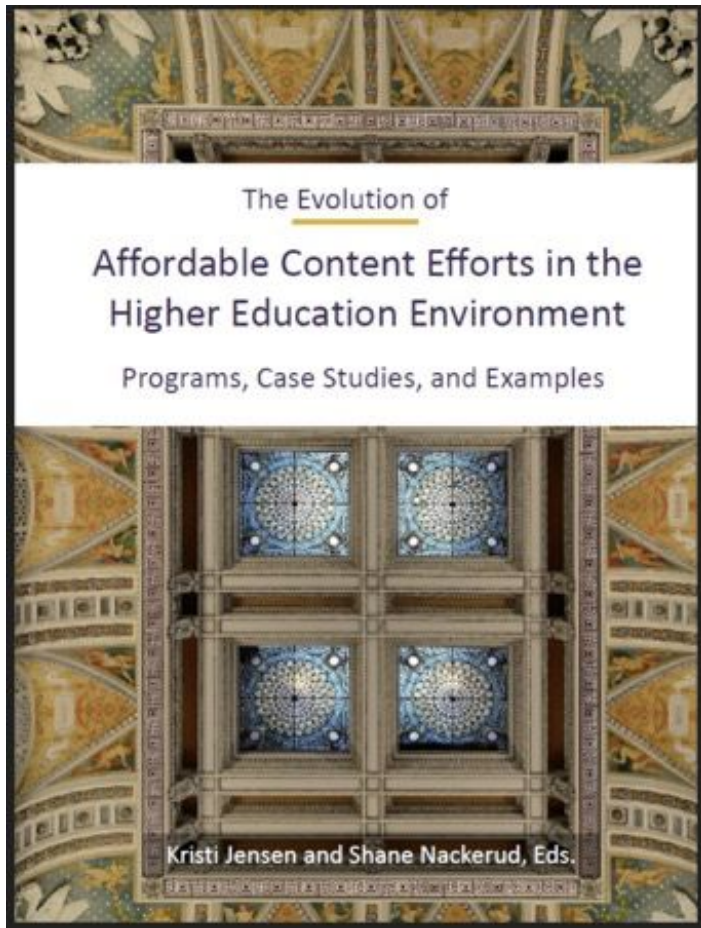
Great tool! The free access is very, very much appreciated.

Thank you for making it free!

I think the experience was beneficial and would definitely take similar course in the future.

The readings are a good length, informational, and easy to comprehend which is why I read them weekly.

I was not expecting this experience when I signed up for the course and I cannot stress enough how appreciative I am of the effort that went into making it possible!



The data represented today is a subset of data analyzed in this openly licensed Affordable Content book.

See all of the feedback from our students in Chapter 5.

<https://z.umn.edu/studentfeedbackac>

Limits and takeaways

Understanding the student experience with open textbooks is crucial to the success of this model and there is not enough good info out there right now.

The students we heard from tended to express a very positive experience - especially compared to literature that suggests students don't like digital materials.

But we didn't hear from all students. And at least a handful of students still prefer print. We need to make sure they understand how to print their own copy.

Limits and takeaways

We can do a better job of helping students learn how to save an offline version of the material and how to use various study tools in the digital environment (note taking, annotating, highlighting resources, etc.)

And we can help faculty understand the positive learning consequences of creating engaging experiences with students around the text - whether it is print or digital.

Reporting Out

WHAT ARE:

- the most important things you learned through your student surveys?
- the most important questions you have asked your students about affordable content/digital materials?
- the crucial questions you want to ask your students about affordable content/digital materials?

<https://z.umn.edu/lpfstudentsurvey2>