

Teaching With Digital Texts: Comparative Experiences from the Field

[http://wiki.conference.olin.org/page/
Introduction+to+Digital+Text+Pilot](http://wiki.conference.olin.org/page/Introduction+to+Digital+Text+Pilot)

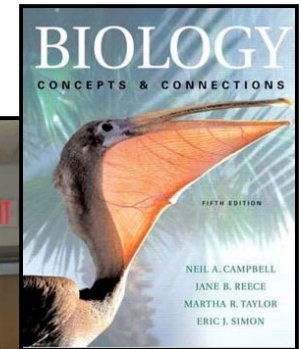
Panelists

- Daniel Bartell / Pearson Publishing
- Kevin Feyen / Bedford, Freeman & Worth Publishing
- Leonard S. Mark, Professor of Psychology / Miami University
- David J. Wright, Director of Curriculum Innovation and E-Learning / University of Dayton



University of Dayton: General Biology I

- General Biology I (BIO101)
- Brother Daniel L. Klco, SM.
- Mostly business majors
- *Biology: Concepts & Connections* by Neil A. Campbell, Jane B. Reece, Martha R. Taylor, and Eric J. Simon
- Book prices: New \$134, Used \$101
- eText price: \$85 with \$20 rebate
- Purchased online / Access for one year.
- Section 03: 55 students: With eText.
76% with eText, 18% with paper
- Section 04: 54 students: Without eText.
96% with paper
- Many students used notebook computers.
- Final grades of the two sections were not significantly different.





University of Dayton: General Biology I

Biology: Concepts and Connections, 5th Edition

Home FAQs Site Reqs Tech

Chapter 1: Biology: Exploring Life

Chapter Guide

- Chapter Guide
- Art
- Word Study Tools
- Web Links & References
- Instructor Media
- BioFix
- MP3 Tutors
- Discovery Channel Video Clips
- E-book
- Research Navigator
- Cumulative Test
- You Decide
- LabBench
- Glossary
- About the Book
- Tutoring Services

BIOLOGY CONCEPTS & CONNECTIONS FIFTH EDITION

Chapter 1: Biology: Exploring Life

E-BOOK SEARCH

Search for:

Table of Contents

- Chapter 1
 - The Scope Of Biology
 - 1.1 Life's level
 - 1.2 Living organisms
 - 1.3 Cells are the basic units of structure and function
 - Evolution, Unity, and Diversity
 - 1.4 The unity of life
 - 1.5 The diversity of life
 - 1.6 Evolution and the origin of species
 - The Process of Science
 - 1.7 Scientists in action
 - 1.8 With hypothesis and experiment
 - Biology and Everyday Life
 - 1.9 Biology is everywhere
- Chapter Review
- Reviewing the Chapter
- Chapter Quiz
- Connecting the Concepts
- Testing Your Knowledge
- Applying the Concepts

- Unit One
- Unit Two
- Unit Three
- Unit Four
- Unit Five
- Unit Six
- Unit Seven
- Appendix
- Glossary

A Big-Billed Bird Returns

Discovery Channel Video: Antibiotic Resistance

ALONG THE COAST OF FLORIDA, a slow, powerful beating of a wing casts a shadow or movement that glimmers on the water. A glistening school of silver hurtles into the waves, silhouetted against the sun. The pouch, now fully expanded, this adept sea feeder is the brown pelican of the Americas for millennia. Brown pelicans are believed to have evolved seven types, or species, the smallest of the seven, but the largest, gregarious, and colonial. They spread the swaths of chestnut, white fish, and lots of it, with adults needing almost 2 kg a day. To haul in that big a catch, the

E-book annotation tool

Input your annotation text here (HTML ok):

My notes can be typed into this text box. They are saved onto the laptop's computer in the form of a cookie... which means they are only seen on this computer.

Characters:

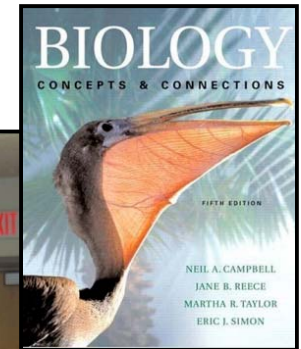
System requirements:

- Mac users: Netscape required.
- Annotations must be less than 3,000 characters.
- Cookies must be enabled in your browser.
- Deleting browser cookies could cause your annotations to be lost.



Student Reactions

- General reaction was very positive:
 - Convenience of being able to read anywhere.
 - Cheaper.
 - Easy to search for topics.
 - Rich media helpful for learning.
- Some negatives:
 - Could be cheaper.
 - Difficult to read from screen.
 - Note taking.
 - General computer access issues (e.g. speed).
- Helped me understand:
 - 87% Agree/Strongly agree
- Reading from screen: 92%
- Printing eText: <3%
- Price was fair: 42% A/SA
(vs. 20% A/SA in paper-only section)
- UD should continue to explore eText: 92% A/SA





eBook

Go To Item

Chapter 3. Nature, Nurture, and Human Diversity

PERSONALIZED STUDY PLAN

Introduction

+ 3.1 Behavior Genetics:
Predicting Individual Differences

+ 3.2 Evolutionary Psychology:
Understanding Human Nature

+ 3.3 Parents and Peers

+ 3.4 Cultural Influences

+ 3.5 Gender Development

Reflections on Nature and Nurture

REVIEWING Nature, Nurture, and Human Diversity

Terms & Concepts

Test Yourself

Chapter 3 Course Materials

Introduction

[Open in new window](#) < [PREVIOUS](#) | [NEXT](#) >

Printed Page 67 eBook Tools

What makes you you? In important ways, we are each unique. We look different. We sound different. We have varying personalities, interests, and cultural and family backgrounds. But how different are we really?

We are also the leaves of one tree. Our human family shares not only a common biological heritage—cut us and we bleed—but also common behavioral tendencies. Our shared brain architecture predisposes us to sense the world, develop language, and feel hunger through identical mechanisms. Whether we live in the Arctic or the tropics, we prefer sweet tastes to sour. We divide the color spectrum into similar colors. And we feel drawn to behaviors that produce and protect offspring.

Our kinship appears in our social behaviors as well. Whether named Wong, Nkomo, Smith, or Gonzales, we start fearing strangers at about eight months, and as adults we prefer the company of those with attitudes and attributes similar to our own. Coming from different parts of the globe, we know



The nurture of nature Parents everywhere wonder: Will my baby grow up to be peaceful or aggressive? Homely or attractive? Successful or struggling at every step? What comes built in, and what is nurtured—and how? Research reveals that nature and nurture together shape our development—every step of the way. Jeffrey W. Myers/Stock, Boston



view as



Dayton Pilot – Digital Materials can Help Students

- The features within the digital learning materials (e.g. illustrations, video, audio, glossary, quizzes/practice tests, supplemental reading) helped me understand the concepts introduced in the course (digital- 87%).
- Use of the digital learning materials increased my understanding of the subject (digital- 71%).

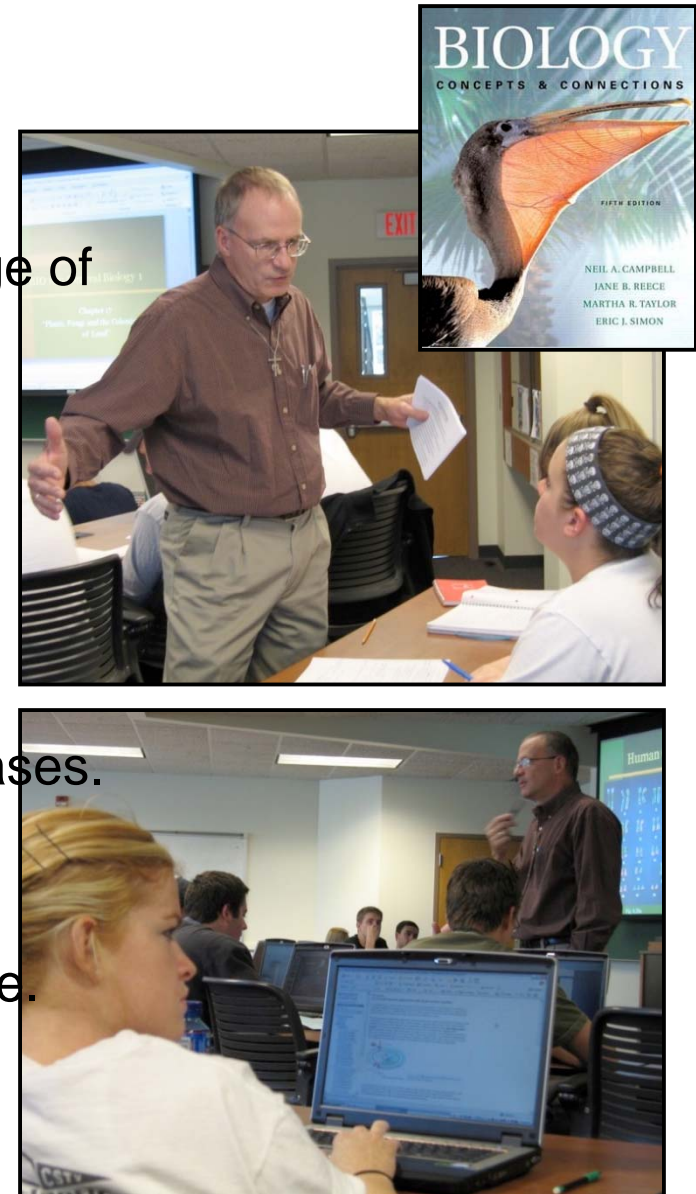
Dayton Pilot – Clues to Future

- If the instructor selected only content directly related to the course goals rather than the entire textbook, it would improve my learning outcomes. (Digital-90% print-80%).
- The university should continue to explore the use of electronic textbooks (digital-92% print-86%).



Our Reactions

- Very encouraged by student reactions.
- Great collaborative experience.
- Pedagogy should change to take advantage of eText and ancillary materials.
- Redundancy/reliability of eText servers.
- Consider integration into institutional LMS.
- Role of bookstore.
- Financial aid covers bookstore-only purchases.
- Earlier announcements to students.
- Better and multiple trainings in-class/on-line.
- We are exploring multi-section adoptions.



Should Digital Learning Materials (eTextbooks) Replace Print Textbooks? A Policy Discussion Among Stakeholders

- Stephen Acker, *Associate Professor / The Ohio State University*
- Nicole Allen, *Textbooks Campaign Director / The Student Public Interest Research Groups*
- Christopher McKenzie, *Vice President/Director of Institutional Sales, Americas / John Wiley & Sons*
- Mark Nelson, *Digital Content Strategist / National Association of College Stores*
- Fred Roecker, *Director of User Education / The Ohio State University Libraries*
- Tom Sanville, *Executive Director / OhioLINK*

Teaching With Digital Texts: Comparative Experiences from the Field

For more information about the e-text pilots, contact:

Steve Acker (acker.1@osu.edu)

Peter Murray (peter@OhioLINK.edu)

Fred Roeker (roeker.1@osu.edu)