The student consumer, e-textbooks: disruption and challenge

June 2018

Ken Chad

Ken Chad Consulting Ltd

http://www.kenchadconsulting.com

Tel: +44(0)7788727845

Twitter: @kenchad

Skype: kenchadconsulting

Linkedin: www.linkedin.com/in/kenchad

Researcher IDs:

- Orcid.org/0000-0001-5502-6898
- ResearchGate: https://www.researchgate.net/profile/Ken_Chad

CONTEXT

Higher Education
Library Technology

The new role of the library in teaching and learning outcomes

June 2017

Briefing paper

Ken Chad & **Helen Anderson**

Higher Education
Library Technology

The student consumer and the rise of e-textbook platforms

March 2018

Briefing paper

Ken Chad

Trends

Mapping the Future of Academic Libraries
A Report for SCONUL
Stephen Pinfield, Andrew M Cox & Sophie Rutter
#mappingacademiclibraries
November 2017
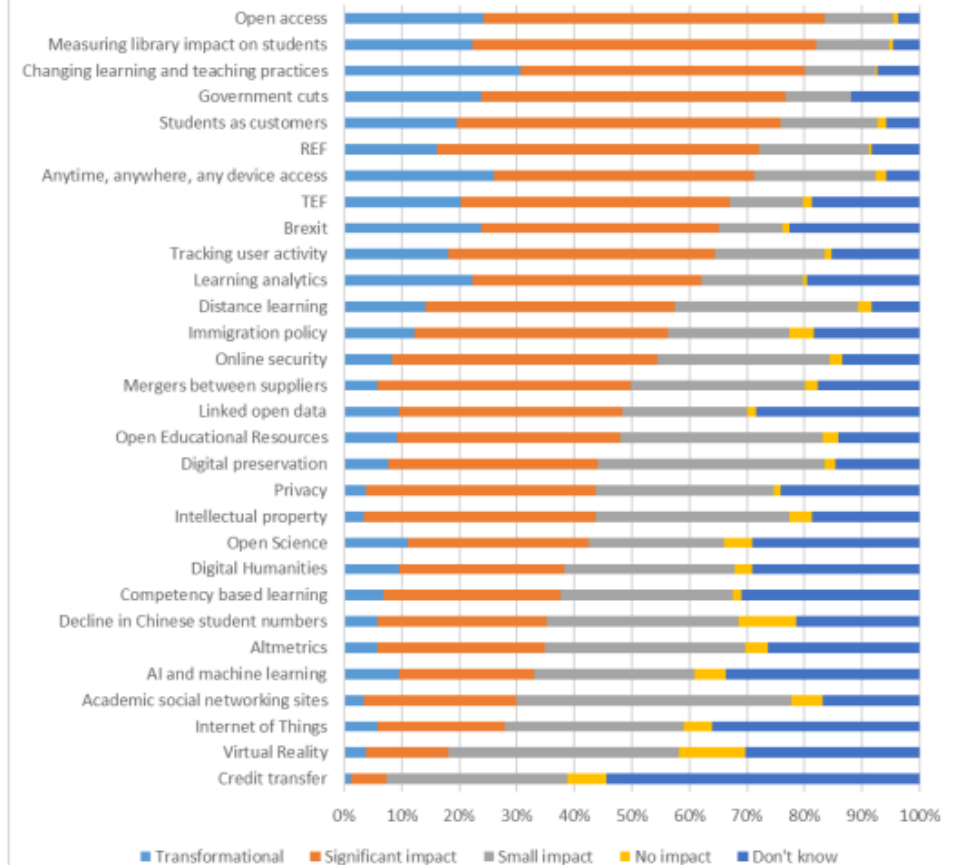
Transformational · Significant impact · Small impact · No impact · Don't know

Open Access
Measuring library impact on students
Changing teaching and learning practices
Government cuts
Students as customers
REF
Anytime, anywhere, any device access
TEF
Brexit
Tracking user activity
Learning analytics

Open

"Educators, institutions, and even state legislators are turning their attention toward Open Educational Resources (OER)"

Measuring library impact

"Students tend to be more engaged with learning on the whole if they engage with library resources, interact with library staff, and spend time using libraries".

Australasian Survey of Student Engagement [AUSSE] 2012 Institution Report (p. 40-41)

Teaching excellence framework (TEF) results 2017

The results of the 2017 teaching excellence framework in full. Find out which universities were awarded gold, silver or bronze

June 22, 2017

A new focus on teaching & learning

"The importance of 'high quality teaching' in Higher Education (HE) is becoming increasingly emphasised both in the **United Kingdom (UK) and abroad ..**...Excellence in teaching has become entrenched in higher education policy and in the educational strategies of academic institutions, and increasingly linked to the performance and assessment of these institutions"
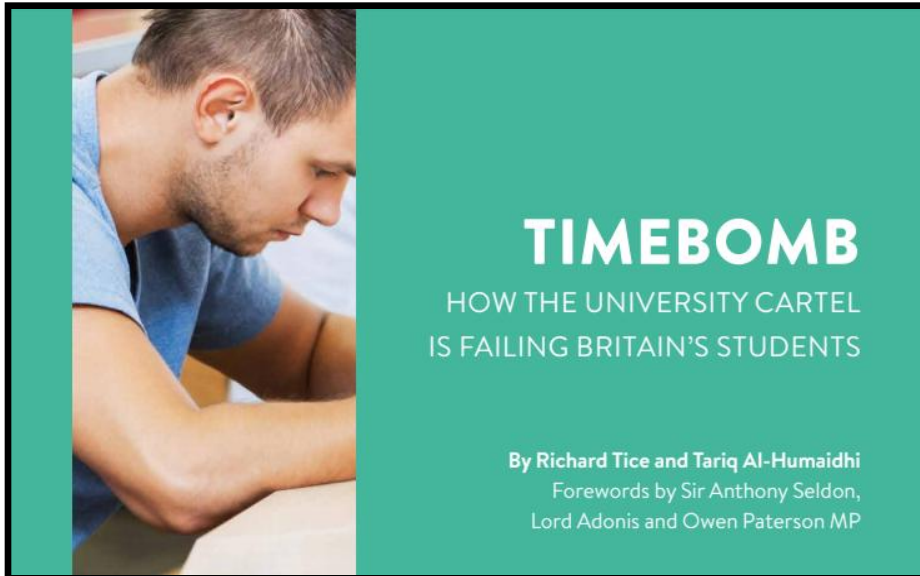
Higher Education Academy (HEA), 2016

Finances

Fees accounted for more than two-thirds of total income at 42 per cent of UK universities, while 22 institutions depended on fees for more than three-quarters of their income in 2015-16.

The risks of this are obvious: a sudden drop in student demand, even spread over a few years, could be catastrophic: a peril highlighted by the strong correlation that now exists between changes in real-terms income for universities

University financial health check 2017: future prospects? Simon Baker. Times Higher 17 August 2017

https://www.timeshighereducation.com/features/university-financial-health-check-2017-future-prospects

TIMEBOMB

HOW THE UNIVERSITY CARTEL
IS FAILING BRITAIN'S STUDENTS

By Richard Tice and Tariq Al-Humaidhi
Forewords by Sir Anthony Seldon,
Lord Adonis and Owen Paterson MP

The student consumer

There is 'growing evidence of just what poor value for money many universities are providing', with students 'cheated of the benefits they were repeatedly assured they could expect in return for their money'.

'The producer interest reigns. The voice of the consumer, in other words the student, has not been taken greatly into consideration'.

Timebomb: how the university cartel is failing Britain's students. By Richard Tice and Tariq Al-Humaidhi.UK2020 Ltd. 2017. http://www.uk2020.org.uk/wp-content/uploads/2017/09/JRTI5635_UK_higher_education_timebomb_report_170830_WEB.pdf

Thinking about textbooks
Part 1: Value

Value of textbooks

75 percent of students surveyed agreed to some degree that 'a core textbook is essential to [their] studies'

Overcoming the "textbook taboo"

"At a time when it is increasingly necessary for libraries to find new ways of being mission-critical to their sponsoring institutions, this aversion to textbook provision seems to me increasingly self-defeating"

Academic Libraries and the Textbook Taboo: Time to Get Over It? By Rick Anderson. The Scholarly Kitchen 7 July 2016 https://scholarlykitchen.sspnet.org/2016/07/07/academic-libraries-and-the-textbook-taboo-time-to-get-over-it

Value of library provided e-textbooks

A library led e-textbook service leads to 'higher engagement of learning from students, their increased satisfaction with the University and Library, plus addresses the issue of reducing their direct costs'.

Value for money?

Are institutional/library e-textbook programmes good value?

Where will the money come from?

"Yes, we really, really, haven't got any money"

Librarian messages to publishers.UKSG Presentation 2016https://docs.google.com/presentation/d/1suoaIVA srH5HQ_s8YZkA6YcBa5aKJ_klSXw-debl_eU/edit#slide=id.p14

Where will the money come from?

Substantial funding *is* available
in response to good value propositions

£26 million

"The new library will provide our students with a state-of-the-art, **high-quality study environment**"

Stella Butler, Leeds University Librarian

New library buildings are valued highly

"Pedagogy is the driver for the changes in library design"

Ann Rossiter, Director SCONUL

Value Proposition

"Additional capital investment of £5.3m in the last three years has been focused on a **complete refurbishment of the libraries .. and a new replacement library** … …. **As a result, student use of library learning resources and facilities has significantly increased**."

Nottingham Trent University TEF Submission

Initial...£2 million invested

Middlesex University free books for everyone

"Money was allocated by the University Executive. This was new money which had not previously been allocated either to Schools or the Library"

"The Library is responsible for administering the project"

UKSG webinar Q and A

Value proposition for library resources

"Our .....learning resources are acknowledged within both the HE sector and professional associations are being amongst the best in class."

Nottingham Trent University
TEF 2 Year Provider Submission

Can investment be sustained?
Capital vs. recurring?

"If there is a failure to demonstrate [the] value [of library] resources there is a risk of a lower institutional priority being placed on them and a resulting reduction in funding, with those core users being disadvantaged over time"

TEF: what does it mean for academic libraries? By Maxine Melling and Margaret Weaver. Insights – 30(3), November 2017

Thinking about textbooks
Part 2: New (open) approaches

New ways of making textbooks

@UKOpenTextbooks

Open Textbooks have seen impressive growth and impact in the North American context, through providers and initiatives such as OpenStax, the Open Textbook Network, BC Campus, and Lumen Learning.

The UK Open Textbooks project aims to test the transferability of the OpenStax and OpenTextbook Network approaches to the UK context

http://ukopentextbooks.org/

New ways of making textbooks

"The advent of the TEF provides another incentive...to raise the topic of institutionally produced textbooks higher on the agenda" Lara Speicher, Publishing Manager, UCL Press

The Challenge of Open Access Textbooks. Jisc [Blog] 9 May 2017. https://etextbook.jiscinvolve.org/wp/2017/05/09/the-challenge-of-open-access-textbooks/

Institution as e-textbook publisher

"The fundamental question the project seeks to address is whether the institution as e-textbook creator will help students by making higher education more affordable, and promote a better, more sustainable information environment for libraries, students and faculty"

Institution as e-textbook publisher. Investigating the viability of higher education institutions publishing their own e-textbooks.
Jisc R&D project 2014-2018
https://www.jisc.ac.uk/rd/projects/institution-as-e-textbook-publisher

Thinking about textbooks Part 3: Challenge-Beyond the e-book/textbook

UCLPRESS

The BOOC

Books as Open Online Content (BOOC)

"These innovative 'living books' feature articles of various types, in a non-linear thematic presentation that offers readers the option to select and sort subjects they wish to read. With long and short articles, blogs, videos, audio and Storifys, these 'books' grow over a period of time."

Books as Open Online Content #BOOC By David Hopkins. Technology Enhanced Learning Blog. 8th August 2017
https://www.dontwasteyourtime.co.uk/ebook/books-as-open-online-content-booc/

Academic Book of the Future
BOOC (Books as Open Online Content)

Show all   Academia   Publishing   Libraries   Bookselling

About BOOC	Introduction: Academic Book of the Future BOOC — Samantha J. Rayner	Open Access Book Publishing and the Prisoner's Dilemma — Marcel Knöchelmann	The Academic Book of the Future and Its Readers — Silvia Firola	Academic Book Discovery, Evaluation and Access: A Report — Anna Faherty	The Academic Book in the South: Conference Report — Stephanie Kitchen	The (Open) Academic Book of the Future — Sarah Lippincott
American Mathematical Society: Publishing Maths in the USA — Robert Harrington	What is the Point of the Academic Book? Part One — Rebecca Lyons	What is the Point of the Academic Book? Part Two — Mari Shullaw	What is the Point of the Academic Book? Part Three — Tim Hitchcock	What is the Future for the Academic Book? — Sussex Research Hive	Peer Review in Practice — Dorothy Butchard, Simon Rowberry, Claire Squires, & Gill Tasker	The Future of the Academic Book in the USA
My Acts of Reading — Andrew Prescott	Students and the Digital Edition: A Polemic — Stephen Gregg	Open Access and Academic Publishing — Ian Lovecy	Open Access: A Personal Take — Alastair Horne	Towards an Ethics of Circulation: A Manifesto in Tweets — Heidy Geismar	Creative Writing Theses: Discoverability and Open Access — Rebecca Lyons	What is the Future for the Academic Book? BSECS 2016 Storify
What is the Future for the Academic Book? — James Baker	The Academic Book in the South (Storify)	What is the Point of the Academic Book? BSECS Panel Storify — MH Beals	Lincoln's [Im]Possible Constellations — Paul Moore	Lincoln's [Im]Possible Constellations — Catherine Grant	Lincoln's [Im]Possible Constellations — Karen Savage	Lincoln's [Im]Possible Constellations — Mikey Murray
Publishers Address the Academic Book of the Future	What is the Future for the Academic Book? — Video recording of a panel — Caroline Bassct et al	Academic Publishing in the South: The Ghanaian Experience — A Ofori-Mensah	New Directions, New Models — Abhijit Gupta and Padmini Ray Murray	Panel Discussion: Academic Authorship and Knowledge Production — S Kitchen et al	Panel Discussion: The Role of Libraries and Archives — Gillian Evison et al	Final Panel Discussion & Concluding Comments — Ola Uduku
Panel: The Role of Libraries and Archives — Nureldin Satti	The Academic Book of the Future Project Film	Panel: Academic Authorship and Knowledge Production — Sari Hanafi	Panel: The Role of Libraries and Archives — Shamil Jeppie	Panel: Academic Authorship and Knowledge Production — Sukanta Chaudhuri	Panel: Academic Publishing in the South — Walter Bgoya	

https://ucldigitalpress.co.uk/BOOC

UCLPRESS

Library vs. learning resources?

This was said back in 2001!

"There is a burgeoning area of overlap between the 'learning resources' which academics wish to install in their VLEs, and the digitised learning resources which libraries are making available" John McColl

Virtuous learning environments: the library and the VLE. MacColl, J. Program: electronic library and information systems, 35(3): 227-239. 2001. https://research-repository.st-andrews.ac.uk/handle/10023/1825

The Evolution of the Digital Learning Experience

Kortext

UNIVERSITIES   PUBLISHERS   PARTNERSHIPS

Blog

"It doesn't take a genius to figure out that the adoption of technology in the learning sphere is mostly determined by its ability to produce **enriched and personalised learning experiences**"

The Evolution of the Digital Learning Experience. Amy Donelan. Kortex Blog 30 Nov 2017 http://www.kortext.com/blog/the-evolution-of-the-digital-learning-experience/

![VitalSource]

Digital learning - engaging with the resources

"what these texts also offer students is the opportunity to increase their **engagement with the material and work in a collaborative way with their lecturers and peers**. ..devices allow students to be constantly connected to their friends; sharing ideas and messages between one another.

Digital learning resources allow students to create working groups, in which they can share notes between themselves and with their lecturers.

By empowering students to access their materials in a flexible, responsive way, lecturers may get more out of the sessions they provide with a classroom that is better engaged with the course materials."

Lecture capture

Many universities now mandate or strongly encourage the recording of all lectures in rooms where this is enabled. By September 2015, 42,000 lectures had been recorded (80 per cent of the total lectures taking place) at the University of Manchester, and 95 per cent of students surveyed wanted to see the system used even more widely

Rebooting learning for the digital age: What next for technology enhanced higher education?

Lecture capture -the new textbook?

Benefits of lecture capture

- You can review your lectures any time and anywhere to reinforce your learning.
- Recordings are viewable on multiple devices.
- The lecture capture system allows you to create your own bookmarks and private revision notes.
- You can work together in groups for revision tasks.
- Any points that you would like to clarify during your live lecture will be available to you afterwards.
- You can prepare thoroughly for your subsequent lectures and assignments.

Solent Online Learning
https://learn.solent.ac.uk/mod/book/view.php?id=370075

The user experience

consumerization

consumerization

Consumerization is the reorientation of product and service designs around the individual end user. The emergence of **the individual consumer as the primary driver of product and service design** originated from and is most commonly seen as a major IT industry shift

The primary impact of consumerization is that it is forcing businesses.. to rethink the way they procure and manage IT equipment and services.

Focus on Ux

It is impossible for a user experience to be too good..(has anyone turned to an "inferior" product because the better one was too enjoyable?)

'What Clayton Christensen Got Wrong'. By Ben Thompson. Stratechery [blog]. 22 September 2013
http://stratechery.com/2013/clayton-christensen-got-wrong/

Focus on Ux

Students' studies have become inextricably linked to personal technology, just like every other aspect of their lives. They conduct much of their research, and complete their assignments, on computers, tablets and smartphones, which means **there is value in providing students with digital materials that fully integrate into the tools they already use**

The Death of Textbook Publishing & the Future of College Course Content. By Philip Preville Top Hat [White Paper]. 2017? https://tophat.com/ebooks/death-textbook-publishing-future-college-course-content

Platform disruption

Platforms are Eating the World

We are in the midst of a seismic shift in business models, powered by the Internet and a generation of connected users.

Outlook 2014: Platforms are Eating the World

https://www.wired.com/insights/2013/12/outlook-2014-platforms-eating-world/

WIRED

Platform-a new solution to an old problem?

"Platforms are eating the world"

Today's network platforms aid the creation of entirely new markets by **connecting producers and consumers with each other**.

Sangeet Paul Choudary, Geoffrey Parker and Marshall Van Alstyne. Outlook 2014: Platforms are Eating the World. Wired Blog October 2014 http://www.wired.com/insights/2013/12/outlook-2014-platforms-eating-world/

THE FIVE LAWS OF LIBRARIANSHIP
ACCORDING TO
DR. S.R. RANGANATHAN

2 EVERY BOOK ITS READER

3 EVERY READER HIS BOOK

The student consumer and the rise of e-textbook platforms. HELibTech Briefing paper March 2018
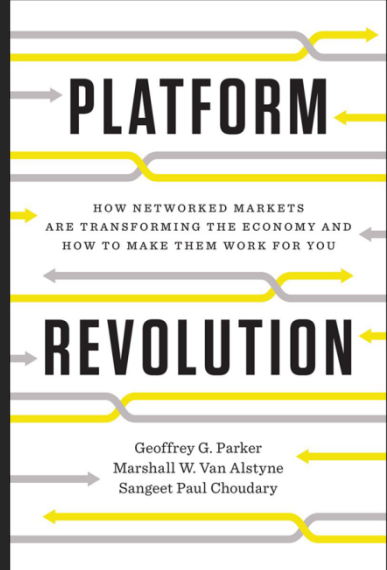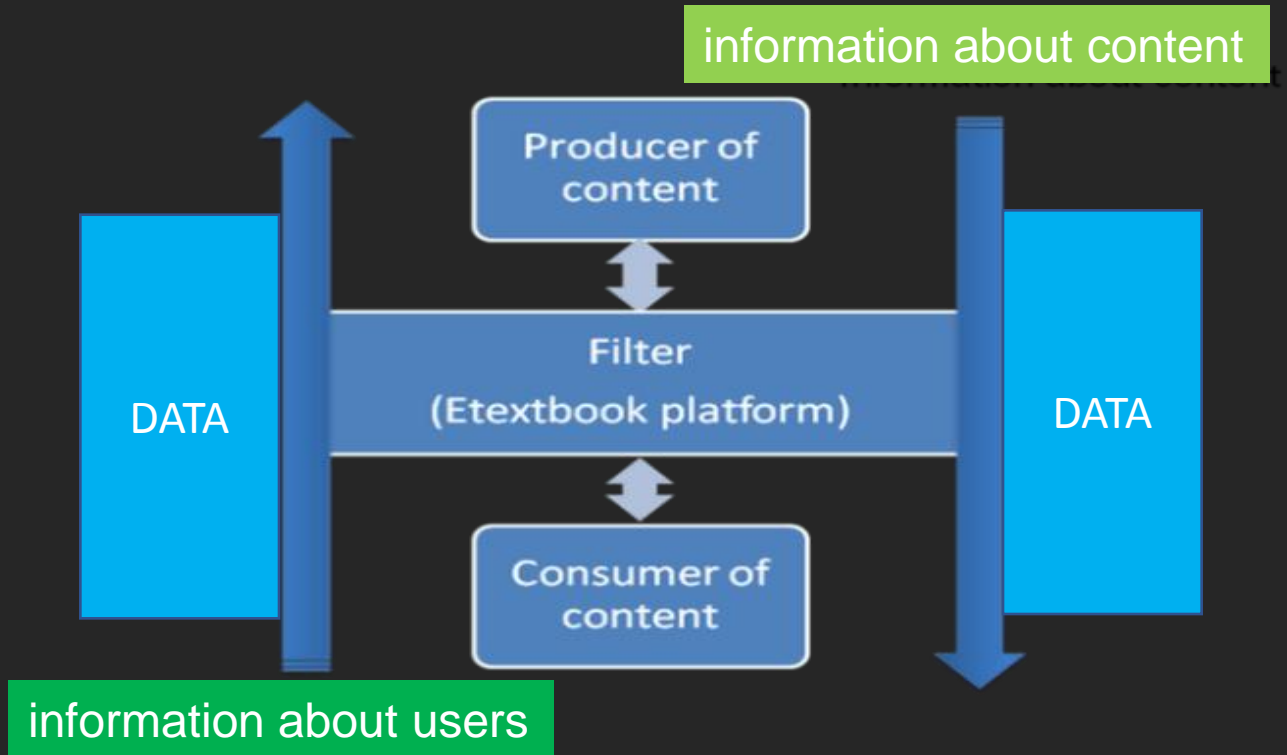
The platform

A platform:

- Consummates matches among users and facilitates the exchange of goods, services or social currency-- enabling value creation for all participants

- Creates value **using resources they don't own or control—so** they can grow much faster

- Derive value from the communities they serve

PLATFORM

HOW NETWORKED MARKETS
ARE TRANSFORMING THE ECONOMY AND
HOW TO MAKE THEM WORK FOR YOU

REVOLUTION

Geoffrey G. Parker
Marshall W. Van Alstyne
Sangeet Paul Choudary

The platform as 'filter'

information about content

Producer of content

DATA

Filter (Etextbook platform)

DATA

Consumer of content

information about users

The platform can be thought of as a filter. Just as Uber delivers the 'best' taxi ride or Airbnb the 'best' accommodation, the e-textbook platform delivers the 'best' learning resource. Data is the driving force

The student consumer and the rise of e-textbook platforms. HELibTech Briefing paper March 2018

The platform approach to e-textbooks

"It's great to be launching this partnership with Bibliotech. It was **set up by students who saw the potential of technology** to provide online access to thousands of textbooks and learning materials, and gives a truly affordable option for many students, who would otherwise struggle to pay for these resources"
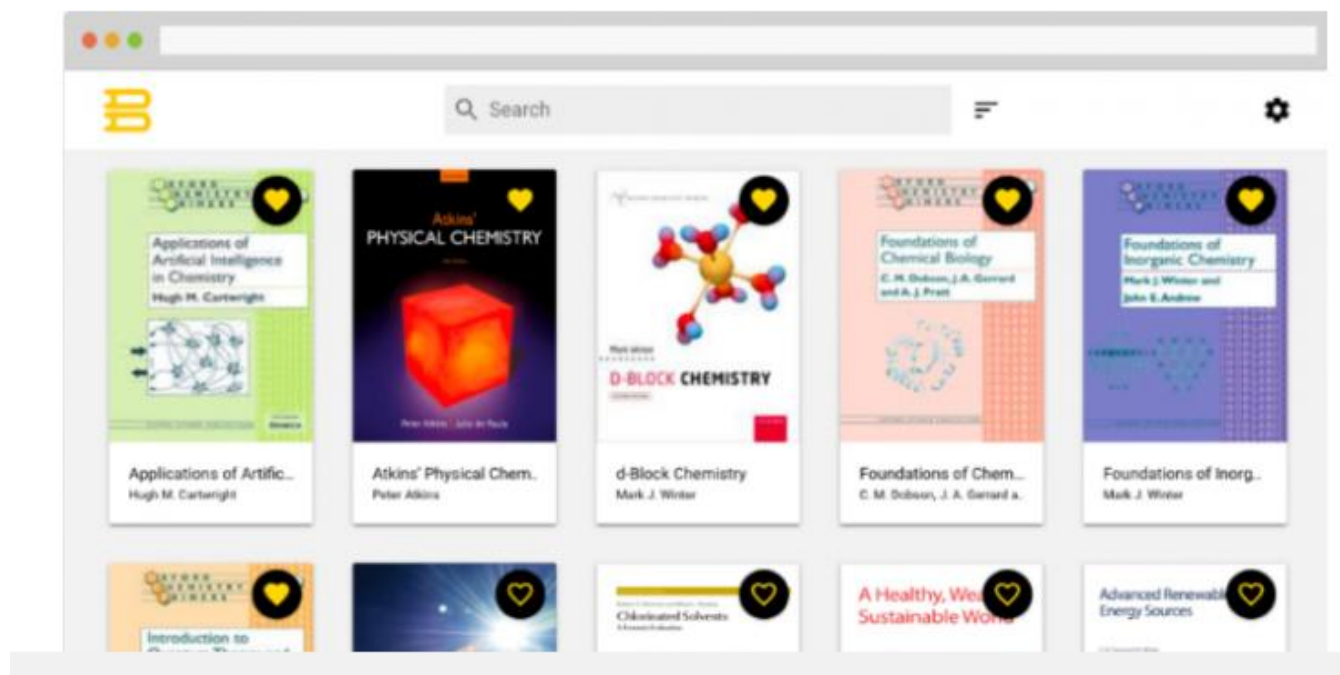
Caroline Mackay, licensing manager at Jisc Collections

The Spotify of the textbook world takes off as Bibliotech is go

1 August 2017

As libraries look to widen access to core texts, how can they make this affordable to both universities and students?

Final thoughts

Library vs. learning resources?

As part of strengthening their value proposition we expect to see **more libraries take a holistic view of the management, discovery and delivery of a wide range of learning resources.** At the moment many valuable resources stand apart from the conventional library collection

The new role of the library in teaching and learning outcomes. By Ken Chad & Helen Anderson. Higher Education Library Technology (HELibTech) briefing paper (No. 3). June 2017

Merging of LibTech & EdTech

'All this suggests a trend for library technology and educational technology to merge. We will certainly see reading list systems, VLEs and digital textbook platforms better integrated and perhaps even subsumed into common *learning services platforms*. '

The new role of the library in teaching and learning outcomes. By Ken Chad & Helen Anderson. Higher Education Library Technology (HELibTech) briefing paper (No. 3). June 2017

Aligning resources to courses

"**our resource list management** service ensures that learning **resources are aligned with academic courses**"

Nottingham Trent University
TEF 2 Year Provider Submission

Disaggregating content

"By allowing **digitised copies of chapters...**to be uploaded and automatically copyright-checked – academics are saved a lot of administration time and can focus their energies instead on choosing the right resources for their list. Most importantly, though, items that would have ordinarily been restricted to print-only access can be made available. **For distance learners especially, this is transformational**".

Transforming student learning through ResourceLists@Bham. Polly Harper & Ann-Marie James. SCONUL Focus. 2017 https://www.sconul.ac.uk/sites/default/files/documents/13_20.pdf

Learning analytics

"Every time a student interacts with their university – be that going to the library, logging into their virtual learning environment or submitting assessments online – they leave behind a digital footprint. Learning analytics is the process of using this data to improve learning and teaching"

Learning analytics in higher education: A review of UK and international practice. Read our updated briefing on learning analytics and student success from January 2017. By Niall Sclater, Alice Peasgood & Joel Mullen. Jisc. 2016. https://www.jisc.ac.uk/reports/learning-analytics-in-higher-education

Analytics help make a difference

Nottingham Trent University Student Dashboard

Nottingham Trent's learning analytics initiative is designed to 'increase retention, improve attainment and increase belonging within the course community'

Engagement scores for each student are calculated from Virtual Learning Environment (VLE) access, library usage, card swipes and assignment submissions

Analytics help make a difference

Effective learning analytics
Helping further and higher education organisations to analyse and understand their data

4 years and 1 month
Ends 31 Aug 2018

Budget:
Over £1m

Expected outcome:
Service development

Tags: DATA AND ANALYTICS

We're working in collaboration to build a learning analytics service for the sector. There are over 50 universities and colleges signed up to the initial phases of the implementation.

Are you looking for
BETA SERVICE
Learning analytics (beta)
GUIDE

Provide academics with "everything you require to track student learning activity so that you can improve retention and attainment"

Jisc

Predictive analytics improve the student experience

How analytics can support student success

"Such approaches aren't just about improving retention and graduation rates, nor are they for those institutions that suffer from low rates, but they represent an opportunity to **improve the overall student experience.**

Students deserve more **personalised learning** in higher education. Predictive analytics can help make learning and support services more targeted, identifying students according to their characteristics, and understanding the risk of them disengaging or dropping out

How analytics can support student success. Charles Prince Wonkhe 26b April 2018 https://wonkhe.com/blogs/how-analytics-can-support-student-success/

The battle for data- who can bring all the relevant data together?

"We take in data from **disparate silos, unify and transform** it to derive new variables. Ninety-five percent of the predictive power of our Student Insights Engine and action apps comes from derived variables that inform more than 1,500 predictive models."

https://www.civitaslearning.com/

CIVITAS LEARNING

The battle for data

The value of data analytics will surely be a key driving force. Data from reading lists and digital textbook platforms combined with information from other institutional systems on student retention and academic performance will produce powerful insights. **Such analytics will be invaluable to institutions, publishers and intermediaries as they look at new ways to deliver content.**

The battle for data

Addressing the Plenary Session at the World Economic Forum, Prime Minister Narendra Modi on Tuesday said that **whoever controls data will have control over the world in the future**. Highlighting the importance of technology in present times, he said that data is real wealth. "The global flow of data is creating big opportunities as well as challenges"

https://inshorts.com/en/news/one-who-controls-data-will-control-the-world-pm-modi-1516762526006

Final, final thoughts

Are we producer not consumer focused?

Have we been trying to solve the wrong problem?

Move from a producer to a consumer focus

Aside from affordability, neither the UK Open Textbooks nor the Jisc Institution as e-textbook publisher initiatives has a strong focus on the *user experience*. Their stated goals are around finding new business models for e-book *production*.

Have we been trying to solve the wrong problem?
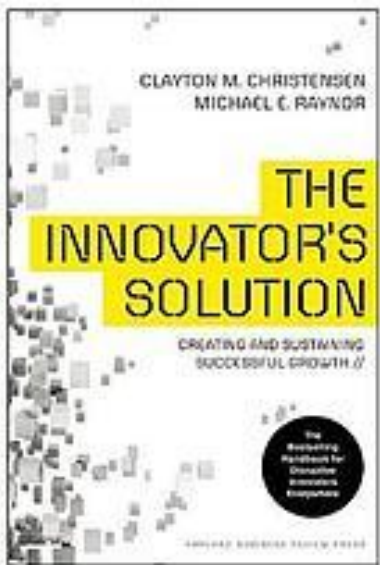
Clayton Christensen 15 years ago:

"Hundreds of millions have been spent to apply new technologies -the Internet and e-book displays, specifically - to reshape the college textbook industry. Innovators have attempted to develop and sell tablets that can display downloaded textbooks...Would we expect these investments to generate significant growth? Our guess is that they will not".

http://www.worldcat.org/title/innovators-solution-creating-and-sustaining-successful-growth/oclc/826444567&referer=brief_results

Have we been trying to solve the wrong problem?
Are we producer not student focused?

THE INNOVATOR'S SOLUTION

CLAYTON M. CHRISTENSEN
MICHAEL E. RAYNOR

CREATING AND SUSTAINING
SUCCESSFUL GROWTH //

"Although we would like to that all undergraduate students are rigorous seeker of knowledge the **job that many college students are really trying to get done from our observation, is to pass their course without having to read the textbook** *at all*.

These companies have spent a lot of money helping students to do more easily something that they have been trying *not* to do. It would probably take far less money to create from the same technology a service called "Cram.com" - a utility that would make it easier and cheaper for students to cram more effectively for their exams.

There are a lot of textbook-avoiders on campus- a huge market of noncomsumption"

Who will decide the future?

[Publishers] are unlikely to be the ones who decide what the future of textbooks will look like. That decision will get made by **students....and by faculty**, who are in the best position to know which types of digital materials produce the best learning outcomes

The Death of Textbook Publishing & the Future of College Course Content. By Philip Preville Top Hat [White Paper]. 2017? https://tophat.com/ebooks/death-textbook-publishing-future-college-course-content

The revolution –will it come?

"I think that it is past time for us to take digital libraries to the next level...But if this switch, from individuals reading books and articles one at a time in print to individuals reading books and articles one at a time on their own digital device is all we get from the digital revolution, then it won't have been much of a revolution"

Chris Bourg, Director of Libraries at Massachusetts Institute of Technology

What happens to libraries and librarians when machines can read all the books? Chris Bourg. Feral Librarian. [Blog] 16 March 2017 https://chrisbourg.wordpress.com/2017/03/16/what-happens-to-libraries-and-librarians-when-machines-can-read-all-the-books/

The student consumer, e-textbooks: disruption and challenge

June 2018

Ken Chad

Ken Chad Consulting Ltd

http://www.kenchadconsulting.com

Tel: +44(0)7788727845

Twitter: @kenchad

Skype: kenchadconsulting

Linkedin: www.linkedin.com/in/kenchad

Researcher IDs:

- Orcid.org/0000-0001-5502-6898
- ResearchGate: https://www.researchgate.net/profile/Ken_Chad