

‘An investigation of academics’ perception, uptake and use of ebooks at the University of Waikato’

by

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Abstract

Research problem

The goal of this research was to determine the perception, uptake and use of ebooks by academic staff at the University of Waikato. The study discovers why, and to a certain degree how, academics are utilising, or not utilising, ebook resources available to them from the University's Library. The results inform library staff involved with the promotion, purchase and education of the use of ebooks.

Methodology

An online quantitative questionnaire survey was employed to gather the necessary data for analysis. This statistical approach enabled the survey to be delivered to a wider range of participants allowing for a broader coverage of responses. The population of this study was drawn exclusively from the employees of the University of Waikato and the particular sample chosen was confined to academics who are involved with teaching and/or research.

Results

The study shows that ebook awareness is strong with the academic community but generally, the full potential of ebooks has not been realised within their professional environment. There is clearly the need and desire for improvement of technologies, access and supply of ebooks. It is also apparent that there is a need for patron education by the Library to raise awareness about the ebooks they offer and the tools used to view and access them.

Implications

An increase in support from Library staff through a variety of channels is required. Visibility and access to ebooks needs to be improved along with greater relevancy of available content. Education and instruction should serve as the primary tools to increase academic use and acceptance of ebooks. However not all these goals can be achieved by Library staff as many limitations are imposed by ebook vendors and publishers and therefore outside of the Library's control. Despite these limitations it is important for Library staff to assist ebook users to explore the advantageous aspects of the ebook environment.

Keywords

Ebooks; academics; perceptions; library; university

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Section 1: Introduction

The goal of this study is to determine the perception, uptake and use of ebooks by academic staff at the University of Waikato. The results aim to inform library staff involved with the promotion, purchase and education of the use of ebooks. Additionally the results of the study may also be useful for Faculty strategic management in identifying possible staff needs and requirements.

Many educational organisations are now well committed to purchasing or leasing ebooks and ebook collections for their patrons. Most have seen the advantages this medium can offer and are willing to pioneer this technology despite rapid changes, often unsatisfactory purchase and access models, and patron resistance (Berg, Hoffmann, & Dawson, 2010; Blummer, 2006; Mincic-Obradovic, 2009).

Often this pioneering is taken without fully understanding the patrons' needs and opinions about this technology (Lonsdale & Armstrong, 2001; McKiel & ebrary, 2007). This study aims to bridge that gap and seeks to reveal one patron group's awareness, uptake and usage of ebooks in their teaching and/or research.

Existing literature largely examines either the broader attitudes of users towards ebooks (Ashcroft, 2011; Jamali, Nicholas, & Rowlands, 2009; Nicholas et al., 2008), how particular patron groups in a specific organisations perceive and use ebooks (Borchert, Hunter, McDonald, & Tittel, 2009; Mincic-Obradovic, 2009; Wells & Dumbell, 2010) or how library staff are dealing with the evolution and incorporation of ebooks into their collections (Ball, 2009; Mulvihill, 2011; Slater, 2010). However each individual organisation has unique parameters that influence librarians and patrons alike in their perceptions, uptake and use of ebooks. This study aims to identify results that are representative of the University of Waikato academics and the unique environment which provides them access to ebooks.

Definitions

Academic staff, for purposes of this study, represents those involved in teaching and/or research associated with their respective faculties, including affiliated research institutes. These individuals are drawn from those employed by the University of

Waikato under the current “Academic Staff Collective Employment Agreement” (University of Waikato, 2010) or similar individual contract. The position titles and approximate employment grades are summarised in Appendix A.

Vassiliou & Rowley (2008) provide a two part definition of ebooks, the first representing the persistent characteristics of an ebook, and the second representing features that will evolve as technologies develop.

(1) An e-book is a digital object with textual and/or other content, which arises as a result of integrating the familiar concept of a book with features that can be provided in an electronic environment.

(2) E-books, typically have in-use features such search and cross reference functions, hypertext links, bookmarks, annotations, highlights, multimedia objects and interactive tools (p. 363).

It is this definition that will be used when referring to the term ebook throughout this study. It is important to note however that the access to the variety of ebooks available through the University’s library are predominantly accessed through the internet and read on proprietary software largely through an internet browser.

The survey participants were given a briefer definition of an ebook within the survey to ensure they are all answering the questions with a greater likelihood of consistency. The statement given in the actual survey is shown below:

Definition of an ebook for the purpose of this survey

An ebook is the digital counterpart to a print book, accessible through a variety of electronic devices. Online journal articles, and similar material, are not considered ebooks.

Literature review

From the late 1990’s the literature around ebooks has been steadily increasing. The impact of this medium is being felt strongly by both individuals and libraries and increasing awareness is generating both enthusiasm and concerns (Berg et al., 2010). However as Meredith Farkas (2011) states in her blog the needs, tools, procurement and

distribution of ebooks for libraries are quite different than those of individuals, academic libraries especially. Therefore the literature sought will be highlighting academic libraries, and their patrons, as much as possible.

History of ebooks

The start of Project Gutenberg in 1971 has been seen as the inception point for ebooks by digitising and making available out-of-copyright texts and continuing to do so (Garner, Horwood, & Sullivan, 2002). However, it wasn't until around 2000 that ebook collections became readily available for purchase from commercial providers such as eBrary, Netlibrary and Questia, along with major efforts by large software companies, such as Microsoft and Adobe, who began offering computer ebook reading software (Lonsdale & Armstrong, 2001; Lynch, 2001; Snowhill, 2001). This list of providers expanded over the next decade to include others such as Ebook Library (EBL), Knovel, Safari and Books 24/7 (Wicht, 2005).

In contrast the publishers of titles themselves entered more slowly into the ebook providing arena, with Elsevier, Wiley, Oxford University Press, Gale and Kluwer (Wicht, 2005) including ebooks and ebook collections in their catalogues. Each offers different purchase and access models though most are utilising web based options rather than downloadable versions with offline reading capacity (Dinkelman & Stacy-Bates, 2007).

The value of Ebooks

Common threads of ongoing ebook developments, found through the literature, are largely consistent in identifying the advantages, disadvantages and proposed solutions to many ebook concerns. The perceived benefits of ebooks have remained constant for some time and are evolving, with improvements and innovations being added gradually.

In contrast, the perceived disadvantages and hindrances are also readily identifiable but solutions for these are not progressing as quickly as academic libraries require (Ashcroft, 2011; Lynch, 2001; Slater, 2010). Those developing the technology and providing the platforms to access ebooks are largely focusing on their overall business needs before the needs of the end users (Gunderson, 2011; Lynch, 2001; Mulvihill, 2011).

A decade of literature has formed quite a consensual list of ebook advantages and disadvantages for both the user and providing library. The following lists are a compilation derived from a selection of literature (Anuradha & Usha, 2006; Ball, 2009; Dinkelman & Stacy-Bates, 2007; Jamali et al., 2009; Poulin, 1999; Romero, 2011; Slater, 2010; Snowhill, 2001; Vassiliou & Rowley, 2008).

Advantages

- The internet provides an easy, cost effective distribution method and is available 24 hours a day.
- Fast acquisition of available titles.
- Ebooks are searchable, allowing readers to find specific words or phrases. Searches can be made across individual books or all books in a collection.
- Formatting can be changed to suit the reader's preferences or to improve readability.
- Annotations, bookmarks and other markups are often available and ebooks can offer links to other external electronic sources.
- Ebooks offer the capability of multimedia inclusions.
- Information can often be cut, pasted, printed or saved for later use.
- Access to, and in some cases purchasing of, individual chapters.
- Overheads are minimised with no theft and no repair costs.
- Books need never go out of print and older titles can be digitised and brought back into circulation.

Disadvantages

- Dependence on internet access.
- A continuing lack of standardisation in both ebook software and delivery/reading systems.
- Limited number of ebooks in all academic disciplines, often including the necessary required texts for academic instruction.
- Software, both standalone and browser embedded, is often not user friendly.
- Digital Rights Management (DRM) often incurs restrictions in:
 - access and distribution
 - text manipulation and sharing.
- Potential user lack of awareness or resistance to change reading habits

Academic libraries

Ebook uptake

Despite a growing market, increasing user awareness and advances in technology, the literature finds that many academic institutions have been slow in embracing ebooks. This is surprising considering other e-formats, such as e-journals and e-newspapers, have become established in the academic arena despite initial concerns (Anuradha & Usha, 2006; Ashcroft, 2011).

Berg et al. (2010) make a very compelling observation that may be one major reason that many libraries are experiencing frustration with their patrons' lack of use or confidence with ebooks. They claim that:

“Much of the optimism for the success of electronic books (e-books) seems to stem from linked assumptions that the convenience, usability, and approbation of e-journals will be paralleled in e-books. E-book collections are thus being developed in response to expectations for point-of-need accessibility in the same way that e-journals have.” (Introduction, para. 1).

Library assumptions and expectations aside, major concern stems from not the potential advantages but from certain disadvantages that impact libraries. Foremost is the lack of standardisation in ebook formats, the ways they are made available and the reading software required (Anuradha & Usha, 2006; Ball, 2009; Snowhill, 2001; Wicht, 2005).

Poulin (1999) listed the following major policy concerns for ebook providers and quite prophetically his claims have remained major ongoing issues for over a decade.

- Developing publishing and distribution models that will attract publishers;
- Building sufficient volume of ebooks to interest users;
- Pricing ebooks attractively; and
- Assuring quality in ebook production (p. 79)

Other concerns have developed to add to this list which Slater (2010) summarises in his article's conclusion:

- DRM restrictions
- User friendliness of the reading software and accessibility tools of ebook collections
- Purchasing and distribution models that will attract libraries

These main concerns are leading to a continuing frustration from both the users and the purchasers of ebooks which in many ways is holding back full acceptance and implementation.

The libraries must continue to impress to the vendors, and publishers, their vision of needs that better suit library implementation and end users' desires in both content and technologies (Armstrong, Edwards, & Lonsdale, 2002; Ashcroft, 2011; Blummer, 2006; Borchert et al., 2009; Lynch, 2001; Obradovic, 2006; Romero, 2011).

The one factor common in the literature, with or without libraries impressing their needs to vendors, is that the publishing models are subject to considerable change and evolution (Armstrong et al., 2002; Lonsdale & Armstrong, 2001; Snowhill, 2001; Wicht, 2005).

Ebook promotion

Despite frustrations, ebooks are proving to have a solid place in today's academic libraries. However one of the common threads in the literature is that often library patrons are often not aware of the available ebooks or how to utilise them efficiently (Levine-Clark, 2006). Library promotion and education appears to be a common weakness found throughout the literature. Many authors, especially those who conducted patron surveys, have concluded that libraries need to become substantially more proactive in promotion, education and offering clearer pathways to accessing ebooks (Anuradha & Usha, 2006; Carlock & Perry, 2008; Dinkelman & Stacy-Bates, 2007; Jamali et al., 2009; Lonsdale & Armstrong, 2001; Mincic-Obradovic, 2009; Snowhill, 2001).

Berg et al. (2010) additionally challenges librarians to continue their professional understanding and the needs of their patrons and this belief is echoed by other authors and their findings (Anuradha & Usha, 2006; McKiel, Gibbons, & ebrary, 2007; Tonta, Al, & Soydal, 2010).

“... we must question our assumptions about new electronic resources and how they will be used and understood by their users ... we must keep the user in the forefront and ensure that we are considering how their expectations, skills, and understanding of published material will affect their use of e-books” (Berg et al., 2010, Conclusion, para. 1).

Ebook use

Library ebook collections are growing in size and generally the use of ebooks is on the rise, but recent studies are still showing resistance, a lack of awareness and a preference for print if available (Jamali et al., 2009; Levine-Clark, 2006; Mincic-Obradovic, 2009; Obradovic, 2004, 2006; Tonta et al., 2010; Wicht, 2005). Users who are comfortable with ebooks often keep their reading time short stating discomfort with reading on a screen (Borchert et al., 2009).

Additionally the literature also indicates that results gathered and reported, in regard to ebook use and preference, vary quite substantially between organisations (Anuradha & Usha, 2006; Borchert et al., 2009; Carlock & Perry, 2008; Levine-Clark, 2006; Nicholas et al., 2008; Tonta et al., 2010). Generalisations can be made from these variable results and these in turn can be employed to inform library staff. However the best information for any particular organisation can only come from within and this is where this study aims to uncover the nuances of a particular environment.

Lonsdale & Armstrong (2001) noted that students often perceive academics as their first point of contact and as such they are quite influential in their resource recommendations, a point supported by Borchert et al. (2009). It is this reason, along with other constraints, that this study intends to focus solely on the patron group of academics, with the expectation of opening up avenues for potential future study.

Considerable investment has been placed in subscribing to various ebook platforms and this is increasing with alternative sources and methods of purchase. How these resources are being used has been largely left to anecdotal evidence or inferences drawn from other studies (Ashcroft, 2011). Organisations that have had little consultation with their patrons and provide little avenue for feedback on their choices may indeed be doing their investments a disservice (Romero, 2011).

Conclusion

Ebooks in the academic environment are quickly becoming an established format. The many advantages of the electronic format, available ebook platforms and packages appear to be positive enough for many libraries to commit to their purchase or lease. However the pace of implementation often includes low uptake from users,

misconceptions and dislikes of some of the inherent issues ebooks and their platforms may have.

This research project aims to answer some of the observations raised from the literature and see how the academics at the University of Waikato compare with findings from similar studies.

Areas questioned will reveal the academics' perceived value of ebooks, current use of them and establish how the perceived advantages and disadvantages of the ebook format affect them in their professional work.

The literature also showed that many libraries' consultation, marketing and purchasing practices were not as transparent or effective as they could be. The data gathered by the survey will provide opportunities for the University of Waikato Library to evaluate its own practices and adjust as necessary.

Study objectives

Main research question

The purpose of this study is to investigate academics' perception, uptake and use of ebooks at the University of Waikato.

The study seeks to discover why, and to a certain degree how, academics are utilising, or not utilising, ebook resources available to them from the University's Library. As Berg et al. (2010) states "...more research is needed in order to better understand our users' interactions with e-books." (Future Studies, para. 2).

Therefore the following questions summarise the overall purpose of the survey:

- Are academics aware that the University provides access to ebooks
- How do the academics perceive ebooks?
 - Are they seen in a negative or positive way?
- How do academics use ebooks within their teaching and/or research?
 - What factors hinder or support ebook use?

Research design

A cross-sectional research design utilising a quantitative approach will allow for a study that will uncover particular trends and characteristics, and display them after analysis in a numerical and statistical fashion.

A quantitative study will also allow for a reliable method to replicate the study or utilise it with a different population sample from the same organisation. Elements of the study will be specific to the studied organisation and this unfortunately limits exact replication in other organisations but does create a theoretical foundation for a similar study elsewhere.

Methodology

A quantitative questionnaire survey will be employed to gather the necessary data for analysis. The survey will be tailored to the specific ebook environment currently available at the University of Waikato and accessible by the academics. Ensuring that these specific considerations are catered for ensures data that will yield significant specificity to the study.

The negative to this approach means that the survey loses some relevancy to those who may wish to replicate the study in other organisations, but does offer guidelines for those designing their own study.

The survey approach allows access to a larger sample base, drawn from the available population, to be invited to participate. A larger number of results have the potential to not only draw conclusions from the academic staff as a whole but also on an individual faculty or disciplinary level.

There will be a small element of open ended questions within the survey questionnaire allowing for a small qualitative element. The set of survey questions can be found in Appendix B.

Population and sample

The population of this study will be drawn exclusively from the employees of the University of Waikato. Currently the University employs approximately 2000 academic

and support staff (University of Waikato, 2012a). The study does not intend to deduce any correlations with other local patron groups or with academics at other universities.

The particular sample chosen will be confined to academics who are involved with teaching and/or research as defined earlier. All members of this sample group will be given the opportunity to participate in the study through the means of an online survey.

The approximate number of possible participants will be around 500, made up of full time and part time employees. The actual number of University academic employees changes frequently over the academic year so a snapshot figure will be generated prior to the dispersal of the survey invite. University payroll software will be used to determine this number generated by an authorised staff member.

A recent official University of Waikato staff survey provided response data which will provide a base for a projected response rate for the survey (University of Waikato, 2012b). The percentage of staff from each faculty responding does include both academic and general staff. The response rate average for the six faculties was 67%. This was a highly marketed survey with high expectations being driven from all levels of staff management. I do not expect my survey to have the same impact so a projected response rate goal of at least 25% is anticipated.

Data collection

To achieve a wide range of responses from as many of the faculties as possible a quantitative survey, with some qualitative questions, will be used. The survey will be made available online solely. Making print copies available may increase response rates but the amount of time, effort and cost for this option does not factor favourably for this project.

As many techniques possible will be utilised to potentially ensure a good response rate. Particular emphasis will be placed on highlighting the potential benefits to the learning and teaching environment of the University as a whole from the gathered data.

Internal organisational communication paths will be utilised to disseminate the study's survey. Faculty Dean's will be contacted prior to establishing contact with the administrators. This initial contact is to explain the purpose of the study, seek

permission to survey their staff and utilise the administrators to facilitate the survey distribution.

Survey participation invites will be sent by email utilising faculty and departmental administrators. Each administrator will be approached physically and told of the survey's intent and asked if they would be willing to assist with the email's dispersal. The personal approach should provide a higher level of willingness to assist. I believe that emails sent by a departmental administrator will be more likely to be read and not passed over by the academics than an email sent through other available mass delivery lists. Appendix B details the University of Waikato Faculties and Schools and the categories participants will select in Question 1 of the survey.

Ethical considerations

The research project was approved by Victoria University's School of Information Management Human Ethics Committee. The Ethics Approval form can be found in Appendix D.

Despite the survey being entirely anonymous there was the slight possibility of identifying respondents from any of the open ended questions and comments section. Any comments displayed in the results will be summarised and paraphrased with any identifying factors removed. Additionally some departments have small numbers of staff making possible identification of those participating likely. In order to mitigate this possibility the smaller departments will be grouped with other small departments by similarity in academic discipline.

At this stage I do not intend to follow up the survey with further qualitative exercises so the necessity of requiring further contact details is minimised.

Approach to data analysis

The survey results will be coded into schedules appropriate to each question and largely independent of each other. The majority of questions fall into either nominal or ordinal variables with a few containing characteristics of dichotomous or interval variables.

Overall the questions and associated data will fall into one of the following categories:

- Participant details

- Awareness of ebooks
- Acceptance and knowledge levels of ebooks
- Participant preferences in the use of ebooks
- Qualitative data

Deductions from the analysis of the various categories will begin to formulate trends and characteristics of academics awareness and use of ebooks at the University. The goal is to uncover significant results revealing trends and characteristics of the sample population within the studied environment.

The inclusion of a few open ended questions in the survey is not meant to influence any of the gathered data but to hopefully provide an avenue for the survey participants to add personal observations and other comments.

These qualitative comments will be compiled and grouped into contextually similar groups for further analysis. Uncovered relationships to the statistical results may provide extra qualitative data that could highlight results or lead to further investigation at a later date.

Possible publication venues

Even as a targeted study, the results have the ability to inform the wider information and library community. The analysis trends would make for an informative presentation at a Library and Information Association of New Zealand (LIANZA) conference but a presentation at a Tertiary Libraries Special Interest Group (TELSIG) conference would find a more appropriate overall audience.

Findings could also be published in local Oceanic journals such as the New Zealand Library & Information Management journal or the Australian Academic & Research Libraries journal.

Section 2: University ebook details

This section outlines ebook availability at the University of Waikato, the sources that provide them and any notable features or constraints. The answers provided by the survey respondents will be strongly influenced by these ebook collections and their respective intricacies.

Ebooks are discoverable by searching the Library Catalogue, utilising Library Search, a discovery layer product (Serials Solutions, 2012), or by searching directly through any particular subscribed database.

Apart from those titles available as Digital Rights Management (DRM) free PDF downloadable files, all ebook platforms restrict printing in some form. In most cases the restrictions are to a single chapter or a set number of pages and these parameters are very close to actual New Zealand Copyright restrictions.

Ebook sources

Ebrary

Number of titles

Approximately 90,000 multi-disciplinary titles comprised of titles from the Ebrary Academic Complete package, titles made available through a Patron Driven Acquisition (PDA) trial and titles purchased as permanent acquisitions.

Display and downloading capability

Titles are either multiuser or single user with only multiuser titles able to be downloaded for offline reading. Downloading is also restricted by some publishers and some titles are not available as multiuser purchases.

Ebrary titles are read through an internet browser interface and are displayed in a page turning environment. One page is displayed at a time and is turned by the click of a button.

The ebrary Reader is an alternative method to displaying and reading the ebook. It allows the title to be read in a standalone window and offers all the regular ebrary features and a little more flexibility in resizing the book but requires a small software installation.

Features

The following features are activated once you sign in with a personal account (free to register):

- Annotation (permanently stored on your reading copy of the title)
- Adding titles to your account's persistent bookshelf
- Downloading a chapter or a series of selected pages (restricted number of pages) in PDF format
- Downloading the title (if available) for reading on other software or devices utilising Adobe Digital Edition's (ADE) DRM.

You do not have to sign in with a personal account in order to read the ebook but the above features will not be available until you do.

Ebrary also offers a tailored App for both Apple's iOS and Google's Android operating systems. Titles may be read directly on the mobile device or, if available, downloaded to the device for a period of up to 14 days. The title will expire after the given time but is available to download again. No annotation features are available on the ebrary App.

EBSCOhost's eBook collection***Number of titles***

Approximately 300 multi-disciplinary titles are available in this collection. Ebooks purchased for this collection are purchased as single user, three-user or unlimited user access.

Display and downloading capability

EBSCO titles are read through an internet browser interface and are displayed in a page turning environment. One page is displayed at a time and is turned by the click of a button.

Downloading is available for single and three-user titles using ADE DRM but this function makes the title inaccessible to other readers, so in essence this functions similarly to print book borrowing.

Features

Once signed in to your personal EBSCO account the interface offers:

- limited annotation capabilities – account stored notes that link back to the ebook
- adding the title to your account's bookshelf
- bookmarking using a variety of social media software ie Twitter, Facebook

Safari Books Online***Number of titles***

This collection holds approximately 100 titles based on a credit system and are selected and changed if necessary on an annual basis. The titles available consist of technology, digital media, and business books. The titles are available for multiuser viewing.

Display and downloading capability

All titles are multiuser but not available for download. The titles are displayed and read through the internet browser and are displayed as a page scrolling interface, similar to how a regular PDF file is read.

If accessed through a mobile device's internet browser fewer display options are available and reading is done in a page turning environment.

Features

There are no annotation capabilities on Safari titles.

Publisher's databases

Most titles available through the variety of publishers' databases are offered as a DRM free PDF download with multiuser access. The title is often available as download by individual chapter or as a whole ebook, making them accessible on any computer or mobile device capable of viewing a PDF document.

Reference databases

CREDO reference and Oxford Reference Online are the two main reference databases utilised at Waikato University.

- CREDO offers just over 600 reference ebooks
- Oxford Reference offers just over 200 reference ebooks

Each reference ebook from these two databases has its own catalogue record and can be searched or discovered by title. As distinct reference databases the ebooks held within their collections can also be directly accessed through their database interface. However the ebooks' actual use is distinctively different from regular chapter based ebook titles as the user is largely searching for entries from such items as encyclopedias, dictionaries, thesauri and books of quotations.

Miscellaneous

Other subscription databases often have ebooks available in their collections. These are often not listed through the Library's catalogue but are discoverable by searching through the individual databases or through Library Search.

The majority of these ebooks are fully downloadable in PDF format making them accessible on any computer or mobile device capable of viewing a PDF document.



As a final note the discovery software the University employs, called Library Search, acts as a very efficient tool for revealing the majority of ebooks we have access to. Discovery software allows simultaneous searching of multiple subscription databases, the Library catalogue and other compatible sources of information (Serials Solutions, 2012). When the appropriate search filters are employed over 125,000 ebook titles are discoverable through this searching interface.

Section 3: Survey results & analysis

This section displays the results from the survey, summaries of any comments, and initial analysis of the results.

The online survey was comprised of 16 questions, two of which provided a branching route dependent on the respondent's choices. This branching logic is detailed below in Table 1.

Table 1. Survey design concept

Participant details			Ebook awareness statements			Use & usage patterns			Acceptance and knowledge levels of ebooks						Have your say
Q1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
x	x	x	Yes	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	Yes	x	Never						x	x	x	x	x
x	x	x	No									x	x	x	x

The survey received 108 responses from an approximate population of 500 academics. The actual total of possible respondents that received the survey is difficult to establish. The faculty and school administrators utilised to disseminate the survey use different procedures to contact the large groups of staff they normally communicate with. However all were able to reach the primary population sample of lecturer through to professor and in most cases able to reach those academic staff employed in various research units or centres.

At the time of the survey the University had 764 staff employed under the “Academic Staff Collective Employment Agreement” (University of Waikato, 2010). However the majority of survey recipients were likely to fall under Grade 3 or higher of this agreement, lecturer to professor, and this numbered 472 staff. As a number of research units were also invited to participate in the survey, and as it is not known how many staff were contacted by their administrator, an approximation of 500 recipients was decided upon.

This approximation would give the survey a response rate of around 21%.

Question 1: “I am a staff member in the following area”

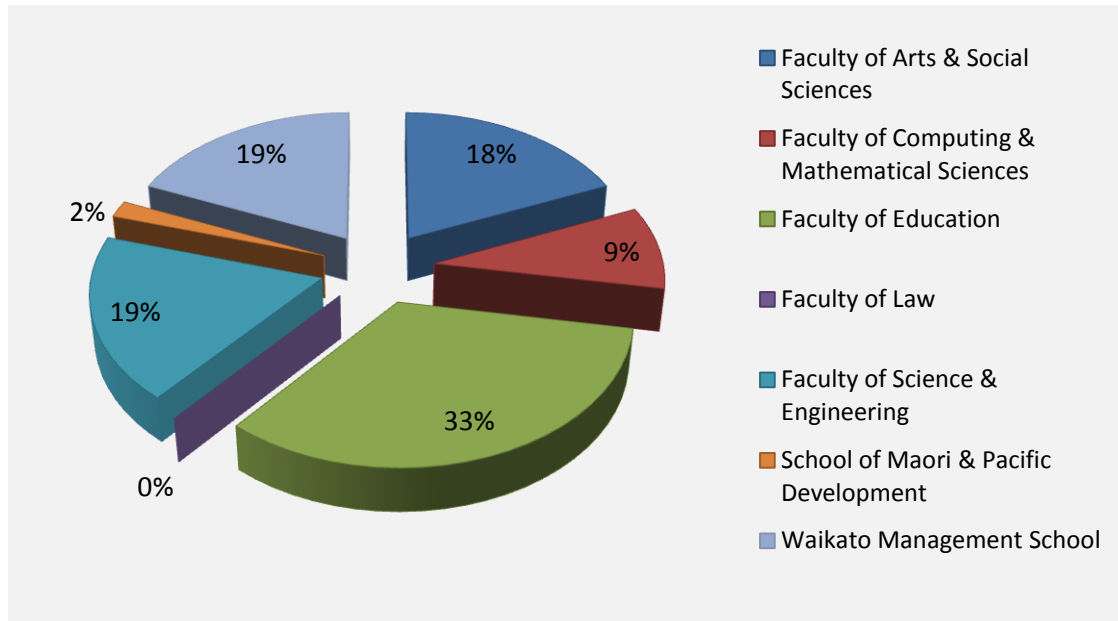


Figure 1. Staff member affiliation

- 108 total responses
- Not all recipients provided their full faculty breakdown if it was applicable.
- Not all divisions of each Faculty or School responded.

The spread of responses from the faculties and schools surveyed provides a reasonable representation of the University’s academics. One faculty provided no responses and other faculties had no responses from various schools or departments. The individual faculty response results can be viewed in Appendix F.

The gaps in responses lead to a lack of opinions from parts of the University’s academic community regarding ebooks. Any University group, such as the Library, using the findings of this research to enhance their services or processes, should endeavour to contact those who did not respond to the survey in order to seek a more comprehensive perspective.

Question 2: “My job includes”

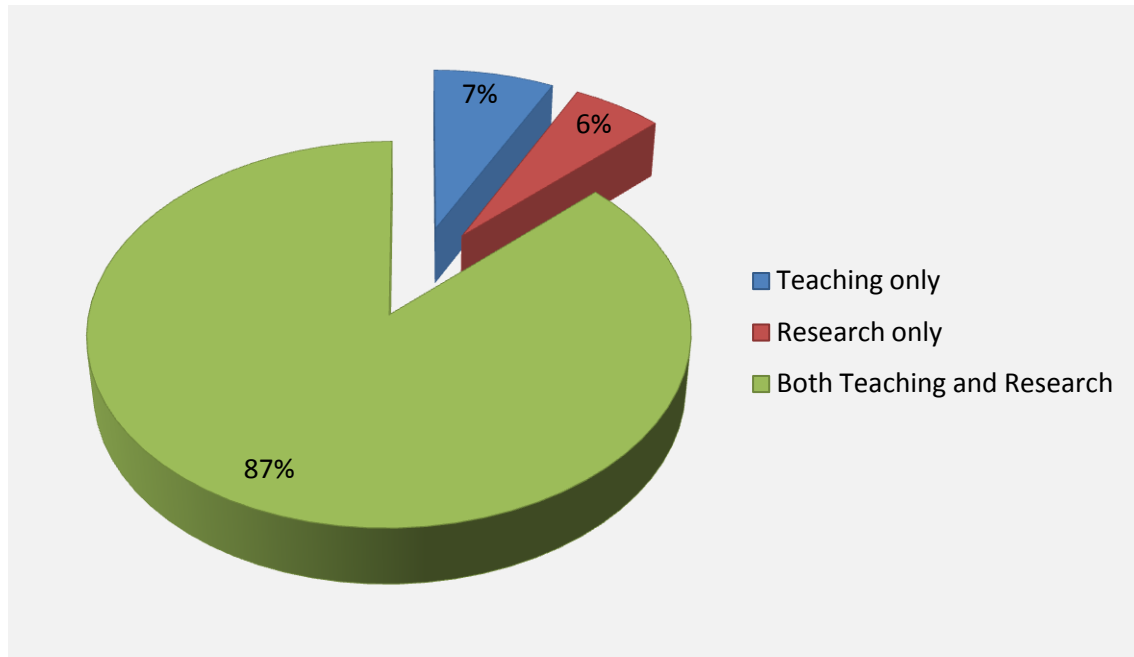


Figure 2. Staff member roles

- 108 responses

Respondents involved in both teaching and research make up 87% of the responses. Inclusion of the 7% who only teach brings the total of teaching staff to 94%.

The primary purpose of this question was to gauge the amount of contact survey respondents have with students. Academic staff are perceived by students as being their primary point of contact for guidance with study resources and concerns (Borchert et al., 2009; Lonsdale & Armstrong, 2001). The teaching academic is therefore a highly influential person when it comes to promoting, or not, a resource format such as ebooks. Academic teaching staff at the University of Waikato are no exception.

Question 3: “I teach students in the following modes”

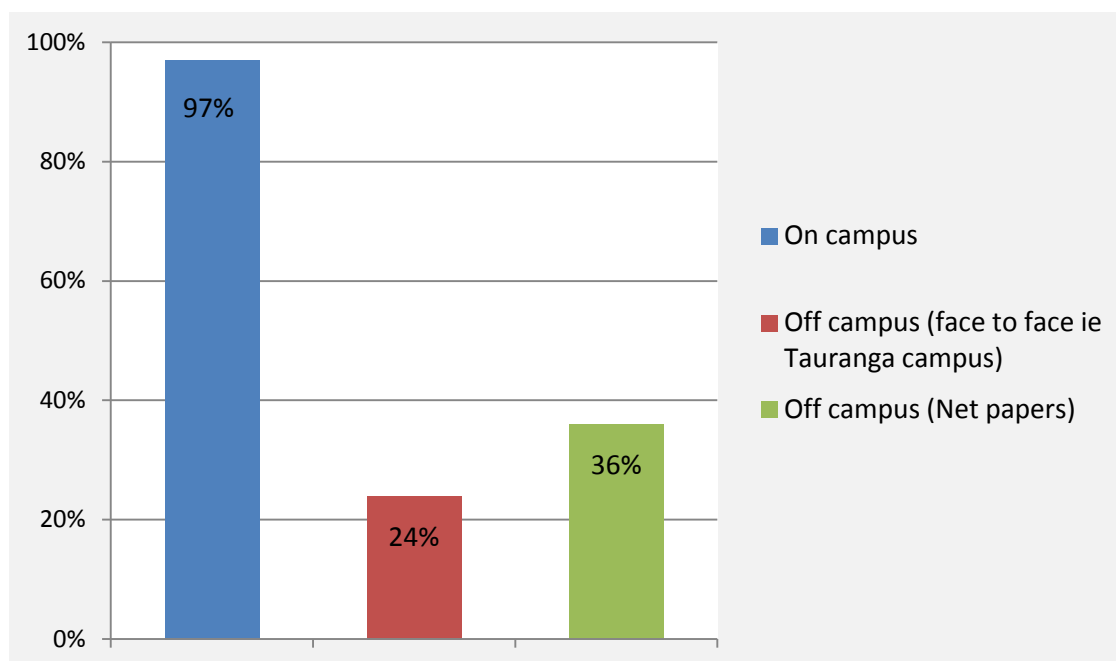


Figure 3. Teaching modes

- 101 responses
- Respondents indicated all of the items that apply.
- Figure 3 shows the percentage of respondents who selected each item

This question’s purpose was to gauge the amount of off-campus teaching modes compared with on-campus teaching. Course structures need to cater to the many variables that make off-campus teaching different from on-campus teaching. Access to resources necessary for teaching and study purposes is a key variable that needs considerable thought. Online resources offer access from any location with an internet connection and ebooks fulfil this role admirably.

On-campus teaching is the predominant mode with 97% of teaching respondents. On-campus staff and students have the convenience of immediate access to the print resources along with access to all digital resources. They also have the opportunity to utilise available technology, such as computers, made accessible by the University.

Of those that teach off-campus 24% do so in a face to face role and 36% teach in Net papers entirely online. Students who learn off-campus entirely in an online environment are largely dependent on study resources being made available electronically, supplied in print form, such as Course Readings, and having to request Library print materials mailed to them. Providing copies of material electronically or in print form is of course

dependent on Copyright conditions and can at times be restrictive to what the teacher wants to provide.

Off campus students based at a University satellite site, such as the Tauranga campus at the Bay of Plenty Polytechnic, can draw from print resources at that site's library. However the range of titles is not as exhaustive as those available at the University's Library. These students also rely heavily on material being made available to them in the same way as the online students mentioned earlier. All off-campus based students can request print resources to be sent to them from the Library but they are unable to access any not-for-loan titles such as Course Reserve items or Reference material.

The convenience of accessibility offered by ebooks certainly benefits off-campus students. With a range of 24% to 36% of teaching occurring in an off-campus environment serious consideration of the negative perceptions and realities of ebooks need to be balanced carefully with the obvious benefits.

Question 4: "I am aware that the University Library provides access to ebooks"

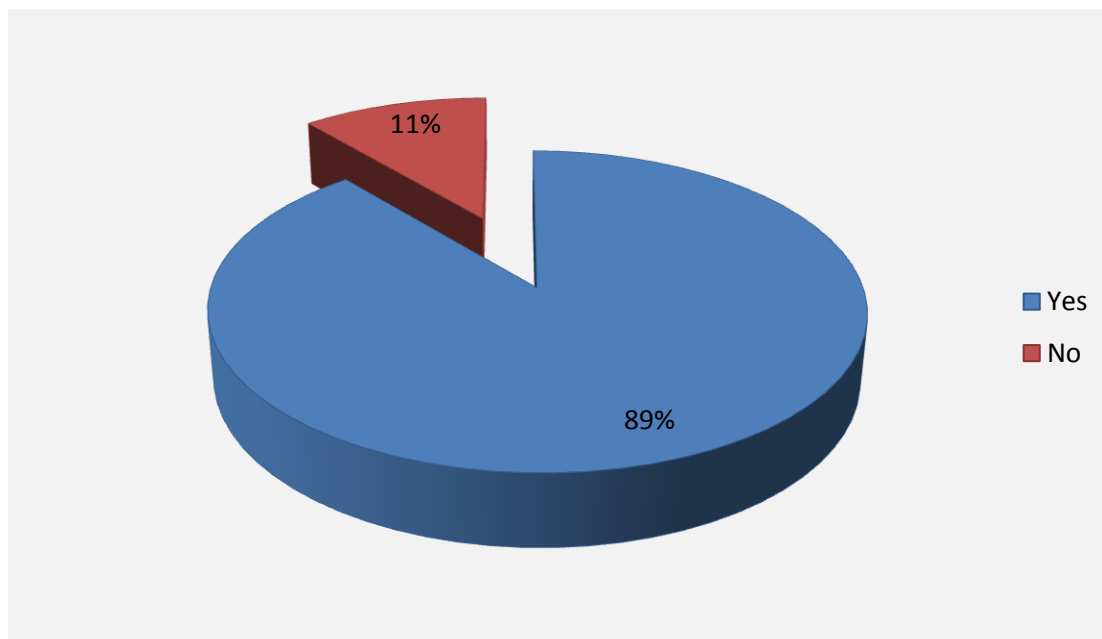


Figure 4. Awareness of ebook availability

- 108 responses

A total of 89% of the respondents stated that they were aware that the University Library provides access to ebooks. This is a promising figure and compares favourably with similar studies (Borchert et al., 2009; Levine-Clark, 2006) who report lower awareness percentages. However the higher awareness reflected in this study may not be surprising considering the overall increase in exposure of ebooks and ereaders over the last few years. The fact that 11% were not aware does show that an awareness campaign is still necessary and possibly clearer, or more obvious, indications of ebook resources on Library webpages.

Question 5: “I initially find out about ebooks provided by the University Library through”

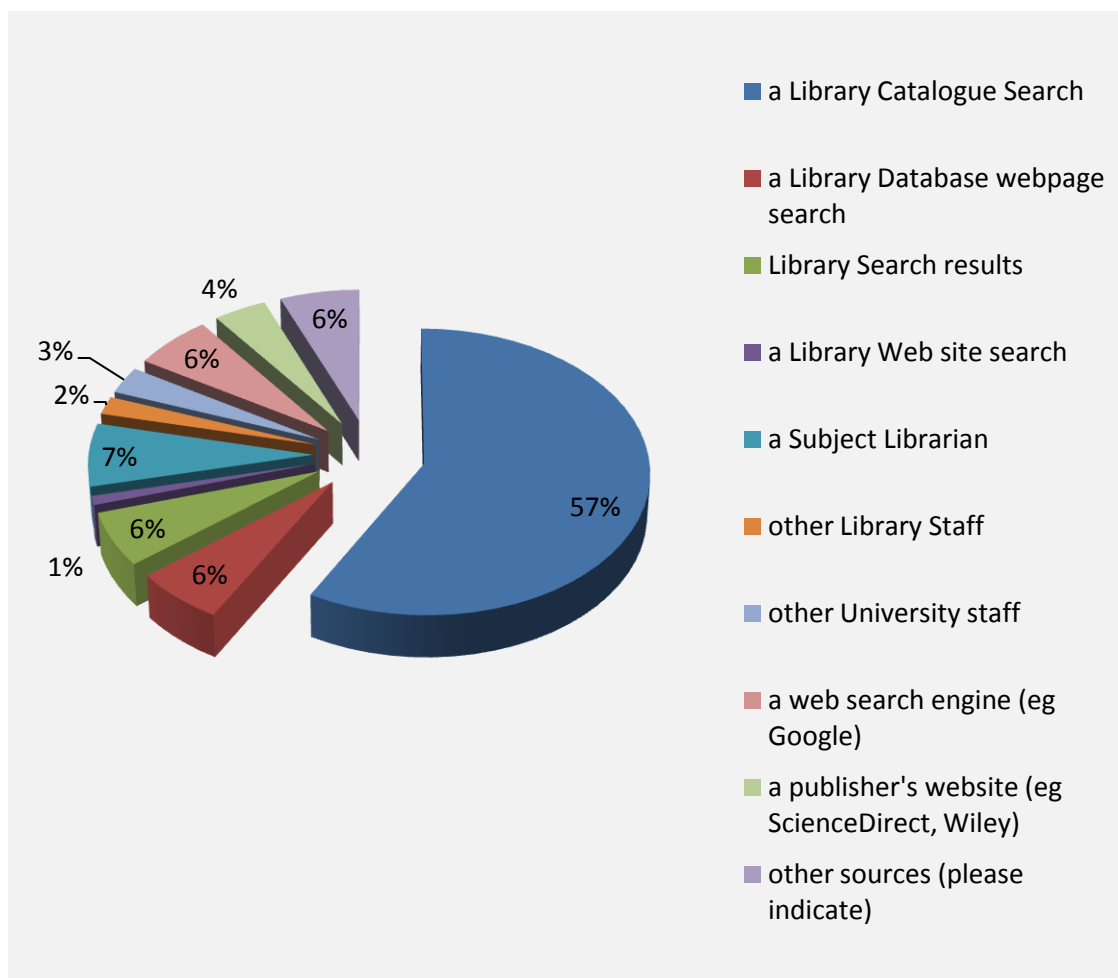


Figure 5. Finding out about ebooks

- 96 responses

As new ebook titles become available or even as current titles are being exposed, academic staff are largely finding out about these titles through the Library resources. A Library Catalogue search is used as a primary discovery tool by 57% of the respondents. A total of 13% find out from other Library web resources and 9% from Library human resources. Overall the Library caters for 79% of ebook discovery which clearly shows the importance of the Library in making ebooks accessible and discoverable.

While the Library Catalogue and specific databases are excellent ways to discover new and current ebooks, the Library Search tool is probably the most efficient tool the Library has to offer for ebook discovery. With only 7% of respondents utilising this search tool as a primary method of ebook discovery, it is clear that more education about Library Search is necessary.

“Other” responses include the following summaries and notes of interest:

Five responses

- No idea
- From seminars, course outlines, book of readings (60% of responses)

Note: This question was mislabelled and was meant to say “I initially **found** out about ebooks provided by the University Library through.” The intent of the original question was to gauge which primary source initially lead the respondent to ebook resources at the University.

The mislabelled question still made sense in the actual survey largely now referring to how respondents now find out about the inclusion of newer titles. However as one respondent made note this particular wording would better suit a multiple selection approach.

For those considering using this question for their own studies it would be important to decide on the desired response intent and adjusting the question wording or response options accordingly.

Question 6: “I have used an ebook provided by the University Library”

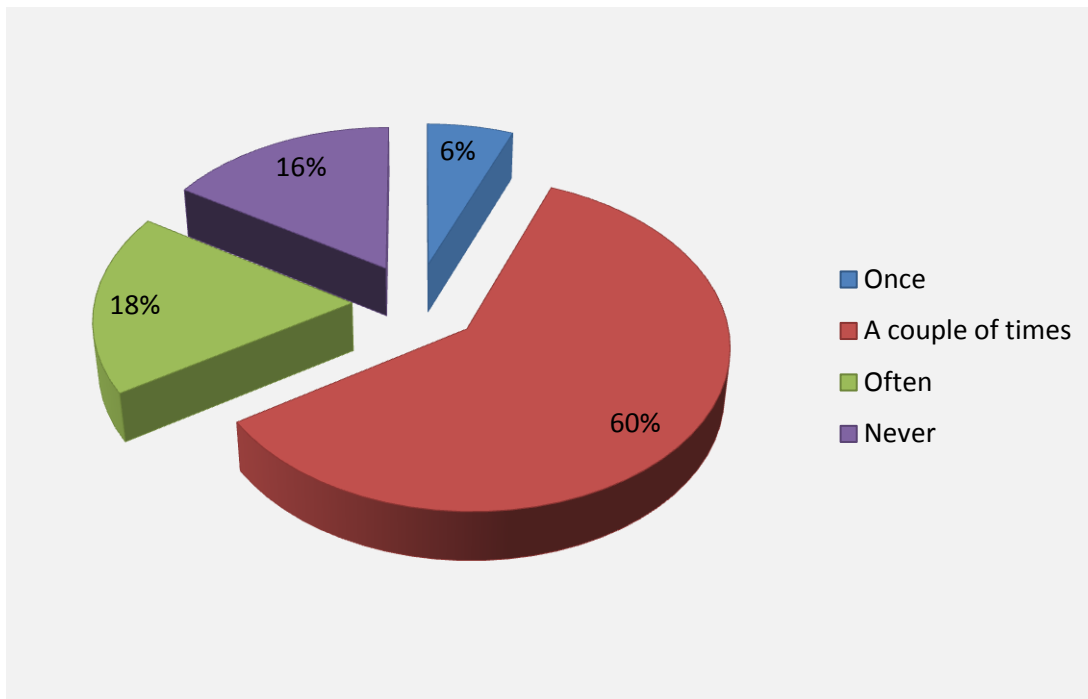


Figure 6. Use of ebooks

- 96 responses

Ebooks have been used by 84% of respondents aware of ebook availability. Only 18% use ebooks “Often” with the majority of respondents at 60% using ebooks “A couple of times”. A total of 16% of respondents have yet to use an ebook for either a teaching or research need.

These figures vary slightly when compared against similar studies (Borchert et al., 2009; Levine-Clark, 2006; Nicholas et al., 2008) but as a general comparison this study’s respondents use ebooks more often overall but with less intensity.

Comparative studies used from two to five response choices for this question. This study chose five categories but as the results show 60% of the responses were in the “A couple of times” category and an extra category might have defined use a little more clearly. The additional option might have spread the results out between the “Often” and “A couple of times” categories allowing a more precise snapshot of current ebook use by the respondents.

Question 7: “When reading ebooks I usually read:”

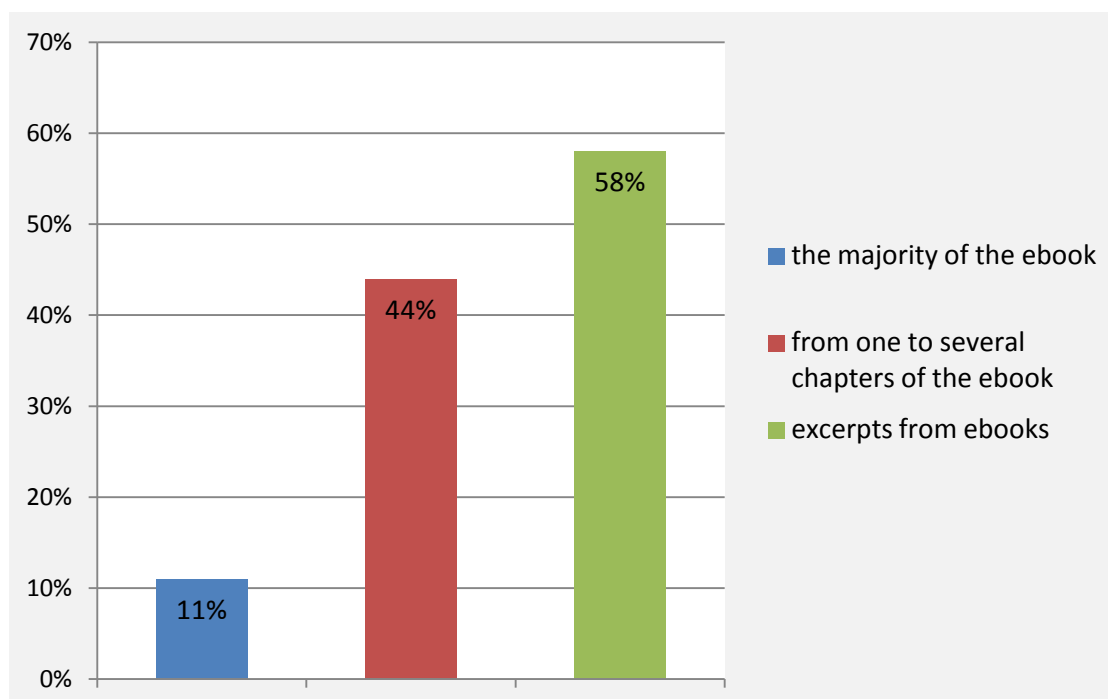


Figure 7. Amount of ebook read

- 80 responses.
- Respondents indicated all of the items that apply.
- Figure 7 shows the percentage of respondents who selected each item.

The purpose of this question was to gauge the respondents’ general reading preferences when using ebooks.

The results show a clear pattern of ebook use from the respondents. Only 11% of the responses showed use of ebooks for long reading sessions involving the whole or majority of the ebook. Reading a few chapters was indicated by 44% of the responses, with the main reading preference of ebooks being for excerpts and shorter reading times as shown by 58% of the responses.

These results were proportionally comparable with similar studies’ findings (Borchert et al., 2009; JISC, 2009) but what is not evaluated is if these reading patterns are actually similar when using print books. Levine-Clark (2006) comments that “similar, though limited, research into reading patterns for printed books shows comparable habits for readers of all books” (p. 298) and suggests further research would be useful. Nicholas et al. (2008) echo these comments and go onto say that “perhaps ebooks actually meet information needs far better than print books” (p. 332).

If the current use of ebooks favours a few chapters or excerpts then this reveals an important ebook purchasing variable. Ebooks that favour titles that are edited or have sections that benefit a specific paper or research topic would make smarter purchasing choices. If the ebooks available to academics suit the predominant reading preferences then higher use of ebook resources may occur. With other literature remarking that reading patterns may not actually be that much different with ebooks than with print, perhaps caution should be applied to acting on observations from this questions results.

However as noted earlier, the ebook publishing arena is a rapidly evolving environment. The current ebook display technologies may change to ease the common complaints about reading on-screen. In the meantime purchasing strategies by the Library should not only cater for immediate and short term academic needs and preferences, but also maintain a mindful eye to future ebook and technological developments.

Question 8: “When reading the whole or part of an ebook I prefer to”

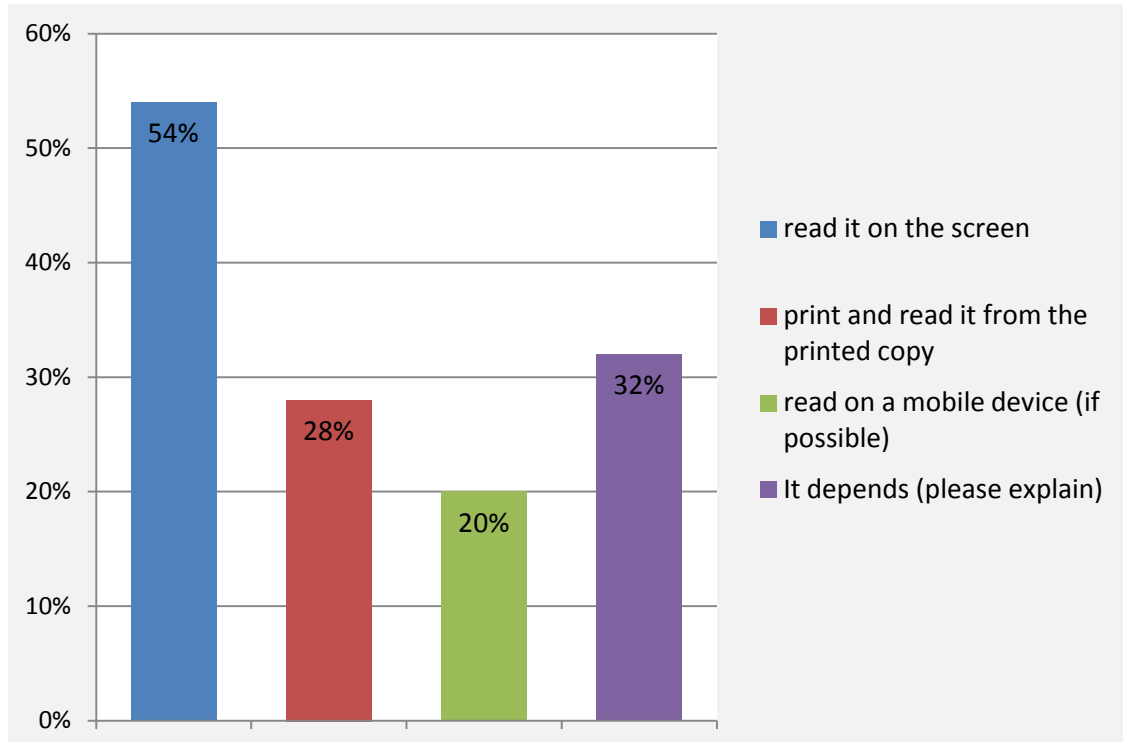


Figure 8. Ebook viewing preferences

- 81 responses
- Respondents indicated all of the items that apply.
- Figure 8 shows the percentage of respondents who selected each item

Just over half the respondents at 54% prefer to read an ebook on the screen with 20% preferring to continue with a digital environment and read the ebook on a mobile device if possible. The amount of text being read also dictated the preferred reading style supporting the results shown in Figure 7.

A printed copy of the ebook is preferred by 28% of the respondents. This print preference is continued from many comments supplied by the “It depends” category. In depth reading, issues with technology or poor ereader software and printing restrictions are all mentioned areas that hinder on-screen reading and continue to provide a preference towards the printed format.

Preferences aside, a need for continuing education about ebooks, their respective technologies and perceived issues becomes apparent from the comments. The restrictions often encountered when reading ebooks are not the fault of the University but from limitations imposed by the publishers and/or the vendors’ ebook reading platforms. The inconveniences of not being able to print are actually in-built restrictions catering for copyright restrictions and this becomes a legal and ethical scenario. All countries have varying copyright conditions and this complicates implementation in ebook reading software that is used internationally. A one size fits all implementation is therefore seen as the most convenient model for publishers and vendors.

As mentioned earlier the vision of needs that better suit library implementation and end users’ desires, in both content and technologies, must be impressed on the vendors and publishers by libraries and patrons alike (Armstrong et al., 2002; Ashcroft, 2011; Blummer, 2006; Borchert et al., 2009; Lynch, 2001; Obradovic, 2006; Romero, 2011).

“It depends” responses include the following summaries and notes of interest:

26 total comments.

- 42% of comments related to the amount of text being read
 - In depth reading, a chapter or more, often initiated printing or desire for a print book version
 - Online reading was preferred for quotes, a skim read or other small reading amounts
 - Would print if it’s worth keeping or will refer to excerpts at a later date
- 15% of comments mentioned the respondent’s location or access to reading tools

- The physical location of the respondent, access to and type of reading tools available determined the reading mode.
- 30% of comments mentioned hurdles encountered and dislikes of ebook reading software
 - The ereader interface is horrible (no mention of which one); not easy to read and the display and format are poorly presented
 - Restrictions put in place by the University hinder the full access to ebooks
 - Would print more if in-built restrictions were lessened
 - Don't like the ebook reading format
 - The need to create a new login to enable ebook saving is unnecessary and an unwanted hurdle
- A few miscellaneous comments
 - Have not read an ebook as the software does not work on my computer
 - Searching ebooks is easier than searching print books. If available will use an ebook version of a print book to quickly find relevant information.

Question 9: “I mostly access ebooks provided by the University Library”

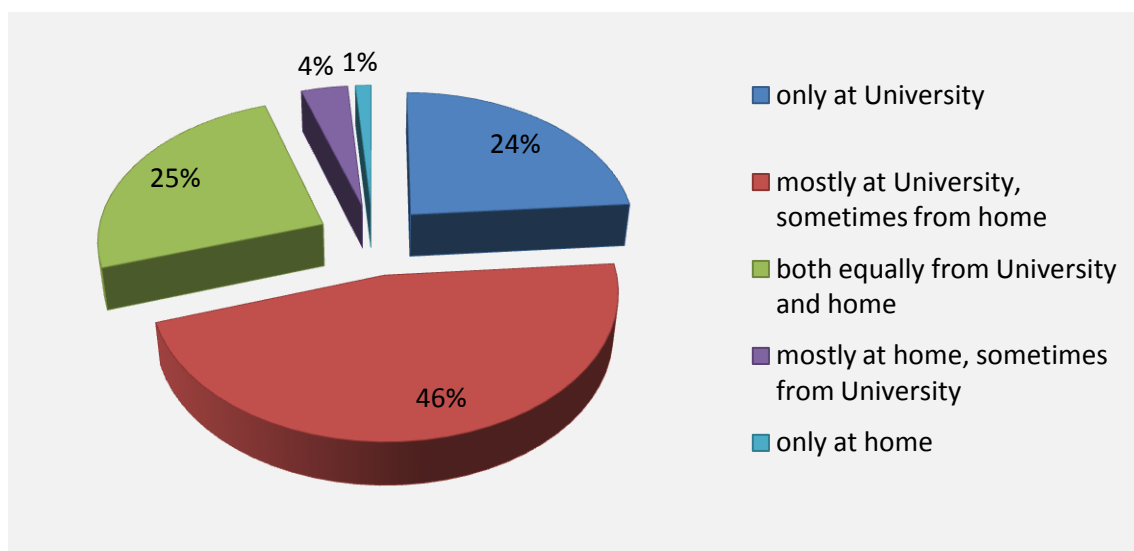


Figure 9. Location of ebook access

- 80 responses

The results show a majority of respondents at 70% mostly access ebooks from the University environment. Home access as the predominant location caters to the

remaining 30% of respondents. However a total of 75% of respondents will use both environments for their teaching and research needs.

The reliance on University technology and internet access is apparent from these results. Support for academic staff in accessing ebooks through and with University resources is provided by many support groups including, but not restricted to, the Information Technology staff and Library staff. The familiarity of equipment and resources from on-campus enhances the ability to support issues.

However, when academic staff work from their home environment where they utilise their own technology and internet access, consistent support becomes less readily available. Additionally the technology utilised also begins to vary quite substantially from the on-campus environment. In order to continue to efficiently use the online resources crucial to academic work, staff require an increasing awareness and familiarity of the tools used to access and implement these resources.

Many of the solutions to assisting academics in gaining this awareness and familiarity are beyond the scope of this study. However it is clear that any support the University can offer should extend to assisting academics working in an off-campus mode. Supporting the needs of academics with a wider variety of research tools, technologies and practical knowledge will create an accommodating and seamless working environment for them.

Question 10: “I have used an ebook relevant to my primary subject area”

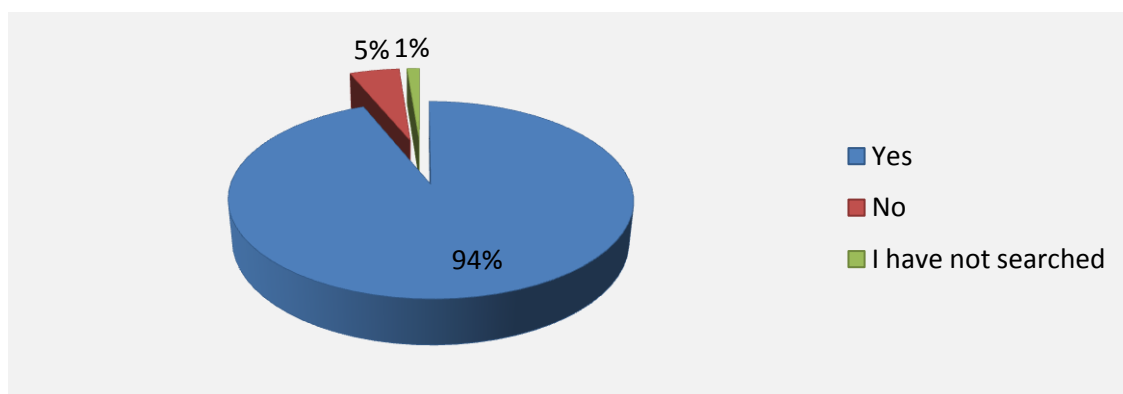


Figure 10. Ebook subject relevance

- 81 responses

Of respondents that have used an ebook 94% replied that it was of relevance to their primary subject area. The results show that the current ebook range available to academics generally caters for the wide disciplinary needs of the University.

The question also does not delve into the appropriateness of the ebooks or how they were used. Further investigations involving those who omitted survey responses, and at gaining more knowledge around the opinions of usefulness of current titles, would benefit Library purchasing decisions.

Question 11: “I am using ebook(s) in my course materials or course readings”

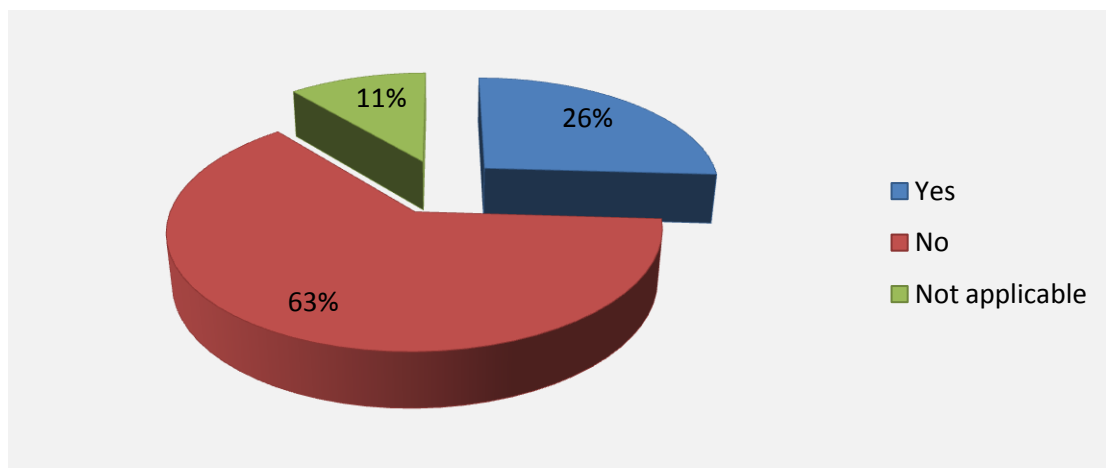


Figure 11. Use of ebooks for course material

- 81 responses

Excluding the “Not applicable” responses we end up with the modified percentages of Yes= 29% and no= 71%. This is a surprising result that would benefit from further investigations to find out why ebooks are not being utilised more, especially considering a high proportion of respondents have used an ebook relevant to their subject area as seen in Figure 10.

Explanation of the display of data from Questions 12 and 13

Questions 12 and 13 both utilise a 5 point Likert scale. An additional sixth indicator, “Does not apply”, was included for respondents to use if they felt it necessary to omit a response. Bryman (2008) states that “the goal of the Likert scale is to measure intensity of feelings about the area in question” (p. 146), so to clearly show this intensity of feeling I have chosen to display the results using a net stacked distribution diagram (Marriott, 2011).

This method of visualisation ignores the neutral responses and rather focuses on the positive and negative responses aligning them on either side of a central axis. Responses to the left of the central axis are the “negative” responses and the “positive” responses to the right of the central axis. Additionally the results are displayed with a depth of colour to highlight the intensity of the responses, starting lighter at the axis with the less intense response and darker colour for the more intense responses.

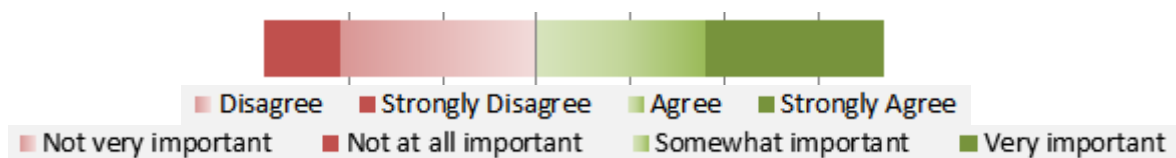


Figure 12. Net stacked distribution example

Each bar represents the total percentage of respondents who responded in a non-neutral fashion. Neutral responses included the middle Likert scale indicator “Neutral” and the additional “Does not apply” indicator. With this in mind, a short response bar reflects the fact that there is a high number of neutral responses. As the display focus is on the intensity of feelings this omission of neutral responses, though of interest, is a necessary exclusion in order “to ensure that the understanding provided by visualization isn’t distorted by those who are indifferent” (Marriott, 2011, para. 5).

The full range of responses, which include the “Neutral” and “Does not apply” categories, are detailed in Appendix G and Appendix H.

Question 12: “When doing your academic work, how important are the following ebook features: (If you have never used an ebook, how important would these features be if considering using one.)”

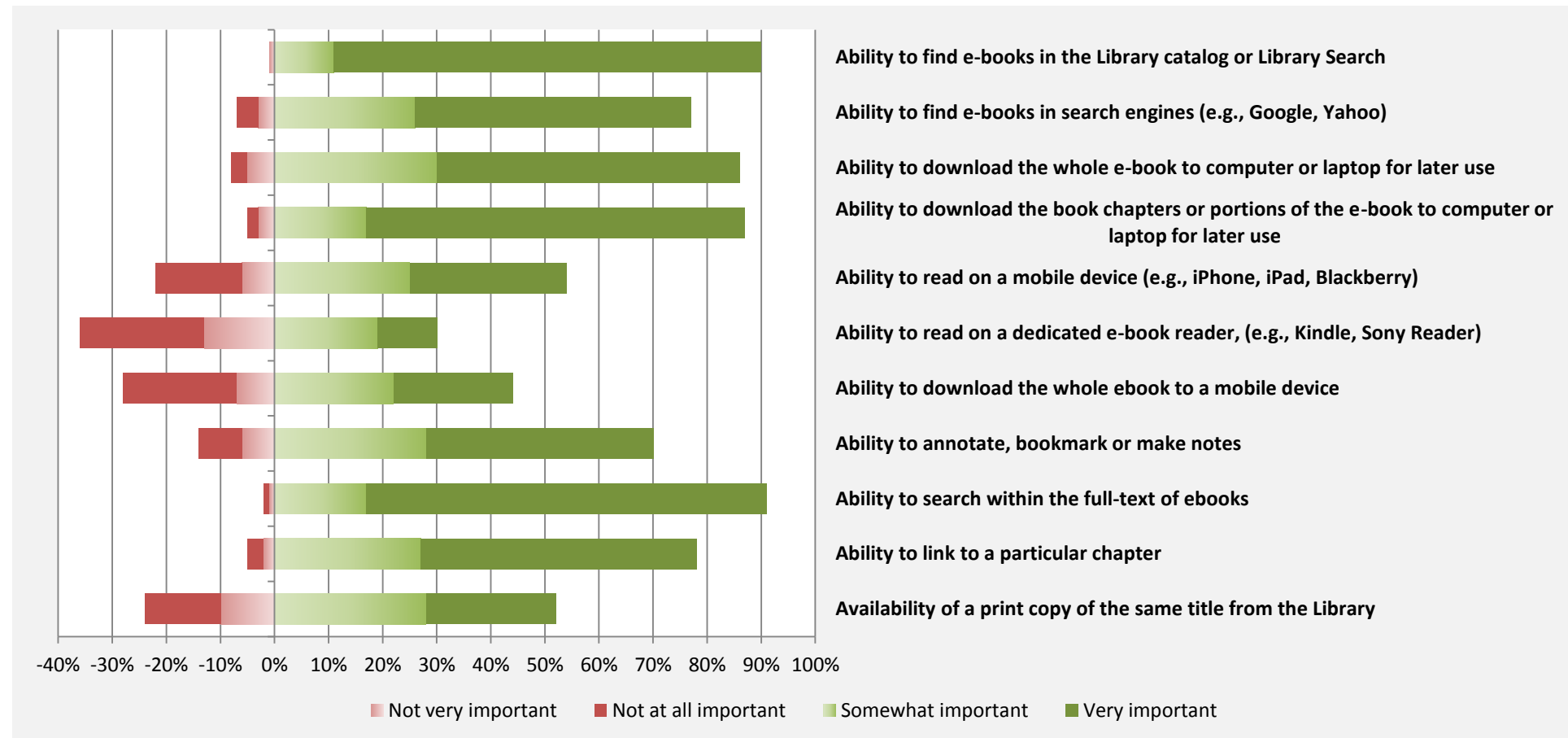


Figure 13. Importance of ebook features

- 96 responses
- Respondents rated each item on a scale of 1 to 5, where 1= Not Very important and 5 =Very important. A “Does not apply” option was also included. The above chart (Figure 13) displays each item as a bar representing the net total percentage of respondents who replied in a non-neutral fashion. Analysis of the results for this question’s individual statements will focus on the overall importance or non-importance of the respondents’ choices.

1. Ability to find e-books in the Library catalog or Library Search

Not important = 1% Important = 90%

An importance response of 90% clearly shows that respondents value the Library’s primary search tools as key to ebook discoverability.

Being able to successfully and easily locate ebooks for academic work is important for efficiency. Visibility and accessibility is also key to assisting a good return on investment with individual ebook and ebook package purchases.

2. Ability to find e-books in search engines (e.g., Google, Yahoo)

Not important = 7% Important = 77%

A clear importance response of 77% shows that supplementary searching tools are useful in assisting academics in finding ebook titles.

Many general internet searches do not provide full ebook access however and therefore are just acting as informational tools in aiding the academic’s decision towards purchasing. This knowledge is worthy of sharing with Library staff responsible for purchasing titles as the collaborative effort benefits the academic, their information needs, makes efficient use of book budgets and is instrumental in creating a meaningful and useful ebook collection.

3. Ability to download the whole e-book to computer or laptop for later use

Not important = 8% Important = 86%

With an importance response of 86% the respondents reveal the desire and need for flexibility when working with ebooks on the most common workplace tool, the computer.

Downloading an ebook title, where available, offers the user the ability to read in an off-line environment and often the ability to view the ebook with alternative reading software. Despite the inherent flexibility downloading an ebook offers this function is often limited or not allowed by the publishers and vendors.

4. Ability to download the book chapters or portions of the e-book to computer or laptop for later use

Not important = 5% Important = 87%

The importance of being able to selectively download portions of ebooks is rated with an importance response of 87%. This is a similar function to statement 3 above and the overall intensity of response is only slightly higher than statement 3 above. However the overall percentage of “Very Important” is larger at 70% compared to statement 3’s 56% “Very important”. This supports the predominant preference in reading excerpts or a few chapters from an ebook as shown on Figure 7. The downloading restrictions applied by publishers and vendors, mentioned earlier, also apply to this category.

5. Ability to read on a mobile device (e.g., iPhone, iPad, Blackberry)

Not important = 22% Important = 54%

Most respondents value the flexibility of reading ebooks on other portable devices with an importance response of 54%. With a neutral response rate of 24% and 22% intensity of non-importance, the desire or need to read on a mobile device is not an important factor for many academics. This importance may change in the future with increased saturation, accessibility and support of mobile devices.

6. Ability to read on a dedicated e-book reader, (e.g., Kindle, Sony Reader)

Not important = 36% Important = 30%

Response percentages were quite close with a slight non-importance result being the largest at 36%. Neutral responses rated at 34% in this statement.

Despite the possibility of extra flexibility when reading ebooks on alternative devices, the dedicated ereader does not impact as a large factor with most academics.

7. Ability to download the whole ebook to a mobile device

Not important = 28% Important = 44%

Respondents' choices place an importance result of 44% for this feature revealing a desire for flexibility in reading ebooks if available. There was a 28% non-importance response and a 28% neutral response which reveals that the respondents overall do not place this feature highly desirable. However the neutral and negative responses could be a factor stemming from the lack of ownership and/or current patterns of personal use of mobile devices within an individual's work routine. Determining ownership and use of such mobile devices by academics with their work could be a further area of investigation to complement this study's results.

8. Ability to annotate, bookmark or make notes

Not important = 14% Important = 70%

A clear importance response of 70% shows that the respondents value these features in supporting their use of ebooks.

In moving from a print environment to an online or digital environment the academic faces a major shift in how they read, take notes and preserve the continuity of their work processes. The ability to replicate processes in the digital environment certainly helps with the change of habits and techniques. However these features are not always provided by publishers and vendors and are highly dependent on the complexity and versatility of their provided reading software.

9. Ability to search within the full-text of ebooks

Not important = 2% Important = 91%

An importance response of 91% clearly shows that respondents value the flexibility of searching within the full text of an ebook.

This service essentially replaces the traditional index of a print book but offers far more scope when searching the ebook. This feature also strongly supports the overall prevalence of respondents' largely reading excerpts or a few chapters from an ebook as shown on Figure 7. Full text searching allows a reader to identify if the ebook is

appropriate to their needs from key word searching, and if appropriate, directing them to the specific areas of the ebook for reading, downloading or printing.

10. Ability to link to a particular chapter

Not important = 5% Important = 78%

An importance response of 78% shows that this feature is significant to the respondents.

Returning to a desired chapter, or possibly even a specific location in the text, is an important function in the digital world just as it is when using print books. There is also the added capability of sharing a digital link with others, such as colleagues or students, who have access to the ebook.

11. Availability of a print copy of the same title from the Library

Not important = 24% Important = 52%

Clearly the 52% importance response shows the respondents desire for book format flexibility. The intensity of the importance is almost equally divided with 28% claiming “Somewhat important” and 24% claiming “Very important”.

The transition from print to ebook formats is one that is revealing mixed feelings from the academic community. Providing copies of a title in both ebook and print format is a technique that can ease the transition pains some academics are facing. Those concerned with budgets and purchasing choices will need to pursue this option with careful moderation and collaboration with other involved parties.

Question 13: “Select your response to the statements using the following scale”

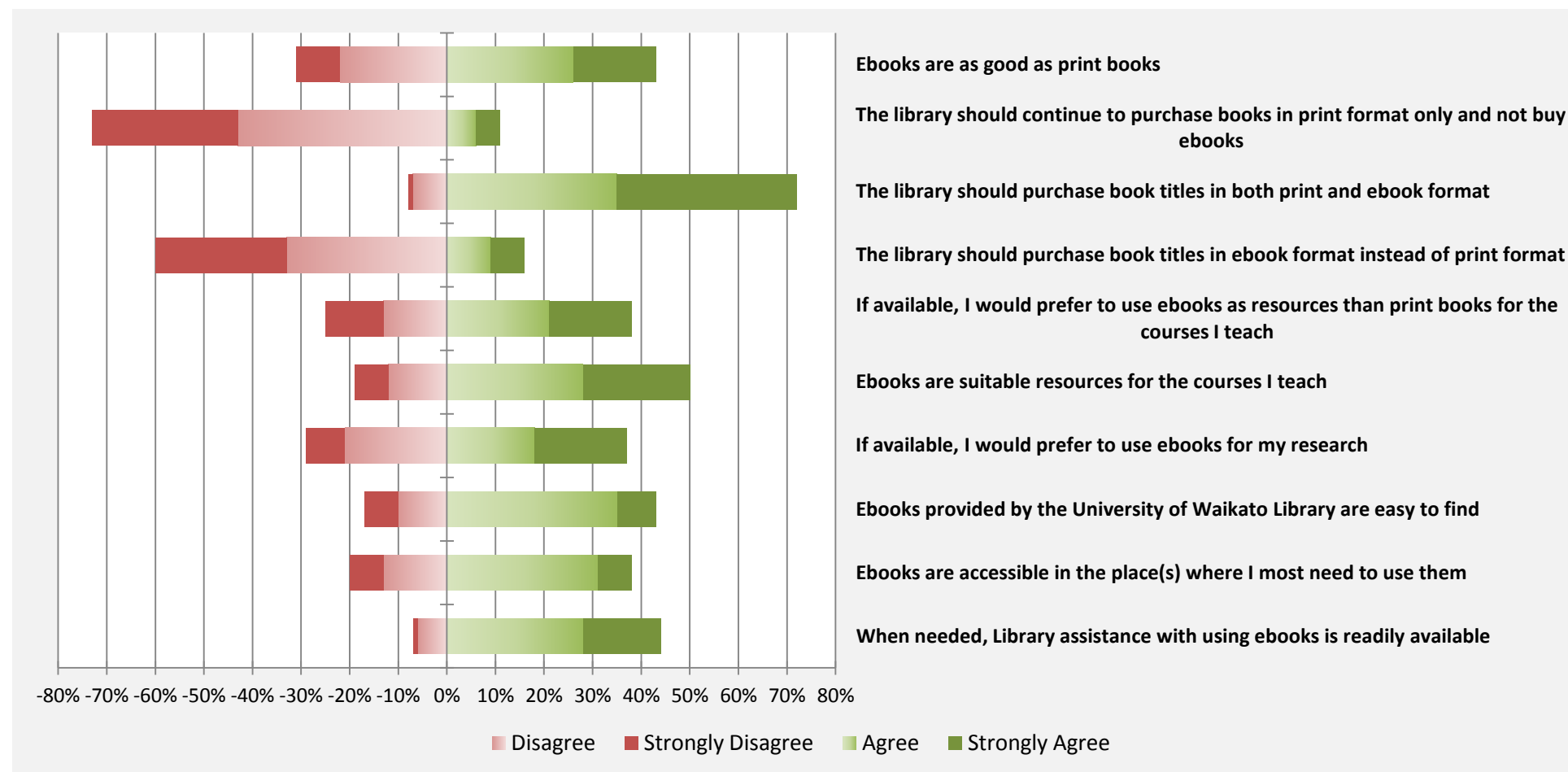


Figure 14. Additional ebook insights

- 108 responses
- Respondents rated each item on a scale of 1 to 5, where 1= Strongly Disagree and 5 = Strongly Agree. A “Does not apply” option was also included. The above chart (Figure 14) displays each item as a bar representing the net total percentage of respondents who replied in a non-neutral fashion. Analysis of the results for this question’s individual statements will focus on the overall agreement or disagreement conveyed from the respondents’ choices.

1. Ebooks are as good as print books

Disagree = 31% Agree = 43%

The respondents’ results favour agreement at 43% showing that the majority believe that ebooks are not inferior to their print counterparts.

As the content is unchanged between book formats the 31% of respondents that disagree with this statement are likely factoring their responses on the many detrimental variables that impact their reading experience as summarised earlier in the literature review. Further clarification of negative opinions would help uncover areas of concern and begin establishing a foundation towards resolving them.

2. The library should continue to purchase books in print format only and not buy ebooks

Disagree = 73% Agree = 11%

A strong response of 73% disagreeing with the statement clearly shows that respondents have a growing confidence with the ebook format.

Despite current issues around ebooks that affect users to varying degrees, as summarised earlier in the literature review, this statement’s response shows that academics are accepting of ebooks or optimistically confident that this format can only become better in the future.

3. The library should purchase book titles in both print and ebook format

Disagree = 8% Agree = 72%

An agreement response rate of 72% clearly shows that academics favour a mixed purchase method that continues to increase both the print and ebook collections.

As mentioned under Question 12, statement 10, a mixed purchase method assists with the transition from print to ebook formats. Not all books are available as ebooks and when they are, the intricacies of access and features of the ebook may not best suit the needs of the patrons. Closer working relationships with the Library and the academic staff are necessary to ensure the needs of the academics and their students are met as best as possible.

4. The library should purchase book titles in ebook format instead of print format

Disagree = 60% Agree = 16%

A disagreement response of 60% shows that the majority of academics are not ready for a wholesale change of book format. Despite revealing an overall confidence in ebooks throughout this study, respondents are clearly indicating the present is not quite the time for this whole scale change.

5. If available, I would prefer to use ebooks as resources than print books for the courses I teach

Disagree = 25% Agree = 38%

The results from this statement are reasonably spread with a slightly larger proportion of agreement at 38%. This statement received a large number of neutral responses at 30% showing an indifference to ebooks as a primary resource for coursework. As revealed earlier (see Figure 11) only 29% of respondents are currently using ebooks in their courses.

6. Ebooks are suitable resources for the courses I teach - compare question 11's

Disagree = 19% Agree = 50%

An agreement response of 50% shows that a good proportion of respondents feel that ebooks in general are suitable resources to support their teaching. The statement does not differentiate between mandatory, recommended or optional resources as often stated in course outlines. Additionally there is no differentiation between actually using

ebooks in courses (29% of respondents as shown in Figure 11) and recommending ebook titles as supporting literature for a course.

7. If available, I would prefer to use ebooks for my research

Disagree = 29% Agree = 37%

As a preference respondents are clearly divided in their opinions with an agreement response of 37% only slightly displaying its lead. The disagreement preference at 29% is closely matched by 30% of respondents replying in a neutral fashion.

It is unclear from these results why there isn't a higher agreement to this statement considering the overall acceptance of ebooks throughout this study. Further investigation into the academics' opinions and preferences around this question would be beneficial for Library staff responsible for resource purchasing.

8. Ebooks provided by the University of Waikato Library are easy to find

Disagree = 17% Agree = 43%

An agreement response of 43% shows a general positive attitude to ebook discoverability from the Library. However, 35% of this positive attitude is from the "Agree" indicator and only 8% from the "Strongly agree" indicator. There were also a large number of neutral responses at 32%.

As revealed earlier in Question 12, statement 1, the ability to find ebooks through Library resources is an extremely important (90% importance response) feature. The results to this statement are clearly showing that ebook discoverability is still an issue for many academics.

The Library needs to increase ebook visibility and continue to provide education opportunities to academics to increase their awareness and use of Library tools which are very important in their professional work.

9. Ebooks are accessible in the place(s) where I most need to use them

Disagree = 20% Agree = 38%

An agreement response of 38% shows only a slight positive attitude to this statement. The response is tempered by a large neutral response of 35% and the 20% disagreement response.

The general conveniences and flexibility of the ebook format is obviously not influencing respondents enough to answer positively. It is unclear what factors are causing neutral or negative responses. In order to see what the Library can do to help further investigation is suggested.

10. When needed, Library assistance with using ebooks is readily available

Disagree = 7% Agree = 44%

An agreement response of 44% shows a positive attitude to this statement with only a proportion at 7% choosing to disagree. This overall positive response is however equalled by the neutral responses of 49% of which 21% comes from the “Does not apply” category.

This opens up questions for the Library and their current support networks and resources. It appears that further outreach and/or alternative avenues to current support may be necessary. Further clarification and contact with the academics is necessary in order to ascertain the reasons for such a relatively low agreement response to this statement.

Question 14: “The following factors inhibit my use of ebooks”

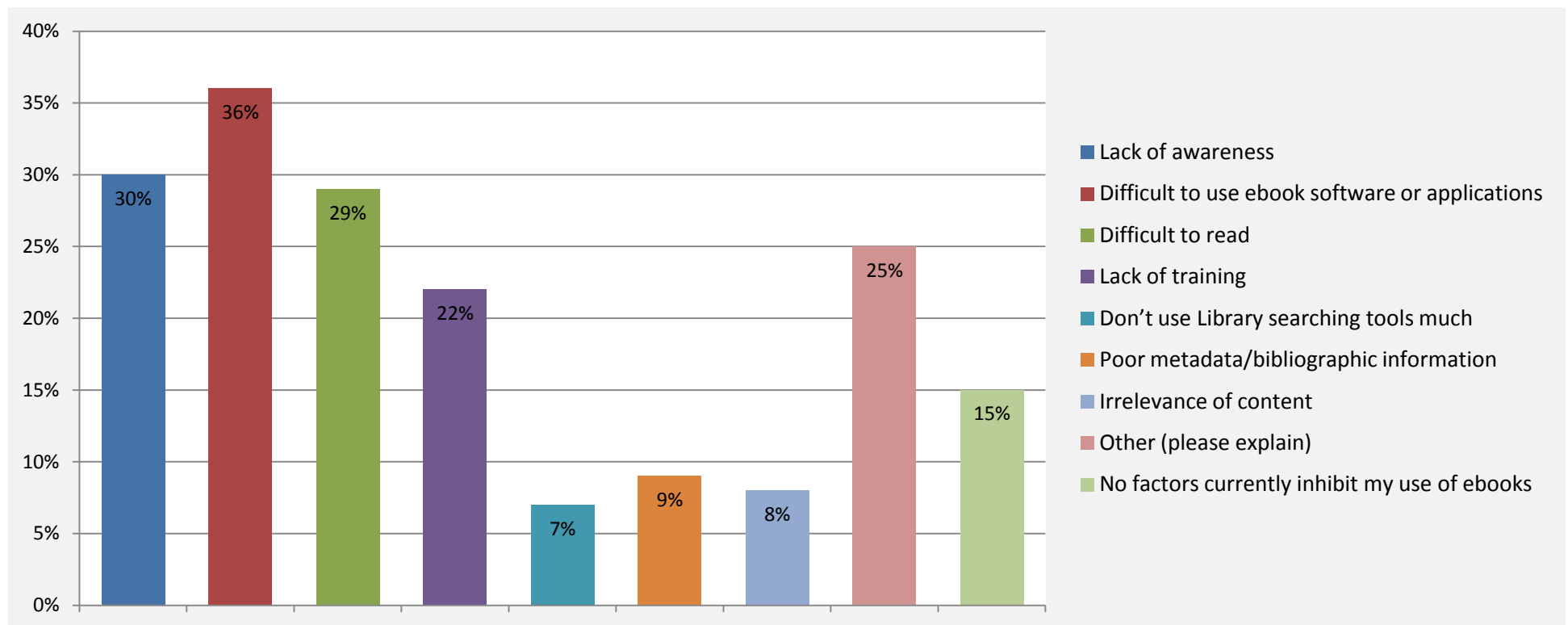


Figure 15. Ebook use inhibitors

- 107 responses
- Respondents indicated all of the items that apply.
- Figure 15 shows the percentage of respondents who selected each item

The four major inhibiting factors to academics' use of ebooks support the overall findings of the literature and prior studies summarised in the literature review section of this report. These four high response categories are (excluding "Other"):

- "Difficult to use ebook software or applications" at 36%
- "Lack of Awareness" at 30%
- "Difficulty to read" at 29%
- "Lack of training" at 22%

The largest inhibiting category at a 36% response rate is the difficulties and frustrations around ebook software or applications. The "Difficult to read" response of 29% ties in closely with the frustrations around technology and the ways ebooks are accessed and read.

"Lack of Awareness" has a response rate of 30% but it is not clear exactly what aspects of awareness respondents are finding inhibiting. Ebook awareness was already established in Question 1 (see Figure 4) showing that 89% of respondents are aware that the University Library provides access to ebooks. Therefore this category is likely to be a catch-all of all other awareness issues and could benefit from further investigations into these inhibiting factors.

At a response rate of 22% a "Lack of training" supports many respondents' comments made in other questions in this survey and supports clear findings from the literature, including the role the Library plays in patron education. Increased education of ebook resources, how to use them and how to deal with issues is important to the academic community in order to increase competency with the discovery of ebooks and their use.

It is surprising that 7% of responses show that academics are limited in their access to ebooks by not using the Library searching tools much. As these are the primary gateways to resources, especially ebooks, purchased by the Library these respondents are severely limiting their capability of discovering content provided by the Library. However the reason why respondents chose this option are not explicit and further investigation should be pursued in case the reasons rest with the actual Library tools themselves.

The two other categories with response rates lower than 10% are:

- Poor metadata/bibliographic information at 9%
- Irrelevance of content at 8%

Both these categories are heavily influenced by what is provided by, or not, from the publishers and vendors. However Library influence can be factored in here slightly as well. Bibliographic data is often available for inclusion into Library records but at times can be hindered by incompatible software and processes between the Library and providers of the data.

Irrelevance of content can often come from titles included in subscribed ebook packages or a lack of appropriate titles available in ebook format. In order to build more relevant ebook collections as best as possible, a collaborative effort from both the academics and Library purchasing staff must take place.

On a positive note, 15% of the respondents are comfortable with, or forgiving enough of, any downsides to state they have no inhibiting factors to their use of ebooks.

Overall a large proportion of the inhibiting factors that many respondents face are actually limitations that are inherent or imposed in the tools and packages supplied by the vendors and publishers.

The “Other” category was predominantly made up of comments and statements that generally fell into one of the other categories – the summaries of which are provided below.

“Other” responses include the following summaries and notes of interest:

27 total comments.

- 44% of comments related to Ereader software or mobile App dislikes or issues
 - The ebrary reading experience is specifically mentioned as being poor or slow
 - Poor software or mobile App experiences are mentioned but with no specific software or App mentioned
 - Obstacles to downloading, access restrictions and non-standard formats (including technical issues that hinder)
 - Limited simultaneous use

- Manipulation of and moving within the ebook limited compared to a print copy
- 19% of comments were about the availability of relevant resources
 - Not all books being used are available in an ebook format
 - Journal articles are the preferred resource used for teaching and research
 - Lack of ease in discovering ebooks
- 19% of comments related to various factors around Mobile devices
 - Lack of any mobile device or compatible mobile device
 - Have a compatible mobile device but have not used it for work purposes
- 11% of comments mention a preference to using print books
 - Print books preferred for lengthy reading tasks
 - Easier manipulation of pages with print books
 - No ebook reader as print is preferred
- 7% of comments related to having not used, or very little use of, ebooks at this stage
- 7% of comments mentioned a need for further education of ebooks
 - I would like more knowledge
 - Unsure of best way to search for and use ebooks
- A few miscellaneous comments
 - Easier to read print with dyslexia
 - Factors regarding cost when downloading for off-line reading

Question 15: “The following would make ebooks more suitable for use in my subject area – teaching and/or research”

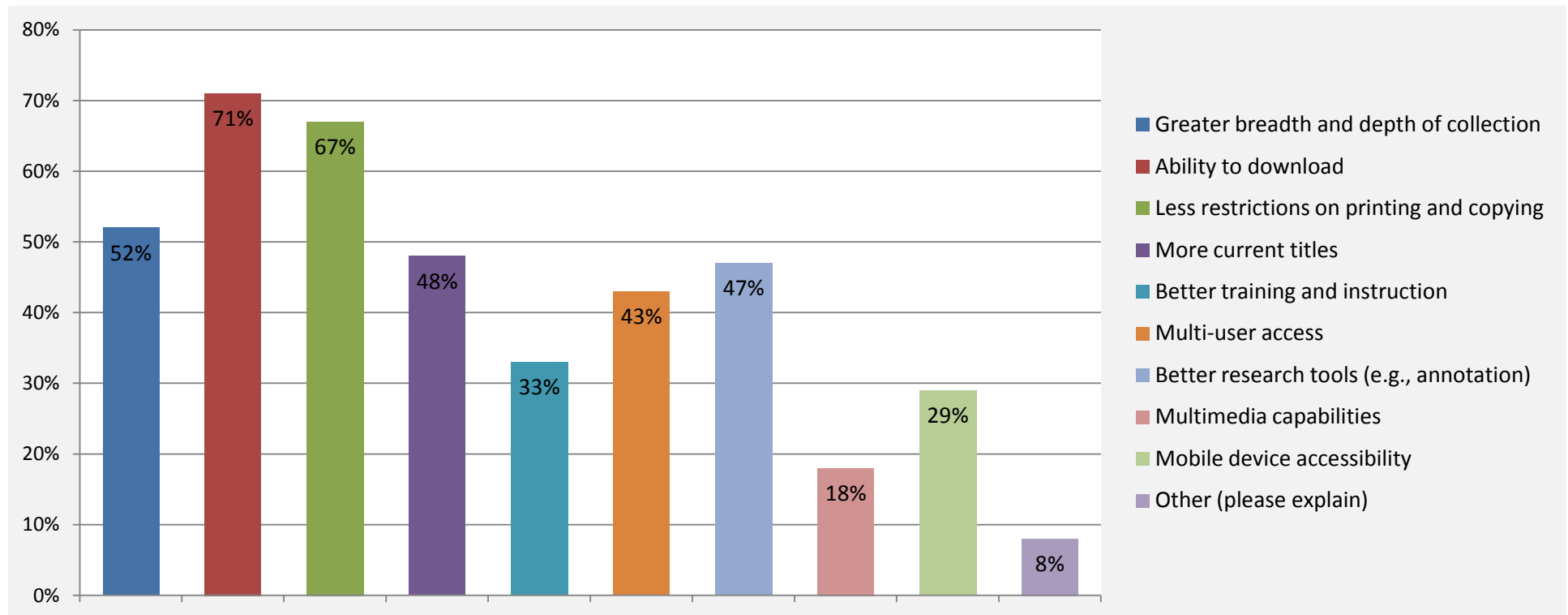


Figure 16. Making ebooks more useful

- 107 responses
- Respondents indicated all of the items that apply.
- Figure 16 shows the percentage of respondents who selected each item.

The categories available for respondents to choose from are made up of the most common issues surrounding ebooks and their uptake that have been recognised in supporting literature and studies. The newest category making an impact on the ebook environment is of course mobile devices with smart phones, tablets and dedicated ereader devices being the most prevalent of these.

The purpose of this question was to gauge which categories are the most important to the academics at Waikato University in order to make ebooks more suitable resources.

It is important to note at this stage that eight of the nine categories are heavily influenced by the vendors of ebook services and the publishers of ebooks. Many of the constraints so apparent to Library staff and users of ebooks and their reading platforms are limitations imposed by the ebook vendors and publishers themselves.

The two categories with the highest impact, “Ability to download” at 71% and “Less restrictions on printing and copying” at 67%, are restrictions largely set in place by the publishers and vendors of ebook services.

In some cases greater flexibility in downloading can be overcome with solutions provided by the Library when purchasing titles. However these solutions always carry a cost and are not always available dependent on publisher conditions. The best use of these solutions comes with collaboration between academics and Library staff in order to determine the best possible purchase outcome that benefits the Library and patrons alike.

Hurdles to printing and copying are harder to overcome and the restrictions are completely in the hands of the publishers and vendors. Some publishers offer DRM free downloads, such as Elsevier, but such flexibility comes at monetary cost. However if titles are deemed appropriate and essential for teaching and research needs then at times the cost is less of a factor. All that must be remembered is that money spent on one large resource will result in less money for others and this is where close collaboration between academics and Library staff comes to the fore again.

The next two highest impact categories, “Greater breadth and depth of collection” at 52% and “More current titles” at 48%, are also heavily influenced by publishers and vendors of ebook services.

Not all publications are released in ebook format and often, when they are, publishers may not provide the desired purchasing model, such as multi-user access. Vendors who supply ebook reading platforms, such as eBrary and EBSCOhost, are often constrained by title and discipline selection by the publishers. Yet to academic environments the packages they offer afford a very cost effective way of providing a large quantity of scholarly titles the majority of which are relevant to most disciplines.

However the Library is able to purchase individual titles and again, with closer collaboration with academic staff, can target appropriate titles and hopefully be able to choose an appropriate ebook access model.

The remaining four categories that are heavily influenced by publishers and vendors are:

- “Better research tools” at 47%
- “Multi-user access” at 43%
- “Mobile device accessibility” at 29%
- “Multimedia capabilities” at 18%

All of these categories are heavily dependent on the publishers and vendors. However many of features of these categories are often not obvious or are behind complicated procedures. Understanding the intricacies of ebook reading software and associated technologies ties in strongly with the final category detailed below.

The final category of “Better training and instruction” comes in at 33% which places it in a position where it might appear as an unimportant factor to respondents. However many comments throughout this survey, and results revealing respondents’ ignorance or misunderstandings, clearly show that education, better training and instruction is an important finding of this survey.

Not all the burden of education and instruction need fall onto the Library staff though they are in a position of knowledge and ability to assist the academic community. Academics themselves also need to take on board a certain amount of personal

responsibility in endeavouring to keep up with the evolving world of information retrieval.

“Other” responses include the following summaries and notes of interest:

9 total comments.

- 33% of comments mentioned there was no additional factors or ‘None of the above’
- 33% of the comments related to the need for better ereader software or mobile Apps
 - The University needs to develop better displays for ebooks and better supporting technology to support ebook reading
- Better compatibility with Mobile devices especially dedicated ereaders like the Kindle
- Ownership and format differences:
 - Leasing models for ebook titles offer more restrictions than a print copy purchase
 - Ebooks are useful as supplements to printed books but not as total replacements

Question 16: “Please add any comments you may have in the box below”

This open ended question was entirely optional yet received comments from 49% of the respondents. The majority of the comments reinforce results shown from the rest of the survey and largely reflect the findings from other literature and studies around the use of ebooks in an academic environment.

Alternative avenues to accessing ebooks, especially mobile devices, have substantially increased since many of these earlier studies. Respondents that have used mobile devices with ebooks have seen the convenience and flexibility of alternative reading methods. However the issues that come with these devices are very similar to those technical and software hurdles faced with traditional ebook reading environments.

The comments given under Question 16 are invaluable supplementary data to any follow-up investigations recommended within this report.

These responses include the following summaries and notes of interest:

- 42% of the comments were of a positive nature regarding ebooks
 - eBooks are excellent and I like using them. Keep getting eBooks!!

- Ebooks will become increasingly more important and commonplace for both teaching and research needs.
- Students are embracing ebook technology and compatible devices. The University should be encouraging students with ebooks, associated technology and alternatives to print texts.
- Ebooks look great, have good functionality and adaptability.
- Ebooks are a great asset providing greater accessibility to distance based students.
- The convenience of being able to read ebooks from the desktop and mobile devices is extremely useful.

- 42% of the comments were of a negative nature regarding ebooks
 - Ebooks are hard to use and print from. The inability to download or print all the sections desired makes use of ebooks inconvenient.
 - The University environment is often a hurdle to using ebooks with greater ease (ie. access to technology, time for training)
 - Downloading ebooks is often not available or too restrictive.
 - Discovering available ebooks is difficult.
 - Processing information from ebooks (on screen reading) is more difficult than from print.
 - The foibles and issues with technology can often hinder the ebook experience.
 - The ebrary software is slow and limited in functionality. It does not offer the same features as other software such as unrestricted downloading and printing, annotation and full text searching.
 - Resistance from colleagues and students when attempting to educate or recommend ebooks as an alternative format.
 - Often find the quality of content is lacking or subject relevant ebooks are not available.
 - Lack of permanency of some ebook titles inconvenient
 - Reading ebooks from home can be difficult.
 - Ebooks can be less easy to access and use, and yet cost about as much as paper.
 - Reading an ebook on screen can be a cumbersome process and is often more difficult to read large amounts of text .

- 28% of comments made reference to print books
 - Ease of use, engagement, better levels of comprehension, convenience and just plain preference were the common pro-print comments making up 67% of this subsection of responses.
 - The remaining 33% of these responses made comparisons between print and ebook formats, favouring the increase of personal ebook use or the supplementary and complementary role print and ebooks share.

- 15% of comments related to mobile devices
 - Limitations around mobile devices represented 85% of these comments (often despite the desire and actual use of mobile devices)
 - Varying and often incompatible ebook formats
 - Download restrictions
 - Access issues when using University services
 - Expectations of personal purchase – lack of University financial support
 - The remaining 15% of responses in this category related to successful use, possible conveniences and desire to use mobile devices

- 9% of comments related to the need and desire for further education about accessing and using ebooks
 - Training is important and could become part of Library tutorials
 - Lack of awareness, time constraints and partial knowledge hinder or constrain ebook use. These can be overcome with more knowledge and targeted instruction.

- 8% of the comments commented on the ebook format versatility
 - Searching within an ebook is very useful. The ability to skim read and target exact information or keywords is convenient.
 - Accessibility of even a single user ebook title is still superior to a print copy. This is strengthened by being able to provide direct links to students who can access the titles when off campus.
 - When an ebook is available to download it enhances accessibility to read offline in a variety of ways.

- 4% of the comments mentioned the necessity for multi-user ebook accessibility when used as teaching resources
 - Multi-user access is crucial for teaching purposes and preferable in some cases

- Statements:
 - The ability to read offline is essential
 - Awareness and care needs to be taken with ebook titles that are not permanent purchases (ie leased or subscription dependent)
 - Doing this survey has made me think I need to use the ebooks more often
 - Time is a resource that hinders investigation into the use and knowledge of ebooks
 - As an author I do wonder about the impact on royalties - but this is a minor quibble as I don't expect to be rich by writing academic books

- Ebooks are just another resource utilised when the need or availability allows
- Variety of material
 - Some areas of study still have few useful ebooks which limits use of ebooks at the University
- Miscellaneous comments
 - Very useful survey and a very good thing to be looking at
 - Development of ebooks and supporting resources is developing fast but it is still early days. The points of conflict between authors, editors, publishers and readers will continue to factor heavily in the changing face of ebooks.
 - Potential for cost reduction in research

Section 4: Summary of findings

After analysis of the data, five major areas of interest became apparent. The five areas - collaboration, knowledge, collection management, education and support, and attitudes – provide a solid foundation from which to form recommendations and to instigate further study.

1. Collaboration

The findings show a clear need for increased collaboration between academics and Library staff involved with ebook purchasing. The academics offer subject knowledge along with their needs for teaching and/or research purposes. The librarians bring to the table their knowledge of services, purchasing avenues and overall library particulars such as storage, retrieval and associated software.

This combined knowledge offers opportunities for creating a meaningful and relevant ebook collection as well as making efficient use of book budgets. Collaboration also offers the opportunity to discuss the best methods of providing access to materials relevant to students and their mode of learning.

2. Knowledge.

The findings identified the need for University staff to continue expanding their knowledge in a several areas.

Library staff should continue to investigate academics' use and attitudes towards ebooks. Gaining clarification of academics' resistances, gaps in knowledge, and inefficiencies in accessing and utilising ebooks is indispensable information. The knowledge gained will reinforce Library efforts to provide better services, instruction and purchasing choices.

Academic staff who actively pursue a growth in understanding towards the ebook environment will benefit from this pursuit. The knowledge gained has the opportunity to offer a broader perspective towards ebooks, enhance capabilities to discover ebook resources and uncover alternative ways to harness the ebook format for teaching and/or research purposes.

3. Managing the ebook collection

No amount of ebooks will ever be useful to any library if they are not obvious and accessible to patrons. The Library needs to ensure high visibility and accessibility of the ebook collection they have.

The findings have revealed that there are still a proportion of academics totally unaware of available ebooks. Many of those aware of available ebooks are often unaware of the tools to uncover relevant titles or do not utilise them efficiently.

The relevancy of the ebook collection also needs to be managed well in order to provide quality resources for academics' teaching and/or research needs. This is a process that benefits from closer collaboration of Library and academic staff.

4. Education and support

The findings show many academics lack awareness, competency and confidence towards the many aspects of the ebook environment. Library staff are well positioned to develop and increase their level of support, instruction and education of ebooks and associated technologies to the academic community.

A priority is the need to educate the academics in more efficient use of currently available Library searching tools. This will enable them to be more proficient in uncovering the total ebook collection and identifying relevant resources. Other areas of educational opportunities to enhance ebook use come from the additional features offered by the ebook viewing software and from any appropriate devices.

Additionally the Library staff need to educate the academic community towards dispelling ignorance, assumptions and mistruths about ebooks that are apparent. Providing an informed, and supportive, environment goes a long way to changing attitudes and behaviours towards ebooks.

5. Attitudes

The ebook environment is reasonably new and is resulting in a wide range of responses from the communities involved. This environment is also revealing itself to be a rapidly evolving one which can cause uncertainty and concern.

Both Library and academic staff need to maintain an open minded attitude to the ebook environment. The findings reveal that users are facing many frustrations and hurdles with aspects of the ebook environment. It is important for users to consider the advantages ebooks offer alongside the disadvantages faced.

Challenging personal preferences, resistances and pedagogies allow room to develop and include new tools and resources such as those provided by the ebook environment.

The challenging should not stop at the individual, as many of the frustrations and hurdles faced with the ebook environment are being imposed by the ebook vendors and publishers. Challenging these providers to better suit the needs and demands of the academic environment is an essential undertaking.

Section 5: Conclusion and recommendations

Conclusion

The Library staff has a large task ahead of them with promoting, supporting and developing the overall ebook collection. Ensuring ebooks are relevant, accessible and being utilised to their full potential will involve a large amount of communication. Informing, educating and collaborating with the academics are all necessary to ensure that the total ebook collection is viewed as an important and valued resource.

All of this takes place in a rapidly evolving environment that demands both academic and Library staff to stay as current and informed as possible. This, along with ongoing collaboration, will ensure the development of relevant and accessible ebook collections.

All the above is only achievable within the boundaries set by the services, products and technologies provided by the current vendors and publishers. Staff need to look for opportunities to influence and impress upon these providers their vision of needs that better suit library implementation and end users' desires in both content and technologies. A combined front offers a strong message to these ebook providers who should be striving to provide relevant and accessible products to their customers. This in turn would allow the University to provide the services their staff and students expect.

Overall, academic and Library staff at the University of Waikato are experiencing the same benefits, frustrations, and concerns around ebooks, and associated technologies, as their colleagues in other academic institutions world-wide.

Recommendations

The study was designed to inform library staff involved with the promotion, purchase, and education of the use of ebooks. Academics' perceptions about ebooks, why and how they are using them, have revealed some distinct recommendations for the Library.

Though these recommendations stem directly from the results of the study and reflect the needs of this population sample, they also reflect similar outcomes uncovered from other studies and related literature. This shows that the University of Waikato Library is replicating some practices that have already been shown to be inefficient. The Library can be informed from this particular study, and it can also learn from current literature.

Recommendations for the Library to consider are summarised below.

- Continue to develop closer collaboration with academic staff, creating a two way communication process that supports the common goal of creating a relevant and accessible ebook collection.
- Continue to gather information from academics that will further identify and clarify ebook resistances and frustrations, in order to provide superior overall support.
- Increase visibility and ease of access to ebooks.
- Provide increased levels of academic education, support, and instruction about ebooks, associated services and technologies. This includes clarifying information about limitations imposed by the publishers and vendors.
- Impress on ebook publishers and vendors a vision of needs that better suit library implementation and end users' desires in both content and technologies.
- Identify and correct inefficient behaviours and processes through the study of current literature and implement recommended best practices.

Along with the implications for the Library, the study also revealed implications for the academic community.

Recommendations for academics to consider are summarised below.

- Weigh any negative aspects of ebook technology against the possible advantages towards providing or recommending course resources, such as the flexibility of access for students studying online.
- Endeavour to explore wider possibilities of Library provided research tools, such as Library Search, to enhance the discoverability of desirable ebook resources.
- Insist on support from the University with assistance towards gaining knowledge, provision of technologies and support for off-campus work.
- Actively seek closer collaboration with Library staff responsible for the purchase of ebooks, to create a two way communication process to support the common goal of creating a relevant and accessible ebook collection.
- Take individual responsibility towards developing personal knowledge of the evolving information environment and associated technologies. This also includes being aware that the influence they have on students towards available study resources, such as ebooks, is considerable.
- Impress on ebook publishers and vendors, individually and collectively, a vision of needs that better suit end users' desires in both content and technologies.

Limitations of this study

The results of this study are limited by the nature of the sample and the methodological approach to the data gathering. The following limitations should be noted by those wishing to use the results and recommendations or to replicate the research question in further studies.

- The results of this study are limited to one academic institution. The application of the findings and recommendations contain certain specificities to the surveyed institution. However generalisations are able to offer guidelines to similar institutions or population samples.
- Throughout the course of the study it became apparent that several questions, or portions of questions, were not clear in intent, provided unclear results or would benefit from further investigation.
- The survey design provided limited opportunities for qualitative data which can offer additional insights to the statistical data gathered.

- The gaps in data arising from the population sample who chose not to participate can impact analysis and recommendations.

Further study opportunities

The results from study offered many opportunities for clarification and further exploration. Further study suggestions are summarised below.

- The same survey could be replicated at the University of Waikato one or more times, over a set period of time creating a longitudinal study. The survey, with some modifications, could also be applied to other patrons of the University such as students.
- A qualitative survey, or a mixed methods approach, could be conducted as an alternative method of investigating the original research question.
- Focused follow up studies aimed at clarifications of any unclear questions or data gathered could improve original study results and recommendations.
- The survey in its current form could be conducted in other tertiary institutes around New Zealand, and/or internationally, enabling direct result comparisons.
- Specific investigations could be conducted incorporating information from current library ebook collections, their breadth and depth by discipline, the appropriateness of current titles and the value of vendor or publisher ebook packages.
- Investigating further into differences, if any, between print reading patterns versus digital reading patterns (revealed from Question 7) and the possible impact this may have on use of ebooks.
- Uncover the influence of mobile technology on academic staff including the saturation of ownership, the use of mobile technology in work processes and the impact this has on the digital resources available to academics.

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Appendices

Appendix A: List of academic titles and positions

Salary scale lecturer to professor

- Lecturer
- Research Fellow
- Senior Lecturer/ Senior Research Fellow
- Associate Professor/Reader
- Professor



Salary scale – all other academic staff

- Assistant lecturer/Tutor/Doctoral assistant/Graduate assistant
- Kaiwhakaako/Teacher
- Research Officer/ Teaching Fellow/Senior Tutor/Senior Kaiwhakaako/Senior Teacher
- Senior Research Officer/ Teaching Fellow/Senior Tutor/Senior Kaiwhakaako/Advanced teacher
- Senior Research Officer

Information drawn from Section C of the University of Waikato's "Academic Staff Collective Employment Agreement", valid from 1st July to 3 June 2012 (University of Waikato, 2010).

Appendix B: Survey questions

Survey design concept

Participant details			Ebook awareness statements			Use & usage patterns			Acceptance and knowledge levels of ebooks					Have your say	
Q1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
x	x	x	Yes	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	Yes	x	Never						x	x	x	x	x
x	x	x	No									x	x	x	x

(General statement regarding ebook definitions for this survey – this section will come directly after questions 1-3)

Definition of an ebook for the purpose of this survey

An ebook is the digital counterpart to a print book, accessible through a variety of electronic devices. Online journal articles, and similar material, are not considered ebooks.

(Participant details)

This section deals with your details

1) I am a staff member in the following area: [drop down menus]

- a) Faculty Name – Department
- b) Research unit – Associated Faculty

2) My job includes:

- a) Teaching only
- b) Research only
- c) Both teaching and research

3) I teach students in the following modes:

- a) On campus
- b) Off campus (face to face ie Tauranga campus)
- c) Off campus students (net papers)
- d) Not applicable

(Ebook awareness statements)

This section deals with your awareness of ebooks from the University of Waikato Library

- 4) I am aware that the University Library provides access to ebooks.
- a) Yes
 - b) No **[Skip to alternative path – questions 13-16]**
- 5) I initially find out about ebooks provided by the University Library through:
- a) a Library Catalogue search
 - b) a Library Database webpage search
 - c) Library Search results
 - d) a Library Web site search
 - e) a Subject Librarian
 - f) other Library staff
 - g) other University staff
 - h) a web search engine (eg Google)
 - i) a publisher's website (eg Science Direct, Wiley)
 - j) other sources (please indicate)
- 6) I have used an ebook provided by the University Library.
- a) Once
 - b) A couple of times
 - c) Often
 - d) Never **[Skip to alternative path – questions 12 – 16]**

(How I use ebooks)

This section deals with how you typically utilise ebooks

- 7) When reading ebooks I usually read:
- [select all that apply]**
- a) the majority of the ebook
 - b) from one to several chapters of the ebook
 - c) excerpts from ebooks
 - d) Not applicable
- 8) When reading the whole or part of an ebook I prefer to:
- [select all that apply]**
- a) read it on the screen
 - b) print and read it from the printed copy
 - c) read on a mobile device (if possible)
 - d) It depends (please explain)

9) I mostly access ebooks provided by the University Library:

- a) only at University
- b) mostly at University, sometimes from home
- c) both equally from University and home
- d) mostly at home, sometimes from University
- e) only at home
- f) I don't know

(Acceptance and knowledge levels of ebooks)

This section deals with your opinions and use of ebooks

10) I have used an ebook relevant to my primary subject area.

- a) Yes
- b) No
- c) I have not searched

11) I am using ebook(s) in my course materials or course readings:

- a) Yes
- b) No
- c) Not applicable

Rank the importance of the following abilities using the following scale:

1	2	3	4	5	
Not at all important	Note very important	Neutral	Somewhat important	Very Important	Does not apply

12) When doing your academic work, how important are the following features:

(If you have never used an ebook, how important would these features be if considering using one.)

- a) Ability to find e-books in the Library catalog or Library Search
- b) Ability to find e-books in search engines (e.g., Google, Yahoo)
- c) Ability to download the whole e-book to computer or laptop for later use
- d) Ability to download the book chapters or portions of the e-book to computer or laptop for later use
- e) Ability to read on a mobile device (e.g., iPhone, iPad, Blackberry)
- f) Ability to read on a dedicated e-book reader, (e.g., Kindle, Sony Reader)
- g) Ability to download the whole ebook to a mobile device
- h) Ability to annotate, bookmark or make notes
- i) Ability to search within the full-text of items
- j) Ability to link to a particular chapter
- k) Availability of a print copy of the same title from the Library

13) Select your response to the statements using the following scale:

1	2	3	4	5	
Strongly	Disagree	Neutral	Agree	Strongly	Does not

- a) Ebooks are as good as print books
- b) The library should continue to purchase books in print format only and not buy ebooks
- c) The library should purchase book titles in both print and ebook format
- d) The library should purchase book titles in ebook format instead of print format
- e) If available, I would prefer to use ebooks as resources than print books for the courses I teach
- f) Ebooks are suitable resources for the courses I teach
- g) If available, I would prefer to use ebooks for my research
- h) Ebooks provided by the University of Waikato Library are easy to find
- i) Ebooks are accessible in the place(s) where I most need to use them.
- j) When needed, Library assistance with using ebooks is readily available

14) The following factors inhibit my use of ebooks [select all that apply]

- a) Lack of awareness
- b) Difficult to use ebook software or applications
- c) Difficult to read
- d) Lack of training
- e) Don't use Library searching tools much
- f) Poor metadata/bibliographic information
- g) Irrelevance of content
- h) Other (please explain)
- i) No factors currently inhibit my use of ebooks

15) The following would make ebooks more suitable for use in my subject area – teaching and/or research [select all that apply]

- a) Greater breadth and depth of collection
- b) Ability to download
- c) Less restrictions on printing and copying
- d) More current titles
- e) Better training and instruction
- f) Multi-user access
- g) Better research tools (e.g., annotation)
- h) Multimedia capabilities
- i) Mobile device accessibility
- j) Other (please explain)

(Qualitative block)

This final section is optional. If you do not wish to add any comments click on the "Click to continue" button to complete the survey.

16) Please add any comments you may have in the box below.

Appendix C: List of Faculties, Schools, Departments and Research groups.

The list below shows the categories survey participants will choose when answering Question 1.

Faculty of Arts & Social Sciences

- Affiliated Research unit or centre
- Psychology, School of
- School of Arts
 - International Language Programmes
 - English Programme
 - Linguistics/Applied Linguistics/ESLA
 - Music Programme
 - Screen and Media Studies Programme
 - Theatre Studies Programme
- School of Social Sciences
 - Anthropology Programme
 - Environmental Planning
 - Geography Programme
 - Health Development & Policy Programme
 - History Programme
 - Labour Studies
 - Philosophy Programme
 - Political Science & Public Policy
 - Religious Studies Programme
 - Social Policy Programme
 - Social Science Research Programme
 - Social Work
 - Sociology Programme
 - Tourism
 - Women's and Gender Studies Programme

Faculty of Computing and Mathematical Sciences

- Affiliated Research unit or centre
- Computer Science
- Mathematics
- Statistics

Faculty of Education

- Wilf Malcolm Institute of Education
- FOE Arts and Language Education
- FOE Human Development & Counselling
- FOE Institute of Professional Learning
 - FOE Education Leadership Centre
 - Student Learning Support
 - Teaching Development Unit
 - Waikato Centre E Learning
- FOE Maths, Science, Technology Ed
- FOE Policy, Cultural & Social Studies
- FOE Professional Studies in Education
- FOE Sport and Leisure Studies
- Waikato Pathways College

Faculty of Law

Faculty of Science and Engineering

- Affiliated Research unit or centre
- Centre Science & Tech Education Research
- Chemistry
- Co-Operative Education Unit
- Earth and Ocean Sciences
- Engineering

School of Maori & Pacific Development

Waikato Management School

- Affiliated Research unit or centre
- WMS Accounting
- WMS Corporate & Executive Education
- WMS Economics
- WMS Finance
- WMS Management Communication
- WMS Management Research Centre
- WMS Management Systems
- WMS Marketing
- WMS Research Office
- WMS Strategy & HR Management
- WMS Tourism & Hospitality Management

Appendix D: Ethics approval form



SIM HUMAN ETHICS COMMITTEE Application for Approval of Research Projects

Please email applications to your supervisor, who will then email it to a SIM HEC member for a preliminary review.

Note: The Human Ethics Committee attempts to have all applications approved within 6 working days, but a longer period may be necessary if applications require substantial revision.

1 NATURE OF PROPOSED RESEARCH:

(a) Student Research

(b) If Student Research Degree: **MIS** Course Code: **INFO580**

(c) Project Title: **An investigation of academics' perception, uptake and use of ebooks at the University of Waikato**

2 INVESTIGATORS:

(a) Principal Investigator

Name: **Alistair Lamb**

e-mail address: **lambalis@myvuw.ac.nz**

School/Dept/Group: **School of Information Management**

(b) Other Researchers Name Position

N/A.....

N/A.....

(c) Supervisor (in the case of student research projects)

Bob Allen

Professor

3 DURATION OF RESEARCH

(a) Proposed starting date for data collection – After HEC approval has been granted.

(Note: that NO part of the research requiring ethical approval may commence prior to approval being given)

(b) Proposed date of completion of project as a whole: **19th October 2012**

4 PROPOSED SOURCE/S OF FUNDING AND OTHER ETHICAL CONSIDERATIONS

(a) Sources of funding for the project

Please indicate any ethical issues or conflicts of interest that may arise because of sources of funding e.g. restrictions on publication of results

N/A.....

(b) Is any professional code of ethics to be followed **N**

If yes, **name**

(c) Is ethical approval required from any other body **N**

If yes, name and indicate when/if approval will be given

.....

5 DETAILS OF PROJECT

Briefly Outline:

(a) The objectives of the project

The goal of this study is to determine the perception, uptake and use of ebooks by academic staff at the University of Waikato.

The results aim to inform library staff involved with the promotion, purchase and education of the use of ebooks.

(b) Method of data collection

Online survey software, Qualtrics Survey Tool, will be used to gather, store and eventually delete the data.

(c) The benefits and scientific value of the project

The research will reveal the academics' perceived value of ebooks, current use of them and establish how the perceived advantages and disadvantages of the ebook format affect them in their professional work. These results aim to inform library staff involved with the promotion, purchase and education of the use of ebooks.

The results, even as a targeted study, have the ability to inform the wider information and library community, especially those engaged with other

academic institutes. The survey could be used by other academic institutions to provide their own results to inform and compare.

(d) Characteristics of the participants

Participants will be comprised of academic staff from the University of Waikato. These staff are those involved in teaching and/or researching at the University and make potential use of Library resources in their work. This group of participants is derived from those employed under the University’s “Academic Staff Collective Employment Agreement”.

(e) Method of recruitment

Invitation to participate in the online survey will be delivered to all appropriate candidates by email. Departmental administrators for each relevant area of the University will be used to initiate the contact.

Only staff employed under the University’s “Academic Staff Collective Employment Agreement” will be sent an invite email.

(f) Payments that are to be made/expenses to be reimbursed to participants
N/A.....

(g) Other assistance (e.g. meals, transport) that is to be given to participants
N/A.....

(h) Any special hazards and/or inconvenience (including deception) that participants will encounter
N/A.....

(i) State whether consent is for: (Please indicate as many as it applies)

- | | |
|---|---|
| (i) the collection of data | Y |
| (ii) attribution of opinions or information | N |
| (iii) release of data to others | N |
| (iv) use for a conference report or a publication | Y |
| (v) use for some particular purpose (specify) | N |

.....
.....

Attach a copy of any questionnaire or interview schedule to the application

(j) How is informed consent to be obtained (see paragraphs 4.31(g), 5.2, 5.5 and 5.61 of the Guidelines)

- (i) the research is strictly anonymous, an information sheet is supplied and informed consent is implied by voluntary participation in filling out a questionnaire for example (include a copy of the information sheet) **Y**
- (ii) the research is not anonymous but is confidential and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet) **N**
- (iii) the research is neither anonymous nor confidential and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet) **N**
- (iv) informed consent will be obtained by some other method (please specify and provide details) **N**

The research will be anonymous, an information form will be supplied by email as part of the invitation to participate and consent statements will be provided at the start of the online survey. Consent will be implied by participation in filling out the online survey.

With the exception of anonymous research as in (i), if it is proposed that written consent will not be obtained, please explain why

.....
.....

(k) If the research will not be conducted on a strictly anonymous basis state how issues of confidentiality of participants are to be ensured if this is intended. (See paragraph 4.3.1(e) of the Guidelines). (e.g. who will listen to tapes, see questionnaires or have access to data). Please ensure that you distinguish clearly between anonymity and confidentiality. Indicate which of these are applicable.

- (i) access to the research data will be restricted to the investigator **N**
- (ii) access to the research data will be restricted to the investigator and their supervisor (student research) **Y**
- (iii) all opinions and data will be reported in aggregated form in such a way that individual persons or organisations are not identifiable **Y**
- (iv) Other (please specify)

The survey data itself and the reporting of any findings will largely ensure the anonymity of any participants. Some Departments have small numbers of staff making possible identification of those participating likely. In order to mitigate this possibility the smaller departments will be grouped with other small departments by similarity in academic discipline.

(l) Procedure for the storage of, access to and disposal of data, both during and at the conclusion of the research. (see section 7 of the guidelines). Indicate which are applicable:

- (i) all written material (questionnaires, interview notes, etc) will be kept in a locked file and access is restricted to the investigator **N**
- (ii) all electronic information will be kept in a password-protected file and access will be restricted to the investigator **Y**
- (iii) all questionnaires, interview notes and similar materials will be destroyed:
 - (a) at the conclusion of the research **N**
 - or (b) **Two** years after the conclusion of the research **Y**
- (iv) any audio or video recordings will be returned to participants and/or electronically wiped **N**
- (v) other procedures (please specify):

.....

If data and material are not to be destroyed please indicate why and the procedures envisaged for ongoing storage and security

N/A

(m)Feedback procedures (See section 8 of the Guidelines). You should indicate whether feedback will be provided to participants and in what form. If feedback will not be given, indicate the reasons why.

All invited participants will receive an email indicating the availability of the finished research project through direct email request with the researcher.

The research findings may impact policies and procedures for ebook use and purchasing at the University of Waikato so making the results of the research available to all invited participants, regardless of survey participation, seems appropriate.

(n)Reporting and publication of results. Please indicate which of the following are appropriate. The proposed form of publications should be indicated on the information sheet and/or consent form.

- (i) publication in academic or professional journals **Y**
- (ii) dissemination at academic or professional conferences **Y**
- (iii) deposit of the research paper or thesis in the University Library (student research) **Y**
- (iv) a case study used for teaching purposes **N**
- (v) other (please specify)

.....

Appendix E: Survey information form and consent form

Information Form

(delivered to potential participants as an email)

I would like to invite you to participate in this research which is investigating the perceptions, uptake and use of ebooks by academic staff employed at the University of Waikato.

Permission has been sought and granted by each Faculty or School Dean, or Acting Dean, to invite staff participation in this survey.

Participation in this research project will involve completing an online survey and should take approximately 10 minutes to complete. Clicking on the following link will take you to the survey: http://vuw.qualtrics.com/SE/?SID=SV_5mpPM2JeFNsM3eR

(If direct clicking does not work you may need to copy & paste the URL into your internet browser)

The survey will be available for completion from the 20th August through to the 3rd September.

The survey is intended for those staff employed under the University of Waikato's "Academic Staff Collective Employment Agreement" or similar individual contract. If you do not come under either of these contracts please disregard this survey invitation.

This research is part of the requirements of the Masters in Information Studies degree at Victoria University of Wellington. As a Library staff member here at the University of Waikato, this investigation will also be utilised to improve the practices and policies used by library staff involved with the promotion, purchase and education in the use of ebooks.

Your input is important as it will inform and support future decisions in developing the University of Waikato's print and electronic collections. The results of the study may also be useful for Faculty strategic management in identifying possible staff needs and requirements.

Only my supervisor, Professor Bob Allen, and I will have access to the data which will be stored in password protected online facilities and documents. All results will be presented in an aggregated form with no possibility of any individual being identified.

The research report will be submitted to the School of Information Management for marking, and deposited in Victoria University's ResearchArchive repository. It is intended that one or more articles will be submitted for publication in scholarly journals and the findings presented at professional conferences. After a period of two years, the secured data will be destroyed.

At the conclusion of the survey, and after marking, I will make a summary of the results available to all invited participants via an email announcement.

Victoria University of Wellington requires that all research involving human participants must be carried out according to prescribed ethical principles and must have prior approval from the appropriate Human Ethics Committee. This requirement has been fulfilled for this research proposal.

If you have any questions regarding this survey you may contact me, or my supervisor, by email:

Researcher: Alistair Lamb alamb@waikato.ac.nz

Supervisor: Professor Bob Allen bob.allen@vuw.ac.nz

Thank you for your time.

Alistair Lamb

Consent Form (electronic statement and acceptance)

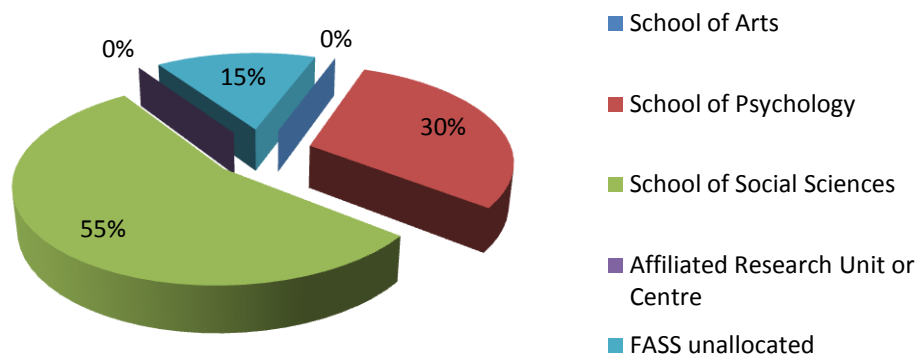
Survey Consent statements

By participating and completing the survey:

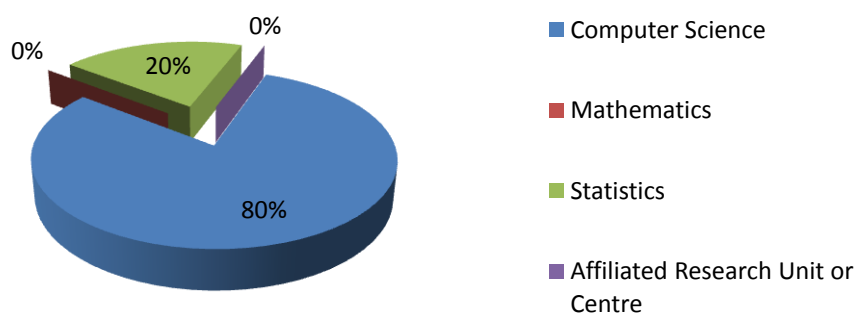
- I understand that any information or opinions I provide will be kept confidential to the researcher and his supervisor. Findings will be presented in an aggregated and anonymous form.
- I understand that the recorded data will be held in secure facilities and in protected electronic files for a period of two years at which point it will be destroyed.
- I understand that the information I have provided will be used only for this research project and the findings may be published in academic journals and presented at professional conferences.

Appendix F: Faculty participant detailed breakdowns

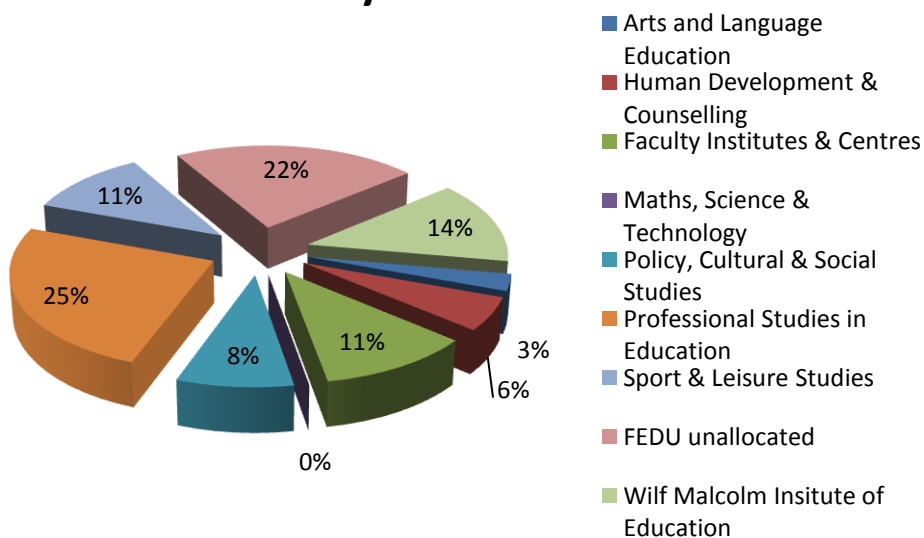
Faculty of Arts & Social Sciences



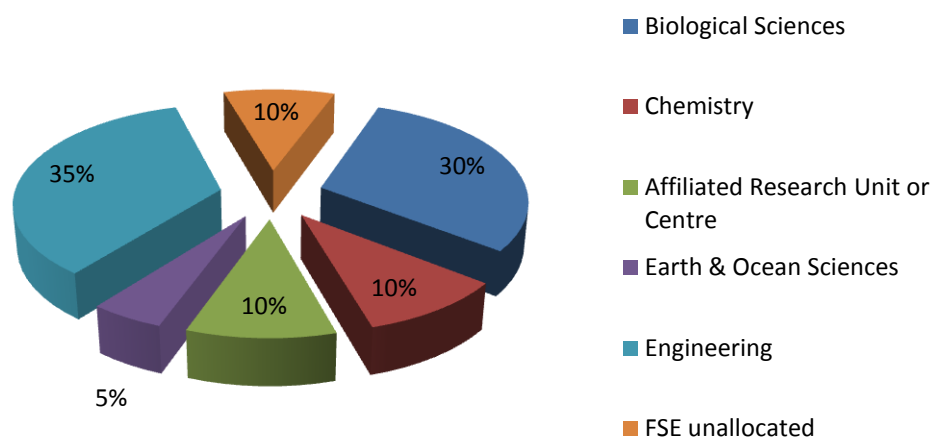
Faculty of Computing and mathematical Sciences



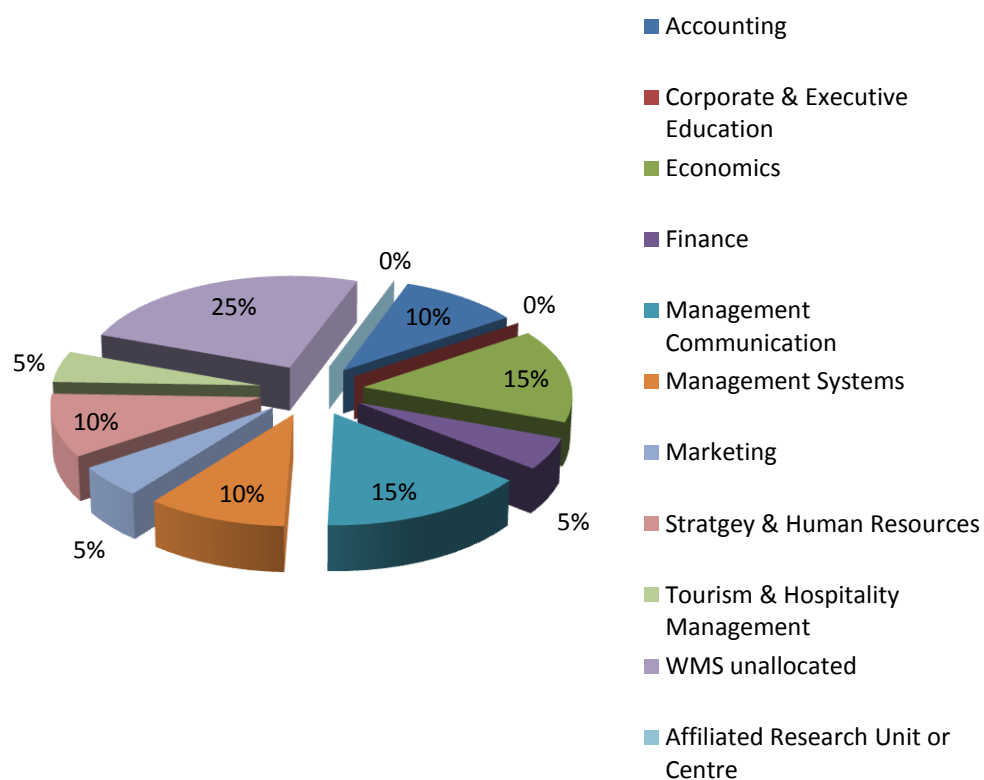
Faculty of Education



Faculty of Science & Engineering



Waikato Management School



Appendix G: Question 12 – Full data

When doing your academic work, how important are the following ebook features: (If you have never used an ebook, how important would these features be if considering using one.)

#	Question	Not at all important	Not very important	Neutral	Somewhat important	Very important	Does not Apply	Responses	Mean
1	Ability to find e-books in the Library catalog or Library Search	0	1	7 (7%)	10	76	2 (2%)	96	4.60
2	Ability to find e-books in search engines (e.g., Google, Yahoo)	4	3	13 (14%)	25	49	2 (2%)	96	4.10
3	Ability to download the whole e-book to computer or laptop for later use	3	5	3 (3%)	29	53	3 (3%)	96	4.20
4	Ability to download the book chapters or portions of the e-book to computer or laptop for later use	2	3	6 (6%)	16	67	2 (2%)	96	4.43
5	Ability to read on a mobile device (e.g., iPhone, iPad, BlackBerry)	15	6	17 (18%)	24	28	6 (6%)	96	3.27
6	Ability to read on a dedicated e-book reader, (e.g., Kindle, Sony Reader)	22	12	23 (24%)	18	11	10 (10%)	96	2.52
7	Ability to download the whole ebook to a mobile device	20	7	22 (23%)	21	21	5 (5%)	96	3.01
8	Ability to annotate, bookmark or make notes	8	6	10 (10%)	27	40	5 (5%)	96	3.73
9	Ability to search within the full-text of ebooks	1	1	1 (1%)	16	71	6 (6%)	96	4.43
10	Ability to link to a particular chapter	3	2	11 (11%)	26	49	5 (5%)	96	4.05
11	Availability of a print copy of the same title from the Library	13	10	19 (20%)	27	23	4 (4%)	96	3.26

Appendix H: Question 13 – Full data

“Select your response to the statements using the following scale”

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does not apply	Responses	Mean
1	Ebooks are as good as print books	10	24	24 (22%)	28	18	4 (4%)	108	3.07
2	The library should continue to purchase books in print format only and not buy ebooks	32	46	15 (14%)	7	6	2 (2%)	108	2.10
3	The library should purchase book titles in both print and ebook format	1	7	21 (19%)	38	40	1 (1%)	108	3.98
4	The library should purchase book titles in ebook format instead of print format	29	36	25 (23%)	10	7	1 (1%)	108	2.32
5	If available, I would prefer to use ebooks as resources than print books for the courses I teach	13	14	32 (30%)	23	18	8 (7%)	108	2.95
6	Ebooks are suitable resources for the courses I teach	7	13	25 (23%)	30	24	9 (8%)	108	3.22
7	If available, I would prefer to use ebooks for my research	9	23	32 (30%)	20	20	4 (4%)	108	3.06
8	Ebooks provided by the University of Waikato Library are easy to find	8	11	34 (32%)	38	9	8 (7%)	108	3.05
9	Ebooks are accessible in the place(s) where I most need to use them	8	14	38 (35%)	33	7	8 (7%)	108	2.94
10	When needed, Library assistance with using ebooks is readily available	1	7	30 (28%)	30	17	23 (21%)	108	2.87

