

What do faculty and students really think about e-books

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Abstract

Purpose

The purpose of this article is to report on a large-scale survey that was carried out to assess academic users' awareness, perceptions and existing levels of use of e-books. The survey also seeks to find out about the purposes to which electronic books were put, and to obtain an understanding of the most effective library marketing and communication channels.

Design/methodology/approach

An e-mail invitation to participate in the survey was distributed to all UCL staff and students (approximately 27,000) in November 2006, and 1,818 completions were received, an effective response rate of at least 6.7 per cent. Statistical analyses were carried out on the data using Software Package for Social Sciences (SPSS).

Findings

The survey findings point to various ways in which user uptake and acceptance of e-books may be encouraged. Book discovery behaviour, a key issue for publishers and librarians in both print and electronic environments, emerges as a critical focus for service delivery and enhancement.

Originality/value

The survey is part of an action research project, CIBER's SuperBook, that will further investigate the issues raised in this initial benchmarking survey using deep log analysis and qualitative methods. The paper partly fills the gap in the literature on e-books which has mainly focused on usage and not the users.

Keywords

Electronic books Academic staff Students

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Many people wonder if these books actually help them succeed in their professional careers and if they are really vital for the modern workplace. Personally, I think that if you want to become a successful businessman, it is not enough to read a couple of books on this subject. What you really need is a lot of experience, persistence and a wish to work hard. To my mind, business books have become a business in themselves. E-books may cause problems with eyesight because it is rather tiring to read from the screen. Some people say that one of the main disadvantages of e-books is that the battery must be recharged and that e-books can be easily broken. What is more, so far there is only a limited selection of e-books being published. Students and teachers both need to get creative for incorporating critical thinking in a better way. 1) Identification of a topic in an objective way: Whenever a certain topic comes to the mind, regardless of the subject, the student must think about it objectively. The first step to be taken is drawing a table mentally with the pros and cons of each side. You have to think about the topic according to the benefits and detriments and positives and negatives as well. This will help a student to get a better understanding of the topic and in a better way. Any opinion that will be made after this Books can hold and keep all kinds of information, stories, thoughts and feelings unlike anything else in this world. Can words, paragraphs, and reading fiction be all that great for you and your health? It definitely can, and it is a timeless form of entertainment and information. "Reading a book, and taking the time to ruminate and make inferences and engage the imaginational processing, is more cognitively enriching, without a doubt, than the short little bits that you might get if you're into the 30-second digital mode." – Ken Pugh (President of Haskins Laboratories). In fact, for years rea