Overview of previous e-textbook studies

Pam Freeland

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Context at UNSW Library

- e-preferred policy for many years
- applied to monograph approval plan
- c. 100,000 e-books
- Drivers: space and improved access for increasingly "remote" users
- Consider textbook packages on their merits
- UNSW Bookshop manages Text and Reference processes

E-book versus e-textbook

- Is this distinction easy to make?

- Is it the same for all disciplines?

Australian experience

- Quloc study (Borchert et al 2009)
- La Trobe University study (Perkins and Johanson, 2009)
- Many local trials and pilots
- Book Industry Strategy Group submission deadline today!

Overseas experience

- Joint Information Systems Committee (JISC) UK

- University of Toronto, Canada (Jones, 2009)

- Barnes and Noble Nook study (McCarthy 2010) USA

- Horizon Report 2010

http://www.jiscebooksproject.org

JISC national e-books observatory project

Key findings and recommendations

Final Report, November 2009

JISC UCL

JISC collections
delivering resources online

UNSWLIBRARY

Selected further reading

- Tees, Tracy (2010) . "Ereaders in academic libraries – a literature review". *Australian Library Journal*, November 2010 pp. 180-186

- JISC Collections (2009) *JISC national e-books observatory project. Key findings and recommendations* http://www.jiscebooksproject.org

- *Study on the Management and Economic impact of e-textbook business models on Publishers, e-book Aggregators and Higher Education Institutions . Phase 1 Report (Public version). (*2009) Content Complete Ltd and OnlyConnect Consultancy. http://www.jiscebooksproject.org

. . . more reading

- Jamali, HR Nicholas, D and Rowlands, I (2009) "Scholarly e-books: the views of 16,000 academics . Results from the JISC National E-Book Observatory". *ASLIB Proceedings: New information perspectives 61 (1), pp.33-47.*

- Jones, Peter H. (2009) *Turning the page: learning about the future of eBooks from students today. University of Toronto Libraries Student and Scholar experience of eBooks. Summary report.* Redesign Research. http://www.redesignresearch.com/smartbooks/files/UTL%20eBooks%20Summary%20Report%20109.pdf

- McCarthy, D .(2010) "The Transformation of Digital Content in Higher Education." Presentation at the 2010 EDUCAUSE Center for Applied Research Symposium, Carlsbad, CA, December 7, 2010, available from http://www.educause.edu/Resources/TheTransformationofDigitalCont/219530

UNSW LIBRARY

. . .finally

- Polanka, Sue (2010) *No shelf required : e-books in libraries*. ALA Editions, Chicago, ISBN 9780838991039

- Sherman, KC, and Vesper, E, 2009, 'Monetize the hidden value in ebooks and other digital learning assets', 25th Annual Conference on Distance Teaching & Learning, Madison, Wisconsin, Aug 4-7 2009, accessed at http://www.uwex.edu/disted/conference/Resource_library/proceedings/09_20289.pdf

- Smart books site http://www.nextexts.com
- Digital Textbooks blog http://digital-textbooks.blogspot.com/

UNSWLIBRARY

From ebooks to etextbooks

Ebook Library (EBL) and James Bennett Textbook Discussion Panel

Sue Dowling, Murdoch University Library

Murdoch
UNIVERSITY

DISCOVERERS WELCOME

Overview

- Introduction: ebooks at Murdoch

- What we want, and don't want, in ebooks

- Etextbooks: the stakeholders

- Do the students want them?

- Possible advantages of etextbooks

- Who pays for them?

- How do we get there?

Ebooks at Murdoch

- Over 23,000 ebooks available from the Library OPAC

- More available as links to collections from our databases pages

- Selected academics and bookshop have tried supplying course readings, lab manuals etc on CD (instead of print)

Murdoch
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DISCOVERERS WELCOME

What we want in ebooks

- Availability

- Discoverability

- Usability

- Standards

- Long term availability and access

- The intangibles

- ☺

What we don't want

- Plugins or additional software

- DRM!

- Single user checkout model (as for print)

- ☹

Ebooks: the stakeholders

- Authors

- Publishers

- University bookstores

- Academics

- Students

- Libraries and their parent institutions

- Anyone else?

Do students want etextbooks?

- Results to date suggest it's not an overwhelming preference

- What could make etextbooks attractive to students?

Who pays?

- Not just a library responsibility!

- Is open source part of the answer?

So how do we get there?

- Needs 'whole of institution' support, plus involvement of the stakeholders

- Let's work together

Thank you

E-Textbooks

Maryce Johnstone – Sales Manager, Gale Cengage Learning

Divining the Future – Testing the Waters

January 2011

CENGAGE
Learning™

How is your crystal ball?

CENGAGE
Learning™

Joint Information Systems Committee (JISC) Project

-JISC Observatory Project Nov 2007 to Dec 2008

- 37 e-textbooks

- 127 universities

- 46,000 visits

-Key findings (published November 2009)

- Although increasing, the number of available e-textbooks has not reached critical mass

- Often the latest edition is available in print only

- Availability of all course textbooks online + intuitive platforms will ensure high levels of use and increased adoption of course textbooks

- Teaching staff need to liaise with their library

CENGAGE
Learning™

UK Pilot Project

Cengage Learning UK are offering Cengage Learning e-textbooks collections to university libraries

-Collections of core adopted textbooks

-Cengage Learning bestsellers

-Multi-disciplinary

-Site-licence, one-off purchase, model

-Access 24/7, & remotely

-Learner oriented features & functionality

-Uses MyiLibrary platform (full text searching, MAC & PC, variety of secure & controlled authentication methods, DRM)

-MARC records are available free of charge

CENGAGE Learning™

UK Pilot Project

-Collection Sets:

-Core collection - 23 best-selling multi-disciplinary CL titles

-6 subject-based collections each consisting of 10 most popular titles:

- Psychology

- Marketing

- Government & Politics

- Art & Music

- Communication & Media

- Study Skills

-Pick & Mix Collections of 10 or 20 titles from a list of 110.

CENGAGE
Learning™

UK Pilot Project – Results to date

-136 institutions have trialled or are trialling

-Sales are starting to come in

-If successful Cengage Learning UK plan to add more titles and to introduce a subscription model
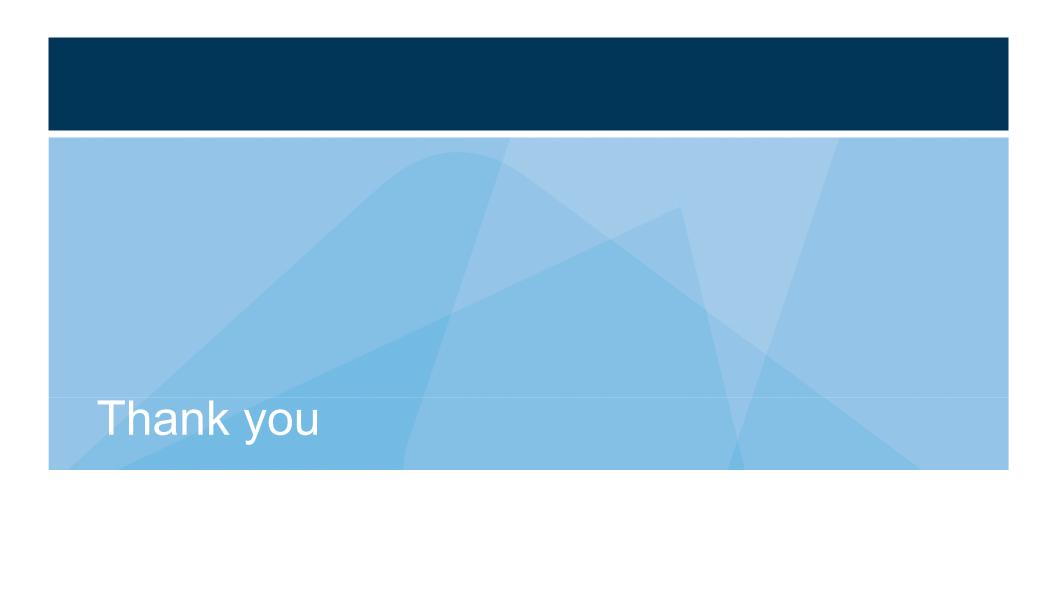
Other e-textbook projects in the pipeline

-eBook platforms built for individual sale:

- e-textbooks packaged with additional electronic resources

- Segmenting e-textbooks and selling e-chapters

- Varying format offerings including:

- VitalSource interactive (new titles and bestsellers)

- Sealed media PDF (backlist)

- Proprietary interactive (embedded within learning

technologies)

- More to come

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Learning™

Things to consider in developing e-textbook models for libraries

-Locally published textbooks have small print runs

-Publishers need to ensure ROI on any book they publish in whatever format

-Universities & TAFEs do not add the cost of required course materials to course fees

-Libraries get demand for required/adopted textbooks but not the additional budget

-eBook Platforms supplied to libraries need to allow for multiple users rather than the single user, personalised platforms on which eBooks are sold direct to individuals

-E-textbooks are different to reference/monograph eBooks

-Currently available & rapidly developing mobile technologies have to be accommodated.

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Thank you

Wiley business units and supply chain

Professional & Trade (print, some ebooks)

Published for practising professionals eg doctors, teachers, nurses, managers and the retail chains eg Dymocks/Borders

STMS: Scientific, Technical, Medical, Scholarly (journals, print (many adoptable textbooks), some ebooks)

Published for researchers predominantly in universities, hospitals and other institutions; mainly licensing content

Higher Education (print, many ebooks, student/lecturer resources, LMS content, online homework systems)

Published for undergraduate and course work post graduate (MBA); for the 'adoption' market and sold through the campus bookstore.

Mix of US, UK and Australian originated titles. 60% of Wiley Australia's revenue comes from Australian originated/adapted titles.

Current business model

- Call on decision makers to match our products and services with their needs. Can be intensive for large first year courses eg chemistry, physics, psychology where there are lots of academics on the committee

- Extremely competitive business; either we have the adoption and we need to hold on to it or our competitor does and we want it! Makes it costly to keep and win new business; need strategic rep force

- Decision is not just around textbook but also how our other products and services can help in motivating students and improving outcomes for both students and lecturers.

- Some of these more sophisticated products and services include WileyPLUS (online homework management system), clickOn (classroom response system), extensive and deep collection of support videos/classic experiments with questions that can automatically be marked, loaded into LMS sites

- Additionally the traditional lecturer resources of Instructors resource guides, test banks (print and computerised), PowerPoints with and without video, diagrams from the text etc are all made available to the lecturer.

- All of these student and lecturer support resources are provided **'free'** to the lecturer despite their significant cost to publishers. The business model is adopt our text and support its purchase by students and all of these resources will be provided free. Leap of faith by publishers that everyone will honour the deal. In the main it works but increasingly there are major issues.

- Number of sessionals means a new lecturer may not like the text that is sitting in the bookstore so it will not sell, lecturer now only recommends the text ie doesn't say you will need to access a copy of this text to pass the course; death knell for sales, increasing number of students think textbooks are too expensive and look for alternatives eg secondhand, library, photocopying, pirated online copies, use the internet because the content is 'good enough'.

Current business model

- So in a 3 year cycle our sales will look like this for a first year course of say 1000 students:
- 1st year of sales 700 (no second hand if this is a new title however if it is a new edition some students will use previous edition)
- 2nd year of sales 400
- 3rd year of sales 300
- So for 3,000 enrolment over 3 years sales equal 1400 or 47%.

- Bookstores receive 33.3% discount
- Free freight into store
- Full returns for 18 months
- Free credit so they can take physical delivery of texts (say for S1) anytime from October to February and not pay until end of March

Current models for ebooks

- Bundle for free with certain first year print texts

- For students who do not want to buy a print text able to buy an ebook from wiley.com for around 40% discount off the print price

- Do not have technology solution for selling through campus bookstores due to different systems ; bookstores are concerned we are 'going around them'

- Issues with different formats and devices; costly; Issue with embedded media for iPads; not Flash compatible

- There's a view that ebooks should be much cheaper but the cost of hosting and managing large amounts of data accurately (electronic warehousing and distribution) is costly as are different formats and devices to service. Savings are in print costs (which represent a relatively small amount of the price of a textbook) and in physical warehousing and distribution

- Transition from print to digital means average prices decrease as they move from higher print prices to lower digital prices but publisher still has predominantly same costs. Most costs are people costs eg 80% of our expenses are staff costs. Hope is more units will be sold.

The dilemma

- Libraries want to have ebooks available for students
- ebook availability in libraries has the potential to significantly reduce publisher revenues
- Wiley wants to make ebooks available but we want to stay in business
- With printed texts there are only so many copies and use is one person to one text; with ebooks one file can go to many unless certain controls are put in place
- What do these need to look like?
- Limit usage (single access/time restrictions)?
- DRM/piracy/file sharing; how to secure?
- Window (eg release after 4 week window to allow sales through campus bookstore first)?
- What about supplementary material ie access to study guides, who will pay for student and lecturer resources supporting the text if there is a big shift to using the library? Publishers will not be able to continue to give these away for free
- What are libraries willing to pay? Do institutions have sufficient funds to replace the user pays system ie what students are now paying? What will the usage look like? Is it all or nothing? How many students will convert from buying something to buying nothing because title is available for free in the library?
- Different from print because you need to physically go into the library; ebooks more accessible (any place, any time) so more likely to be higher usage
- For example taking our 1st course from before over a 3 year cycle: 3000 students, publisher (through bookstore only sells 1400 units. Say text is $130 retail, publisher receives $130x.909x.667=$78 per copy, so total revenue over cycle is $109,200.
- Complexities but necessity to move forward
- Pilot program through EBL; will help us both determine how we can work together