

**E-BOOK SURVEY  
FOR HIGHER EDUCATION  
STUDENTS AND TEACHERS  
IN FINLAND**

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**National Library of Finland  
FinELib  
2016**



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# 1 Background, objectives and realisation of the survey

In the spring of 2016, the National Library of Finland realised an e-book survey for students and teachers who use the libraries of Finnish higher education institutes. The survey was part of an e-textbook project by the FinELib consortium<sup>1</sup>, which aims at expanding and improving the supply and availability of electronic textbooks in Finnish higher education institutes. <sup>2</sup>

The e-book survey studied the experiences of students and teachers in higher education institutes on the use of e-books in their studies and teaching. The questions aimed at determining, for instance, whether the students and teachers had read, borrowed or bought e-books that they needed in their studies or teaching, whether e-books had been used as part of the teaching, which devices were used to read the e-books, whether the e-books had benefited the studies and teaching, and what kind of problems the respondents had experienced when using e-books. The respondents were also asked to describe what e-books should be like to function well as part of the studies and teaching. In addition, the students were asked how much time they used to read e-books.

In the survey, the term “e-book” was specified as a book in electronic format that can be read on the screen of a computer or mobile device. Since the survey was part of the e-textbook project of the FinELib consortium, it was limited to students and teachers in universities and universities of applied sciences. The survey was not limited to the e-textbooks piloted by the project, however: it studied the use of e-books in studies and teaching in general.

The survey was realised online to ensure that as many respondents as possible would be reached and ample data could be obtained. Separate online questionnaires for teachers and students (Appendices 1 and 2) were prepared in Finnish, Swedish and English. Links to the surveys were sent to the libraries of all Finnish higher education institutes. The surveys were open from 12 January to 31 May 2016.

The libraries were encouraged to communicate information about the survey within their organisations. A promise was made to compile a summary of each library participating in the survey to be used as an aid when planning future textbook purchases. Each library independently decided on the communication about the survey, however, which means that the time when information about the survey was actively communicated varied.

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<sup>1</sup> FinELib consortium: <https://www.kiwi.fi/display/finelib/>

<sup>2</sup> FinELib's project on Finnish e-textbooks for Finnish higher education institutes: <https://www.kiwi.fi/display/finelib/Kotimaisia+e-kurssikirjoja+korkeakoululle>

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In addition to the ready-made alternatives, the questionnaires included the opportunity to write your own answers. A summary of the survey results was published in the library network services of the National Library.

This report presents the survey results one question at a time. Some of the questions were only posed to the students or teachers, and others to both. The question headings and graph texts indicate the target groups. The term “teacher” is used in the analysis to refer to all the people who answered the survey questions targeted to teachers, regardless of their background. Similarly, the term “student” is used to refer to all the people who answered the student questions.

The answer distributions to the questions with predetermined answer alternatives are given below the graphs, and summaries are given of the answers to the open-ended questions. Answers given by specific respondents cannot be identified from the reports.

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## 2 Respondent background data

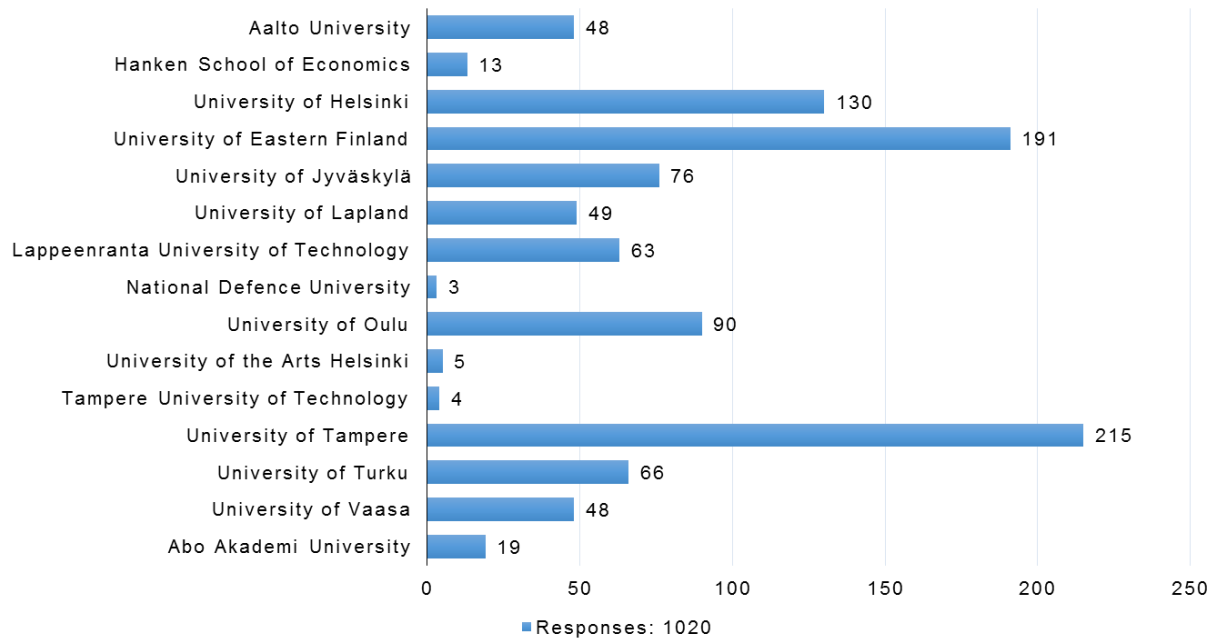
### 2.1 Number of answers, the respondents' background organisation and representativeness

A total of 1,889 students and 459 teachers took part in the survey. Universities are more pronounced than other higher education institutes in terms of the number of respondents. 54% of the student survey respondents are university students and 46% are students in universities of applied sciences. 57% of the teacher survey respondents are university teachers and 43% are teachers in universities of applied sciences.

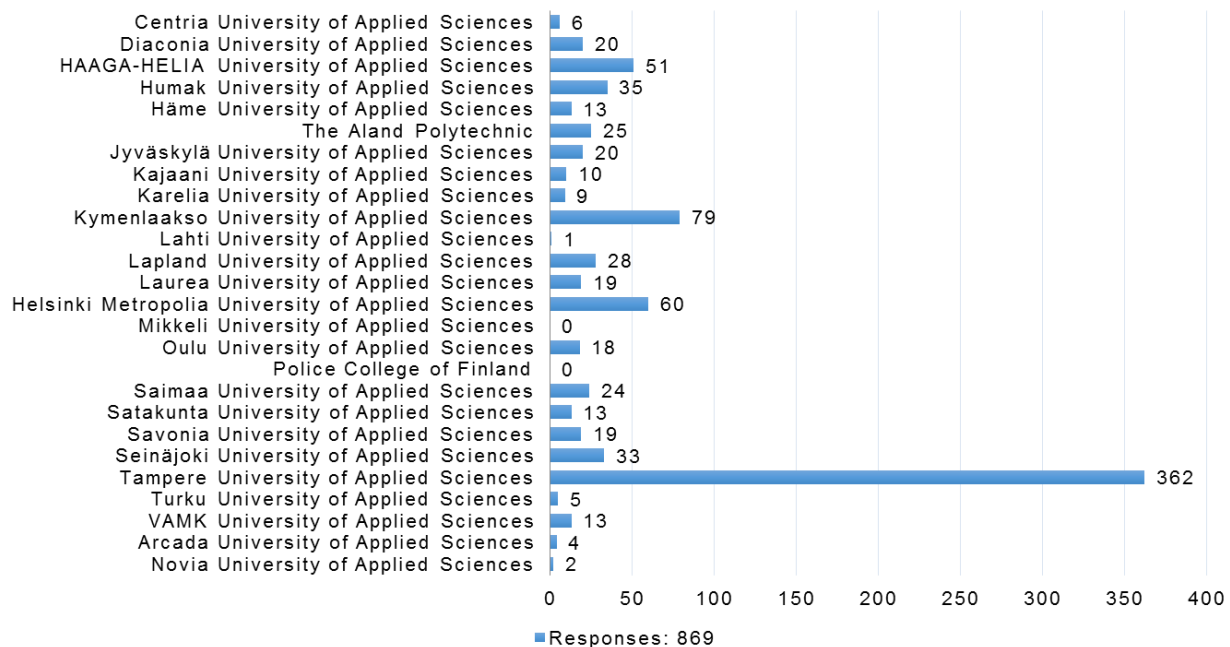
The survey population consists of students and teachers in Finnish universities and universities of applied sciences. However, the respondents of the online survey are a self-selected sample that is not a representative sample of the population. Some teachers and students do not use online services and e-books yet, which makes the answer distributions distorted. The differing marketing efforts of the participating libraries, linking the survey to the website of a specific organisation, etc. all influenced the activity of the respondents. Regardless of the success of the sampling, actual respondents voiced their actual opinions based on which assessments and conclusions on the use of e-books and the experienced benefits and problems can be made.

The chapters below describe the background of the respondents in more detail.

### 2.1.1 Number of answers and the respondents' background organization (University students)

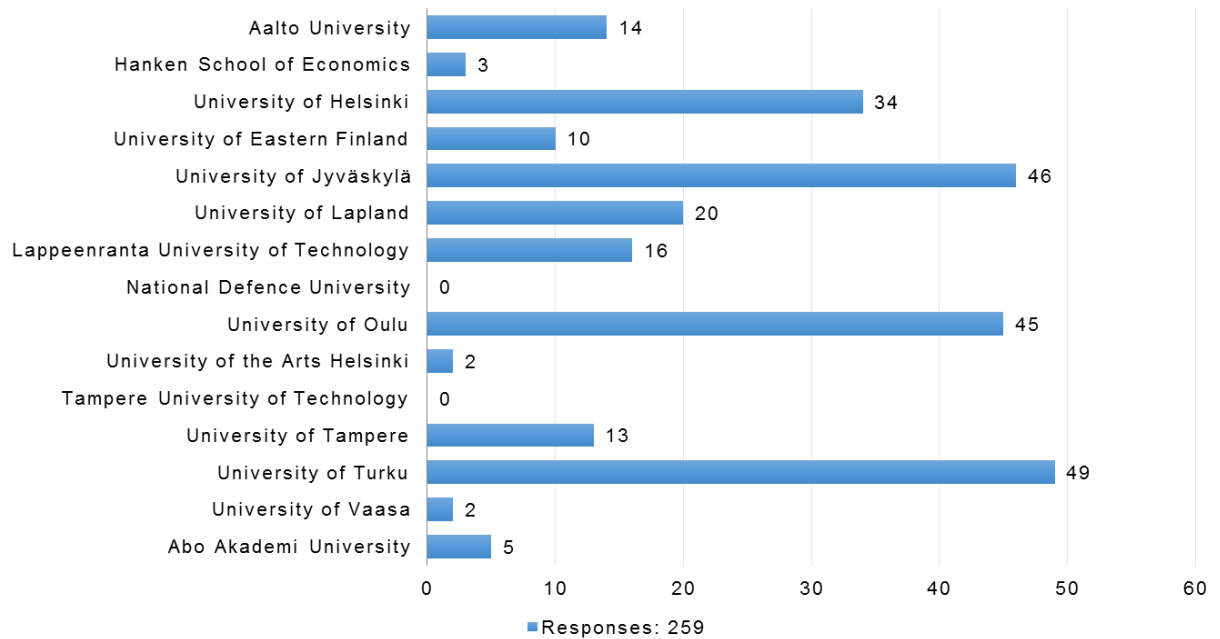


### 2.1.2 Number of answers and the respondents' background organization (Students in university of applied sciences)

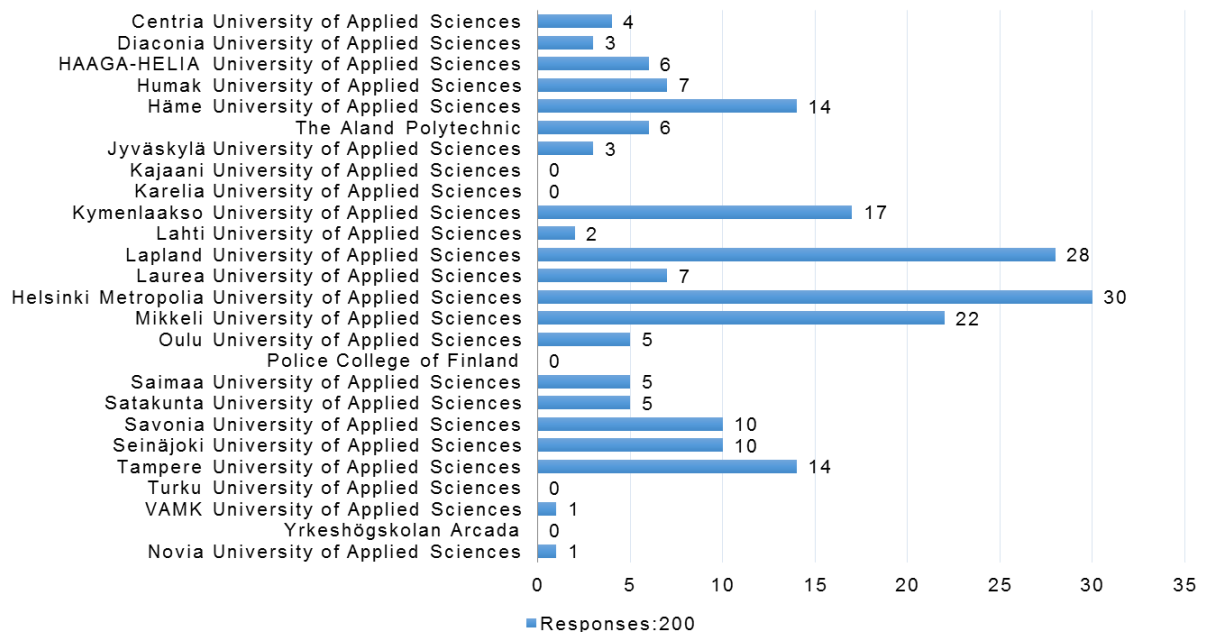




### 2.1.3 Number of answers and the respondents' background organization (University teachers)

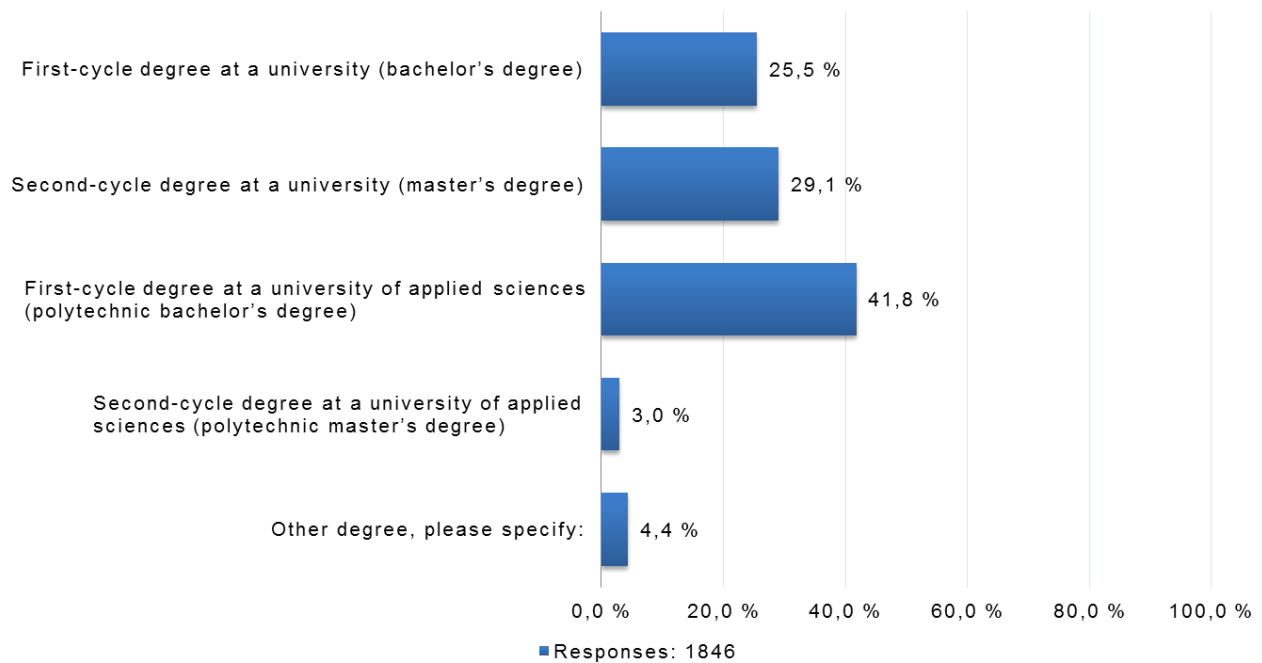


### 2.1.4 Number of answers and the respondents' background organization (Teachers in university of applied sciences)

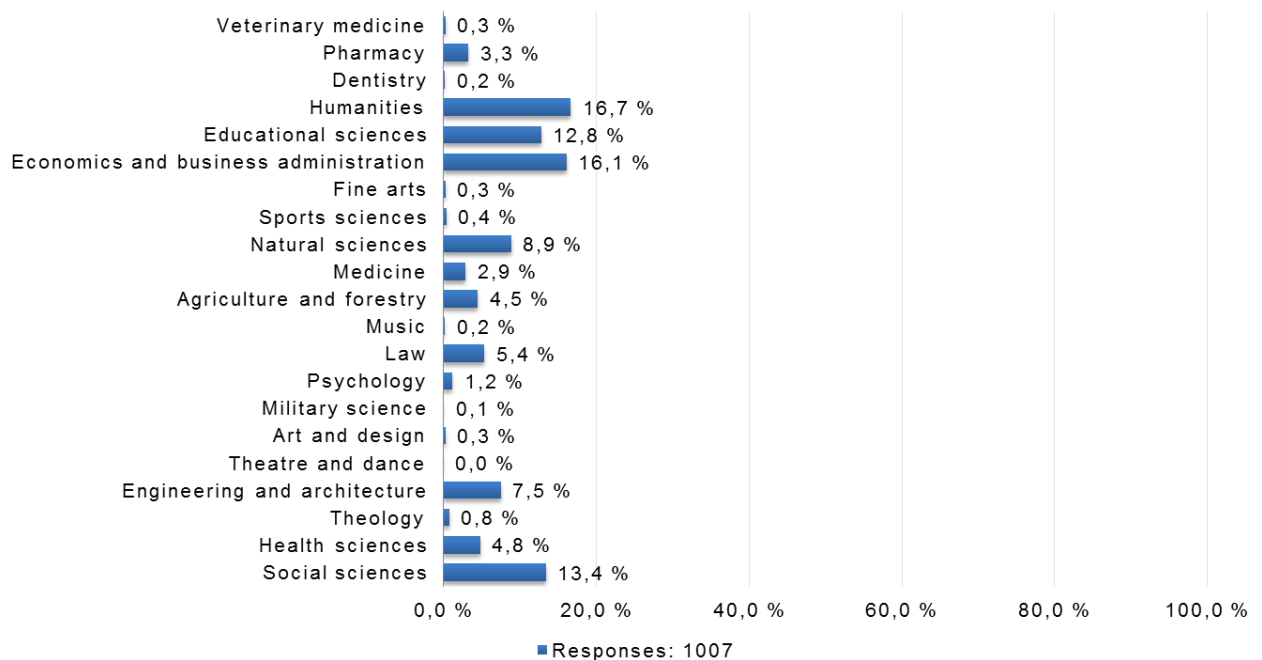


## 2.2 Field of study

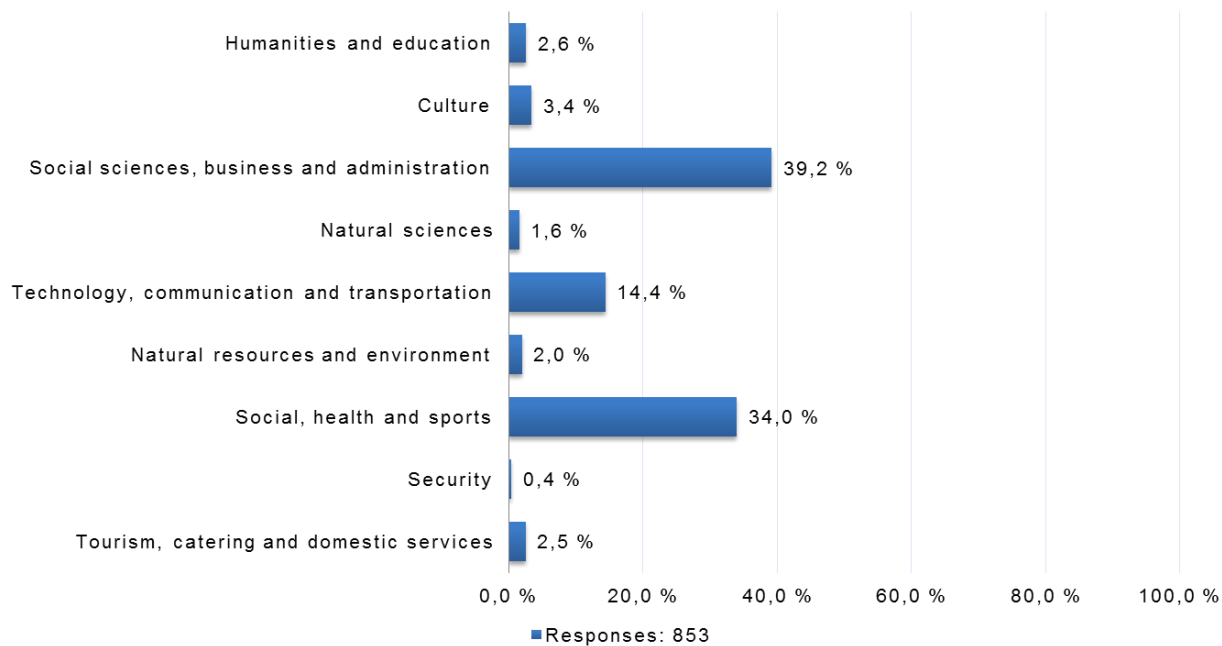
### 2.2.1 Degree currently pursuing (Students)



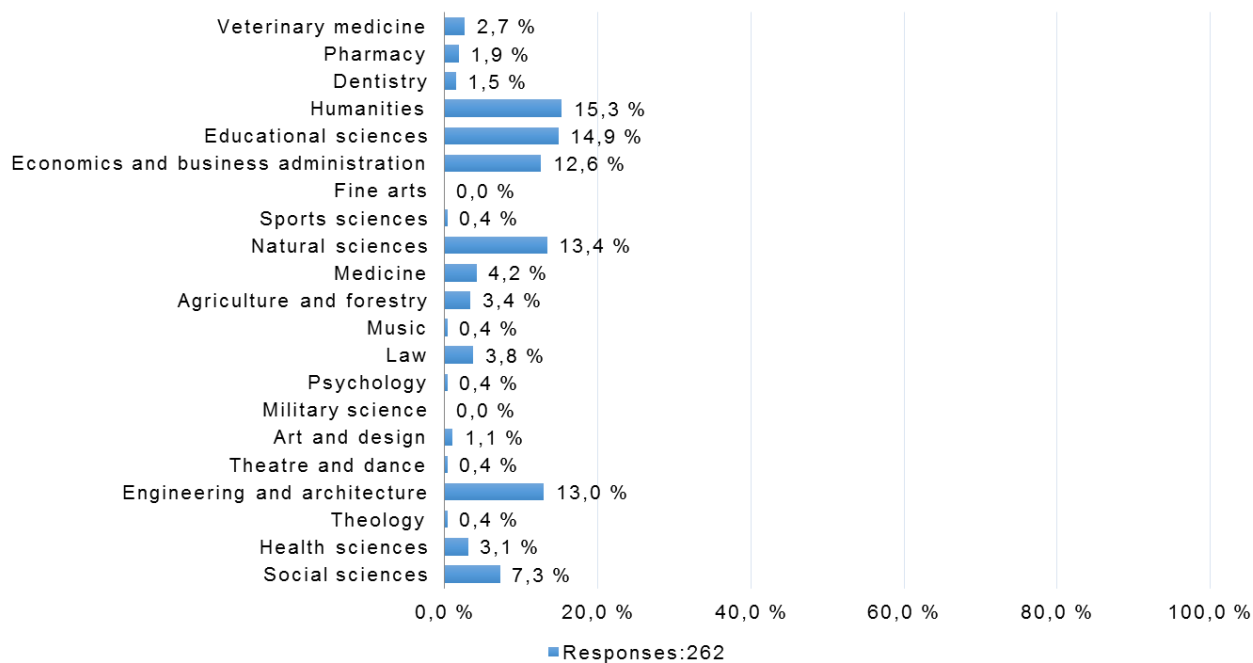
### 2.2.2 Field of study (University students)



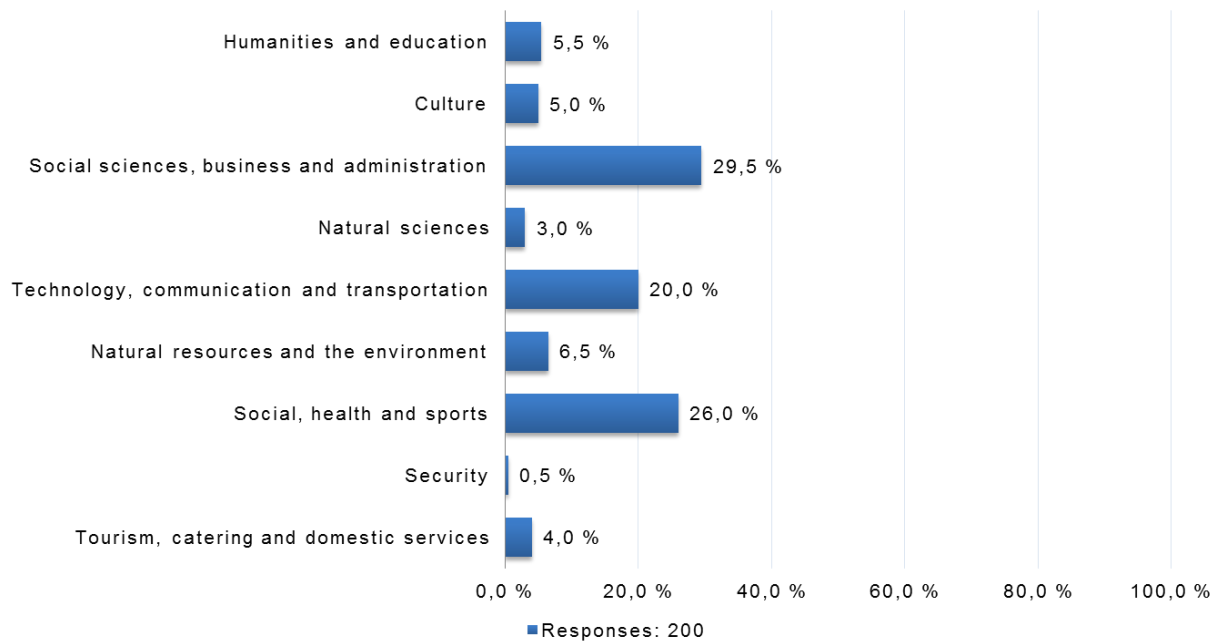
### 2.2.3 Field of study (Students in university of applied sciences)



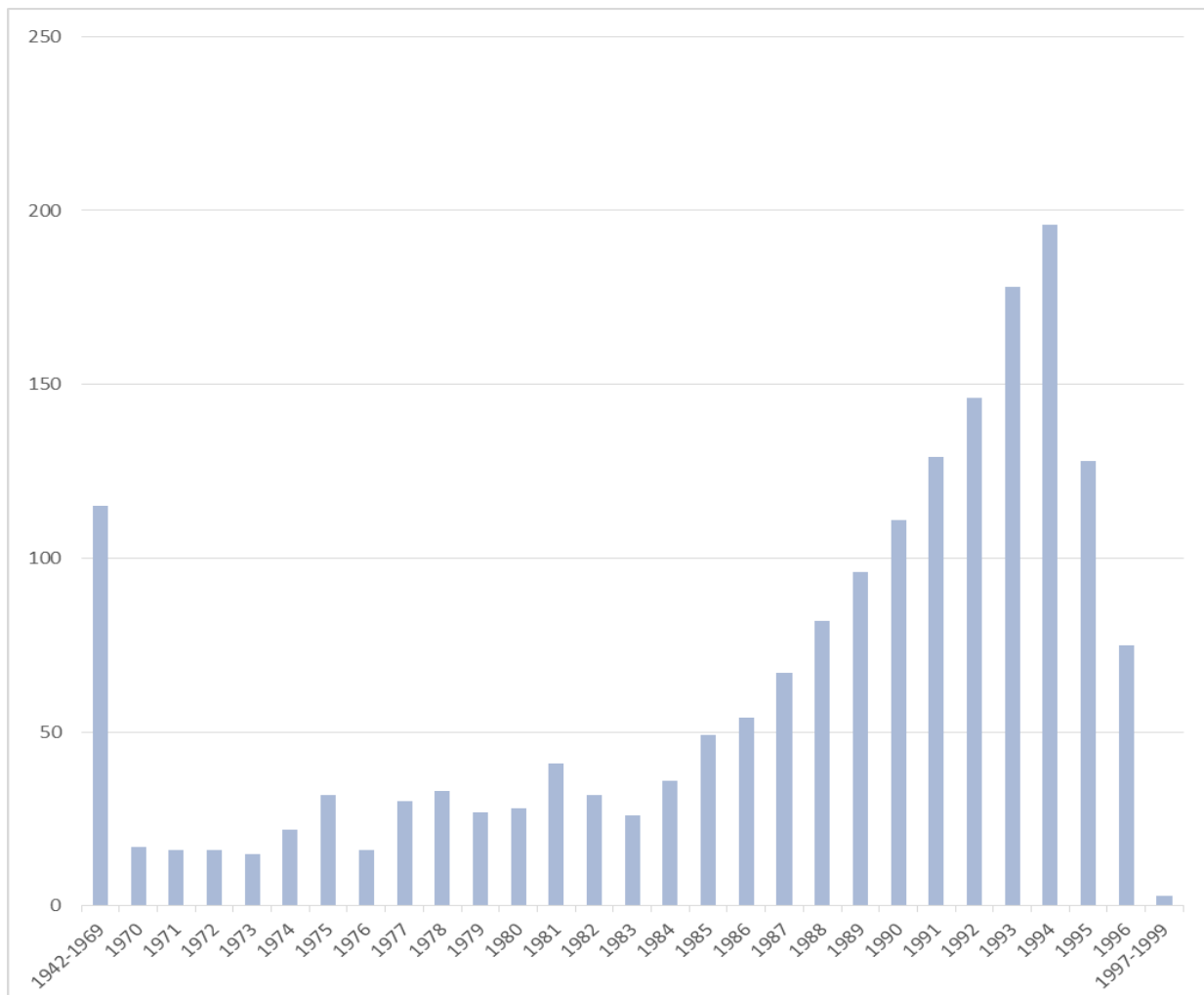
### 2.2.4 Field of study (University teachers)



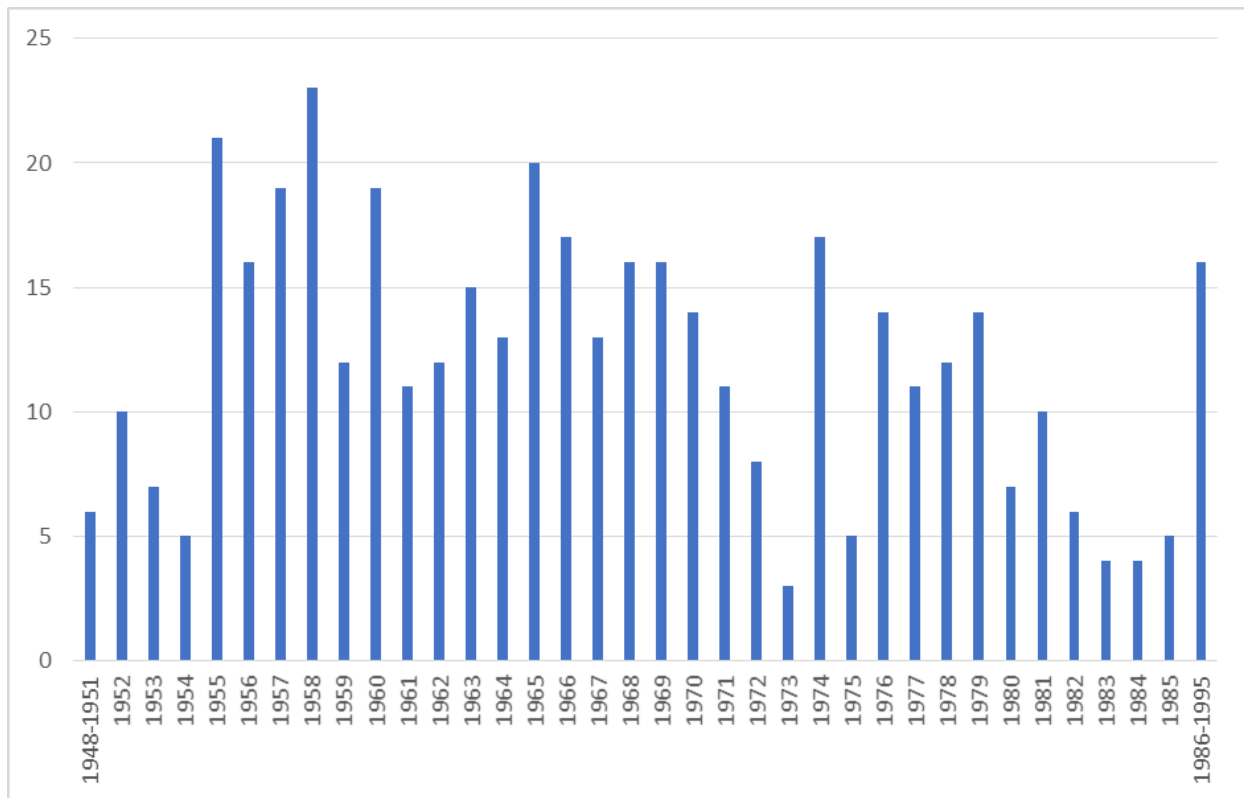
## 2.2.5 Field of study (Teachers in university of applied sciences)



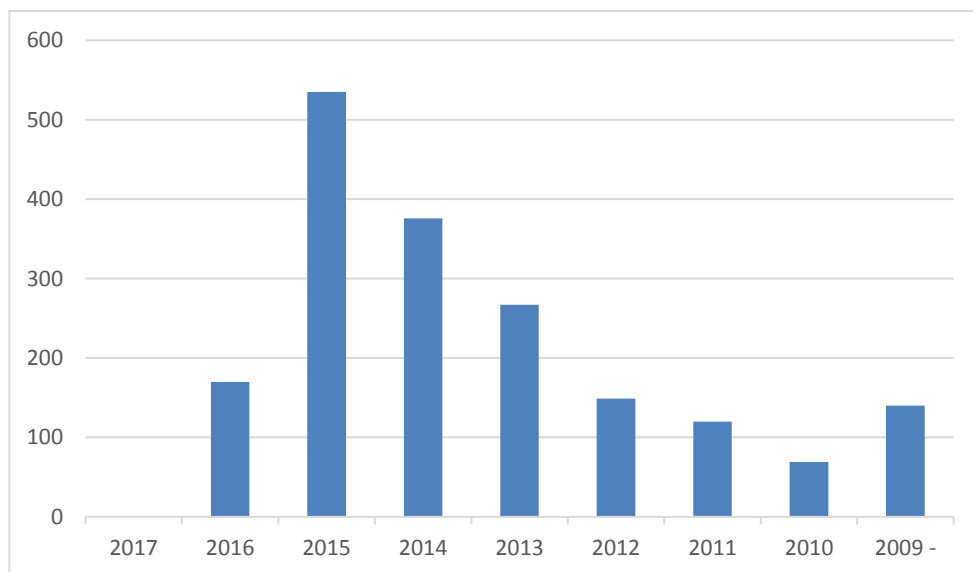
## 2.3 Birth date (Students)



## 2.4 Birth date (Teachers)



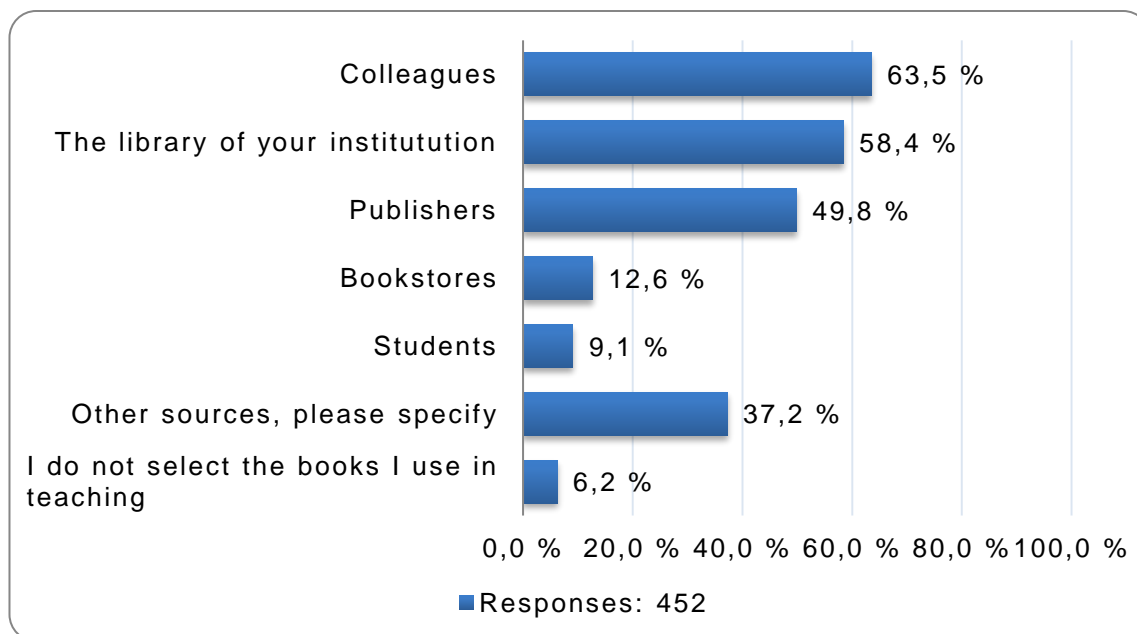
## 2.5 Year of beginning studies (Students)



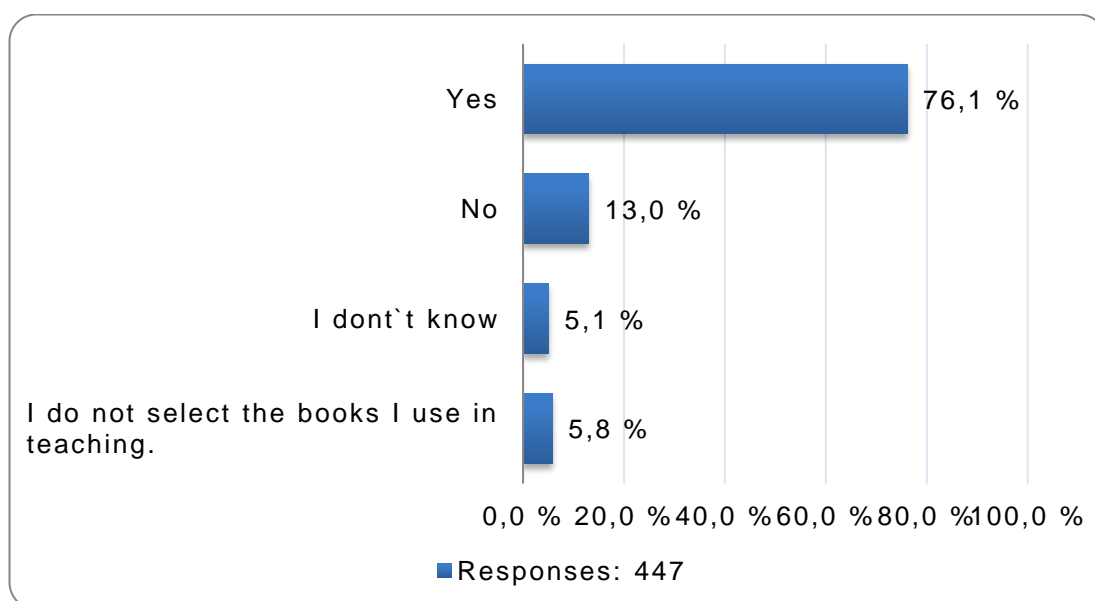
### 3 Results

#### 3.1 Selecting and using e-books in teaching (Teachers)

##### 3.1.1 When selecting books to be used in teaching, which sources do you use to help you in your selection? (Teachers)



##### 3.1.2 When selecting books to be used in teaching, have you selected books which are also available as e-books? (Teachers)



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### 3.1.3 Which factors do you consider when selecting books to be used in teaching? (Teachers)

The respondents were asked to tell in their own words which factors influence them when they are selecting books to be used in teaching. Issues that strongly influenced the selection included contents and availability of the book, as well as the book's usability and format.

The respondents stated that the most important issue influencing the selection is the contents of the book. Content-related issues mentioned by the respondents included:

- Appropriateness (how well the contents of the book correspond to the goals of the course)
- Quality
- Comprehensiveness
- Novelty value, being up-to-date, publication year
- Author's education and academic prestige
- Reputation
- Sources
- Publisher
- Language

The second key issue influencing the selection of textbooks was availability of the book. Whether enough copies are available, how many students will be able to simultaneously use one copy, whether the book is available in electronic format, whether the higher education institute's library has obtained the right to use the book and openness of the material are issues that influence the selection of textbooks. The price of the book is also an issue that influences the selection.

The third key issue influencing the selection of textbooks is the usability and format of the book. Textbooks should be easy to use and read, and their structure should be clear. Good illustrations, visuality, layout and additional materials, such as exercises, tests and PowerPoint presentations, were also mentioned.

*The book must relate to the topic. The book must be well laid out with easy to read sections split with good example and cases for students to try out. The book should be possible to get into the library or online can assist. Publisher's free copies assist in reviewing books.*

*Teacher (University of Applied Sciences)*

*Availability of the book. I usually have at least 12 students and they all need the book. In some classes there are over 60 students, so giving them an e-book is ideal.*

*Teacher (University)*

*Cost to student, Authors, Organization of the material, Teaching aids included... exams, powerpoint slides*

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Teacher (University)

1. Quality of contents (research based, leading and accessible to students) 2. Authors and Publishers 3. Availability

Teacher (University)

*I use e-books whenever I can so that they are easier to access for students and we do not run out of library copies.*

Teacher (University of Applied Sciences)

### **3.1.4 When selecting books to be used in teaching, does their availability as an e-book influence your decision? How? (Teachers)**

The teachers were asked to assess whether the book being available in electronic format influences their selection of textbooks. Most of the respondents stated that the textbook being available in electronic format has a positive impact on the purchase decision. As the benefits of e-books over printed books, the respondents listed the following:

- Better availability: more students can use an e-book than a printed book
- Everybody will have an equal opportunity to access the course literature
- E-books are free or the price is lower than that of hard copies
- Using literature online is a flexible approach
- You always have your e-book with you
- Course books can be quickly switched
- In a situation where the e-book and the hard copy are equal, the e-book would rather be chosen
- Students prefer electronic materials
- E-books are environmentally friendly

The respondents also included teachers who would rather choose a printed book than an e-book. They justified their preference of printed books with the following arguments, for example:

- Selecting the best book, regardless of the format
- E-books for one's own field are not available
- A book that has hundreds of pages is easier to read as a hard copy
- It's easier to adopt information from something you can touch with your own hands

*Yes, if available and students can use them on multiple platforms*

Teacher (University of Applied Sciences)

*Yes but not the the most important factor. If the book is available as an ebook it makes it easier to give students tasks from the book because the easily access it online.*

Teacher (University of Applied Sciences)



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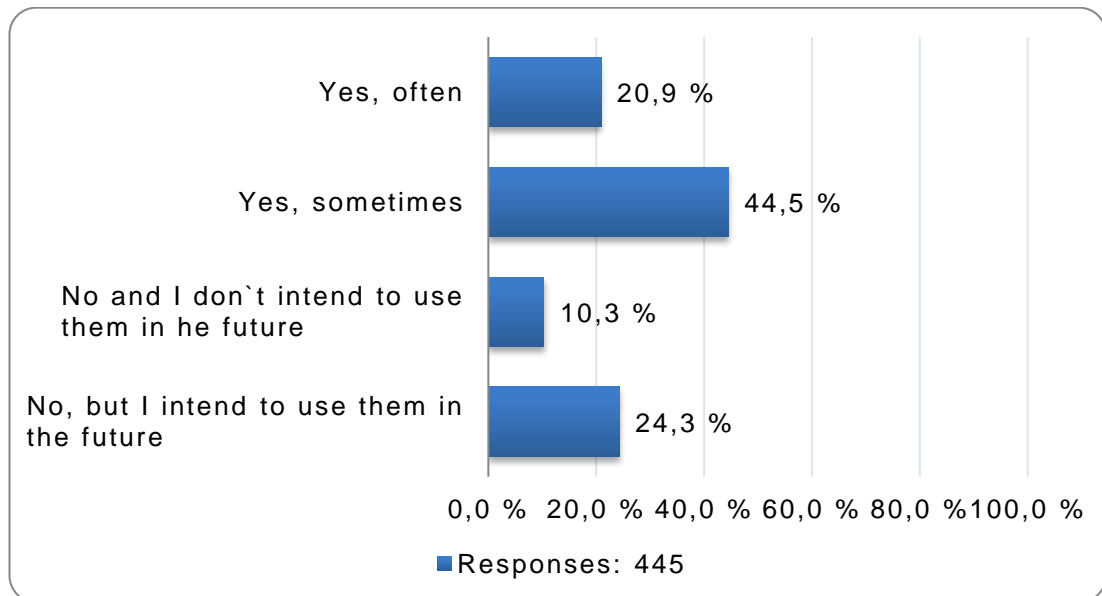
*Yes, given the choice between two equal books, I always choose the e-book.*  
Teacher (University of Applied Sciences)

*Absolutely! I am thrilled when I can get it as an e-book but I do not use it if the material inside is not relevant to my course or what I want the students to reflect on. It is not just if it is an e-book but if it is a quality e-book*

Teacher (University of Applied Sciences)

*Yes, the availability of the ebook in the library influences my decision because students can get it easily without buying or borrowing from library.*  
Teacher (University)

### 3.1.5 Have you used e-books in teaching sessions? (Teachers)

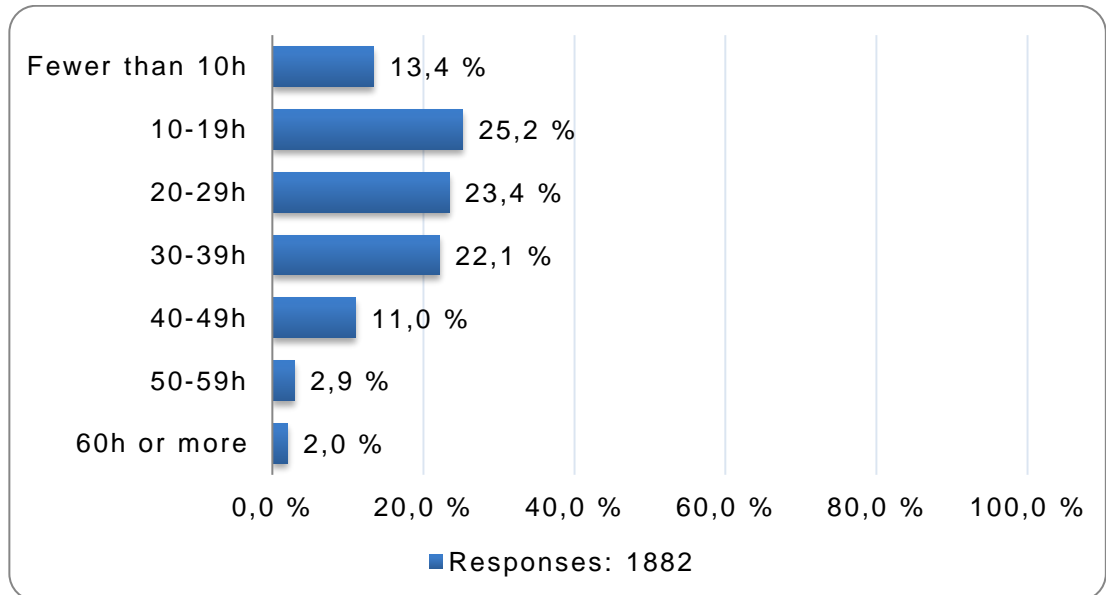


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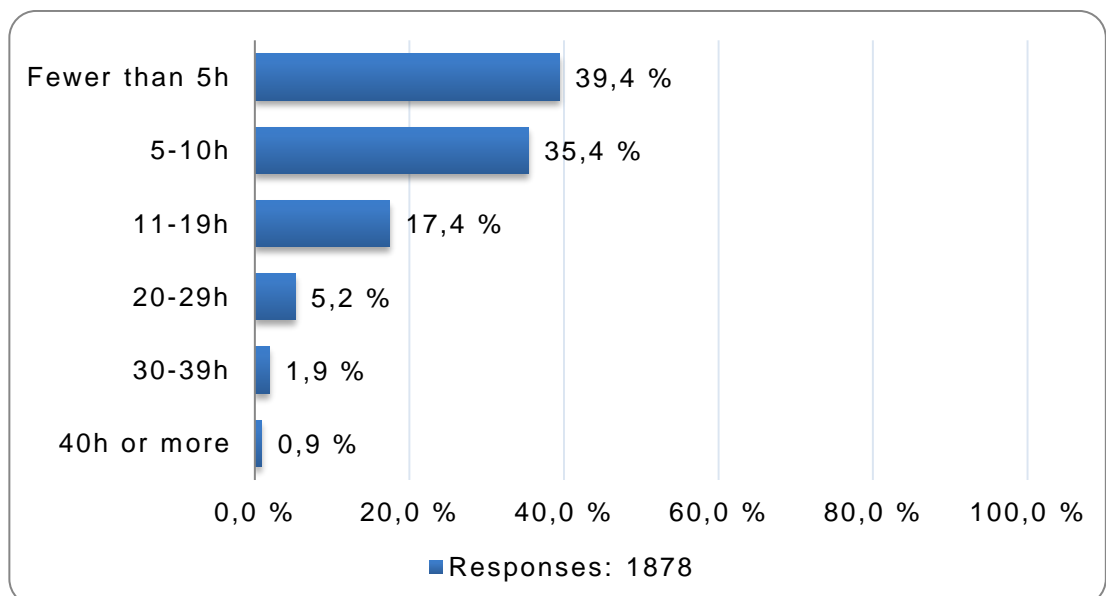
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## 3.2 Time used for study and reading, and amount of books read (Students)

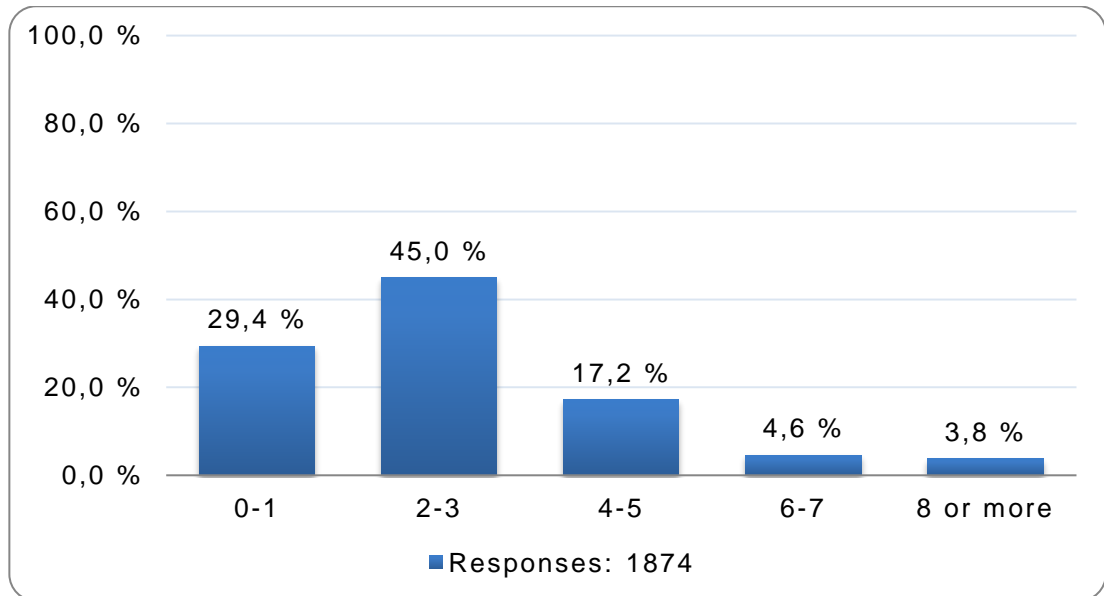
### 3.2.1 How many hours do you spend studying during an average week? (Students)



### 3.2.2 How many hours do you spend reading books related to your studies during an average week? (Students)

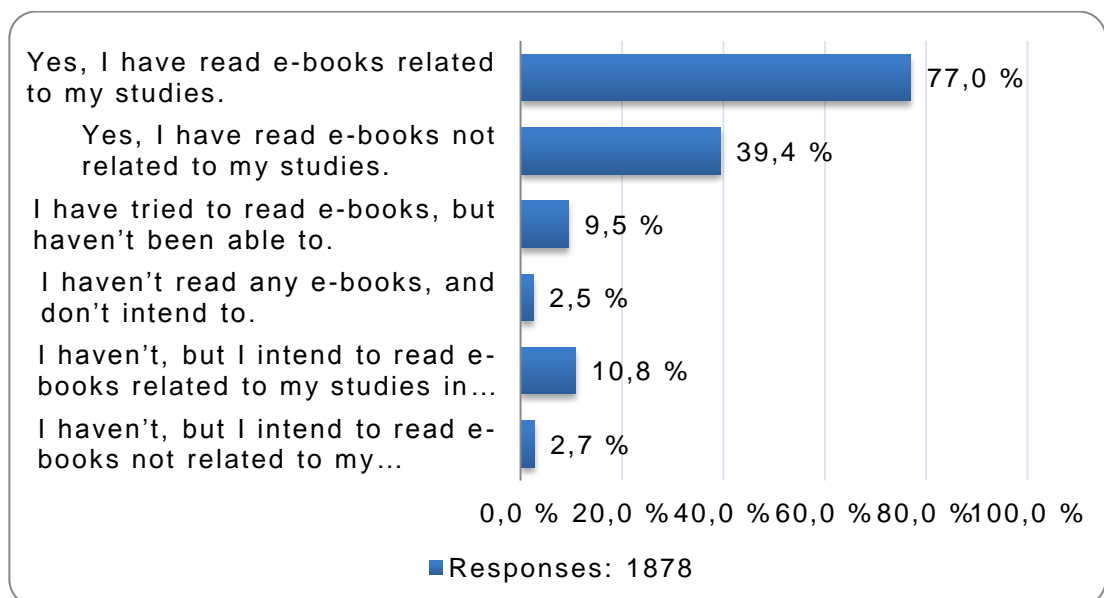


### 3.2.3 How many books related to your studies do you read during an average month? (Students)

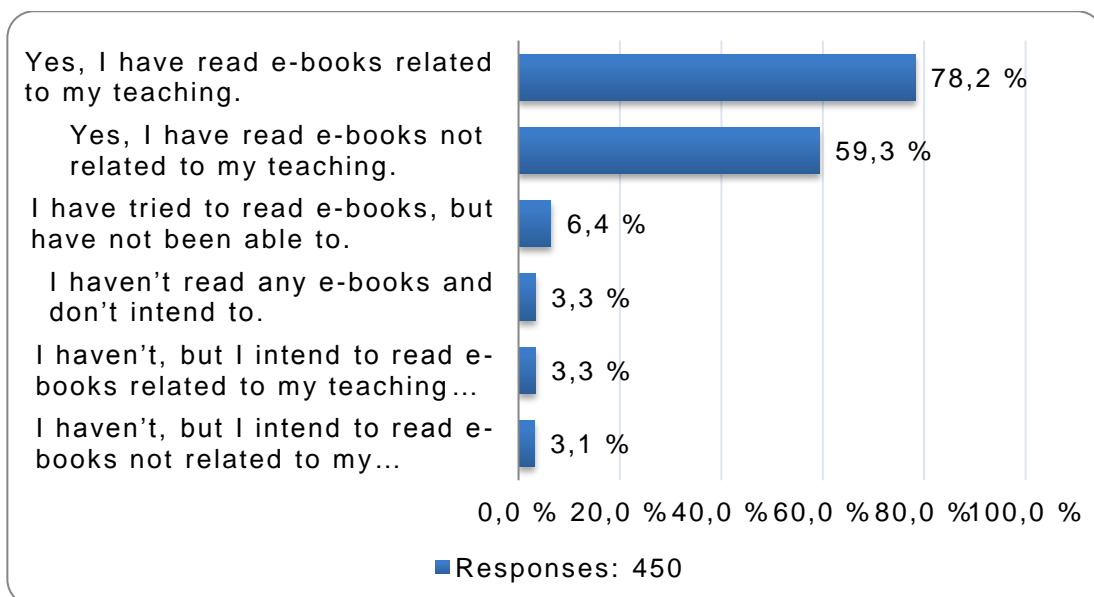


## 3.3 Using e-books

### 3.3.1 Have you read any e-books? (Students)



### 3.3.2 Have you read any e-books yourself? (Teachers)



### 3.3.3 If you've had problems reading e-books, please tell us what they were. (Students, teachers)

The students and teachers were asked to describe the problems they have encountered when reading e-books. Both groups stated that most of the problems were related to the availability and usability of e-books, as well as technology.

Here are some of the problems related to the availability and usability of e-books that the respondents mentioned:

- I don't know where to look for e-books
- Most books are not available in electronic format
- There are not enough licences for all the simultaneous users, or licences do not released quickly enough
- Limited user rights/reading rights
- Limited copying/printing rights
- Too short a reading time
- Downloading a separate application for reading is difficult or arduous
- Creating IDs and hassling with passwords is slow
- Some of the books only work in the higher education institute's intranet
- Terms and conditions are not available or are difficult to understand
- Copy protection has been taken so far that legal use is not possible for some reason or another
- There are too many types of books; I can't be bothered to learn how to use them
- You must purchase a new e-book to replace an older version

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A variety of problems related to the technology needed when reading e-books were also mentioned:

- Login processes are too complicated
- E-books don't open even if you have logged into the university's intranet
- Downloading problems: books download too slowly or cannot be opened at all
- Reader application keeps crashing
- Books don't work in the same way in all browsers
- Timeout of the online bookshelf closes the connection after ten minutes
- Slow internet connection or no internet connection at all; if you cannot download the e-book onto your own computer, you won't read it
- Software is not compatible with the OS (such as Ubuntu)
- Books disappear or cannot be opened after updates
- DRM protection does not work; instead, it prevents reading
- Reading device's battery runs out

Problems connected to the usability of e-books:

- Making notes and markings is difficult or impossible
- Browsing is difficult
- Font is too small
- Zooming is of poor quality and/or too slow
- Page numbers do not correspond to the hard copy's page numbers, which makes referring to the book difficult, or there are no page numbers at all
- Reader is clumsy
- User interface is cumbersome
- Navigation is difficult
- Application fails to save bookmarks
- There is no table of contents
- Poor quality of illustrations and tables
- Poor user manual
- Books should be compatible with text to speech software (so that you could listen to them instead of reading)

Problems connected to ergonomics or other nuisances that harm the reading experience of e-books:

- I can't concentrate when reading a screen
- Reading a screen does not seem natural
- My eyes get tired
- I'm dyslexic, which is why changing the colour of the text should be possible
- It doesn't have the same feel as a regular book
- The light from the screen bothers me

*Finding e-book is the most difficult part if you want to read e-books.*

*Student, (University)*

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*First, for me, e-books are physically more difficult to read than paper books, because it's not good for my eyes. Second, I feel that I read more effectively with paper book because when I use e-books, I am easily distracted by the Internet on my laptop. Last, e-books has time limitations (1, 2, or 3 days loan), so I need to re-load every 3 days for my reading. It's little bit annoying for me.*

*Student (University)*

*The best books relevant to my studies are not available in the form of e-book. The books available dont cut it for me. I think an attempt should be made to put the famous and relevant books in the form of e-book*

*Student (University of applied sciences)*

*Although it is somewhat easy to make notes, finding and collecting those note is a bit difficult. I also got distracted when reading on screen rather than on paper.*

*Student (University of applied sciences)*

*Inside the school's network, there are no problems. However, students sometimes have difficulties gaining access from home, which frustrates them.*

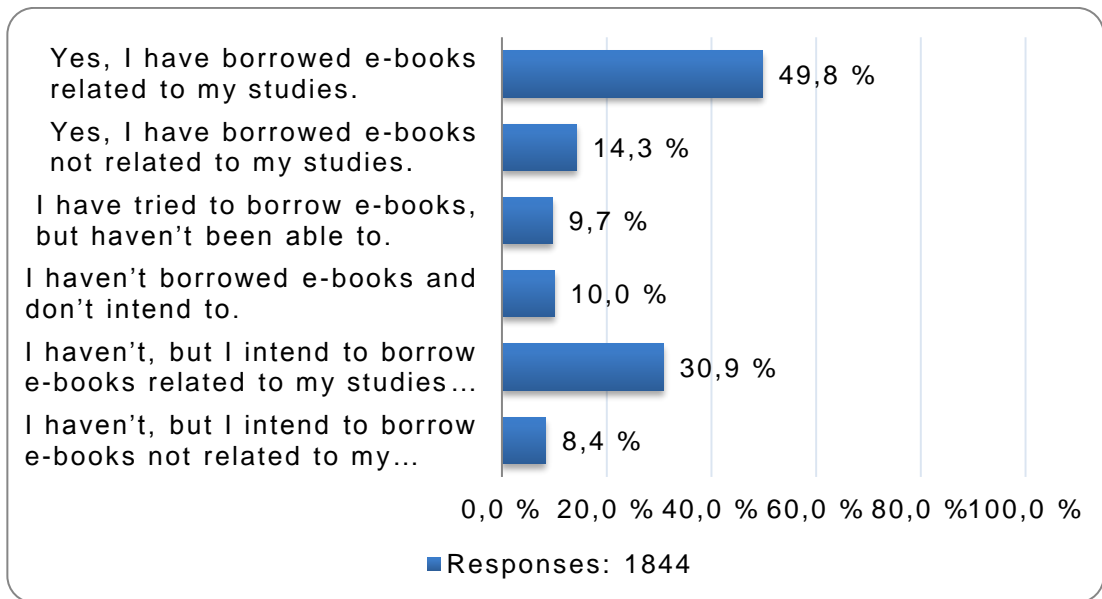
*Teacher (University of applied sciences)*

### **3.3.4 If you have read e-books related to your studies, what were the latest e-books you read? Please name a few examples. (Students)**

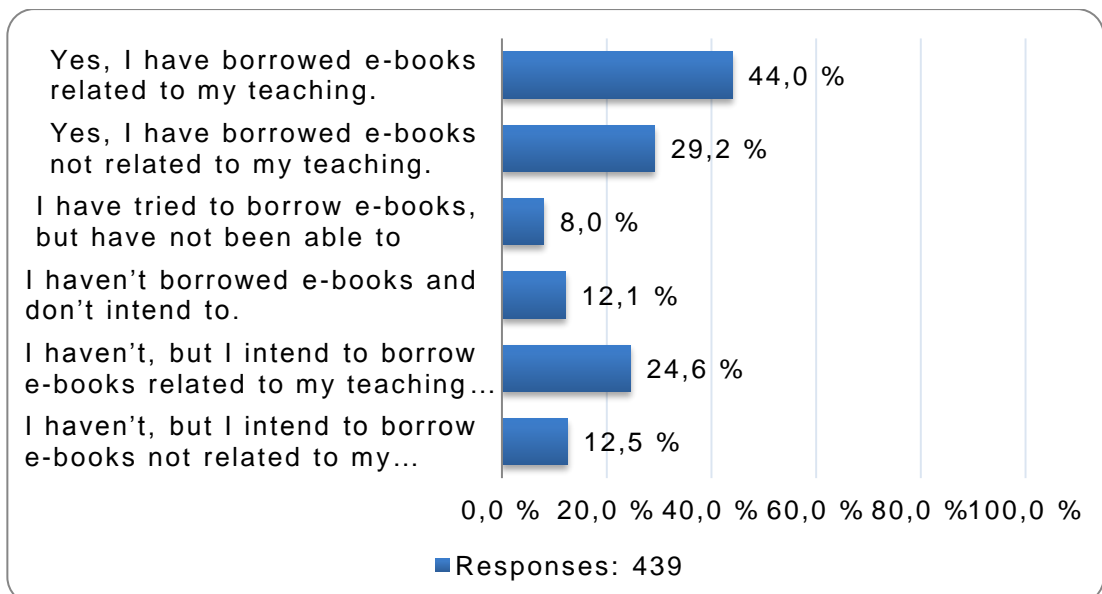
The students had read e-textbooks related to their studies both in Finnish and in English. The respondents mentioned e-books and method guides from the fields of economics, nursing/medicine, business and law, among others. Many of the students could not recall the names of the books they had read last, however.

### 3.3.5 Have you borrowed e-books from a library? (Students, teachers)

#### Students



#### Teachers



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### **3.3.6 If you've had problems borrowing e-books, please tell us what they were. (Students, teachers)?**

Based on the answers given by the students and teachers, the following problems are connected to the borrowing of e-books from a library:

#### ***There is no information about borrowing or the reader cannot understand the instructions***

- Grasping the concept: why do you have to BORROW an electronic book?
- People do not understand what borrowing means and how it differs from reading the book in your browser
- People do not know that borrowing is possible
- People do not know how to borrow e-books
- People do not know which application they can use to read the books
- Instructions on borrowing are too long
- Terms and conditions are difficult to understand
- People do not know how to use the e-book borrowing system

#### ***Availability and introduction***

- There are no e-books
- To read the e-books, you must log into the service provider's website, the login process requires too many clicks, the downloading of reader software is too difficult, the library's user interface is cumbersome, too many clicks are required
- Too many different IDs and logins are required
- There are disturbances and interruptions in availability
- Reader quota is exceeded or the books are used by other people when you need them
- The loan period is too short
- Poor availability for a specific reader device
- Different operating methods and practices of publishers

#### ***Technical issues***

- The website from which books are downloaded does not work properly
- The reader application download was unsuccessful
- Temporarily downloading the book onto your computer is problematic
- The borrowing process is slow
- The books cannot be downloaded directly into a Kindle
- The e-books cannot be opened with some operating systems (such as Chromebook)
- Slow downloads
- Problems with software compatibility



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*Problems are short time loans, just 1, 2, or 3 loans days. It's impossible for me to read a long book in 3 days. Of course I can borrow again, but it's better to lengthen the loans time.*

Student (University)

*Some books may not open on all platforms.*

Student (University)

*My library don't have many ebooks related to my field of studies. That is why I prefer paper books*

Student (University)

*Too beurocratic process to pass through.*

Student (University)

*No ability to save notes/markup with the programmes offered by the university library beyond the time of the loan (i.e. when you have to renew the loan, it loads as a new file and the old markups/notes are "locked up" in the old file that is no longer accessible in the ebook reader)*

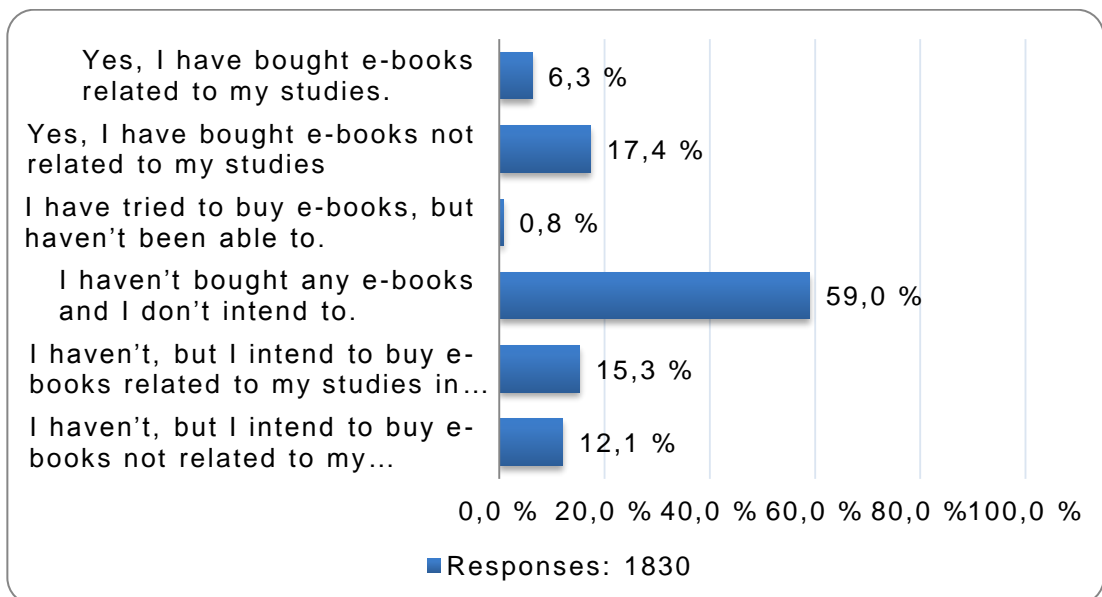
Student (University)

*I'd prefer downloadable e-books that I can read off line from my phone or tablet. Some e-books platforms do not offer such option.*

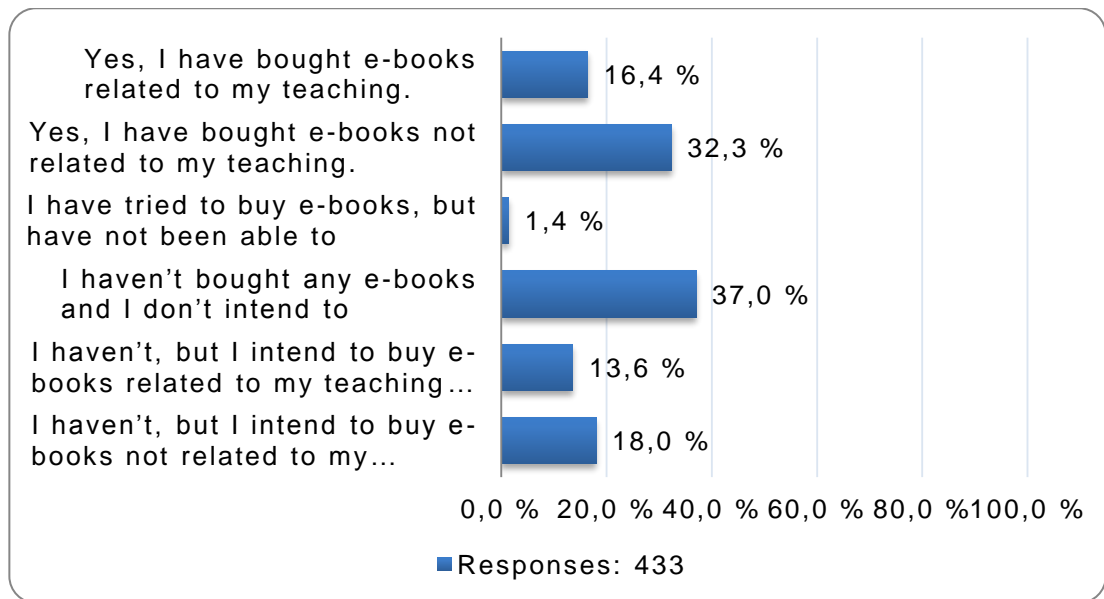
Teacher (University)

### 3.3.7 Have you bought any e-books? (Students, teachers)

#### Students



## Teachers



### 3.3.8 If you've had problems buying e-books, please tell us what they were. (students, teachers)

The students and teachers were asked to tell what kind of problems they had encountered when purchasing e-books. Students rarely see the need to purchase e-books related to their studies.

There are problems with the technical features, availability, usability and licensing of e-books that prevent students and teachers from purchasing the books:

#### **Protection and dependence**

- The e-book is dependent on the organisation that sells it
- The books available for purchase are DRM-protected and it is uncertain whether they can be used in the future
- There are compatibility problems because of protection features; transferring the books to another device is difficult
- Dependence on a specific terminal device: using the purchased books later on in another device is difficult
- Downloading problems

#### **Availability and use**

- Downloading problems
- Differing software and hardware requirements of stores; trying to find out what kind of additional software is needed to read the materials is impossible
- Limited selection
- Too high prices
- The pricing principles of publishers vary
- Too short licences

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*Recently, the kindle app isn't working on my android phone and hence I cannot read my purchases in the latest updated version of Kindle app.*

*Student (University)*

*Usually there are some other alternatives available for free*

*Student (University)*

*Regarding scientific e-books, the price is the biggest problem.*

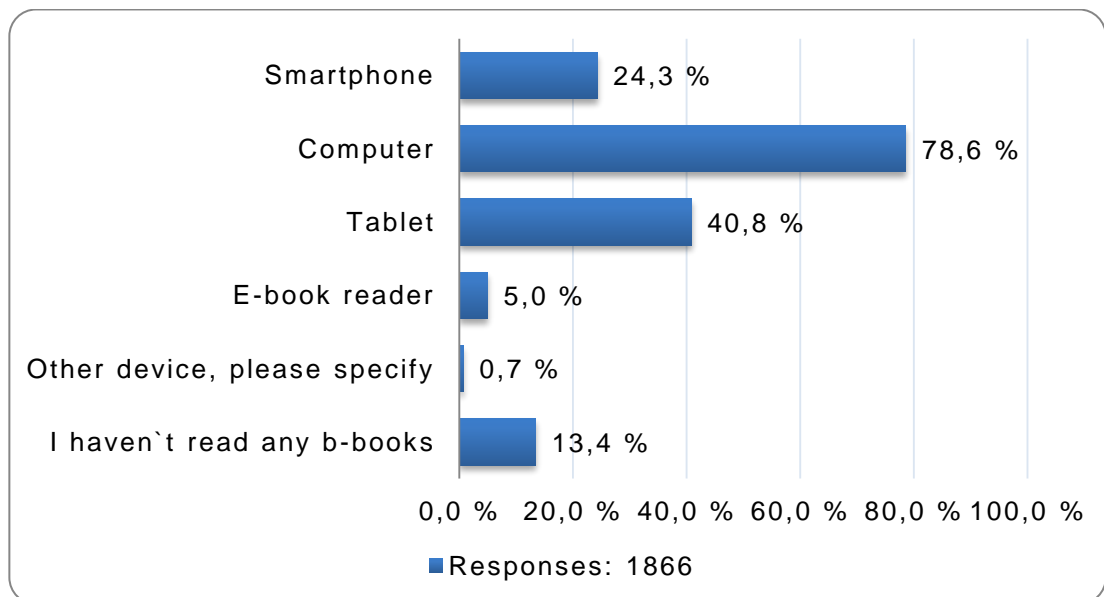
*Student (University)*

*Some sale point websites are poorly organized and have too much information. It's sometimes unclear that I've purchased the book and how to later upload it to my reader/phone.*

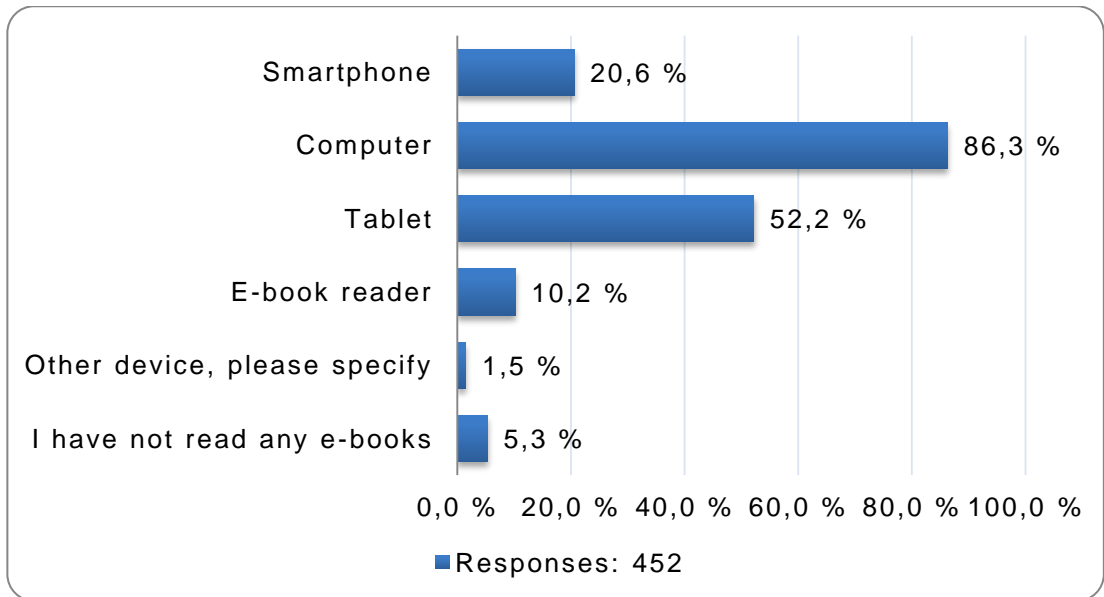
*Teacher (University)*

### 3.3.9 Which devices have you used to read e-books? (students,teachers)

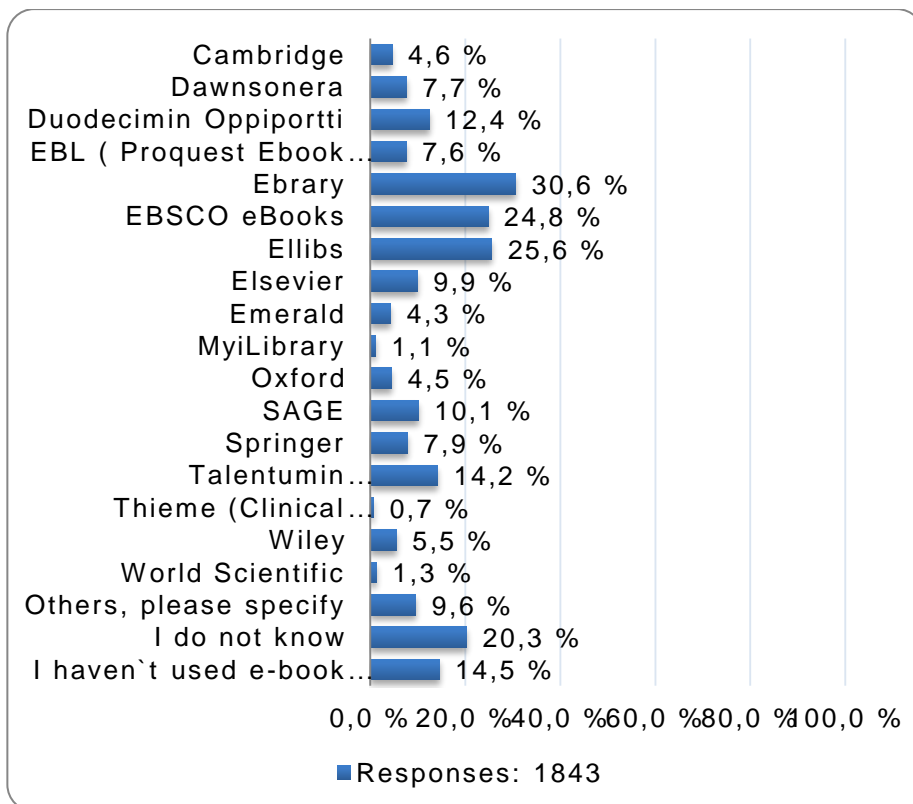
#### Students



## Teachers



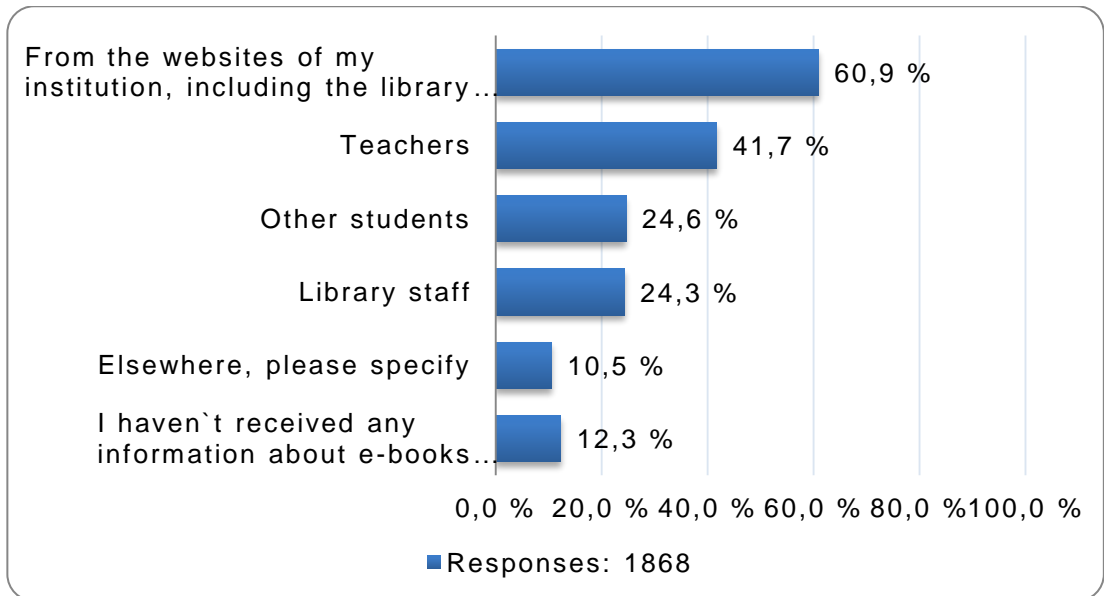
### 3.3.10 Which e-book services have you used for your studies? (Students)



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### 3.3.11 Where did you find information about e-books related to your studies? (Students)



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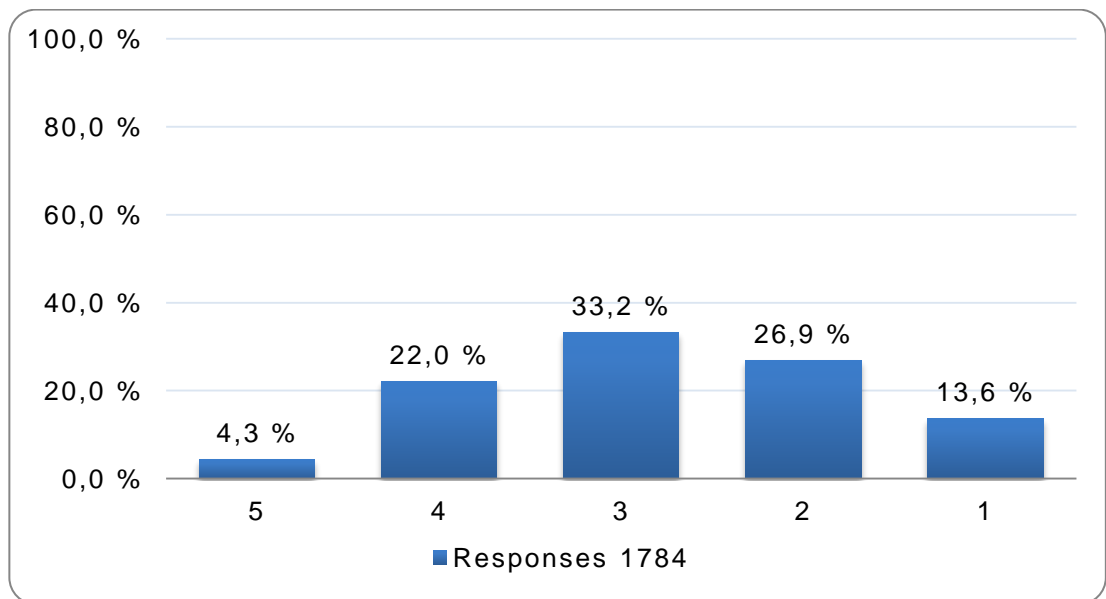
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### 3.3.12 Replies to statements about e-books (Students and teachers)

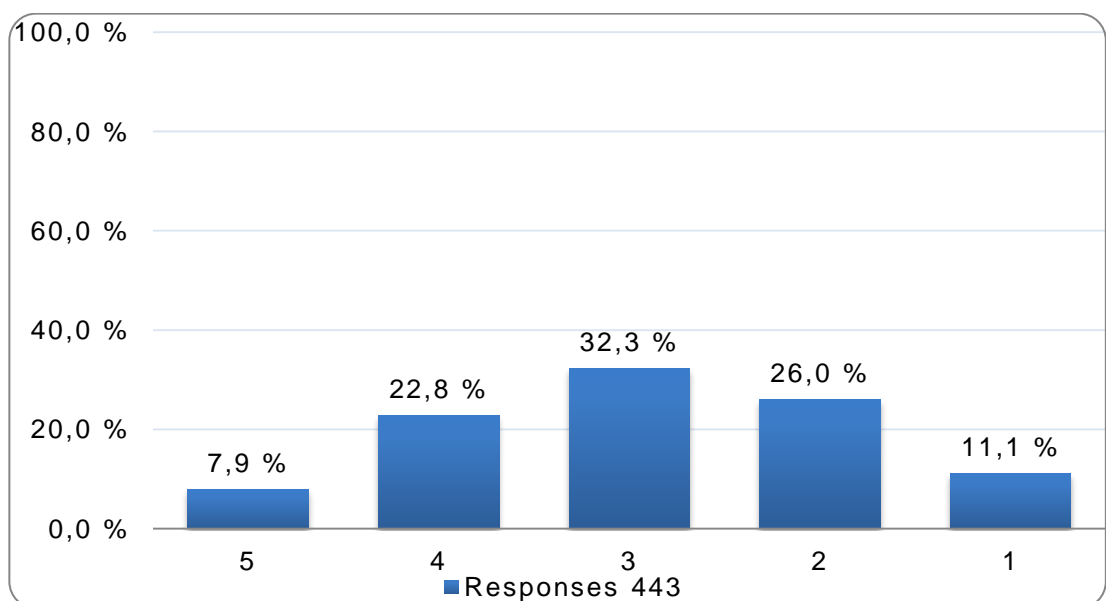
The students and teachers were asked to use the grading scale (fully agree 5 – fully disagree 1) to indicate how closely the statements related to e-books as part of their teaching or studies reflect their personal experience.

#### 3.3.12.1 *The books I need for my studies / related to my field of teaching are often available as e-books (Students, teachers)*

##### Students



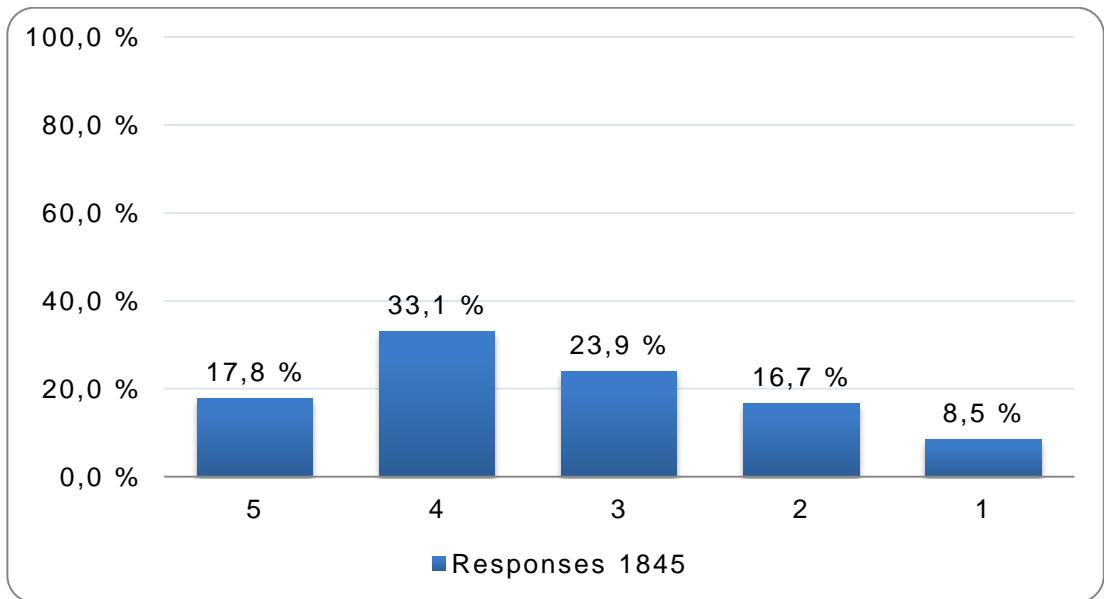
##### Teachers



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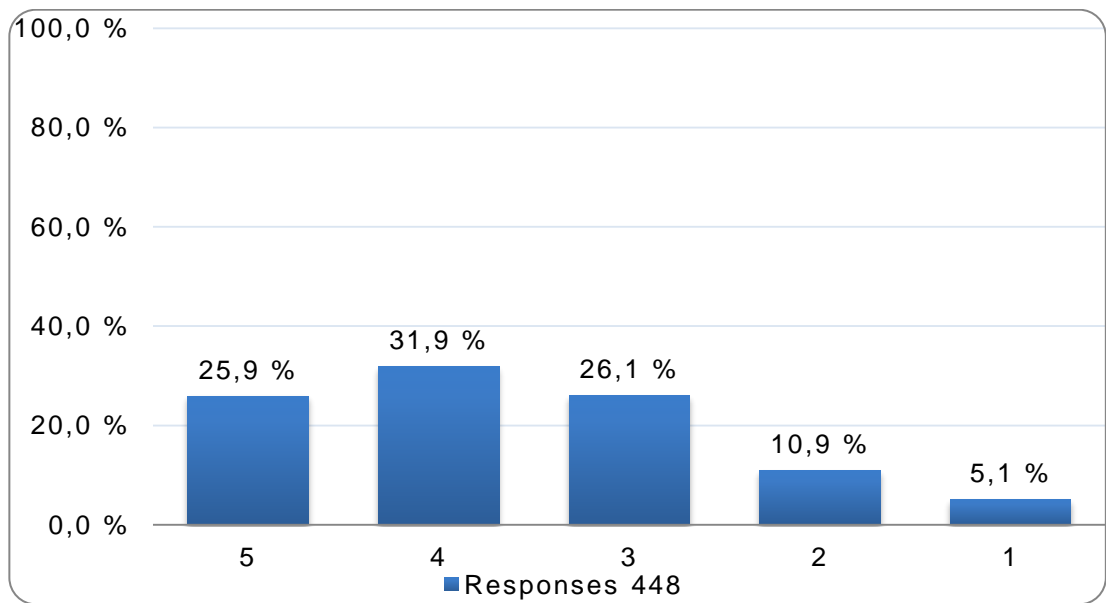
**3.3.12.2 I can easily find e-books from the online service of my institution's library (Students)**



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**3.3.12.3 I can easily get information from the library of my institution about which books are available as ebooks (Teachers)**



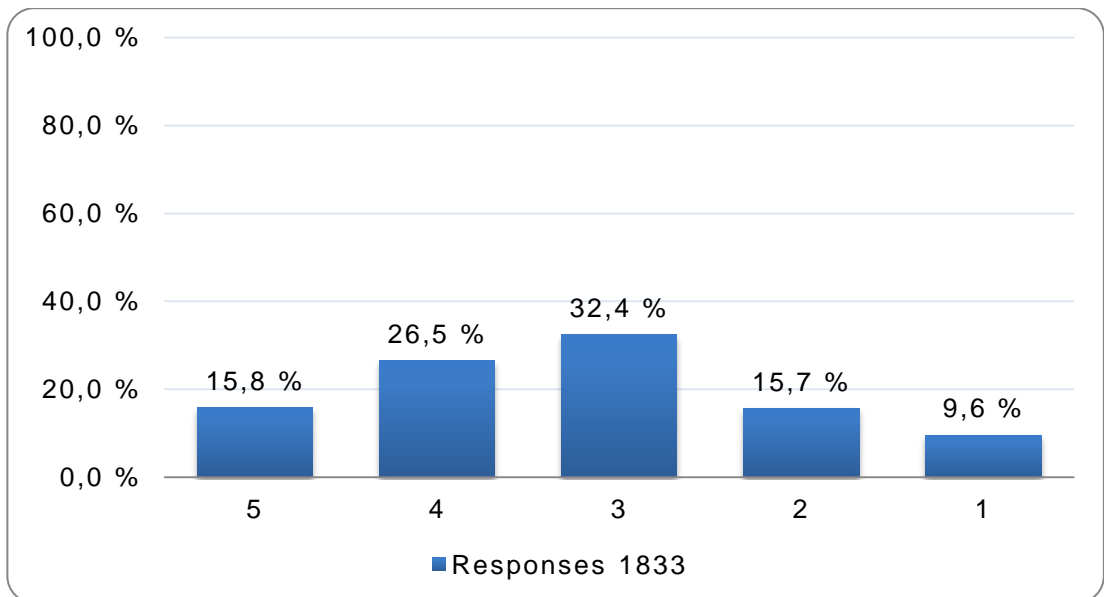


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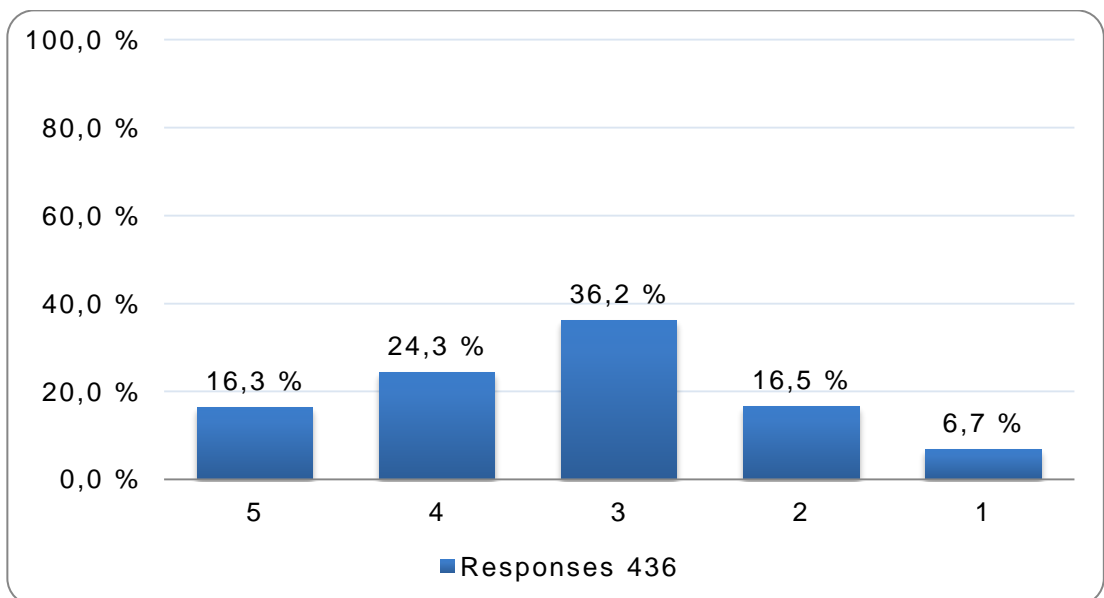
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### 3.3.12.4 The reading applications required for e-books are easy to use (students, teachers)

#### Students



#### Teachers

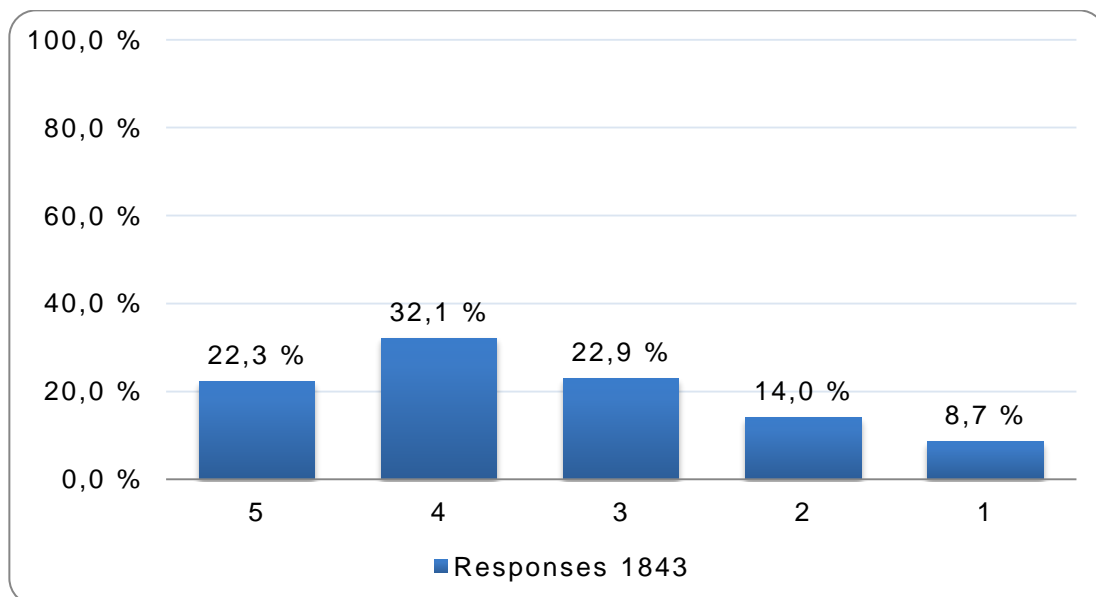


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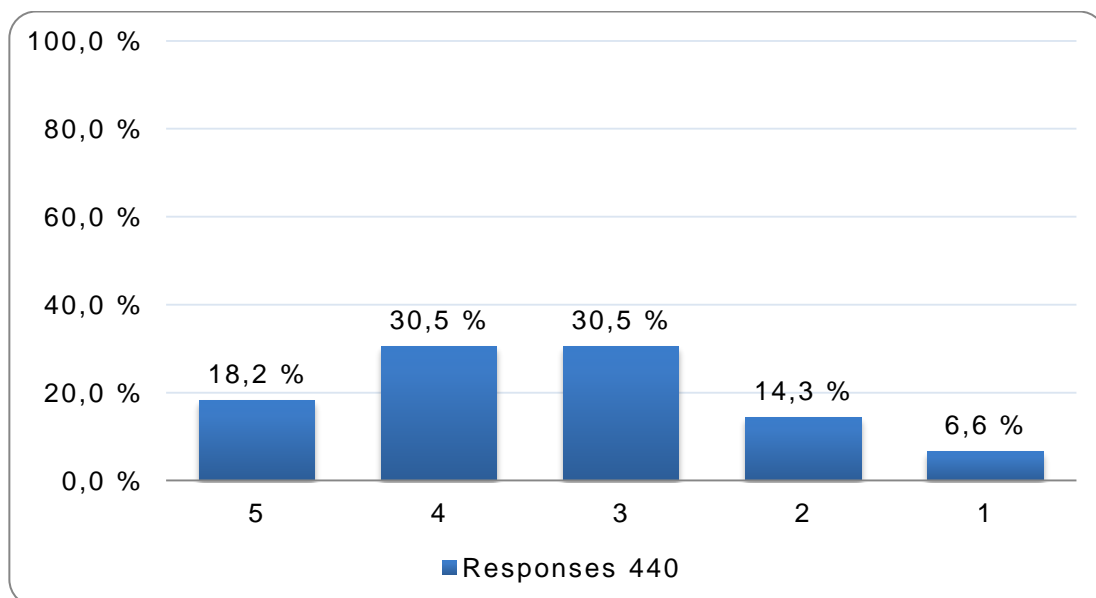
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### 3.3.12.5 Reading e-books is easy (Students, teachers)

#### Students



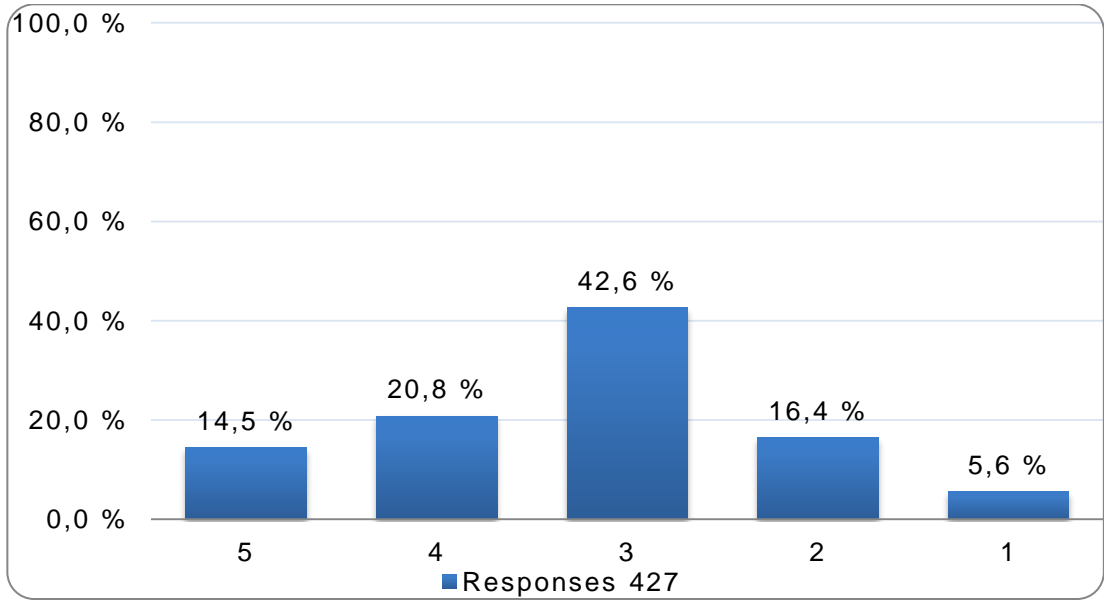
#### Teachers



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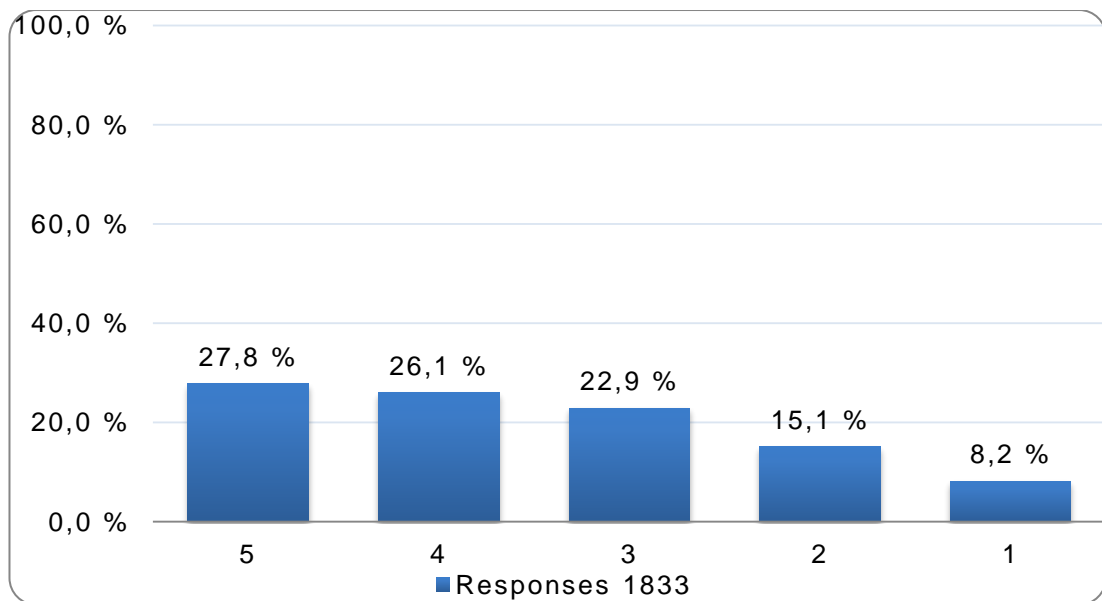
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**3.3.12.6 Using e-books in teaching sessions is easy (Teachers)**

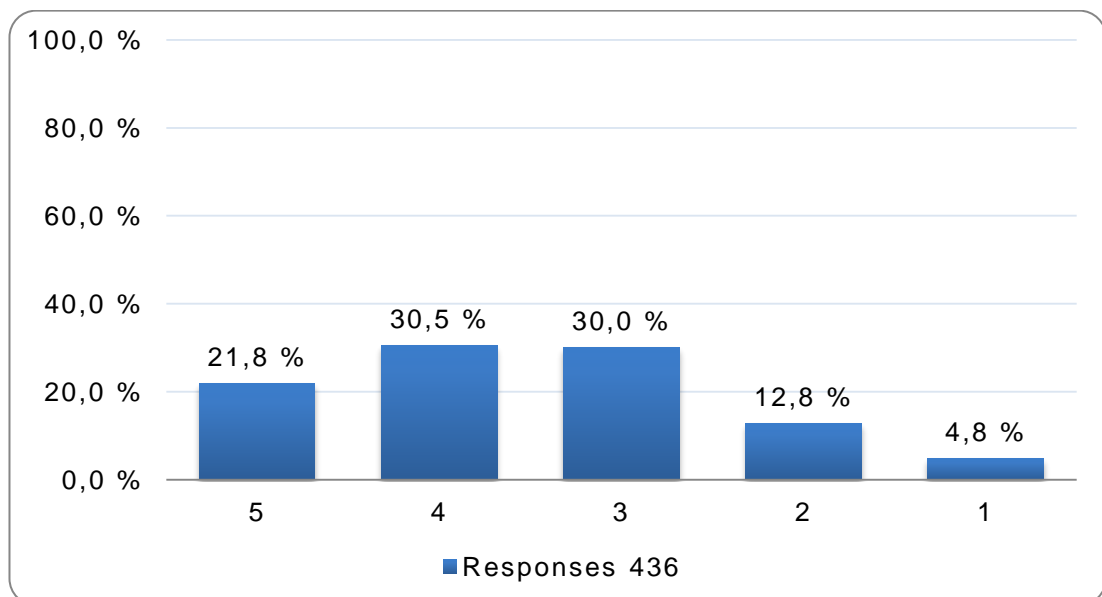


**3.3.12.7 It is important for me to be able to / that students can make notes and highlight text in the e-book (Students, teachers)**

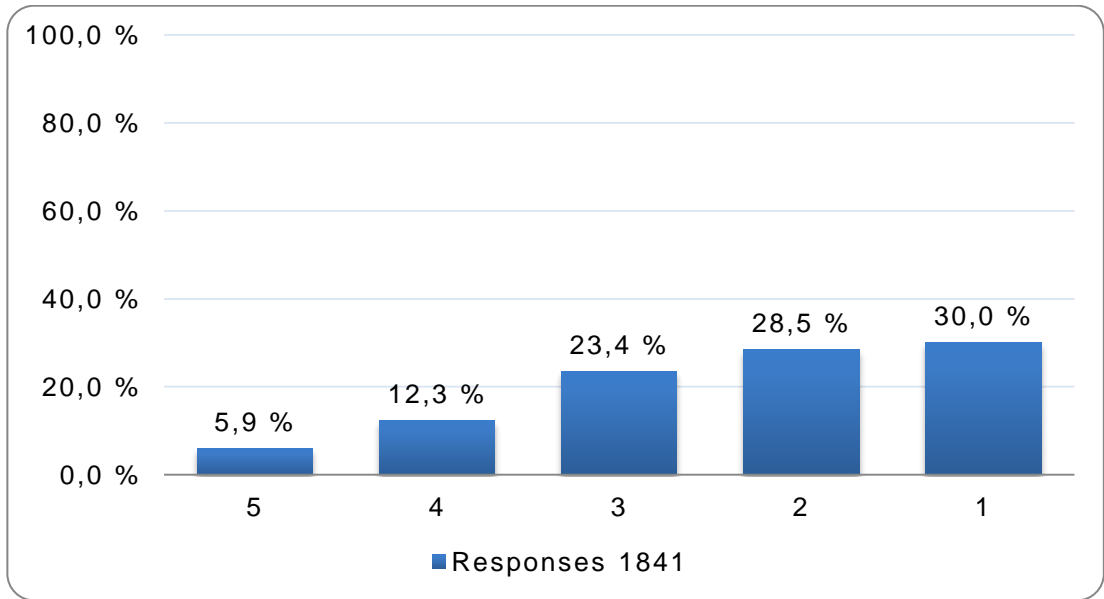
**Students**



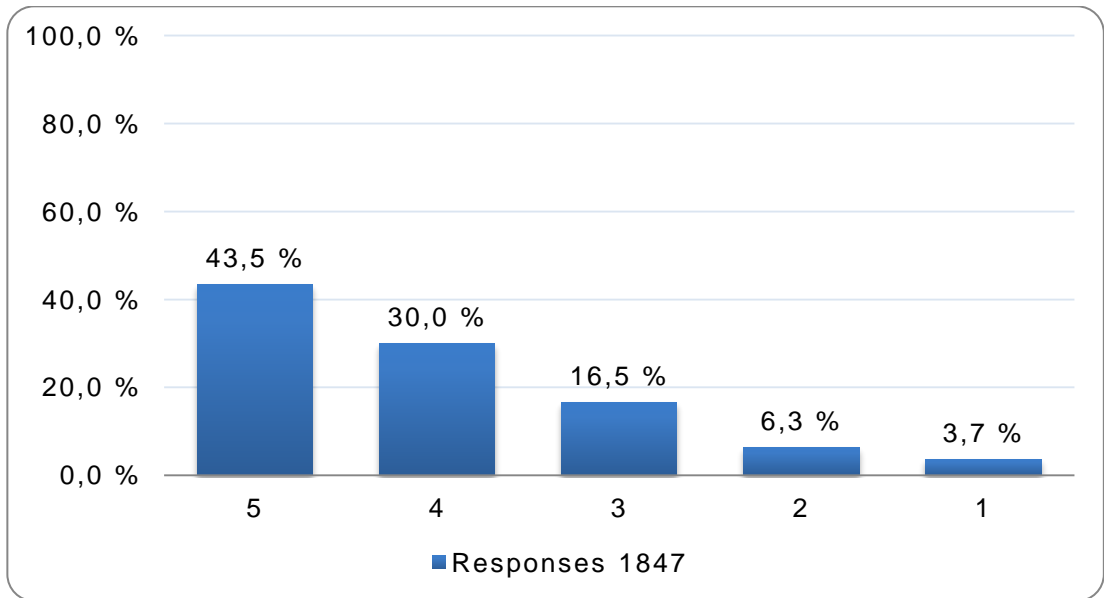
**Teachers**



**3.3.12.8 It would be important for me to see what kinds of notes others have made in an e-book (Students)**



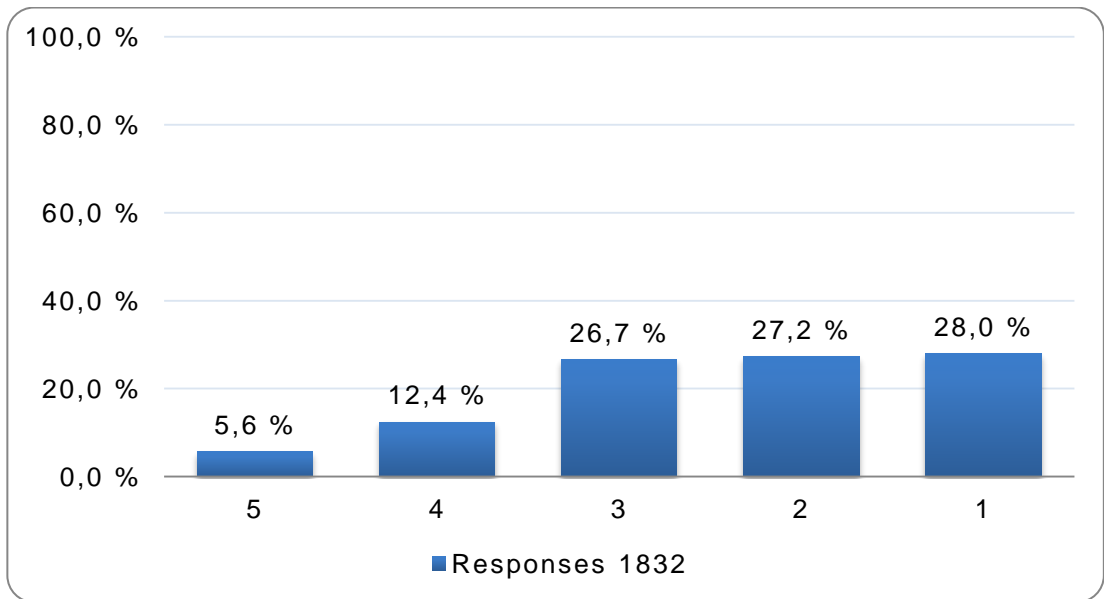
**3.3.12.9 I want to download e-books onto my own device (Students)**



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**3.3.12.10 I don't want to download ebooks, but prefer to read them online in a browser (Students)**

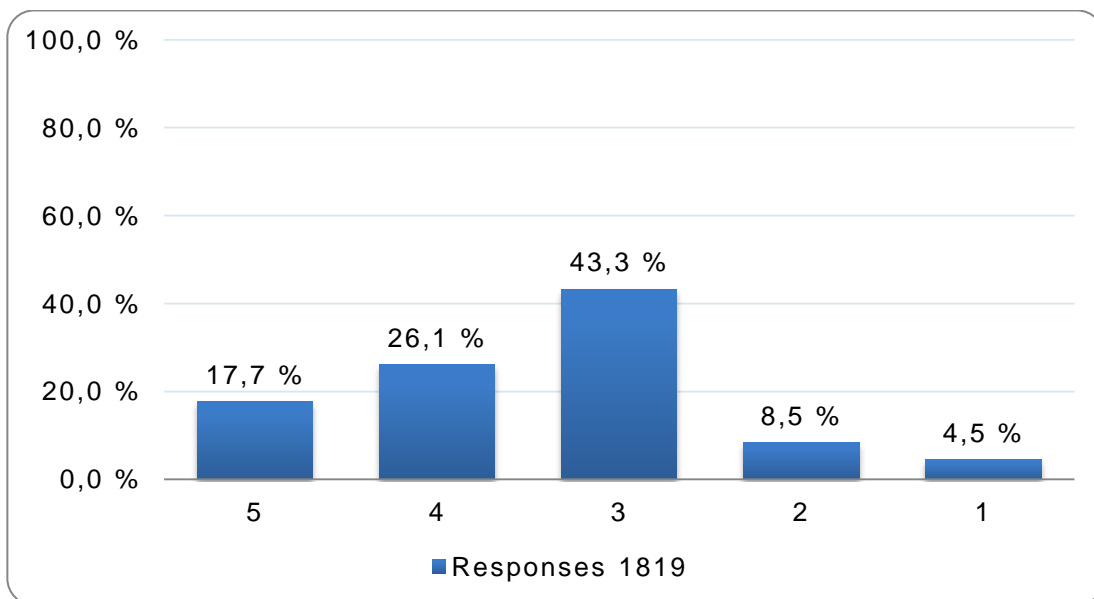


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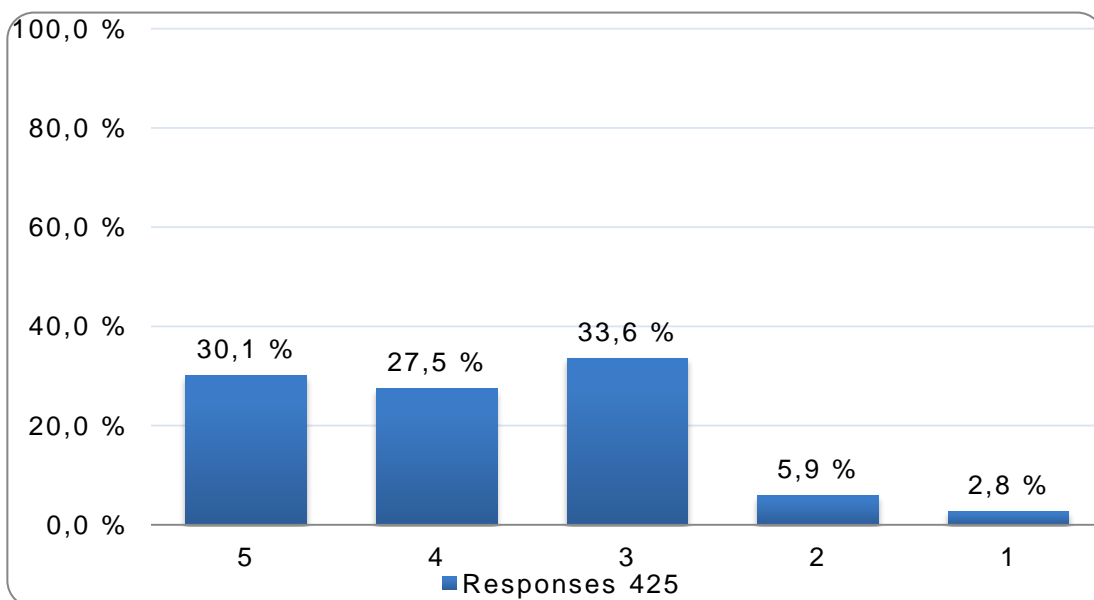
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**3.3.12.11 The library of my institution provides help with any problems I may have in using e-books (Students, teachers)**

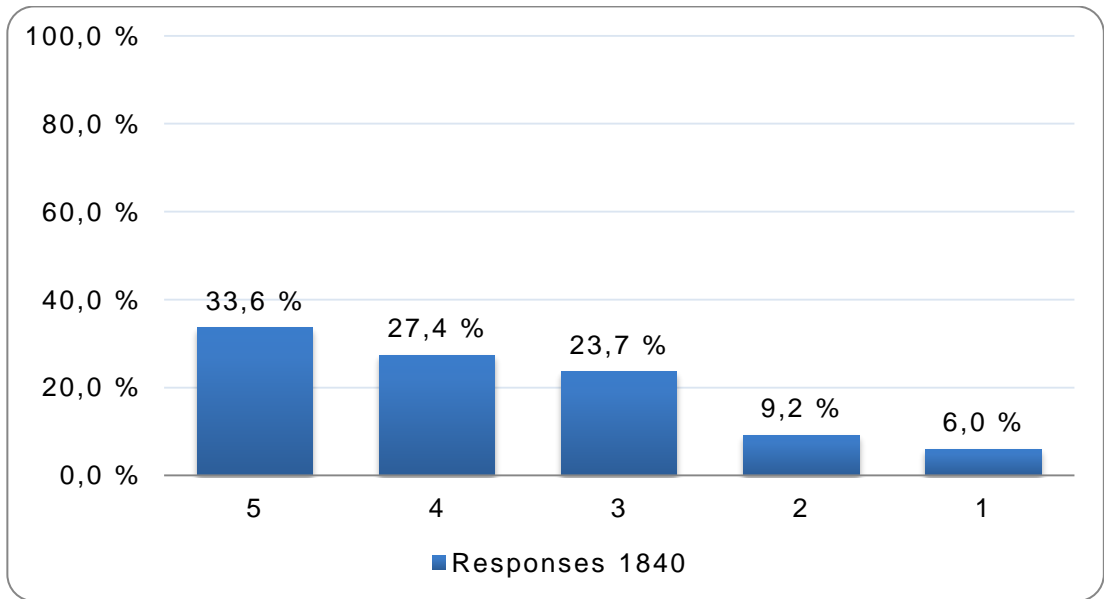
**Students**



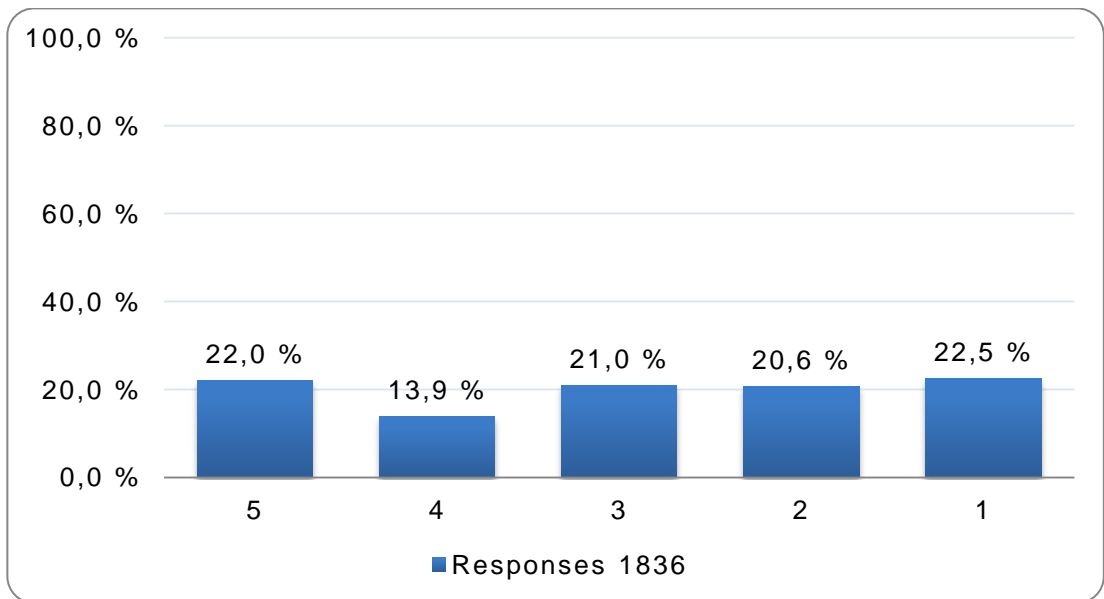
**Teachers**



**3.3.12.12 E-books make my studies easier and help me to complete them faster (Students)**



**3.3.12.13 I intend to prefer e-books to printed books for my studies in the future (Students)**



*I prefer e-book over printed book because it is easy and convenient to be read anywhere and environmental-friendly.*

*Student (University)*

*I understood that ebook is more convenient and is the future of reading but adjusting to use completely ebook is somewhat hard for me and i intend to use ebook for my study/work only so that I don't have to buy them. For books that does not related to my study (novel, hobbies) I want to buy them in paper form.*

*Student (University of Applied Sciences)*



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*I would like to keep the e-books for future reference, I like adding notes and comments. However, for other than study-related purposes, I still like printed books too.*

*Student (University of Applied Sciences)*

*I do not mind reading ebooks at all and have been reading them for many years. But books are more convenient to read in an undefinable way. Ebooks have an advantage of portability and storage (I couldn't bring all my favourite books from my home to the university).*

*Student (University)*

*While the ability to access ebooks obviously makes more books accessible, the horrible thing is having to stare at a screen to read them. Students spend all their time these days staring at computer screens for assignment, now we have to read books on them too? Can't we give our poor eyes a break and just read a book?!*

*Student (University)*

*E-books are really handy, however I do have an enduring preference to physical books, despite acknowledging their disadvantages in comparison. Also, reading from screens is more taxing on the eyes, and I tire of reading faster.*

*Student (University of Applied Sciences)*

### **3.3.13 Do you believe teaching and studies have benefitted from the availability of books in an e-book format? How? (Teachers)**

Teachers were asked whether their teaching and studies have benefited from textbooks being available in electronic format. They were also asked to tell how their teaching and studies have benefited from e-books.

Some of the teachers were unable to say how e-books have benefited them. Most of the respondents were of the opinion that e-books have benefited their studies and teaching, however. The teachers stated that the introduction of e-books has improved the availability of books needed for teaching and studying. The benefits listed below were specifically mentioned.

Benefits of e-books:

- Available 24/7
- Many people can read them at the same time
- Make distance learning easier
- Boost online teaching; linking books to the learning environments is easy
- Easier for students: they do not have to buy the books for themselves or carry the books with them
- Faster delivery than for hard copies

- 
- 
- Affordable
  - Up to date

*Yes, students are more likely to read the material if it is freely available in the library. They object to paying for textbooks these days.*

*Teacher (University)*

*Yes, I do. The books are more accessible and more students benefit from them.*

*Teacher (University of Applied Sciences)*

*Yes, because of the availability from the first day of class of its use. No waiting and no queues.*

*Teacher (University of Applied Sciences)*

### **3.3.14 What do you think e-books should be like so that they would work well as part of studies and teaching? (Students, teachers)**

The students and teachers were also asked to describe what e-books should be like to function well as part of studies. Easy availability and usability of e-books were the most important issues mentioned by the respondents. Other important issues include the opportunity to download the e-books onto your own computer and the possibility to make notes and markings. The respondents hope that more e-books will become available in the future without compromising the availability of hard copies. The respondents hope that e-books would include the following properties

#### ***Availability and introduction***

- Easily and quickly available (without the need to login several times)
- Sufficiently many copies/an unlimited number of copies available
- Available simultaneously to all the people who need them
- An extensive selection from all fields; all new books as e-books
- Easy to open without the need to use any separate applications
- Easy to download (no DRM protection)
- Compatible with all devices (browser- and hardware-independent)
- Affordable
- Sufficiently long loan periods

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## ***Use, features***

- Easy to use
  - Good browsing features, easy navigation between chapters and pages
  - Clear table of contents with direct links to the chapters
  - Same page numbers as in the hard copy to make referring to the book easier
  - Opportunity to see the book as a whole
  - Opportunity to make notes and markings, and underline passages, opportunity to save the notes and markings for yourself
  - Opportunity to change the font size
- Opportunity to print, copy and save the book on your computer
- Up-to-date (updates, all new books available as e-books)
- Compatible with other applications (such as learning environments)
- Simple and easy to use (PDF)
- Scalable, interactive, linking (images, video, sound, additional materials, exercises)

## ***Content, design, appearance***

- Content that serves teaching needs (not different from hard copies in this respect)
- Clear text, easy to read
- Good visual appearance, good layout

*There should be more e-books available in the library, especially course books which are frequently borrowed. I often had to wait for a long time to be able to get a book from the library. It would be great if frequently used books are available as e-books.*

*Student (University)*

*Easy to take note, high light, easy to compare or read at once two books*

*Student (University of Applied Sciences)*

*It is inconvenient to work with e-books in PDF that are image-like, that is, when the text cannot be copied and pasted when I need to quote it. Otherwise, I am happy with e-books and have not used any printed materials for two years already and also, unlike others, I don't print out things to read in order to save paper and ink.*

*Student (University)*

*Downloadable, easier to navigate, available on and offline*

*Student (University of Applied Sciences)*

*I want to have a reading device that resemble printed book, I have smartphone but the screen is too small for reading book, with computer, it is not so convenient, and I don't have either an tablet or an ebook reader device. If i can borrow several ebooks and read them on a reader, it would be much convenient than carrying a pile of printed books.*

*Student (University of Applied Sciences)*

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*Reading an e-book makes usually your eyes tired way faster than reading a paper book. Therefore, I think e-books should be structured in a easier way: less long text, but more bullet points lists, highlights of important aspects, visual explanations (graphs, tables, diagrams).)*

*Student (University)*

*You should be able to highlight parts and make notes more conveniently on device as on paper (make mind maps, etc). Making notes on devices are still not as convenient as a physical post-it note. Ebooks also need to become cheaper (considering low cost in publishing them).*

*Student (University)*

*I think ebooks should be available freely for students (at least some selected chapters), I think still I prefer English language as an international student, pdf formats are easier, and please don't ask too many things before getting access to the ebooks in the library. For me, it is rally easier finding ebooks elsewhere than the library website. I heard that you have many collections, but i guess, it is still not easy to get into that. Simplicity is the key!*

*Student (University)*

*Able to keep notes saved. Able to print, for example, highlighted text and notes only for studying. This way you don't have to print the entire content, you can print the summaries you have personally made or specific text.*

*Student (University of Applied Sciences)*

*Those that exist today on the whole are ok. It is just a poor selection (not just via university). Poor software (Adobe Digital Editions) gets in the way compared to specialist, better e-reading software. Poor integrated catalogues, poor selection of material via databases just makes it less likely to search for ebooks via the university system.*

*Student (University of Applied Sciences)*

*They should allow you to make your own book structure based on your needs. More precisely, if I want to skip certain chapters, or to relocate those, I could do it using one of the tools available for e-book reading software.*

*Teacher (University)*

*No limited number of pages for printing an easy program for reading, accesable from various types of devices.*

*Teacher (University)*

*Should integrate quick switching between a note-taking app, the reader app, and also a way to share sections for discussion with classmates and instructor.*

*Teacher (University)*

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### **3.3.15 Which books in your field would you like to have available as e-books? (teachers)**

Teachers were asked to tell which books in their own field they would like to see becoming available as e-books. The teachers mentioned both specific books and literature of their own field in general. Some of the teachers would like to have all of the books they use in teaching as e-books. Furthermore, the teachers would like to have electronic course, method and research literature, as well as e-books in Finnish.

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## 4 Summary of the results

The replies prove that the teachers and students who answered the survey have fairly much experience of e-books. Most of the teachers (78%) and students (77%) who answered the survey had read e-books related to teaching. More than half of the teachers (65%) had used e-books while teaching and one in every five respondents often use e-books while teaching. One in every three teachers has not used e-books while teaching yet, but most of them plan to use them in the future.

Most of the teachers who replied the survey were of the opinion that e-books have benefited their studies and teaching. E-books are available 24/7, several people can simultaneously read them, they facilitate distance and online learning, and they can be obtained faster than hard copies. Most of the teachers who replied the survey stated that a textbook being available in electronic format has a positive impact on the purchase decision.

The students felt that e-books facilitate and speed up their studies. Almost two-thirds of the students who replied the survey are of the opinion that e-books promote their studies.

Libraries in higher education institutes are a very significant channel for e-textbooks. Unlike in many other countries, the libraries of Finnish higher education institutes obtain dozens or even hundreds of copies of the books their students need during their studies. Many of the libraries prefer e-books over hard copies. Since the students can get the books they need during their studies from the library, they do not usually feel the need to buy the books. Only 6% of the students who replied the survey had purchased e-books they need during their studies. More than half of the students (60%) did not plan to purchase any e-textbooks in the future either.

Half (49.8%) of the students who replied the survey had borrowed e-books related to their studies from their library. One-third of the students (30.9%) had not borrowed e-books from their library yet, but planned to do so in the future. Less than a half (44%) of the teachers who answered the survey had borrowed e-textbooks from a library and one-third (29.2%) had borrowed other e-books. One-fourth of the teachers (24.6%) had not borrowed e-textbooks yet, but planned to use the library's e-book services in the future.

More than half of the teachers (57.8%) were of the opinion that information about e-books is easily available from the library. More than half of the students (60.9%) had received most information about e-books from the website of their higher education institute, including the website of their library. More information about e-books is still needed, however, as only half of the students (50.9%) stated that they can easily find e-books in the online service of their higher education institute's library.

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The students and teachers feel that most problems with e-books involve availability, technology and usability. Not all books are available in electronic format, there are not enough licenses for simultaneous users, the user rights are too limited, or downloading the applications needed to read the books is too difficult or impossible due to a variety of technical problems. In addition, the respondents were of the opinion that the usability of e-books is often poor. Notes and markings cannot be made, browsing and navigation between chapters is awkward, and there are deficiencies in the tables of contents, page numbers and image quality.

The opportunity to make notes and markings in e-books is important to the students. More than half (54%) of the students who replied the survey considered the opportunity to make markings and notes important, and one-third (28%) of the respondents considered it extremely important. Teachers are also of the opinion that it is important that students have the opportunity to make markings in e-books.

The opportunity to download e-books onto your own computer is also important for students. Most (74%) of the students who replied the survey considered this opportunity important.

Based on the replies, most people read e-books on their computer (78.6% of the students and 86.3% of the teachers) or a tablet (40.8% of the students and 52.2% of the teachers). Ergonomics problems connected to the reading of e-books makes reading an e-book a less pleasurable experience than reading a printed book. People are unable to focus when reading from a screen and reading from a screen strains their eyes. Only a little over one-third (36%) of the respondents prefer an e-book over a hard copy, and a little less than half (43%) of the students will continue to select hard copies over e-books in the future.

The students and teachers were also asked to describe what e-books should be like to function well as part of studies. The easy availability and usability of e-books were some of the important issues mentioned by the respondents. E-books should be easily and quickly available without the need to log into several services and use separate applications. They should be available simultaneously to all the people who need them. The respondents would like the selection to increase to cover all academic fields and all new books should be made available as e-books. The respondents hope that more e-books would become available in the future without compromising the availability of hard copies.

E-books should be primarily suitable for teaching and studying in terms of content, but both the teachers and the students have a lot of wishes regarding their features as well. E-books should assist the reader in seeing the bigger picture, they should have good browsing features and a clear table of contents. Other important issues include the possibility to make notes and markings and the opportunity to download the e-books onto your own computer.

The results of this online survey do not provide a comprehensive overall idea of the use of e-textbooks in Finnish higher education institutes, and thus the results cannot be generalised to cover all Finnish higher education institutes. The survey

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did, however, offer fairly extensive feedback from the experiences of students and teachers on the use of e-books in their studies and teaching.

The survey results will be used in the reporting and assessment of the FinELib e-textbook project. The data has also been submitted to the Finnish Social Science Data Archive of the University of Tampere to be used for research, teaching and studying purposes. Each higher education institute that participated in the survey has received a report on the replies of its organisation's members to be used when purchasing electronic materials. Libraries, publishers, parties that mediate electronic materials, suppliers of e-book platforms and other parties can use the feedback obtained through the survey to improve the availability and usability of e-textbooks.



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# Appendixes

Appendix 1 : E-Books supporting studies – a survey

Appendix 2 : E-books supporting teaching – a survey

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## Appendix 1 E-Books supporting studies – a survey

# E-books supporting studies – a survey

Welcome to the survey on using e-books!

This survey is used by higher education libraries to collect students' experiences of using e-books in their studies.

E-books are books in a digital format, which can be read on a computer or mobile device.

The feedback collected through this survey will be used to further develop the accessibility and usability of the e-books you need in your studies, so your opinion is very important to us!

Your answers will be confidential and your privacy will be respected. Individual respondents will not be identifiable in the final reporting. The research material will be archived in the Finnish Social Science Data Archive for use in academic research and teaching.

The survey form will be online until **31 May 2016**.

The survey is part of the e-textbook project of the FinELib Consortium. The survey is carried out by the National Library of Finland in cooperation with higher education libraries. You can contact the organizers of the survey through [finelib@helsinki.fi](mailto:finelib@helsinki.fi).

Thank you for participating!

## Using books related to studies

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How many hours do you spend studying during an average week?

- Fewer than 10h
- 10-19h
- 20-29h
- 30-39h
- 40-49h
- 50-59h
- 60h or more

How many hours do you spend reading books related to your studies during an average week?

- Fewer than 5h
- 5-10h
- 11-19h
- 20-29h
- 30-39h
- 40h or more

How many books related to your studies do you read during an average month?

- 0-1
- 2-3
- 4-5
- 6-7
- 8 or more

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## Using e-books

Have you read any e-books?

- Yes, I have read e-books related to my studies.
- Yes, I have read e-books not related to my studies.
- I have tried to read e-books, but haven't been able to.
- I haven't read any e-books, and don't intend to.
- I haven't, but I intend to read e-books related to my studies in the future.
- I haven't, but I intend to read e-books not related to my studies in the future.

If you've had problems reading e-books, please tell us what they were.

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Have you bought any e-books?

- Yes, I have bought e-books related to my studies.
- Yes, I have bought e-books not related to my studies
- I have tried to buy e-books, but haven't been able to.
- I haven't bought any e-books and I don't intend to.
- I haven't, but I intend to buy e-books related to my studies in the future.
- I haven't, but I intend to buy e-books not related to my studies in the future.

If you've had problems buying e-books, please tell us what they were.

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Which devices have you used to read e-books?

- Smartphone
- Computer
- Tablet
- E-book reader
- Other device, please specify
- I haven't read any b-books

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If you have read e-books related to your studies, what were the latest e-books you read? Please name a few examples

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Have you borrowed e-books from a library?

- Yes, I have borrowed e-books related to my studies.
- Yes, I have borrowed e-books not related to my studies.
- I have tried to borrow e-books, but haven't been able to.
- I haven't borrowed e-books and don't intend to.
- I haven't, but I intend to borrow e-books related to my studies in the future.
- I haven't, but I intend to borrow e-books not related to my studies in the future.

If you've had problems borrowing e-books, please tell us what they were.

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Have you bought any e-books?

- Yes, I have bought e-books related to my studies.
- Yes, I have bought e-books not related to my studies
- I have tried to buy e-books, but haven't been able to.
- I haven't bought any e-books and I don't intend to.
- I haven't, but I intend to buy e-books related to my studies in the future.
- I haven't, but I intend to buy e-books not related to my studies in the future.

If you've had problems buying e-books, please tell us what they were.

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Which devices have you used to read e-books?

- Smartphone
- Computer
- Tablet
- E-book reader
- Other device, please specify
- I haven't read any b-books

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Which e-book services have you used for your studies?

- Cambridge
- Dawsonera
- Duodecimin Oppiortti
- EBL ( Proquest Ebook Library)
- Ebrary
- EBSCO eBooks
- Ellibs
- Elsevier
- Emerald
- MyiLibrary
- Oxford
- SAGE
- Springer
- Talentumin Verkkokirjahylly
- Thieme (Clinical Collections ja ElectronicBook Library)
- Wiley
- World Scientific
- Others, please specify
- I do not know
- I haven` t used e-book services in my studies



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Where did you find information about e-books related to your studies?

- From the websites of my institution, including the library website
- Teachers
- Other students
- Library staff
- Elsewhere, please specify
- I haven't received any information about e-books related to my studies

The statements below are related to e-books as part of your studies. Please use the grading scale to indicate how closely the statements reflect your personal experience.

Grading scale:

5= Fully agree

4= Somewhat agree

3= Neither agree nor disagree

2= Somewhat disagree

1= Fully disagree

	Fully agree				Fully disagree
	5	4	3	2	1
The books I need for my studies are often available as e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily find e-books from the online service of my institution's library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading applications required for e-books are easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading e-books is easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to be able to make notes and highlight text in an e-book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be important for me to see what kinds of notes others have made in an e-book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to download e-books onto my own device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't want to download e-books, but prefer to read them online in a browser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library of my institution provides help with any problems I may have in using e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books make my studies easier and help me to complete them faster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to prefer e-books to printed books for my studies in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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You may provide further explanation of your answers if you choose

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What do you think e-books should be like so that they would work well as part of studies?

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## Background information

Birth date

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Native language

- Finnish  
 Swedish  
 English  
 Other

Year of beginning studies

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Which degree are you currently pursuing

- First-cycle degree at a university (bachelor's degree)  
 Second-cycle degree at a university (master's degree)  
 First-cycle degree at a university of applied sciences (polytechnic bachelor's degree)  
 Second-cycle degree at a university of applied sciences (polytechnic master's degree)  
 Other degree, please specify:

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University

- Aalto University
- Hanken School of Economics
- University of Helsinki
- University of Eastern Finland
- University of Jyväskylä
- University of Lapland
- Lappeenranta University of Technology
- National Defence University
- University of Oulu
- University of the Arts Helsinki
- Tampere University of Technology
- University of Tampere
- University of Turku
- University of Vaasa
- Abo Akademi University

University of applied sciences

- Centria University of Applied Sciences
- Diaconia University of Applied Sciences
- HAAGA-HELIA University of Applied Sciences
- Humak University of Applied Sciences
- Häme University of Applied Sciences
- The Aland Polytechnic
- Jyväskylä University of Applied Sciences
- Kajaani University of Applied Sciences
- Karelia University of Applied Sciences
- Kymenlaakso University of Applied Sciences
- Lahti University of Applied Sciences

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- Lapland University of Applied Sciences
  - Laurea University of Applied Sciences
  - Helsinki Metropolia University of Applied Sciences
  - Mikkeli University of Applied Sciences
  - Oulu University of Applied Sciences
  - Police College of Finland
  - Saimaa University of Applied Sciences
  - Satakunta University of Applied Sciences
  - Savonia University of Applied Sciences
  - Seinäjoki University of Applied Sciences
  - Tampere University of Applied Sciences
  - Turku University of Applied Sciences
  - VAMK University of Applied Sciences
  - Arcada University of Applied Sciences
  - Novia University of Applied Sciences

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## Fields of study

University:

- Veterinary medicine
- Pharmacy
- Dentistry
- Humanities
- Educational sciences
- Economics and business administration
- Fine arts
- Sports sciences
- Natural sciences
- Medicine
- Agriculture and forestry
- Music
- Law
- Psychology
- Military science
- Art and design
- Theatre and dance
- Engineering and architecture
- Theology
- Health sciences
- Social sciences

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University of applied sciences:

- Humanities and education
- Culture
- Social sciences, business and administration
- Natural sciences
- Technology, communication and transportation
- Natural resources and environment
- Social, health and sports
- Security
- Tourism, catering and domestic services

Other comments on e-books or this survey

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## Appendix 2 E-books supporting teaching – a survey

# E-books supporting teaching – a survey

Welcome to the survey on using e-books in teaching!

The higher education libraries are conducting this survey to collect teachers' experiences on e-books.

E-books are books in a digital format which can be read on a computer or mobile device.

The feedback collected through this survey will be used to further develop the accessibility and usability of the e-books in teaching, so your opinion is very important to us!

Your answers will be confidential and your privacy will be respected. The information submitted by an individual respondent will not be identifiable in the final reporting. The research material will be archived in the Finnish Social Science Data Archive for use in academic research and teaching.

The survey form will be online until **31 May 2016**.

The survey is part of the e-textbook project of the FinELib Consortium. The survey is carried out by the National Library of Finland in cooperation with higher institution libraries. You can contact the organizers of the survey through: [finelib@helsinki.fi](mailto:finelib@helsinki.fi).

Thank you for participating!

## Selecting and using e-books in teaching

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When selecting books to be used in teaching, which sources do you use to help you in your selection?

Colleagues

The library of your institution

Publishers

Bookstores

Students

Other sources, please specify

I do not select the books I use in teaching

When selecting books to be used in teaching, have you selected books which are also available as e-books?

Yes

No

I don't know

I do not select the books I use in teaching.

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Which factors do you consider when selecting books to be used in teaching?

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When selecting books to be used in teaching, does their availability as an e-book influence your decision? How?

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Have you used e-books in teaching sessions?

- Yes, often
- Yes, sometimes
- No and I don't intend to use them in the future
- No, but I intend to use them in the future

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## Experiences of using e-books in teaching

Have you read any e-books yourself?

- Yes, I have read e-books related to my teaching.
- Yes, I have read e-books not related to my teaching.
- I have tried to read e-books, but have not been able to.
- I haven't read any e-books and don't intend to.
- I haven't, but I intend to read e-books related to my teaching in the future.
- I haven't, but I intend to read e-books not related to my teaching in the future.

If you've had problems reading e-books, please tell us what they were.

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If you have read e-books related to your teaching, what were the latest e-books you read? Please name a few examples

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Have you borrowed e-books from a library?

- Yes, I have borrowed e-books related to my teaching.
- Yes, I have borrowed e-books not related to my teaching.
- I have tried to borrow e-books, but have not been able to
- I haven't borrowed e-books and don't intend to.
- I haven't, but I intend to borrow e-books related to my teaching in the future
- I haven't, but I intend to borrow e-books not related to my teaching in the future.

If you've had problems borrowing e-books, please tell us what they were.

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**Have you bought any e-books?**

- Yes, I have bought e-books related to my teaching.
- Yes, I have bought e-books not related to my teaching.
- I have tried to buy e-books, but have not been able to
- I haven't bought any e-books and I don't intend to
- I haven't, but I intend to buy e-books related to my teaching in the future.
- I haven't, but I intend to buy e-books not related to my teaching in the future

**If you have had problems buying e-books, please tell us what they were.**

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Which devices have you used to read e-books?

Smartphone

Computer

Tablet

E-book reader

Other device, please specify

I have not read any e-books

The statements below are related to e-books as part of your teaching. Please use the grading scale to indicate how closely the statements reflect your personal experience.

Grading scale:

5 = Fully agree

4 = Somewhat agree

3 = Neither agree nor disagree

2 = Somewhat disagree

1 = Fully disagree

	Fully agree				Fully disagree
	5	4	3	2	1
The books related to my field of teaching are often available as e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily get information from the library of my institution about which books are available as e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading applications required for e-books are easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading e-books is easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using e-books in teaching sessions is easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me that students can make notes and highlight text in the e-book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library of my institution provides help with any problems I may have in using e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You may provide further explanation of your answers if you choose

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Do you believe teaching and studies have benefitted from the availability of books in an e-book format? How?

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What do you think e-books should be like so that they would work well as part of studies and teaching?

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Which books in your field would you like to have available as e-books?

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**Background information**

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Birth date

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Native language

Finnish

Swedish

English

Other

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**Institution**

**University**

- Aalto University
- Hanken School of Economics
- University of Helsinki
- University of Eastern Finland
- University of Jyväskylä
- University of Lapland
- Lappeenranta University of  
Technology
- National Defence University
- University of Oulu
- University of the Arts Helsinki
- Tampere University of  
Technology
- University of Tampere
- University of Turku
- University of Vaasa
- Abo Akademi University

**University of applied sciences**

- Centria University of Applied  
Sciences

- 
- Diaconia University of Applied Sciences
  - HAAGA-HELIA University of Applied Sciences
  - Humak University of Applied Sciences
  - Häme University of Applied Sciences
  - The Aland Polytechnic
  - Jyväskylä University of Applied Sciences
  - Kajaani University of Applied Sciences
  - Karelia University of Applied Sciences
  - Kymenlaakso University of Applied Sciences
  - Lahti University of Applied Sciences
  - Lapland University of Applied Sciences
  - Laurea University of Applied Sciences
  - Helsinki Metropolia University of Applied Sciences

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or Applied Sciences

- Mikkeli University of Applied Sciences
- Oulu University of Applied Sciences
- Police College of Finland
- Saimaa University of Applied Sciences
- Satakunta University of Applied Sciences
- Savonia University of Applied Sciences
- Seinäjoki University of Applied Sciences
- Tampere University of Applied Sciences
- Turku University of Applied Sciences
- VAMK University of Applied Sciences
- Yrkeshögskolan Arcada
- Novia University of Applied Sciences

**Field of study**

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**University:**

- Veterinary medicine
- Pharmacy
- Dentistry
- Humanities
- Educational sciences
- Economics and business  
administration
- Fine arts
- Sports sciences
- Natural sciences
- Medicine
- Agriculture and forestry
- Music
- Law
- Psychology
- Military science
- Art and design
- Theatre and dance
- Engineering and architecture
- Theology
- Health sciences

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Health sciences

Social sciences

**University of applied sciences:**

Humanities and education

Culture

Social sciences, business and  
administration

Natural sciences

Technology, communication  
and transportation

Natural resources and the  
environment

Social, health and sports

Security

Tourism, catering and  
domestic services

**Other comments on e-books of this survey**

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