

# eBooks: K-12 Educators' Usage and Attitudes

by John Fredricks, Ph.D.

Introduction by Neal Goff  
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# Introduction

## eBooks and K-12 Educators: Librarians Lead the Way

By Neal Goff  
*President*  
*Egremont Associates*

A few months ago, I did a consulting project for a client that was planning to launch an eBook reader and was considering creating a unique version for teachers. One of the questions the client wanted me to answer was how many teachers were using eBooks, and to what extent they were using them in their classrooms.

Much to my chagrin, I couldn't find the answer anywhere—and thus was born the idea of conducting the survey that is the subject of this report.

In designing and fielding the survey, we were fortunate to get support from a variety of sources. John Fredricks, a former colleague from *Reader's Digest* who handled my division's research needs while I was President of Weekly Reader Publishing, signed on to design the questionnaire and write the survey report. MCH Strategic Data was generous enough to contribute email names and mail the survey to those names for us. And Lisa Schmucki of edWeb.net served as our project co-manager and all-around backstop.

John's excellent summary of the results and the detailed survey findings appear on the pages that follow. As I read the results, I was struck not only by the overall incidence of K-12 educators' use of eBooks but also by the differences *between* teachers' and librarians' eBook usage and purchase patterns.

At first glance, these differences don't appear terribly significant. Some 40% of the teachers we surveyed reported having bought eBooks in the past. The number certainly was higher — 50% — among school librarians, but not by an order of magnitude. Once we start digging a little deeper, however, teachers' and librarians' behaviors and attitudes really begin to diverge.

The biggest difference — which has an obvious explanation — is in the number of eBooks the average buying librarian has purchased compared to the average buying teacher. Librarians who bought eBooks for professional reasons in the past year report having bought an average of **844** of them. Obviously, these purchases are funded out of school library budgets, so perhaps the number is not as impressive as it first appears. But given the funding constraints that most librarians face, this number is a strong statement about how librarians are spending what little money they have, and a real indication that eBooks have established a solid position within many school librarians' collections.

Librarians have long been the technology leaders at many schools — which of course is why many of them now have titles like “media specialist” or “instructional media director.” Here are some of the other interesting differences between teachers and librarians in their responses to our survey:

- More than 92% of librarians say that at least some of their eBook purchases are funded by their school. Only 30% of teachers say the same thing.



- 46% of teachers reported never having either bought eBooks or obtained them for free. Only 29% of librarians report no eBook acquisitions at all.
- eBook-buying librarians have bought an average of 17.9 eBooks for professional development purposes in the past year, compared to teachers' average of 3.6 eBooks purchased for the same reason. (Again, I would surmise that this difference is largely a result of librarians' being able to tap into their materials budgets to fund these purchases.)
- Almost half of teachers (46%) report using a search engine such as Google to find eBooks. That number is only 15% for librarians, who are more likely to shop at educational eStores or use other professional resources that are available to them.
- Interestingly, eBook-buying librarians are somewhat less satisfied with the experience than buying teachers. Some 65% of librarians report being extremely or very satisfied versus 78% of buying teachers. The extremely satisfied group comprises only 18% of buying librarians versus 41% of buying teachers.
- Among educators who have never bought eBooks, 21% of librarians say they are extremely or very likely to do so in the next six months, while only 9% of teachers say they are extremely or very likely to.

While this last statistic might imply that the K-12 educators who have not yet jumped on the eBook bandwagon are not likely to very quickly, it is easy to see how this can change. Again, looking at the intent-to-purchase question posed to educators who have not yet bought eBooks, we see 33% of both teachers and librarians saying they are "somewhat likely" to buy them in the next six months. And what would need to happen for them to take this plunge? "The price of eBook readers would need to be lower," say 40% of non-buying teachers and 44% of non-buying librarians.

If there's one thing we know about the price of eBook readers – and the price of new technology products in general – it's that they tend to go down over time. Thus, to me it is plausible to conclude that many of the educators who are lukewarm about eBooks today are likely to become converts at some point in the future.

The detailed results will give you many more insights into teachers' and librarians' buying patterns, eBook usage, attitudes and future plans. If you're in a business that either is, or soon will be, feeling the impact of eBooks – as you probably are – we trust that you will find the full report both interesting and valuable. And whether you are more interested in teachers' and librarians' aggregate responses or in viewing each group as a separate segment, one thing will be clear to you as you read this report: eBooks are becoming an important part of the professional lives of K-12 educators, and librarians are leading the way.



**Interested in participating in a continuing conversation about the use of eBooks in K-12 schools? Join the *Exploring eBooks for K-12 Community* at [www.edWeb.net/ebooks](http://www.edWeb.net/ebooks).**

# eBooks: K-12 Educators' Usage and Attitudes

By John Fredricks, Ph.D.

## Background and Objectives

eBooks are changing the shape of publishing and revolutionizing the way readers interact with books.<sup>1</sup> Their impact on education has not (yet) been as profound, but it is likely just a matter of time before they bring significant changes in the way teachers teach and students learn. In order to understand better a variety of issues pertaining to educators' attitudes and usage of eBooks, Egremont Associates fielded a survey of some 1300 K-12 educators – slightly more than half of whom were teachers, and the rest school librarians – in August and September of 2010.

The specific **objectives** of the survey were to determine:

- The incidence of eBook purchasing among educators, and the extent to which educators purchase and use them for professional purposes
- A profile of eBook purchase behavior: The number of eBooks purchased in the past year, websites where eBooks are purchased, format(s) purchased, purchase expectations for the current school year, etc.
- eBook reader ownership and the types owned
- How eBook purchases are funded
- How teachers use eBooks in the classroom
- Educators' perceptions of the impact of eBooks on students' reading comprehension
- Experience with eBook publishers
- Satisfaction with eBooks
- Attitudes towards specific aspects of eBooks
- Likelihood of purchasing eBooks among current non-purchasers
- Likelihood of purchasing eBook *readers* among current non-purchasers
- Potential purchase drivers of eBooks and eBook readers



<sup>1</sup> “eBooks” are defined as electronic versions of traditional print books that can be read by using an eBook reader, a personal computer, and some types of cell phones.

## Summary of Results

Almost half of K-12 educators — and exactly 50% of school librarians — have purchased eBooks. Those who have purchased them for professional use within the past year are pleased to have done so; close to three-quarters (71%) report being extremely or very satisfied with the experience. They also plan to keep buying, with slightly more than half saying they will increase their purchases in the coming school year (and less than 10% saying they will buy less). Moreover, 75% of these eBook buyers believe that eBooks will have a somewhat or extremely positive impact on students' reading comprehension.

Educators who have not yet bought eBooks for either professional or personal use, however, do not appear poised to jump on the eBook bandwagon terribly quickly: only 14% say they are very or extremely likely to buy eBooks in the next six months. The cost of both eBooks and eBook readers is the major obstacle. As the prices of eBook readers come down, it is possible that this obstacle will become less of an issue.

School librarians are more involved with eBooks than are teachers — in part, it appears, because their eBook purchases are more likely than teachers' to be funded by their schools. The level of librarians' eBook purchases increases from elementary schools to middle/junior high schools to high schools.

Teachers who buy eBooks for professional reasons generally pay for them out of their own pockets and buy them for professional development purposes. Specifically:

- Seven out of ten (70%) of teachers use their own money to pay for the eBooks they use professionally, with no funding provided by their school.
- Teachers are more likely to purchase eBooks for professional development (i.e., to become a better educator) than they are to use them in the classroom. Those who *do* purchase eBooks for classroom use them for assigned and guided reading. (One possible way to stimulate eBook purchasing for classroom usage might be to conduct workshops or webinars to instruct teachers on *how* to use eBooks in the classroom.)
- Regardless of whether they have purchased eBooks for professional development or for classroom use, teachers buy fewer eBooks than librarians do.
- The vast majority of teachers (85%) purchase eBooks one at a time as opposed to via subscription plans.

The most popular formats of eBook purchased by teachers and school librarians alike are .pdf (Adobe) and .azw (Kindle).

K-12 educators who buy eBooks for professional purposes mainly purchase them from consumer websites.

- Educators are more likely to find and purchase their eBooks for professional use from consumer websites like Amazon and barnesandnoble.com than from eBookstores that serve the educational market. However, school librarians use educationally focused eBookstores and/or Websites more than teachers do.
- Among educational eBook publishers, educators indicate the most awareness of — and purchasing from — Scholastic.



Educators who purchase eBooks are generally satisfied with them, believe that eBooks will have a positive impact on their students, and expect their purchasing to increase.

- As mentioned, about seven out of ten (71%) eBook purchasers are satisfied with eBooks, with teachers reporting more satisfaction than librarians.
- The majority of eBook buyers have positive attitudes toward eBooks as measured by their agreement with ten attribute statements. About eight out of ten or better feel that eBooks are convenient, a good value, easy to use, easy to buy, and easy to download.
- Relative to the most favorably rated attributes, both teachers and librarians expressed more neutrality towards three lower-rated items: eBooks are easy to find; there is always a good selection of eBooks to choose from; and eBooks are less expensive than print books.
- As mentioned, three-quarters (75%) of eBook purchasers feel that eBooks will have a positive impact on students' reading comprehension.
- A slight majority (52%) of buyers indicated that they expect their eBook purchasing to increase in the 2010-2011 school year.

Educators, especially teachers, who are not currently purchasing eBooks are not very likely to do so in the near future. Why not? The main barrier is price: they feel the price of eBooks and eBook readers needs to decrease.

- The majority of non-buying teachers expressed *little to no interest* in purchasing eBooks: Nearly six out of ten (59%) reported that they are not very/not at all likely to purchase in the next six months. The price of both eBooks and eBook readers would need to be lower in order for them to consider purchasing.

Moreover, eBook purchasing does not necessarily imply eBook reader ownership.

- Only about half (48%) of the educators who reported having purchased eBooks in the past year for professional purposes indicated that they own an eBook reader.

If educators own an eBook reader, it is most likely a Kindle:

- eBook reader owners reported the most ownership of the Kindle (54%), with the Nook running at a distant second (21%). Although the iPad is a fairly recent entry, 16% of the eBook reader owners report owning one. In contrast, the Sony Reader, which was first introduced in 2006, is owned by just 11% of the eBook reader owners.

As with eBooks, if educators do not currently own an eBook reader, they are not very likely to buy one in the immediate future. Again, the main hurdle is the cost of the devices.

- Among the educators who do not currently own an eBook reader, only one out of five (20%) indicated that they are extremely or very likely to purchase one in the next six months. Nearly two-thirds (63%) of these educators indicated that the price of eBook readers would need to be lower in order for them to consider making such a purchase.



# Detailed Findings

## Purchasing eBooks

A minority (44%) of K-12 educators has purchased eBooks for *any* purpose, and school librarians are more involved with eBooks than teachers. For example, school librarians are more likely than teachers to be purchasers, and they are more likely to purchase eBooks for *professional uses*. When we look at their purchasing by school setting, we see that librarians who work at high schools (28%) are more likely to purchase eBooks for professional purposes than those who work at middle/junior high schools (18%) — who in turn are more likely to make professionally based purchases than those who work at elementary schools (9%).

Base: Total respondents	Total %	Teachers %	Librarians %
Yes, Have Purchased (NET)	44	40	<b>50</b>
Yes, for personal use (for example: leisure reading)	16	17	15
Yes, for professional use (for example: use in a classroom, use for professional development, acquire them for the library, etc.)	13	9	<b>18</b>
Yes, for both personal and professional use	15	14	17
No, Have Never Purchased (NET)	56	<b>60</b>	50
No, I have never purchased eBooks, but I have obtained free eBooks	18	14	<b>21</b>
No, I have never purchased eBooks, nor have I obtained free eBooks	38	<b>46</b>	29

Q: Have you ever *purchased* eBooks for personal use, professional use, or both? (By “eBooks” we are referring to *electronic* versions of traditional print books that can be read by using an eBook reader, a personal computer, and some types of cell phones.)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Purchasing eBooks  
(continued)

A little more than six out of ten (61%) eBook purchasers made a purchase in the past year for *professional purposes*. Librarians were more likely to do so than teachers, and this was driven largely by their acquiring eBooks for their school library. Consistent with what was reported on the prior page, librarians employed at high schools were more likely to acquire eBooks for their library (78%) than were those who work at middle/junior high schools (58%), who in turn were more likely than those working at elementary schools (44%).

Compared to school librarians, teachers were more likely to make a recent eBook purchase for *professional development*, that is, to become a better educator. Teachers are purchasing eBooks more for professional development than for classroom usage.

Base: Have purchased eBooks for personal use, professional use, or both.

	Total %	Teachers %	Librarians %
<i>Have Purchased in past year for professional purposes (NET)</i>	61	55	<b>68</b>
Acquired eBooks for the library	33	6	<b>59</b>
For professional development, that is, to become a better educator	28	<b>34</b>	21
For use in a classroom via an interactive whiteboard or projector	24	21	<b>27</b>
Other professional uses for eBooks	5	<b>8</b>	1
I have not purchased any eBooks in the past year for any of these purposes	39	<b>45</b>	32

Q: Please tell us if you have *purchased* eBooks in the *past year* for any of the *professional* purposes listed below. (*Select all that apply.*)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



As we saw on the previous page, teachers were more likely than librarians to have made a recent eBook purchase for professional development purposes. However, the latter group reported purchasing *more* eBooks for professional development than teachers (17.9 vs. 3.6).

On average, teachers indicated purchasing 8.7 eBooks in the past year for use in a classroom; librarians reported purchasing 844.5 eBooks for their libraries.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total #	Teachers #	Librarians #
Average number purchased for professional development	10.7	3.6	<b>17.9</b>
Average number purchased for use in a classroom (teachers only)	8.7	8.7	—
Average number purchased for the school library (librarians only)	844.5	—	844.5

Q: Approximately how many eBooks have you purchased for the following professional uses in the past year?

Bolded numbers are significantly higher than those of the opposing group at the 95% level of confidence.

eBook purchasers are much more likely to purchase their eBooks one at a time than via subscription. Eight out of ten (80%) reporting purchasing their eBooks one at a time, with teachers buying that way more often than librarians.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Subscription	9	7	10
Purchase one-at-a-time	80	<b>85</b>	76
I have a subscription <i>and</i> I purchase eBooks from other sources one-at-a-time	11	8	<b>14</b>

Q: Do you have an eBook subscription or do you purchase eBooks one-at-a-time?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Purchasing eBooks  
(continued)

In the past year eBook purchasers were most likely to have bought their eBooks in .pdf (Adobe) format, with teachers more likely to have done so than librarians. The .azw format (Kindle) was the second most popular format. Again, teachers were more likely than librarians to have purchased eBooks in this format.

More than a third (36%) of past-year eBook purchasers did not know or were unsure about the formats they purchased. More than half (53%) of the librarians could not indicate a specific format.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
.pdf (Adobe)	46	<b>63</b>	32
.azw (Kindle)	31	<b>36</b>	28
.epub (standard format, supported by iPad)	16	18	14
.lit (Microsoft)	6	8	5
.irf or .irx (Sony)	2	1	3
Other (e.g., Follett Titlewave, whatever vendor provides)	7	2	<b>11</b>
Don't know/Not sure	36	14	<b>53</b>

Q: In which of the following formats were the eBooks you purchased in the past year? (*Select all that apply.*)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Educators are most likely to find eBooks of interest at consumer websites such as Amazon and barnesandnoble.com. However, there are significant differences between teachers and librarians; the former group is more likely to search consumer-based websites and use Google, whereas the latter group is more likely to search eBookstore websites that serve the educational market and use professional resources that are available to librarians.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
I search consumer websites like Amazon or Barnes & Noble	55	<b>65</b>	47
I get recommendations from colleagues	36	39	34
I search eBook store websites that serve the educational market	34	25	<b>40</b>
I search free eBook websites	29	29	28
I use a search engine like Google	28	<b>46</b>	15
I search eBook store websites that serve the more general consumer market	17	<b>24</b>	13
Follett Library Resources	7	0	<b>13</b>
Other (e.g., vendor recommendations, library software websites)	21	11	<b>30</b>

Q: How do you find eBooks that are of interest to you? (Select all that apply.)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Purchasing eBooks  
(continued)

Consistent with how they find eBooks of interest, purchasers were most likely to have made their past-year purchases at consumer websites such as Amazon and barnesandnoble.com rather than educational eBookstore websites. Although teachers were more likely to have purchased from Amazon in the past year than were librarians, Amazon is clearly the top website for *both* groups.

Among the educational market websites, Follett Library Resources was the top site where past-year eBook purchases were made.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Amazon.com	48	<b>59</b>	39
BarnesAndNoble.com	18	20	17
Follett Library Resources	11	12	10
Gale Cengage Learning	7	8	6
eBooks.com	7	<b>12</b>	3
eBooksForTeachers.com	3	<b>5</b>	1
DedicatedTeachers.com	1	<b>3</b>	0
SchooleBookStore.com	1	<b>3</b>	0
Other (e.g., Salem Press, Sony, Scholastic, Borders)	17	14	<b>19</b>
None of these	29	22	<b>35</b>

Q: From which of the following websites have you purchased eBooks in the past year? (Select all that apply.)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



A slight majority (52%) of eBook purchasers indicated that they expect their eBook purchasing to *increase* in the 2010-2011 school year. Most of the remaining respondents (41%) felt their purchasing would remain the same, while very few (7%) thought their eBook purchasing would decrease.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Increase	52	53	50
Decrease	7	7	7
Remain the same	41	40	43

Q: In the coming school year, do you expect your eBook purchasing to increase, decrease, or remain the same?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.

## eBook Funding

As might be expected, teachers are more likely than librarians to pay for eBooks with their own money. Seven out of ten (70%) teachers purchase eBooks out of their own pocket, with no funding provided by their school.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
My own money	35	<b>70</b>	8
Funded by my school	36	11	<b>56</b>
Both – sometimes I pay for eBooks with my own money and sometimes they are funded by my school	29	19	<b>36</b>

Q: Do you pay for eBooks with your own money or are they funded by your school?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.

The vast majority of eBook purchasers do not receive funding for eBooks from other sources.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Yes – receive funding from other sources	15	4	<b>23</b>
No – Do not receive funding from other sources	85	<b>96</b>	77

Q: Do you receive funding for eBooks from other sources?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.

## Usage & Impact of eBooks

Teachers were asked the open-ended question, “How do you use eBooks in your classes?” Given that only 78 teachers provided a response to this question, these results should be considered *qualitative* in nature.

A number of teachers focused on the *technical* aspects of using eBooks in the classroom:

“Projected on SMART Board while teaching students.”

“Use with an interactive whiteboard.”

“Students often download eBooks on their iPhones or eReaders for class.”

“I have had students download the eBook version of a novel (it was a shareware, publicly available novel) onto their digital devices and read the novel on their own. Plus, I was able to display actual text from the novel on the smart board in my classroom, via my laptop, to dissect and interpret the text as a class.”

Other teachers focused on how they use eBooks in their classes for *instruction*:

“As a themed reading assignment or independent reading when their work is finished.”

“They use them for assigned reading.”

“I buy books to preview for guided reading and also use the eBook to read along with the students.”

“I use the eBooks for guided reading practice in my classroom. I also have used them for resources to use with Smart Notebook. I have used eBooks for fun reading with class as well.”

(See Appendix for a complete listing of verbatim responses.)

Three-quarters (75%) of the eBook purchasers feel that eBooks will have a *positive* impact on students’ reading comprehension. Teachers were more likely than the librarians to feel that the impact of eBooks will be extremely positive.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Extremely/Somewhat positive	75	<b>80</b>	73
Extremely positive	33	<b>41</b>	27
Somewhat positive	42	39	<b>46</b>
Neutral, neither positive nor negative	23	19	<b>25</b>
Somewhat negative	2	1	3
Extremely negative	0	0	0

Q: What kind of impact do you think eBooks will have on students’ reading comprehension?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## Experience with eBook Publishers

Scholastic and Capstone were cited by educators as the publishers they were most aware of, even though they have not made a purchase from these two. Librarians were more likely to indicate this awareness than were teachers. A minority of educators reported awareness of Evan-Moor, Reading A-Z, and Shell Education.

### I have heard of this publisher of but have never purchased their eBooks

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Scholastic	78	63	<b>86</b>
Capstone	64	41	80
Creative Teaching Press	59	62	57
Teacher Created Resources	55	63	48
Carson-Dellosa Publishing	53	<b>61</b>	47
The Mailbox Books	51	48	53
Evan-Moor	40	46	36
Reading A-Z	36	38	34
Shell Education	23	23	23

Q: Please indicate your experience with *each* of the publishers listed below.

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Nearly a quarter (23%) of the eBook purchasers indicated that they have purchased eBooks from Scholastic. As would be expected, much less purchasing was indicated for the other eight publishers listed. Teachers tended to report more purchasing from the publishers listed than did librarians.

### I have heard of this publisher and have purchased their eBooks

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Scholastic	23	<b>34</b>	14
Teacher Created Resources	12	<b>20</b>	6
Reading A-Z	11	<b>17</b>	7
Capstone	9	3	<b>14</b>
The Mailbox Books	7	<b>15</b>	0
Creative Teaching Press	7	<b>13</b>	2
Evan-Moor	7	<b>13</b>	3
Carson-Dellosa Publishing	5	<b>11</b>	1
Shell Education	1	1	1

Q: Please indicate your experience with *each* of the publishers listed below.

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## Satisfaction with eBooks

About seven out of ten (71%) eBook purchasers are satisfied with eBooks, with teachers reporting more satisfaction than librarians. Although approximately two-thirds (65%) of the latter group indicated that they are extremely/very satisfied, a sizable minority (31%) are neutral (“somewhat satisfied”) towards eBooks. Only a few educators reported any dissatisfaction.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Extremely/Very satisfied	71	<b>78</b>	65
Extremely satisfied	28	<b>41</b>	18
Very satisfied	43	37	<b>47</b>
Somewhat satisfied	27	21	<b>31</b>
Not very satisfied	2	0	<b>3</b>
Not at all satisfied	1	1	1

Q: How satisfied are you with the entire eBook experience? This includes finding them, purchasing them, reading them, using them, etc.

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## Attitudes Towards eBooks

The majority of eBook purchasers have positive attitudes towards eBooks as measured by their agreement with ten attribute statements. About eight out of ten or better feel that eBooks are convenient, a good value, easy to use, easy to buy, and easy to download. Teachers were more positive than librarians about the latter two attributes.

Compared to the most favorably rated attributes, both groups expressed more *neutrality* (“neither agree nor disagree”) towards three of the lower-rated items: eBooks are easy to find, there is always a good selection of eBooks to choose from, and eBooks are less expensive than print books. Very few respondents indicated any negativity.

### % Strongly/Somewhat Agree

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
eBooks are convenient	89	88	89
eBooks are easy to buy	86	<b>92</b>	82
eBooks are easy to download	84	<b>91</b>	79
eBooks are a good value for the money	84	86	82
eBooks are easy to use	83	82	84
eBooks are easy to read	79	<b>86</b>	73
eBooks have features and functionality I like that print books don't have	78	73	<b>82</b>
eBooks are easy to find	70	<b>78</b>	64
There is always a good selection of eBooks to choose from	66	<b>75</b>	59
eBooks are less expensive than print books	65	<b>72</b>	59

Q: Please tell us how much you agree or disagree with each of the statements below. (Strongly Agree, Somewhat Agree, Neither Agree Nor Disagree, Somewhat Disagree, Strongly Disagree)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## eBook Non-purchasers

Among the educators who reported that they have *never* purchased eBooks for either personal or professional purposes, only 14% indicated that they are extremely or very likely to do so in the next six months. Librarians were more likely to indicate an intention to purchase eBooks than were teachers (21% vs. 9%). In fact, the majority of these teachers expressed *little to no interest* in purchasing eBooks: Nearly six out of ten (59%) reported that they are not very/not at all likely to purchase in the next six months.

Base: Respondents who have *never* purchased eBooks.

	Total %	Teachers %	Librarians %
<i>Extremely/Very likely</i>	14	9	<b>21</b>
Extremely likely	6	3	<b>9</b>
Very likely	8	6	<b>12</b>
Somewhat likely	33	33	33
Not very likely	36	<b>40</b>	30
Not at all likely	17	<b>19</b>	15

Q: How likely are you to purchase eBooks in the next six months for either personal or professional use?  
 Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



Among the educators who indicated that they have never purchased eBooks *and* they are not likely to do so in the next six months, the *price* of both eBook readers and eBooks would need to be lower in order for them to consider purchasing. Secondary factors that might drive purchase consideration include obtaining funding, purchasing eBook readers, learning more about eBooks, and having a greater selection available. It is important to note that one in five teachers (21%) stated a preference for print books.

Base: Respondents who have *never* purchased eBooks and are not very/not at all likely to purchase in the next six months.

	Total %	Teachers %	Librarians %
The price of eBook readers would need to be lower	41	40	44
The price of eBooks would need to be lower	30	26	<b>37</b>
Prefer print books	18	<b>21</b>	14
Need funding	15	10	<b>24</b>
Need to purchase eBook Reader(s)	15	<b>15</b>	10
Would need to learn more about eBooks	14	<b>21</b>	3
There needs to be a greater selection of eBooks	12	10	<b>16</b>
eBooks need to be easier to read	10	9	13
eBooks need to be easier to use	9	9	11
eBooks need to be easier to find	8	8	9
The eBook buying process needs to be simpler	8	6	<b>11</b>
No interest in eBooks in general	6	3	<b>11</b>
Other	10	10	9

Q: What would need to happen in order for you to purchase eBooks? (Select all that apply.)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## eBook Reader Ownership

Interestingly, eBook purchasing does not necessarily imply eBook reader ownership. Only about half (48%) of the educators who reported having purchased eBooks in the past year for professional purposes indicated that they own an eBook reader.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes.

	Total %	Teachers %	Librarians %
Yes, I own an eBook Reader	48	50	46
No, I do not own an eBook Reader	52	50	54

Q: Do you own an eBook Reader?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.

eBook reader owners reported the most ownership of the Kindle (54%), with librarians indicating more ownership than teachers (60% vs. 47%). The Barnes & Noble Nook was a distant second in ownership (21%). Although the iPad is a fairly recent entry, 16% of the eBook reader owners report owning one. In contrast, the Sony Reader, which was first introduced in 2006, is owned by just 11% of the eBook reader owners.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes *and* own an eBook reader.

	Total %	Teachers %	Librarians %
Kindle	54	47	<b>60</b>
Barnes & Noble Nook	21	19	24
iPad	16	18	14
Sony Reader	11	12	9
Other (COOL-ER, Kobe eReader, etc.)	14	14	14

Q: Which of the following types of eBook readers do you own? (*Select all that apply.*)

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## Non-Ownership of eBook Readers

Among the educators who have purchased eBooks recently but do not currently own an eBook reader, only one out of five (20%) indicated that they are extremely or very likely to purchase one in the next six months. Most respondents were neutral (“somewhat likely”) to negative (“not very likely”) in expressing their purchase intent.

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes but do not own an eBook reader.

	Total %	Teachers %	Librarians %
<i>Extremely/Very likely</i>	20	19	21
Extremely likely	8	6	9
Very likely	12	13	11
Somewhat likely	39	39	39
Not very likely	34	37	33
Not at all likely	7	6	8

Q: How likely are you to purchase an eBook reader in the next six months?

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.

Among the educators who indicated that they do not currently own an eBook reader *and* they are not likely to do so in the next six months, the *price* of eBook readers would need to be lower in order for them to consider purchasing (63%).

Base: eBook purchasers who have purchased eBooks in the past year for professional purposes, do not own an eBook reader, and are not likely to purchase one in the next six months.

	Total %	Teachers %	Librarians %
The price of eBook readers would need to be lower	63	67	60
I would need to do research to find out which one is best for my needs	34	31	37
eBooks need to have more features to differentiate them from print books	13	<b>18</b>	8
They need to make eBooks easier to read	6	6	6
Nothing – I prefer print books	5	2	8
Nothing – I use my phone	4	2	5
Other	14	12	16

Q: What would need to happen in order for you to purchase an eBook reader? *(Select all that apply.)*

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



## Respondent Characteristics

Compared to teachers, K-12 school librarians:

- Include more women
- Are older
- Have been an educator for a longer period of time
- Are more likely to be working at an elementary school, whereas teachers are more likely to be working at a high school.

	Total %	Teachers %	Librarians %
<b>Gender</b>			
Male	14	21	5
Female	86	79	<b>95</b>
<b>Age</b>			
Under 24	1	1	1
25 – 34	11	<b>17</b>	3
35 – 44	21	<b>24</b>	17
45 – 54	34	32	36
55 – 64	31	24	<b>40</b>
65 or over	2	2	3
<b># of Years an Educator</b>			
1 to 5 years	7	<b>9</b>	4
6 to 10 years	17	<b>20</b>	12
11 to 15 years	20	21	19
16 to 20 years	16	16	18
21 to 25 years	14	12	16
26 to 30 years	12	11	14
More than 30 years	14	11	<b>17</b>
<b>School Setting</b>			
School district	2	2	2
Elementary school	40	37	<b>44</b>
Middle school/Junior high	21	21	20
High school	26	<b>30</b>	22
K-12 school	6	6	6
Other	5	4	6

Bolded percents are significantly higher than those of the opposing group at the 95% level of confidence.



On average, 12% of the teachers indicated teaching each grade from K through 8. For the higher grades, 25% on average reported teaching each grade from 9 through 12.

Nearly a third (31%) of the teachers indicated teaching all core/basic/elementary studies.

Grade(s) Taught	Teachers %
Kindergarten	10
1st	11
2nd	10
3rd	12
4th	12
5th	12
6th	14
7th	15
8th	16
9th	23
10th	24
11th	27
12th	26

**Subjects Taught**

All Core/Basic/Elementary Studies	31
English/Language Arts	26
Science	21
Social Studies	18
Math	17
Foreign Language	4
Arts and/or Music	2
Health/Physical Education	2
Special Education	2
Other	10



# Appendix

## Methodology

An online survey sponsored by Egremont Associates was conducted among a national sample of 1,305 educators who were randomly selected from the MCH K-12 database. On August 26, 2010, educators received an email invitation to participate in the survey. A link to the survey was included in the invitation. A follow-up reminder was emailed on September 3, and the survey was closed on September 16. The incentive for responding was entry in a drawing for a Kindle.

The educator groups, email quantities, number of completed surveys, and response rates are as follows:

<b>Educators</b>	<b>Email Quantities</b>	<b>Completed Surveys</b>	<b>Response Rates</b>
Teachers	50,482	704	1.4%
School Librarians	19,254	601	3.1%
<b>Total</b>	<b>69,736</b>	<b>1,305</b>	<b>2.3%</b>

For the total sample, the margin of error at the 95% confidence level is +/-2.71%.

The primary analysis focused on teachers vs. librarians. Secondly, *within* each of these two groups the data was analyzed by the number of years respondents have been an educator (15 years or fewer vs. more than 15 years) and their school setting (elementary school vs. middle/junior high school vs. high school).

If a difference among the groups or subgroups is noted in the text, assume that the smallest sample size consists of at least 100 respondents and that it is a *significant* difference at the 95% level of confidence.



## Questionnaire

Dear Educator,

Thank you for agreeing to participate in our survey!

As mentioned in the email invitation, we are conducting this national research project to understand how educators are using eBooks.

If you would like to enter our drawing to win a **Kindle Wireless Reading Device**, please provide your name and address at the end of the survey. Your responses will be completely confidential, and your contact information will not be used by or shared with anyone else.

Please complete the survey by **Friday, September 10**. Thanks again!

### \* 1. What title best describes your position and responsibilities?

- Principal
- Assistant Principal
- Lead Teacher
- Teacher
- Department Chair
- Librarian
- School Librarian
- Other (please specify)

**\* 2. Have you ever purchased eBooks for personal use, professional use, or both? (By “eBooks” we are referring to *electronic* versions of traditional print books that can be read by using an eBook reader, a personal computer, and some types of cell phones.)**

- Yes, for personal use (for example: leisure reading)
- Yes, for professional use (for example: use in a classroom, use for professional development, acquire them for the library, etc.)
- Yes, for both personal and professional use
- No, I have never purchased eBooks, but I have obtained free eBooks
- No, I have never purchased eBooks, nor have I obtained free eBooks

**\* 3. How likely are you to purchase eBooks in the next six months for either personal or professional use?**

- Extremely likely
- Very likely
- Somewhat likely
- Not very likely
- Not at all likely

**\* 4. What would need to happen in order for you to purchase eBooks? (*Select all that apply.*)**

- The price of eBooks would need to be lower
- eBooks need to be easier to read
- The price of eBook readers would need to be lower
- The eBook buying process needs to be simpler
- eBooks need to be easier to use
- There needs to be a greater selection of eBooks
- eBooks need to be easier to find
- Other (please specify)

**\* 5. Please indicate all of the ways you have used eBooks. (Select all that apply.)**

- For use in a classroom via an interactive whiteboard or projector
- For professional development, that is, to become a better educator
- Acquired eBooks for the library
- For leisure reading
- For finding and/or reading about other types of information (travel, finance, etc.)
- Other (please specify)

**\* 6. Please tell us if you have purchased eBooks in the past year for any of the professional purposes listed below. (Select all that apply.)**

- For use in a classroom via an interactive whiteboard or projector
- For professional development, that is, to become a better educator
- Acquired eBooks for the library
- I have not purchased any eBooks in the past year for any of these purposes
- Other professional uses for eBooks (please specify)

Please answer this question only if you have not purchased eBooks in the past year for any professional purposes. Otherwise, click the "Next" button below.

**7. Why have you not purchased any eBooks for professional use in the past year? (Select all that apply.)**

- eBooks are difficult to read
- eBooks are difficult to use in the classroom
- Searching for eBooks is difficult
- eBooks are not as convenient as print books
- eBooks are difficult to buy and/or download
- eBooks cost too much
- There are not enough good eBooks available
- Other (please specify)

The following questions are about eBook purchases you have made for professional uses only.

**\* 8. How satisfied are you with the entire eBook experience? This includes finding them, purchasing them, reading them, using them, etc.**

- Extremely satisfied
- Very satisfied
- Somewhat satisfied
- Not very satisfied
- Not at all satisfied

**\* 9. Please tell us how much you agree or disagree with each of the statements below.**

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
eBooks are a good value for the money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are easy to buy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are less expensive than print books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is always a good selection of eBooks to choose from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are easy to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks have features and functionality I like that print books don't have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are easy to download	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks are easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 10. Please indicate your experience with each of the publishers listed below.**

	I have never heard of this publisher	I have heard of this publisher but have never purchased their eBooks	I have heard of this publisher and have purchased their eBooks
Shell Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Created Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading A-Z	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Teaching Press	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carson-Dellosa Publishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evan-Moor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Mailbox Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capstone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer this question only if you have purchased eBooks from at least one of these publishers. Otherwise, click the "Next" button below.

**11. Which of the following publishers is your most preferred eBook publisher?**

- Creative Teaching Press
- Evan-Moor
- Carson-Dellosa Publishing
- Reading A-Z
- Shell Education
- The Mailbox Books
- Scholastic
- Capstone
- Teacher Created Resources
- Other (please specify)

**12. Approximately how many eBooks have you purchased for the following professional uses in the past year? Please enter the number for each purpose.**

For professional development:

For use in a classroom:  
(Answer only if you are a teacher)

Acquired for the library:  
(Answer only if you are a librarian or school librarian)

**\* 13. In which of the following formats were the eBooks you purchased in the past year?**

***(Select all that apply.)***

- .azw (Kindle)
- .epub (standard format, supported by iPad)
- .irf or .irx (Sony)
- .lit (Microsoft)
- .pdf (Adobe)
- Don't know/Not sure
- Other (please specify)

**\* 15. From which of the following websites have you purchased eBooks in the past year?  
(Select all that apply.)**

- Amazon.com
- BarnesAndNoble.com
- DedicatedTeachers.com
- eBooks.com
- eBooks88.com
- eBooksForTeachers.com
- SchooleBookStore.com
- None of these
- Other (please specify)

Please answer these two questions only if you are a teacher. Otherwise, click the "Next" button below.

**16. How do you use eBooks in your classes? (Please type your response in the space below.)**

**17. Do your students have access to these eBooks at home?**

- Yes
- No

**\* 18. What kind of impact do you think eBooks will have on students' reading comprehension?**

- Extremely positive
- Somewhat positive
- Neutral, neither positive nor negative
- Somewhat negative
- Extremely negative

**\* 19. Do you have an eBook subscription or do you purchase eBooks one-at-a-time?**

- Subscription
- Purchase one-at-a-time
- I have a subscription and I purchase eBooks from other sources one-at-a-time

**\* 20. Do you pay for eBooks with your own money or are they funded by your school?**

- My own money
- Funded by my school
- Both – sometimes I pay for eBooks with my own money and sometimes they are funded by my school

**\* 21. Which of the following ways do you receive funding from your school to purchase eBooks?**

- We have a budget for eBooks
- I request funds as needed
- Other (please specify)

**\* 22. Which of the responses below most accurately completes the following:**

**If you are a teacher: "For the eBooks purchased for my classes ..."**

**If you are a librarian or school librarian: "For the eBooks purchased at my school ..."**

- I am the sole decision maker
- I participate in the decision-making process; I am not the sole decision maker
- I have no say at all in the decision-making process

**\* 4. What would need to happen in order for you to purchase eBooks? (Select all that apply.)**

- The price of eBooks would need to be lower
- eBooks need to be easier to read
- The price of eBook readers would need to be lower
- The eBook buying process needs to be simpler
- eBooks need to be easier to use
- There needs to be a greater selection of eBooks
- eBooks need to be easier to find
- Other (please specify)

Please answer these two questions only if you are a teacher. Otherwise, click the "Next" button below.

**23. Who is involved in making the decision to purchase eBooks for your classes? (Select all that apply.)**

- Myself
- Another teacher/other teachers
- Principal
- Assistant Principal
- Department Chair
- Librarian
- School Librarian
- Other (please specify)

Please answer these two questions only if you are a librarian or school librarian. Otherwise, click the "Next" button below.

**25. Who is involved in making the decision to purchase eBooks for your school? (Select all that apply.)**

- Myself
- Teacher(s)
- Principal
- Assistant Principal
- Department Chair
- A Librarian or School Librarian who is not me
- Other (please specify)

**\* 27. Do you receive funding for eBooks from other sources?**

- Yes
- No

**\* 28. From which of the following sources do you receive funding for eBooks? (Select all that apply.)**

- IDEA
- Federal Title 1 funding
- Federal Title 3 funding
- Response To Intervention (RTI) funding
- Enhancing Education Through Technology grant
- Other (please specify)

**\* 29. In the coming school year, do you expect your eBook purchasing to increase, decrease, or remain the same?**

- Increase
- Decrease
- Remain the same

**\* 30. Do you own an eBook reader?**

- Yes
- No

**\* 31. Which of the following types of eBook readers do you own? (Select all that apply.)**

- Barnes & Noble Nook
- BeBook Neo
- COOL-ER
- iPad
- iRex Digital Reader
- Kindle
- Kobo eReader
- Sony Reader
- Other (please specify)

**\* 32. How likely are you to purchase an eBook reader in the next six months?**

- Extremely likely
- Very likely
- Somewhat likely
- Not very likely
- Not at all likely

**\* 33. What would need to happen in order for you to purchase an eBook reader? (Select all that apply.)**

- The price of eBook readers would need to be lower
- I would need to do research to find out which one is best for my needs
- They need to make eBooks easier to read
- eBooks need to have more features to differentiate them from print books
- Other (please specify)

**\* 34. At your school, do you have an interactive whiteboard in ...**

- All classrooms
- Most classrooms
- Some classrooms
- In none of the classrooms

**\* 35. Which of the following are present at your school? (Select all that apply.)**

- Computers in at least some classrooms
- Some computers in every classroom
- A computer for every student
- Computers in the library
- A computer cart
- Projectors for displaying computer images on a screen
- A computer lab
- Handheld devices
- None of these

We have just a few more questions for classification purposes only.

**36. What is your gender?**

- Male
- Female

**37. In which of the following groups does your age fall?**

- Under 25
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or over

**38. For how many years have you been an educator?**

- Less than one year
- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- More than 30 years

**39. In what type of setting do you work?**

- School district
- Elementary School
- Middle School/Junior High
- High School
- K-12 School
- Other (please specify)

Please answer these two questions only if you are a teacher. Otherwise, click the "Next" button below.

**40. What grade(s) do you teach? (Select all that apply.)**

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

**41. Which of the following subjects do you teach? (Select all that apply.)**

- All Core/Basic/Elementary Studies (Note: Select this response only if you are an elementary school teacher, then click the "Next" button below.)
- Arts and/or Music
- English/Language Arts
- Foreign Language
- Health/Physical Education
- Math
- Science
- Social Studies
- Special Education
- Other (please specify)

**42. What percent of the students at your school are eligible for free/reduced-price lunches?**

Please enter percent:

**43. In what state is your school located?**

**44. If you would like to receive the results of this survey when they are available, please provide your email address in the space below.**

**45. If you would like to enter our drawing to win a Kindle Wireless Reading Device, please provide your name and address below.**

Name:

Address:

City/Town:

State:

ZIP:

Email Address:

Thanks for participating in our survey!

# Verbatims

The following are teachers' verbatim responses to the question "How do you use eBooks in your classes?"

- As a themed reading assignment or independent reading when their work is finished.
- for children on computers
- We have required readings and I use the ebook instead of a print book. I also have students who use the ebooks.
- For information
- They use them for assigned reading.
- Students can log into their textbooks online. We keep a class set hard copy at school. This way, fewer books get lost or left behind and small kids don't have to carry big books.
- I project the text on the projection screen and use my interwrite board for teaching.
- I read ebook stories to students.
- As a reference source..to build my library
- Knowledge to share with students to help explain the curriculum.
- For presentation and practice.
- We had a free subscriptions to eBooks that has now expired
- The same as print books
- textbooks. the kids all have their own laptops. they buy them and use them instead of a hard copy. less expensive, less weight in their backpacks, and more interactive.
- Some students who struggle with the printed text do better using the electronic version.
- To make clean copies from, to use on the whiteboard, to read for myself. I also have a class code for an ebook version of our school textbook
- I share selected readings with my classes. For example, I have shared excerpts from The Jungle and All Quiet on the Western Front
- To review context after students read the book or information.
- Interactive Whiteboard (SMARTBoard) & Professional Development
- Students read them for pleasure and to work on reading skills
- Projected on SMART Board while teaching students....
- As a master for printed copies for students, to replace missing worksheets (avoid trips to the office), and electronic copies for parents.
- Students may access classroom book at home, extra practice, quizzing etc.



- Mostly I use the information I obtain. My district has no money for projectors, smart boards and I'm able to only use a traditional overhead projector and a dry erase board. If I could, I would be connecting my ebooks to a projector and using the books to supplement our textbook - but I'm stuck without 21st century technology.!
- Students often download ebooks on their iphones or ereaders for class. We use the smartboard to interact with texts as well in both my Literature and Latin classes.
- personal use and share neat ideas with colleagues
- Use with an interactive whiteboard.
- I make printed worksheets and/or use with an interactive board. (I'm still learning to use.)
- The students have a hard copy work book that they do the work in, and I use the e-book on the smart board so that they can see and do the work/corrections with me.
- I annotate the text and share with the students the value and fuction of working with text in such a way. I have also demonstrated how to do text searching using my Kindle.
- I use them to read up on subjects that I will be teaching about.
- on the interactive whiteboard
- for finding info to include in specific lessons...
- I buy books to preview for Guided Reading and also use the e-book to read along with the students.
- I use them to print off practice sheets
- We use our access as whole group reading time on specific days.
- I have had students download the ebook version of a novel (it was a shareware, publically available novel) onto their digital devices and read the novel on their own. Plus I was able to display actual text from the novel on the smart board in my classroom, via my laptop, to dissect and interpret the text as a class.
- To aid the students in their understanding of the material. To help them save money.
- to give more practice on standards taught in the classroom
- I use them to teach,. I reference annotations.
- I print out the pages that I need to copy for the students.
- To share expository and narrative writing strategies, author's purpose, voice, and for the lower readers and math students for support
- I use the eBooks for guided reading practice in my classroom. I also have used them for resources to use with SmartNotebook. I have used eBooks for fun reading with class as well.
- I read them at home and then refer to them in the classroom. Also, my students have ebooks that they access at home.
- For the reluctant reader, they read on the electronic device. It is fun. They are reading.



- I have a listening center, I also share portions of the book for discussions via the smartboard and I send them home with the students to promote family reading times.
- To help students with reading
- interactive lessons
- I use them to read to my class when I do not own the real book.
- For the most part, I display the ebooks on my interactive white board. Sometimes I just display them so that students can read discussion questions or writing prompts without having to print copies of the pages. Other times, we use the pages interactively where students respond on the white board with whole class input. Though I just purchased an ipad, I intend to use the ebooks on my ipad for students who are struggling readers. They will be able to read the same texts as the other students with a handy dictionary and other tools (highlighter) that they are not permitted to use on traditionally issued books.
- We do a lot of silent sustained reading
- Used to show examples from the text on SMART board, used with Kurzweil for sight-impaired student, used also for independent reading selections
- I have used information from ebooks as a professional development tool to better my understanding of how our students learn best.
- I have special education students that prefer to read their books on the computer. The print is easier to read and our ebook library has a better selection for them. I also like certain features that allow them to bookmark and such. My students also have challenges staying organized and ebooks allow them to have less material to work with in their back packs.
- read aloud
- I use the online textbook by projecting it on screen for students to see.
- for personal growth and information I can use in class
- Read Alouds, allow the kids to use my cooler to read from, Use with Promethian board.
- As an English teacher, it's essential to teach students how to annotate. I project a page from an ebook onto the screen and either annotate on the white board, or in my Kindle4PC, to show how to annotate - how to show what you, as a reader, are thinking, and how to arrive at a conclusion about the purpose of the passage that is being annotated.
- My math students have access to e-books for their textbooks.
- When my students are having a problem understanding the subject matter, I will purchase ebooks on the subject and allow them to read them. I read them as well so I can help them to understand it better.
- In conjunction with a white board



- I use them to have access to plan at home without carrying a big book home. I use them to photocopy for my classroom students, I also use them on my LCD projector, and I use them on my interactive Smartboard.
- Use to project passages from books
- I assign sections for students to do at home for support/enhancement of classroom learning.
- For use with a SMARTBoard.
- Professional development for teaching ideas.
- In Language Arts

### **Do Not Use eBooks in the Classroom**

- I have not used ebooks in class. Not all of my students have computers at home.
- I don't use them with my classes. I only do my summer professional reading by purchasing ebooks to do so.
- Don't use in the class...yet.
- I have not yet used it in my classroom
- I do not use ebooks in the classroom
- none, at the moment...mostly for personal use
- I don't because the technology is too expensive to acquire for use in my classroom. E-book readers are expensive and students can be hard on them so replacing them would be out of the question. If they can be read on-line...I do not have enough computers to make reading them purposeful.
- Have not used them yet for anything other than my own professional development.
- I haven't yet done this but may do so this year.
- i have not done so to date. i read book that i am thinking of teaching. if i choose one then i get a hard copy so that i can make notes as i read.



## About the Authors

**John Fredricks** is a market research and consumer insights professional with 25 years of experience working with major media, educational, hospitality and travel brands on both the supplier and advertising agency side of the business.

In his most recent role as Director of Global Market Research at *Reader's Digest*, John was responsible for leading all research activities for a number of businesses (*Reader's Digest*, *Weekly Reader*, *Every Day with Rachael Ray*, *Fresh Home* and *Select Editions*), from needs assessment, branding and segmentation to new concept testing, product optimization, and customer satisfaction. Among his significant previous positions, John served as a senior research analyst for Marriott International and for Eric Mower & Associates, the largest independent advertising agency in upstate New York.

John holds a Bachelor of Arts degree from Dominican College as well as a Master's degree and Ph.D. in social psychology from Syracuse University.

**Neal Goff**, the founder of consulting firm Egremont Associates, LLC, has more than a quarter century of experience in product development, marketing and general management in educational, consumer and business-to-business publishing.

Neal founded Egremont Associates at the beginning of 2010 after leaving his position as President of the Weekly Reader Publishing Group. He joined Weekly Reader in 2004 and became President in late 2005, with P&L responsibility for Weekly Reader's 12 classroom magazines. At Weekly Reader, his role grew to include managerial responsibility for the company's Custom Publishing business, library publisher Gareth Stevens Publishing, World Almanac Education Library Services, and the Facts For Learning database business.

Neal started his publishing career as a newspaper and magazine editor and spent more than a decade at Time Inc., where he held senior positions at Time Life Books and Book-of-the-Month Club (BOMC). At BOMC, he directed the development and successful launch of Children's Book-of-the-Month Club. He later became President of Simon & Schuster's direct mail division, Prentice Hall Direct; Chief Operating Officer of database publisher R.R. Bowker; Senior Vice President of Marketing at BMG Direct, then the world's largest music club company; and President of Scholastic Library (formerly Grolier Reference) Publishing.

Neal is President-Elect of the Association of Educational Publishers Board of Directors and also serves on the Board of Directors of the Urban Education Exchange.



## About the Sponsors

### Egremont Associates

Egremont Associates helps publishers and technology companies respond to — and stay ahead of — the changes that are reshaping educational and consumer publishing in the 21st Century.

Drawing on the expertise of its founder, Neal Goff, Egremont Associates assists clients on a variety of projects, with particular focus on digital product development, market expansion through both online and off-line channels, direct marketing strategy and tactics, and development of strategic alliances. Working by itself or in collaboration with other consultants, Egremont Associates helps companies develop new products, bring those products to market, expand into new channels, and adapt to the technological changes that are revolutionizing how people seek, find and consume information.

For more information, contact Neal Goff at 917-541-4034 or via email at [nealgoff@gmail.com](mailto:nealgoff@gmail.com) or visit [www.EgremontAssociates.com](http://www.EgremontAssociates.com).



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For more information, contact John Hood, president, at 800-776-6373 or by email at [johnh@mchdata.com](mailto:johnh@mchdata.com). Visit the MCH Strategic Data website at [www.mchdata.com](http://www.mchdata.com).



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TecKnoQuest works with publishers and other content developers to distribute their digital content in a secure and transparent manner. Publishers who sell direct can make use of the TecKnoQuest network as a means of adding digital sales to their hard-copy sales.

For more information about working with TecKnoQuest, please contact Kevin Davies, president and CEO, at 1-866-330-8818 or [kevin@tecknoquest.com](mailto:kevin@tecknoquest.com)

**Interested in participating in a continuing conversation about the use of eBooks in K-12 schools? Join the *Exploring eBooks for K-12* Community at [www.edWeb.net/ebooks](http://www.edWeb.net/ebooks).**