E-books, Children, and Digital Issues

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
ALSC Division Program
ALA Midwinter 2013
Seattle, WA
Articles of Interest: Penguin, OverDrive, and libraries
February 9th, 2012 · by spolanka · 2 Comments

It's been coming for months. Today Penguin announced it has ended its relationship with OverDrive. Starting tomorrow, it will no longer sell e-books and audiobooks to OverDrive for library lending. Interestingly, ALA and Big Six publishers met last week to discuss library e-book lending. In an article in paidcontent.org, Laura Hazard Owen points out ALA's concern about statements publishers made regarding "friction." Publishers felt a degree of friction existed with physical book checkout - involving 2 trips to the library. They felt the online availability would alter the friction calculation. My response to that...clearly they have never tried to download an e-book from the public library. According to Library Journal's patron profiles, 23% of ebook patrons reported being unsuccessful in borrowing ebooks because of technical difficulty, while almost 44% could not do so because of title unavailability." That's a lot of friction.

Here are some articles with more of the story:
E-Books vs. Printed Books: Some New Findings
Jun 14, 2012

New study examines print vs. eBooks for kids
May 29, 2012 by Jeremy Dickson

E-books vs. print: Most parents prefer reading paper books to their children

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
E-books and print books can co-exist:

http://pinterest.com/source/teachingdegree.org/

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
So who will win the e-book vs print book battle?
No one—they're both great for different things

- **Reading with a child**
  - 81%
  - 9%

- **Sharing books with other people**
  - 69%
  - 25%

- **Reading books in bed**
  - 43%
  - 45%

- **Having a wide selection of books to choose from**
  - 35%
  - 53%

- **Reading books while traveling or commuting**
  - 19%
  - 73%

- **Being able to get a book quickly**
  - 13%
  - 83%

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http://pinterest.com/source/teachingdegree.org/

Sue Polanka, WSU & No Shelf Required, Jan. 2013
eBook Benefits

Interactive

Dictionary

FollowAlong

Free

Multiple Users

24/7

Fonts

Access

Convenient

Highlighting

NoteTaking

ReadAloud

FunActivities

Video

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Why we love print

- Batteries not required
- Share with friends
- See what you’ve read
- Hold/feel the paper
- Bookshelves = accomplishment
- Get away from technology
- Easier to read the text
- Reading at bedtime
- Reading with children
Types of eBooks Today

- PDF
- ePUB
- Proprietary format
- Interactive
- Digital Textbooks
- Apps
- Audiobooks
Device Lock-In

- Software
- Hardware
- Proprietary formats
- Non-transferrable
- Walled Garden
Student Learning and eBooks

From No Shelf Required: E-Books in Libraries, Chapter 2
by Susan Berg and Jackie Collier

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Camborne’s Eight Principles of Learning

- Immersion
- Demonstration
- Engagement
- Expectations
- Responsibility
- Approximations
- Employment
- Response

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
eBooks can employ all eight conditions for learning

- Demonstrations with animation
- Vocabulary selection, puzzles, recall questions
- Learners try different responses; thinking is validated
- Immediate feedback provided
- Learners have a choice; take responsibility
National Reading Panel Report

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
eBooks can support these five areas

- Read-aloud and follow the word features
- Students manipulate letters and sounds
- Audio/text-to-speech
- Look up words as you read
- Built in assessment
Interactive eBook Providers

- ABDO Digital
- Big Universe Learning
- Capstone Interactive Library
- Lerner Interactive Books
- Rosen’s Interactive eBooks
- Rourke Interactive eBooks
- Scholastic’s Book Flix
- StarWalk Kids
- Tumblebook Library
Studies on eBooks and Learning

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Do eBooks improve comprehension?

- Comprehension and enjoyment of books by medium
  - Medium didn’t affect enjoyment
  - No significant difference in comprehension scores
  - Narration led to higher comprehension scores
  - Use of online dictionary was greater than print dictionary

- Benefits of reading eBooks:
  - Narration, Animated pictures, Sound effects

eBooks that incorporate these features have the capacity to increase children’s comprehension and enjoyment of storybooks
Can eBooks help struggling readers?

Photo courtesy of Shannon McClintock Miller

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Hume - Struggling Readers

Tumblebooks or traditional small-group reading sessions?

The average fluency rate for the Tumblebook group was **23% points higher** than that of the control group.

It took the **control group 2 months longer to integrate back into regular classrooms**

Julie Hume, University City, MO found in School Library Journal, June 2011

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Digital Reading Assessment

- American Reading Company’s Action 100 Software
- Capstone’s myON reader
- Curriculum Associates’ i-Ready app
- Lexis Learning’s Assessment without Testing software
- MindPlay’s Virtual Reading Coach app
- Read Naturally’s Reed Live app
- Renaissance Learning’s Accelerated Reader Software
- Rowland Reading Foundation’s Super Kids Reading Program
- Scholastic’s Read 180 Next Gen software
- Scientific Learning’s Reading Assistant app

Kelly Puente, districtadministration.com, May 2012
Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Can eReaders distract us from learning?
De Jong and Bus, 2004

- Visual/sound effects can interfere
- Irrelevant to the story
- Undermine comprehension
- Negatively affect investigating/understanding story
- More playful approach
Extraneous “hot spots” can impede the traditional reading process for parents and children and may affect children’s comprehension. (JGCC, 2012).
App Example

- Cozmo’s Day Off
- Game with text
- Top rated app
- Distractions
Features help and hinder literacy

Help

- Clicking on word sounds it out
- Highlighting words during narration
- Audio narration

Hinder

- Hotspots/animations
- Games
- Videos


Sue Polanka, WSUL & No Shelf Required, Jan. 2013
eBook apps offer features

But do they enhance literacy learning?

• Almost all include narration, but only half highlight the text.

• Most include interactive features that are not literacy oriented.


Sue Polanka, WSUL & No Shelf Required, Jan. 2013
72% of parents are interested in having their child read ebooks


Sue Polanka, WSUL & No Shelf Required, Jan. 2013
46% of children have read an ebook (up from 25% the previous year)

80% of kids who read ebooks still read books for fun primarily in print


Sue Polanka, WSUL & No Shelf Required, Jan. 2013
And with the youngest readers, print books still win out:

9% of people think e-books are better for reading with kids;

81% say print books

...Which is good, because when it comes to learning, Print books might be easier to read:

In average reading speed:

People read on iPads 6.2% slower than print

And on Kindles 10.7% slower than print

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Digital Divide

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Digital Divide

- NO Internet
- No Devices
- NO Computers
- NO Content
- NO Opportunity
- NO Fair
Low-income families use tech less

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
The future is already here--it’s just not evenly distributed.

William Gibson, The Economist, December, 2003
Purchasing eBooks

See Library Technology Reports, Nov/Dec issue

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
eBook Penetration

Source: Library Journal Survey of Ebook Penetration - 2010-2012
Sue Polanka, WSUL & No Shelf Required, Jan. 2013
P.L.’s Offering Children/YA ebooks

Source: Library Journal Survey of Ebook Penetration - 2010-2012
Sue Polanka, WSUL & No Shelf Required, Jan. 2013
High Demand, Low Availability

Source: Library Journal Survey of Ebook Penetration - 2010-2012
Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Rule #1
You’re not just buying content
Content in a Container

- DRM
- Software/Interface
- Biz Model

eBook

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Do you want to...

Build

Access

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Business Models & Licensing

- Free
- Perpetual Access
  - Single User (checkout)
  - Multi User
  - Unlimited Use
  - Patron Driven
- Subscriptions
- Short-term Loan

Access or build a collection?

Ongoing Fees?

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
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Sue Polanka, WSUL & No Shelf Required, Jan. 2013
The content you want determines the vendor, business model, license, and format you will get.
Free children’s ebook collections

- Big Universe
- Book Glutton
- Children’s Books Online
- Classic Reader
- Fiction.us
- International Children’s Digital Library (need account)
- Magic Keys
- Project Gutenberg
- Read Print

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
What about the future?
Library Services in the Digital Age

Pew Internet Research Study, 1/22/2013

• Free computers and internet access now rivals book lending and reference expertise as a vital service of libraries.

• A notable share of Americans say they would embrace even wider uses of technology at libraries.

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Library staff opinions

Pew Internet Research Study, 1/22/2013

- Three most popular services are:
  - Classes on e-borrowing
  - Classes on handheld reading devices
  - Online ask a librarian service

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Public Priorities for Libraries

Libraries should “definitely do” this

85% - coordinate more closely with local schools
82% - free literacy programs to help young children
59% - comfortable spaces for reading, working, relaxing
53% - offer a broader selection of e-books

Pew Internet Research Study, 1/22/2013

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
Black and Hispanic Communities

Pew Internet Research Study, 1/22/2013

Are more likely to use these services:

- Cell app
- Ask a librarian service
- Service to test new technology and devices
- Classes on downloading e-books
- Kiosks/red boxes
- Media lab to create e-books, movies
- Borrow loaded e-book readers
- GPS app to locate materials
- Classes on e-readers
- Customized online recommendations

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Community Needs
Interactions

http://vanmeterlibraryvoice.blogspot.com/2013/01/3rd-grade-fans-of-bibliosasium-skype.html

Sue Polanka, WSUL & No Shelf Required, Jan. 2013
In my interpretation of the existing research, that means educators and parents should be *zooming in on the quality of the interactions children are having with their parents, siblings and teachers as they use media*. Child development research shows us the positive impact of meaningful back-and-forth conversations and a shared focus on enriching content on a child’s language development. Let’s aim for early learning experiences, with new media and without, that enable children to have those kinds of interactions.

[Sue Polanka, WSUL & No Shelf Required, Jan. 2013](http://earlyed.newamerica.net/blogposts/2012/children_and_media_saying_we_just_don_t_know_isn_t_quite_right-68017)
Thank You!
Questions?

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Resources

- ALA Econtent - www.americanlibrariesmagazine.org/e-content
- The Unquiet Librarian - theunquietlibrarian.wordpress.com/
- Not So Distant Future - futura.edublogs.org/
- No Shelf Required - www.noshelfrequired.com
- ALA TechSource blog - www.alatechsource.org/blog
- LJ/SLJ ebook Summit - www.thedigitalshift.com
- Raised Digital by Jeremy Breuck (Akron) - drupal.brueckei.org
- Joan Ganz Cooney Center - joanganzcooneycenter.org

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References


- New America http://earlyed.newamerica.net/blogposts/2012/children_and_media_saying_we_just_don_t_know_isn_t_quite_right-68017

- Library Services in the Digital Age, Pew Internet, http://libraries.pewinternet.org/2013/01/22/library-services/


References Continued


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