Using mobile devices for reading eBooks: an experiment with eReaders and Netbooks

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Setting the scene

Library as Reading & Study place ➔ Learning Centre

Digital natives
Increase users autonomy
From passive students to active learners

Information literacy training programme

Easy access to knowledge resources through digital support and the internet

Dematerialization of collections
Diversification of resources

Source: D. Lerinckx, 2010
Objectives of the experiment

Understand and promote the use of eBooks

Digital natives
Improving users autonomy
From passive students to active learners

Information literacy

Easy access to knowledge resources through digital support and the internet

Dematerialization of collections
Diversification

What are the users’ reading strategies?
How are eBooks used?

What type of user support is needed?
Which communication media are to be used?

What type of reading devices?
With which functionalities and added value?

Which subscription model?
What type of eBooks?
Which contents?

Source: D. Lerinckx, 2010
The experiment (1)

Science and Technology Library, 2009-2010

**Target users** involved:
- Students BA3-chemistry
- Professors

**Task:**
Practical bibliographic work defined by teachers in collaboration with the library

**Methodology:**
- **eReading devices:** lending eReaders and Netbooks (4 weeks, user’s choice)
- **eContents:** partnership with publishers (De Boeck and Elsevier)
- **Pre- and post-experiment survey questionnaires**

**Results:**
- **Students:** 33 respondents
The experiment (2)
Social Science & Humanities Library, 2010-2011

Target users involved:
• Students BA2- modern history
• 2 Professors

Task:
Research work on historical sources

Methodology:
• eReading devices: lending eReaders (6 weeks)
• eContents: 16th-18th century travel guides, downloaded from Gallica, Google Books...
• Pre- and post-experiment survey questionnaires

Results: not yet available
Preparing the experiment

Choosing and buying mobile devices: in 2009

• eReading device (e-ink): 10 eReaders SONY PRS-600 B/W
• Multimedia device: 10 Netbooks ASUS EeePC

-> compare the use of different devices

Selecting and loading contents on the mobile devices:

• Contents selected by teachers
• Partnership with publishers: De Boeck (a few book chapters) and Elsevier (1 eBook)

-> Discussion about format, protection, authorised uses...

• Additional notes, exercises and texts
• Public domain historical ebooks from Internet
Which reading strategies?

What are the users’ reading strategies?
How are eBooks used?

Source: D. Lerinckx, 2010
Reading strategies of printed documents

- Take notes on a paper beside the document being read
- Work simultaneously on several print documents
- Underline/highlight words or phrases
- Check/clarify a concept or a reference on the Internet
- Write in the margins
- Take notes in an electronic document on your PC
- Insert bookmarks
- Annotate the text between the lines
- Insert a reference to this document in your course notes
- Record oral comments

Source: D. Lerinckx, 2010
Intensive reading

Reading comfort

Deep understanding

Hypermedia often involves (Thierry Baccino, CNRS, 2010):

- Loss of reading objective (disorientation)
- Difficulties to link up information
- Difficulties to memorize
- On a backlit screen display, visual information capture is reduced

\[\text{--> print remains essential when acquiring knowledge through deep reading and understanding}\]
Browsing the contents

Added value of eBooks:
- Interactive table of contents
- Permanent display of TOC
- Full text search
- Facet classification

Source: D. Lerinckx, 2010
Which communication media?

What type of user support is needed?  
Which communication media are to be used?  

Source: D. Lerinckx, 2010
User Support and Communication media

Communicating with teachers

- Oral
- Email
- VLE
- Teacher's web site
- Notice board
- Facebook

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Impact on:
- Promotion and use of eBooks through information towards teachers
- User support through information literacy programmes

Source: D. Lerinckx, 2010
Which reading devices?

What type of reading devices?
With which functionalities and added value?

Source: D. Lerinckx, 2010
What type of reading devices?

Question:

Generally speaking, which functionalities should e-reading devices offer, independently of the device you have used?
Book accessibility and handling

Added value of eBooks:
- Access 24/7
- Carrying and storing
- Handling several books but on adequate reading device

Source: D. Lerinckx, 2010
Handling text

Added value of eBooks:

• Customize contents and share notes with students or with teacher

• Compile tailor-made textbooks from separate sources (book chapters, course notes, data tables ...)

Source: D. Lerinckx, 2010
Searching facilities

Quickly spot information in the text

- Print
- eReader
- Laptop

Added value of eBooks:
- Semantic linking across e-resources
- Full text searching and sorting of results

Source: D. Lerinckx, 2010
Collection development?

Information Resources

Access and Use

User Support

Which subscription model? What type of eBooks? Which contents?

Source: D. Lerinckx, 2010

LIBER Annual Conference 2011
Information resources

Added value of eBooks:
• Annual subscription vs. buying copies
• Simultaneous users

Source: D. Lerinckx, 2010
Conclusions

- eBooks provision is complementary to printed books
- Visibility and access to eBooks have to be improved
- Provide user training on collaborative tools for their group work with eBooks
- eReaders not adapted to graphs and formulas -> new experiment in history
- Continue lending laptops
- e-infrastructure in the library has to be highly reliable
- Flexible eBooks purchasing models
- Single access point to all eBooks
- Investigate semantic linking functionalities of large eBook platforms
Thank you for your attention!

More information
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