




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

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Setting the scene

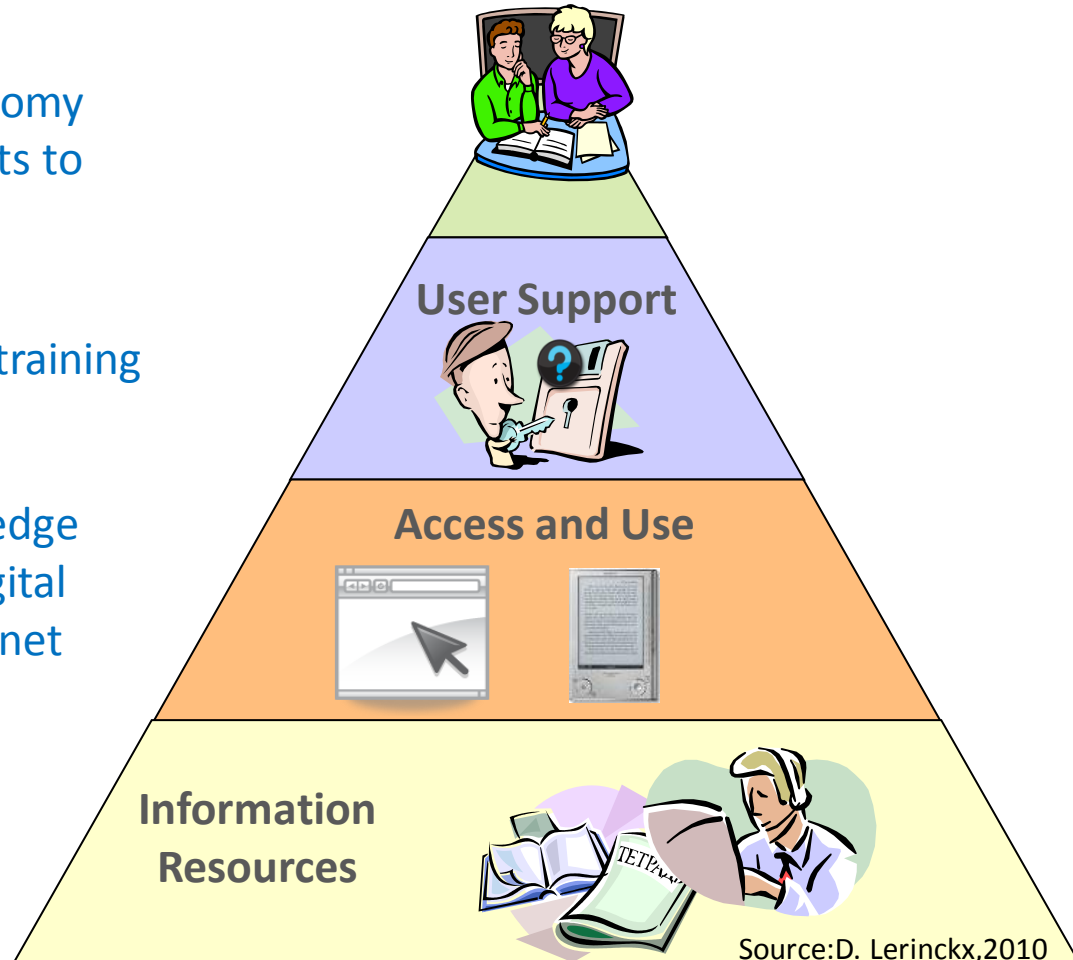
Library as Reading & Study place → Learning Centre

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



Objectives of the experiment

Understand and promote the use of eBooks

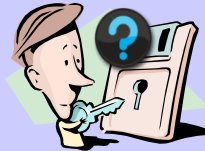
Digital natives
Improving users autonomy
From passive students to active learners



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

Information literacy

User Support



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

Easy access to knowledge resources through digital support and the internet

Access and Use



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

Dematerialization of collections
Diversification

Information Resources



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

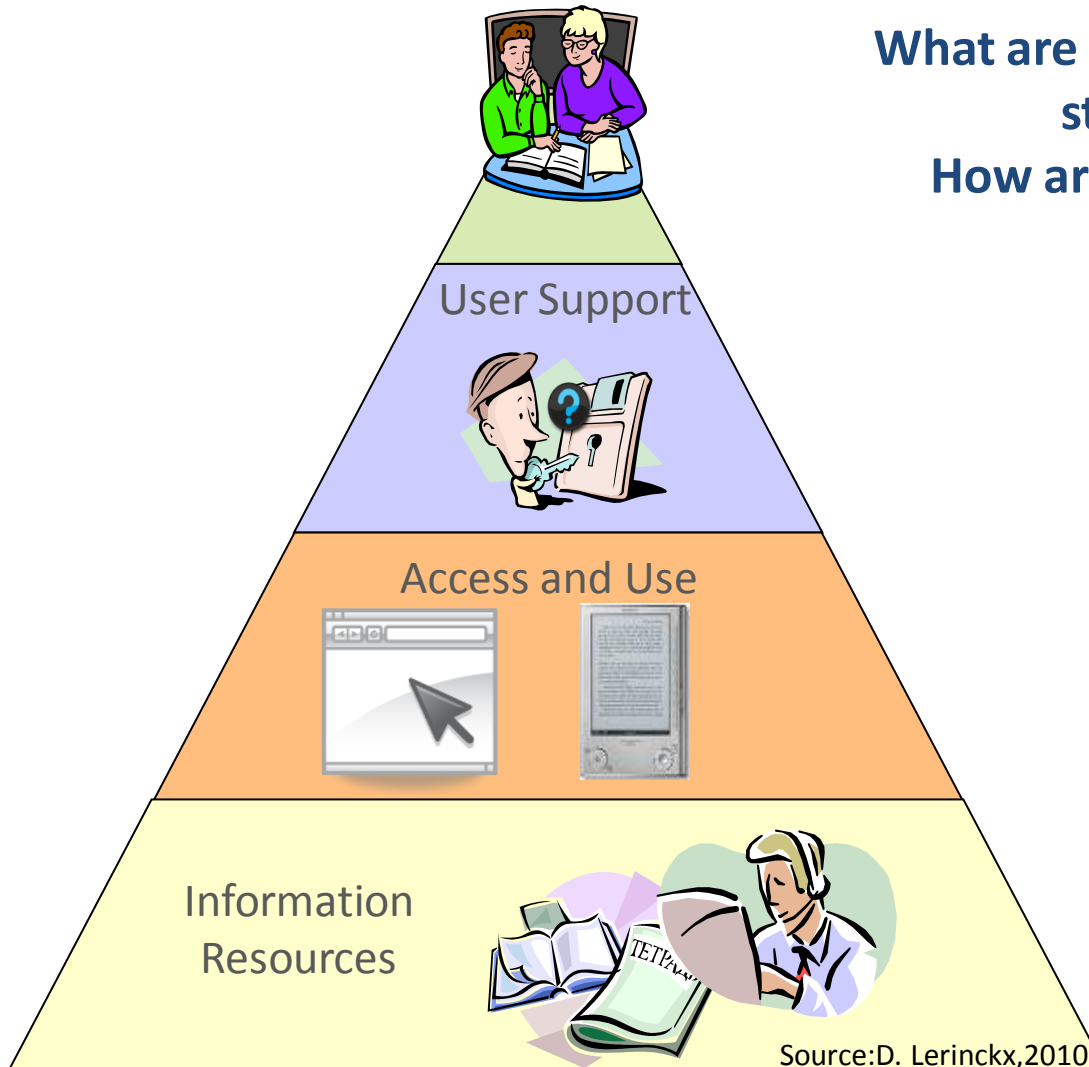
- eReading device (e-ink): 10 eReaders SONY PRS-600 B/W
 - Multimedia device: 10 Netbooks ASUS EeePC
- > compare the use of different devices

Selecting and loading contents on the mobile devices:

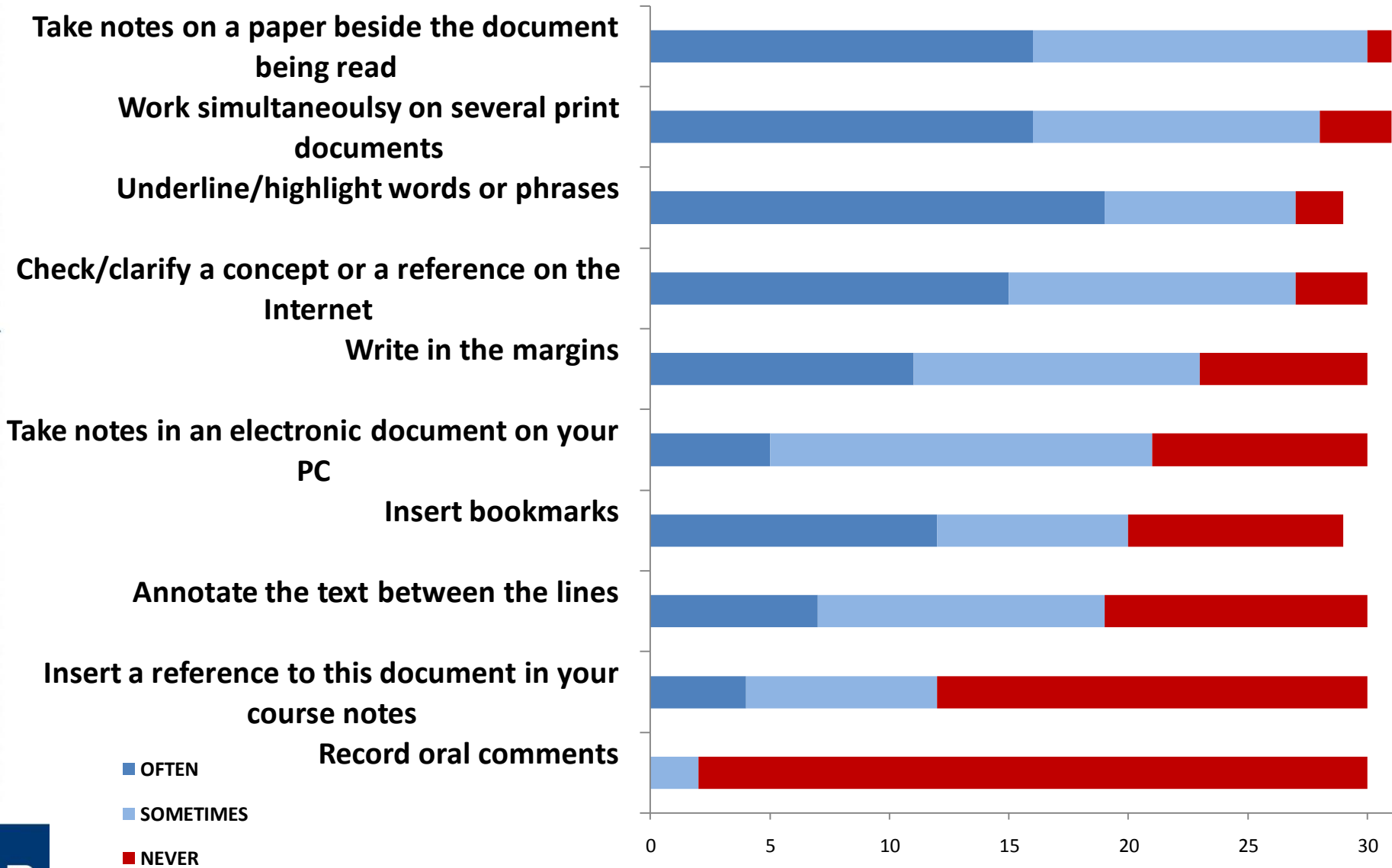
- Contents selected by teachers
- Partnership with publishers : De Boeck (a few book chapters) and Elsevier (1 eBook)
 - > *Discussion about format, protection, authorised uses...*
- Additional notes, exercises and texts
- Public domain historical ebooks from Internet

Which reading strategies?

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

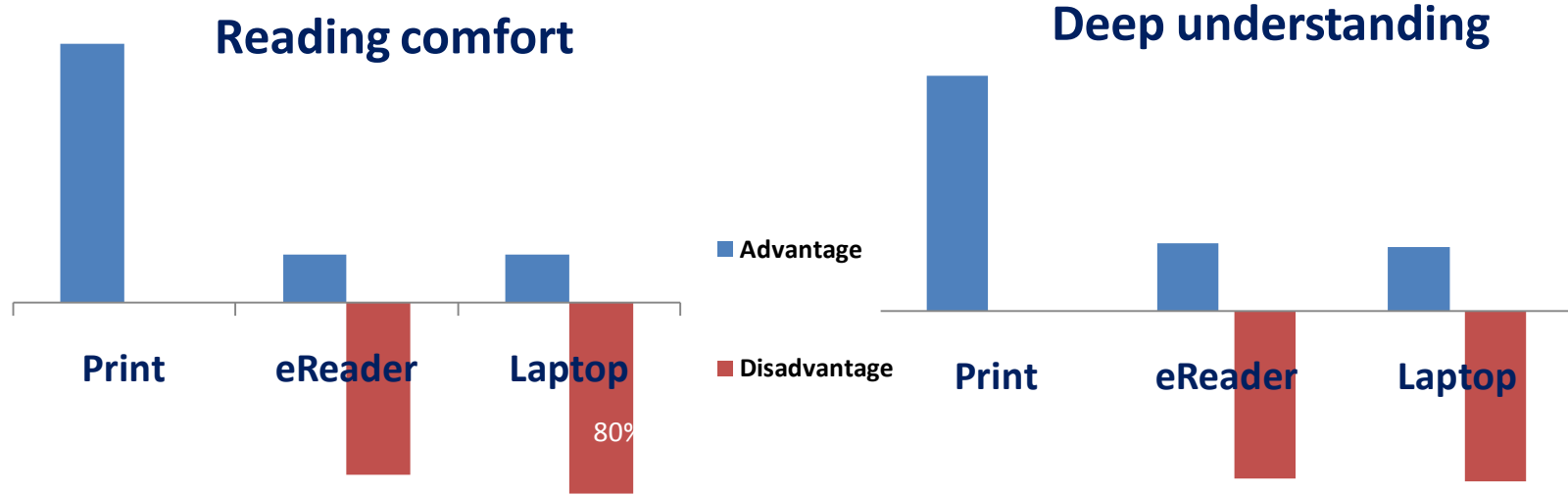


Reading strategies of printed documents



Source: D. Lerinckx, 2010

Intensive reading



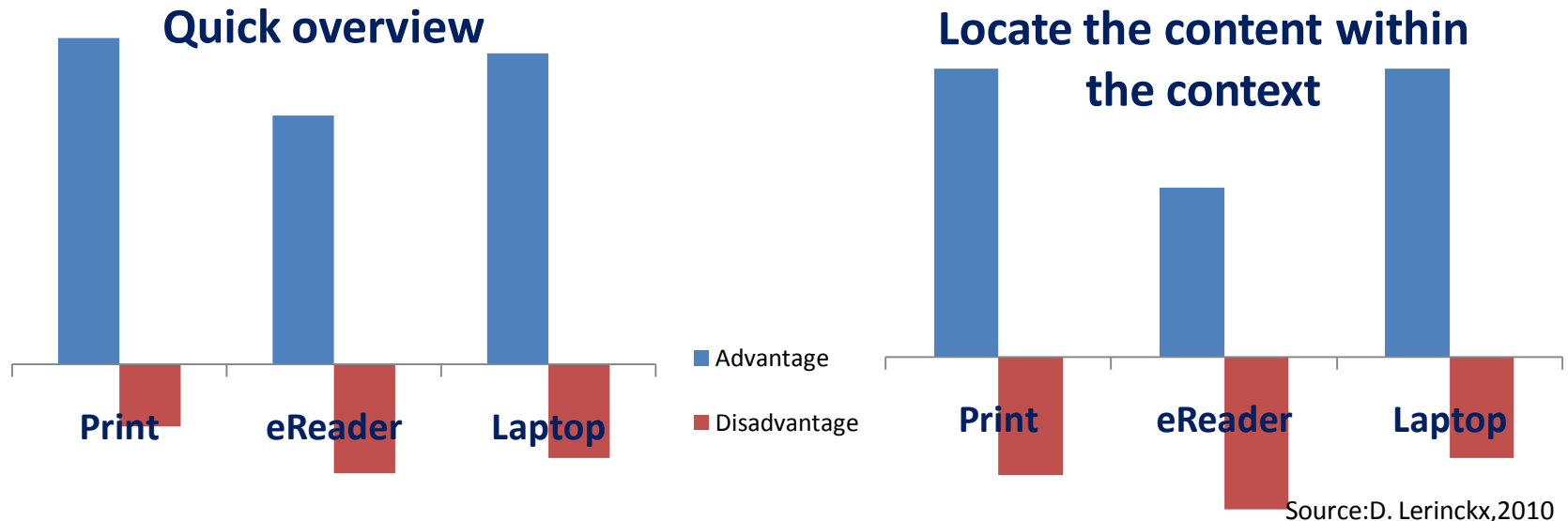
Source: D. Lerinckx, 2010

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

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

-> **print remains essential when acquiring knowledge through deep reading and understanding**

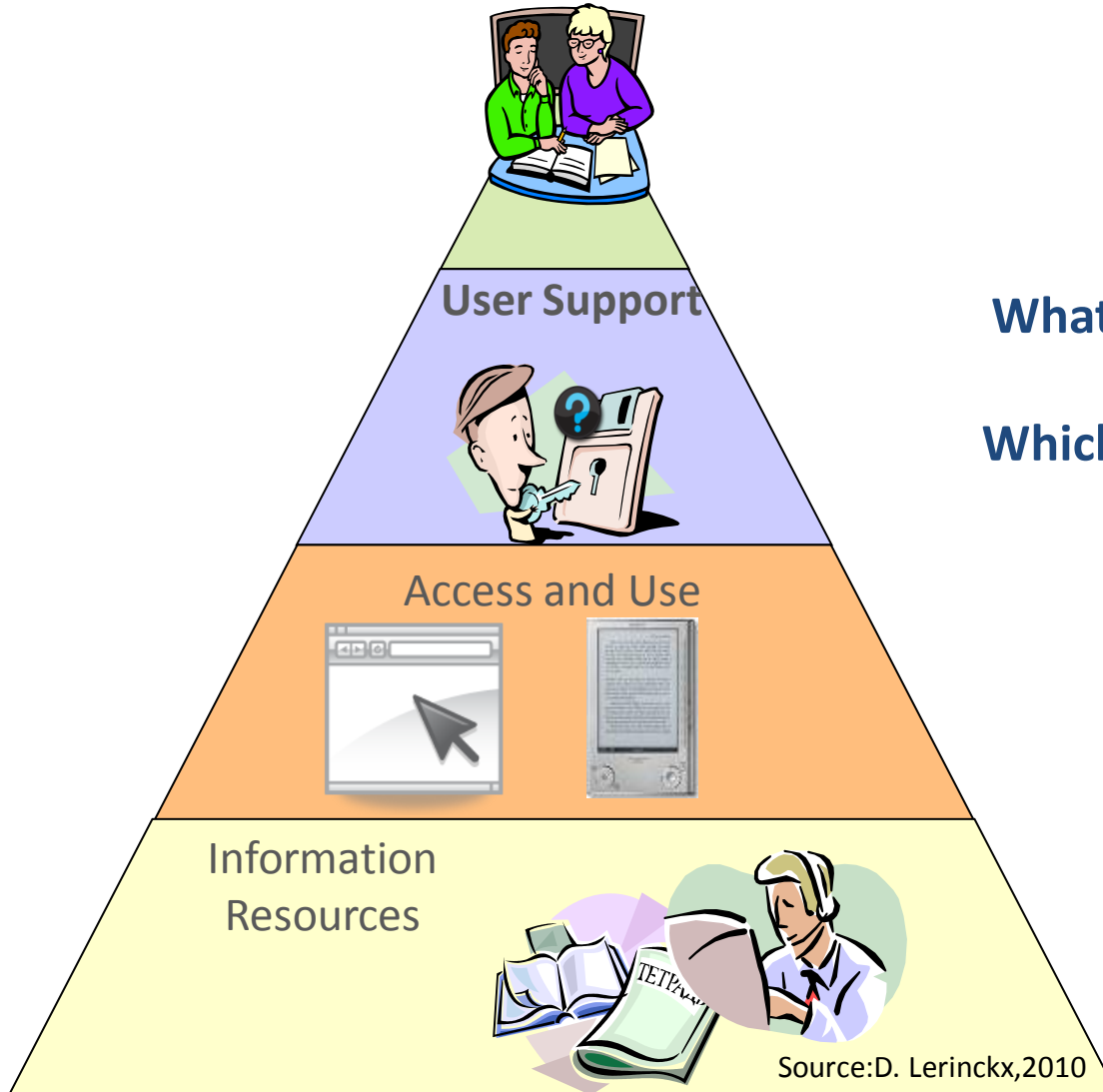
Browsing the contents



Added value of eBooks:

- Interactive table of contents
- Permanent display of TOC
- Full text search
- Facet classification

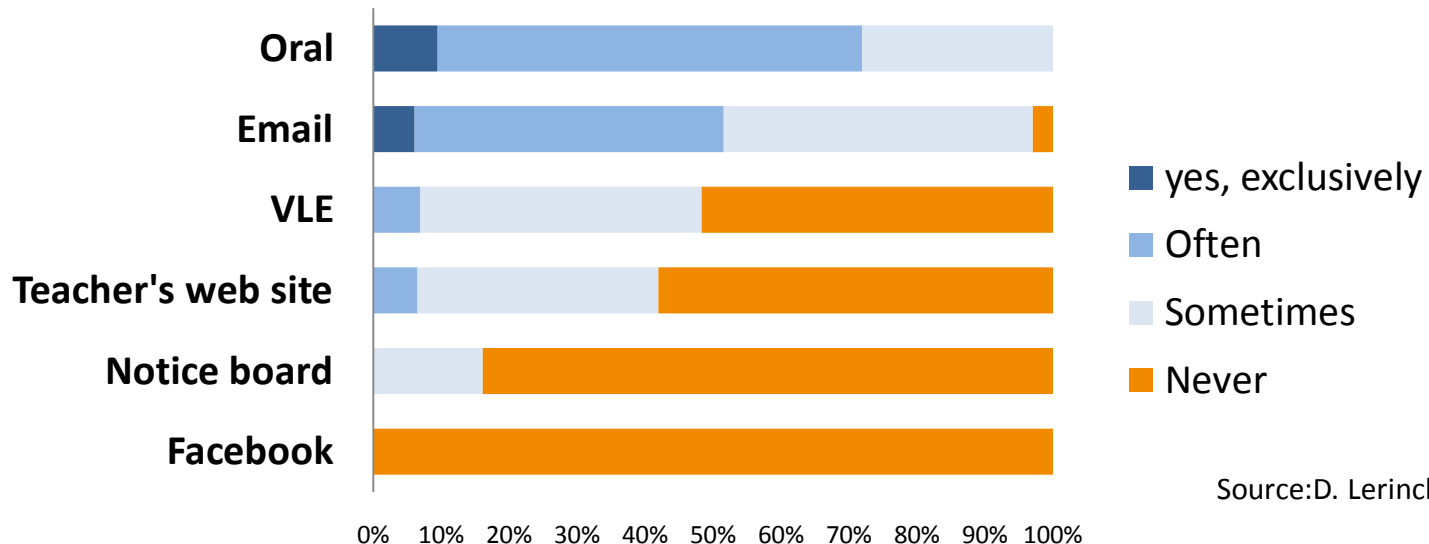
Which communication media?



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

User Support and Communication media

Communicating with teachers

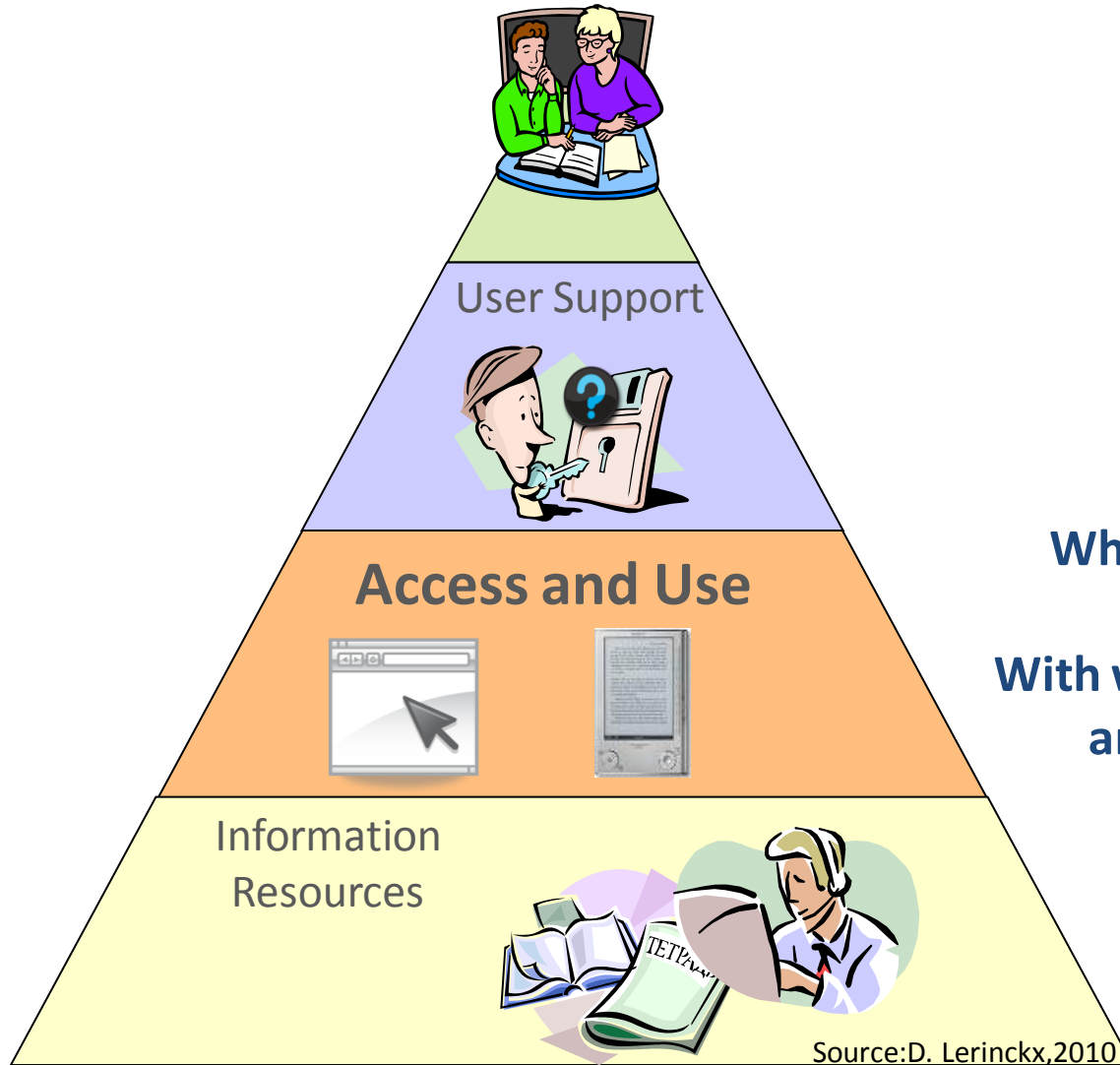


Source: D. Lerinckx, 2010

Impact on:

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

Which reading devices?



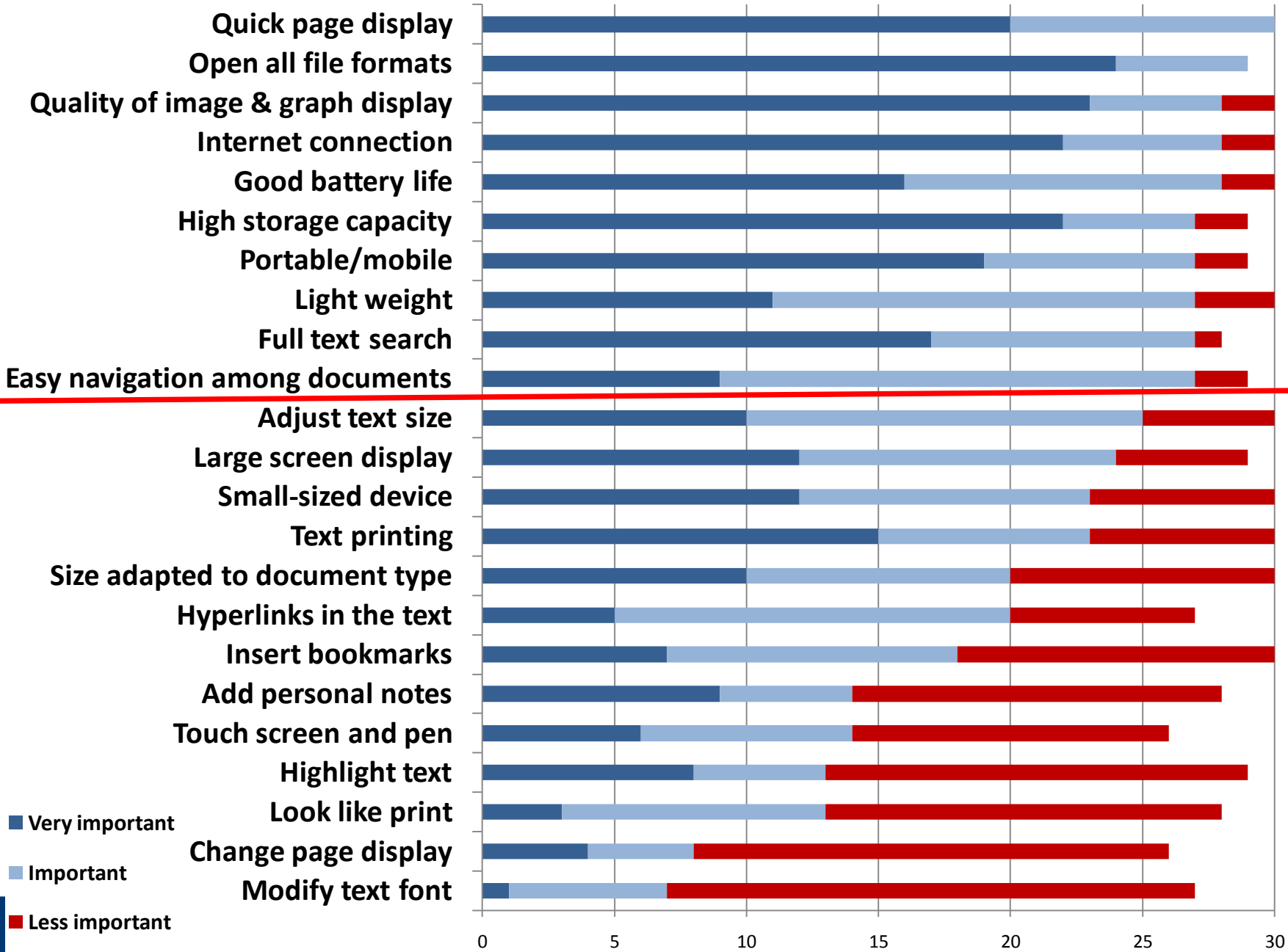
What type of reading devices?
With which functionalities and added value?

Source: D. Lerinckx, 2010

What type of reading devices?

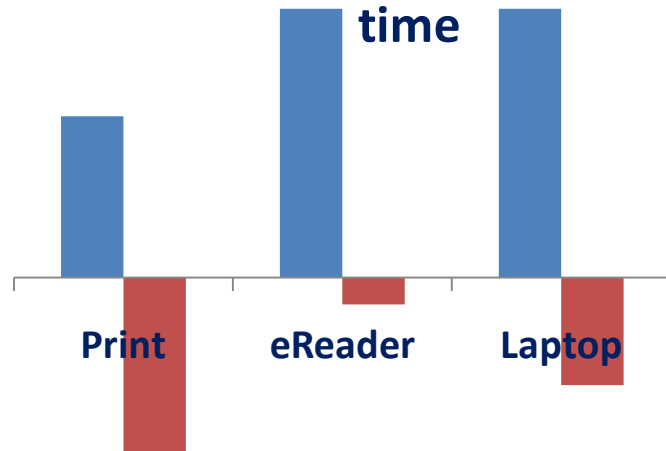
Question:

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

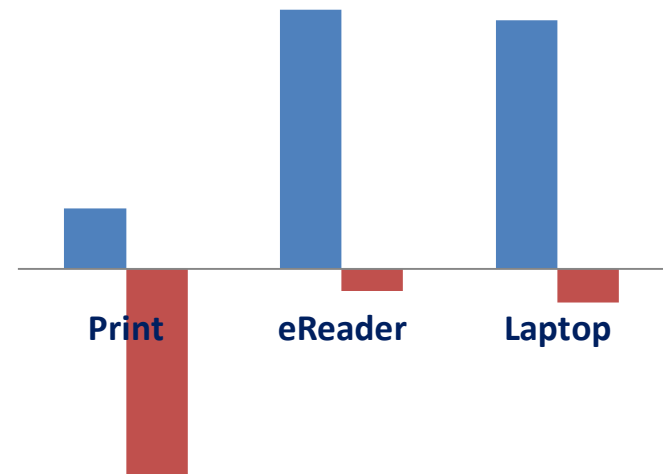


Book accessibility and handling

Accessibility at any place any time



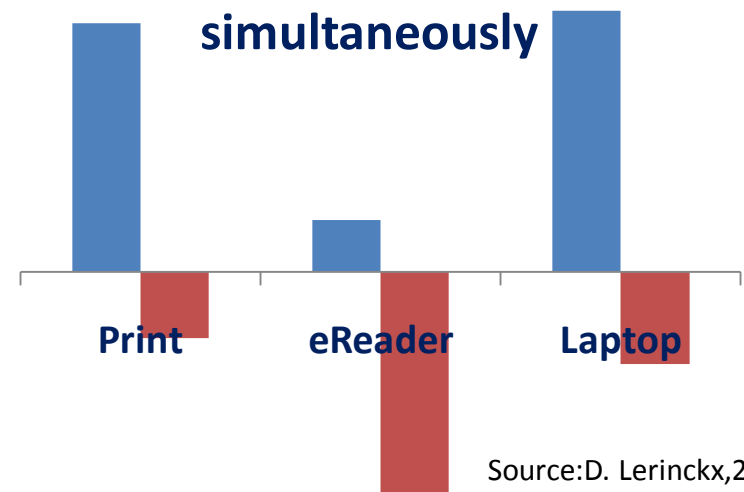
Carrying and storing books



Added value of eBooks:

- Access 24/7
- Carrying and storing
- Handling several books but on adequate reading device

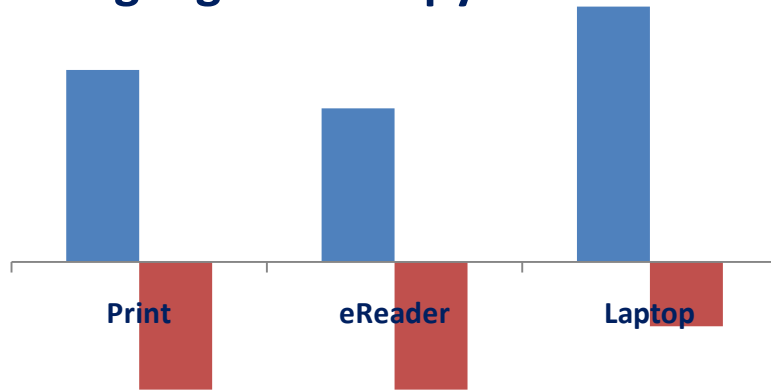
Handling several books simultaneously



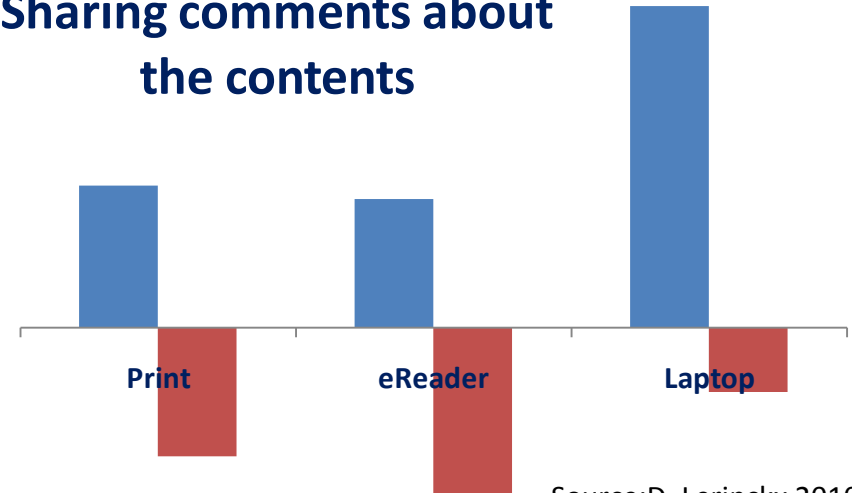
Source: D. Lerinckx, 2010

Handling text

Highlight and copy text



Sharing comments about the contents



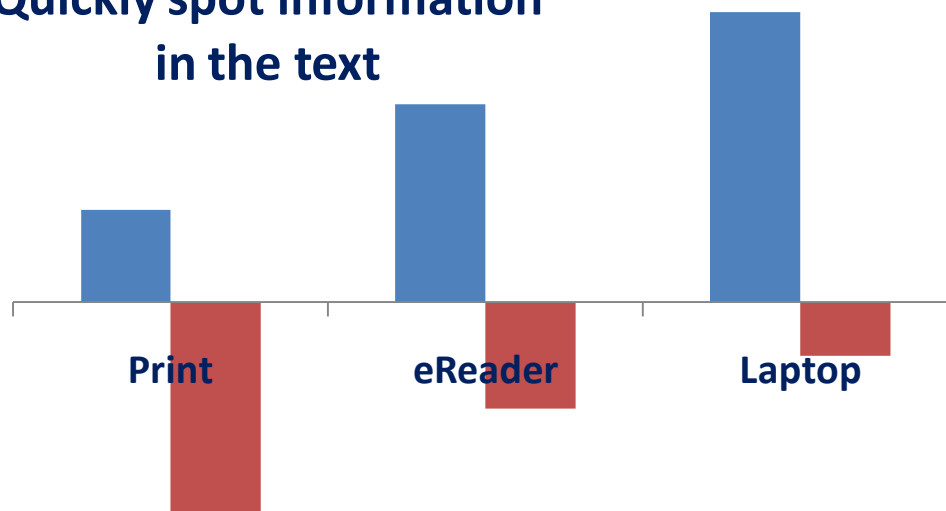
Source: D. Lerinckx, 2010

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 ...)

Searching facilities

Quickly spot information
in the text

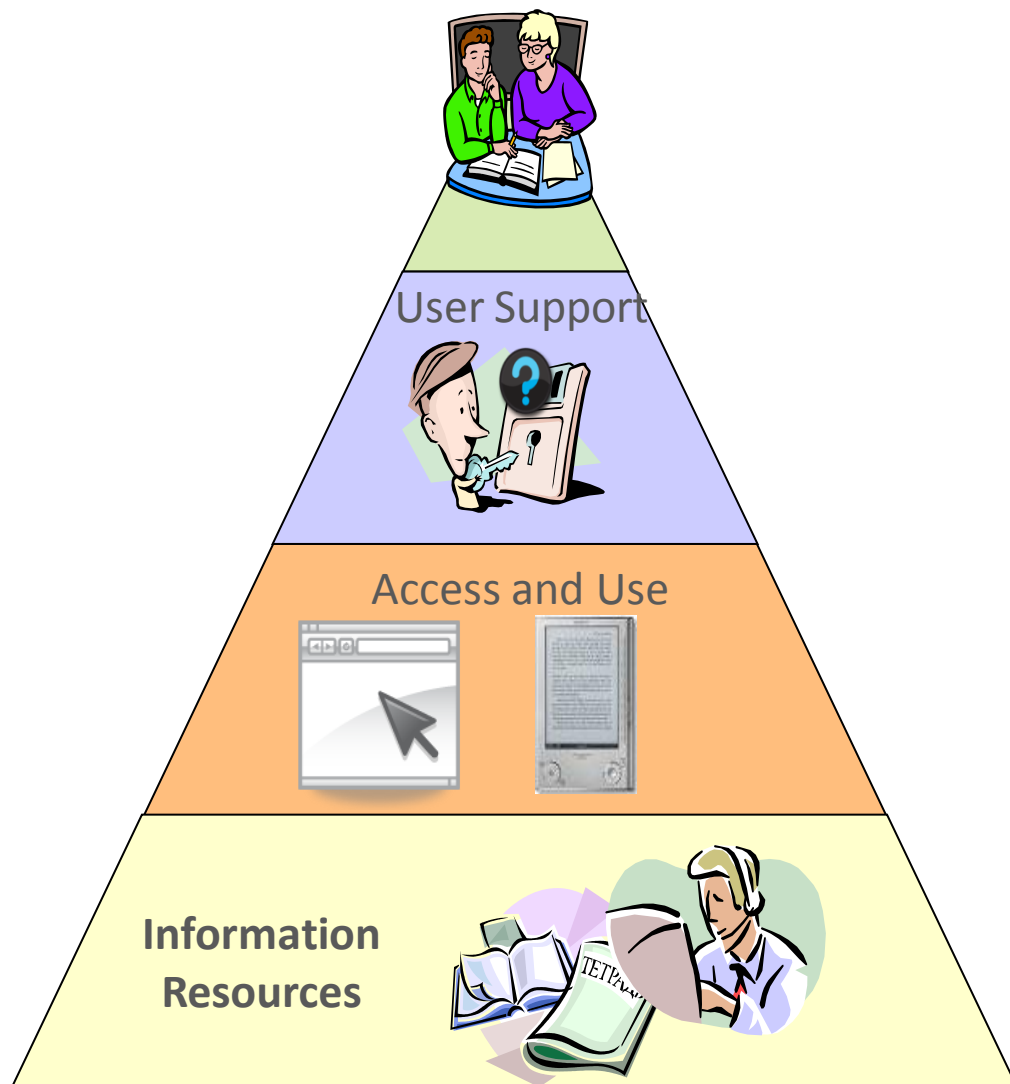


Source:D. Lerinckx,2010

Added value of eBooks:

- Semantic linking across e-resources
- Full text searching and sorting of results

Collection development?

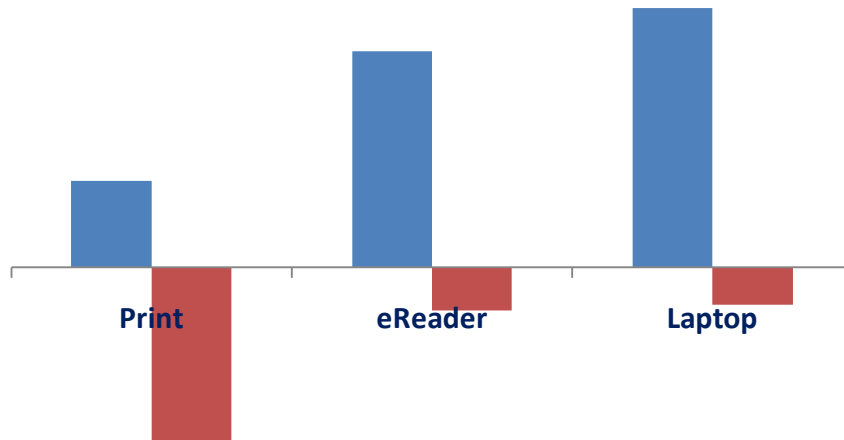


**Which subscription model?
What type of eBooks?
Which contents?**

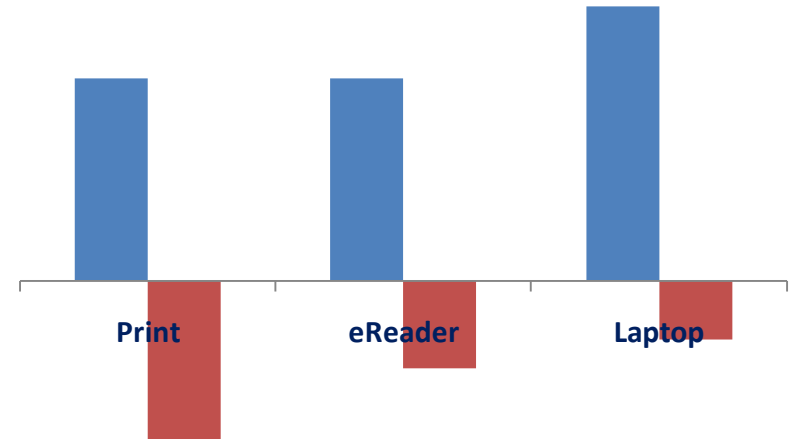
Source:D. Lerinckx,2010

Information resources

New books and recent editions



Perpetual access to books



Source:D. Lerinckx,2010

Added value of eBooks:

- Annual subscription vs. buying copies
- Simultaneous users

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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