

## **Course report E-books: Production, Distribution, and Reading, 15 ECTS (C3LEB1), spring 2016**

The course is a part of the International Digital Library and Information Services Master's Programme at the University of Borås and was held for the first time during the spring term 2016.

The course has been developed and delivered by a team of teachers from three Nordic countries and four universities: University of Borås, Oslo and Akershus University College, University of Copenhagen, and University of Stavanger. Course teachers from University of Borås are: Elena Maceviciute, Skans Kersti Nilsson, Mats Dahlström, Mikael Gunnarsson, Martin Borg and Alen Doracic. Teachers outside the University of Borås are: Tor Arne Dahl and Tonje Hilsen from Oslo and Akershus University College, Anne Mangen from University of Stavanger and Gitte Balling (University of Copenhagen). The reading module includes a lecture by Adriaan van der Weel from Leiden University, Netherlands.

This is a distance learning course, with one residential week in Borås (29/2-4/3 of 2016) which features face to face lectures, workshops and study visits. Some 10 students participated in Borås. The texts available in the Ping Pong served as a guide to the main content problems and issues, supported by a few recorded lectures. However, the main source of the studies was the course literature. Furthermore video streaming of the lectures on digital reading was offered from the Oslo and Akershus University College (3-5/2 of 2016) with a group of Norwegian students following the parallel course based on the same study foundation and involving the same teachers.

The content of the course and teaching was structured in accordance with the following three course modules:

1. Reading in the digital age, reading digital texts
2. Distribution of the e-books
3. Production of e-books

Module 1 and 2 were given together with the two other courses; E-boken, distribution and läsning 7,5hp (32IEB1) that is part of the Masterprogrammet i biblioteks och informationsvetenskap and the optional course (32FEB1) with the same title and credits.

### **Examinations and results**

The above mentioned modules 1 and 2 of the course were examined one at the time with written an examination task (2 ECTS each). Module 3 (2 ECTS) was examined by a set of questions answered within a limited time span in the Ping Pong. Furthermore the course was examined with larger individually written paper (9 ECTS) where each student was expected to combine the content from the all three parts of the course under one chosen topic.

The study results are:

- Reading in the digital age: 13 students have passed (pass or fail)
- Distribution of e-books: 13 students have passed (pass or fail)
- Production of e-books: 14 students have passed and 1 failed (pass or fail)
- Paper: 8 students have passed and 1 failed (A-F)

8 students have completed the course. Of those 5 passed with Excellent (grade A and B) and 3 with Pass (grade C and D). 5 students are without any result.

### **Student and teacher response in course evaluation, including suggestions**

Of 20 registered students, 9 replied to the survey with a 45% response rate. However, since 3 registered students did not enter the learning platform it can be assumed that they did not participate in the course. The adjusted response rate is 53%, and the survey results can therefore be considered to have a good reliability.

The course evaluation was conducted via a digital questionnaire published in Ping Pong at the end of the course. Questions were structured in order to measure the degree of appreciation regarding various features of the course, where “1” indicated very low extent and “5” indicated very high extent. In the following, the average mean score for each question is shown. Below some questions are supported by student written comments.

- ❖ To what extent did you perceive that the learning objectives of the course were clear, allowing you to understand what was expected of you during the course? **3.89**
- ❖ To what extent do you experience that you have accomplished the learning objectives of the course? **4**
- ❖ To what extent do the contents of the course reflect the actual course plan? **4.44**
- ❖ To what extent has the course literature served as a support for attaining the learning objectives of the course? **4.67**
- ❖ To what extent has the lectures and recorded lectures facilitated progress toward learning objectives? **3.78**
- ❖ To what extent have the workshops been suitable towards the learning objectives? **3.25**
- ❖ How well do you perceive that the written examinations has reflected the learning objectives of the course? **4.22**
- ❖ How do you perceive your learning outcome in relation to the goals in the course syllabus according to the Reading in digital age, digital reading? **4.67**
- ❖ How do you perceive your learning outcome in relation to the goals in the course syllabus according to the Distribution of e-books? **4.44**
- ❖ How do you perceive your learning outcome in relation to the goals in the course syllabus according to the Production of e-books? **4.22**
- ❖ To what extent have you been engaged in the work of progressing toward the learning objectives? **4.11**
- ❖ To what extent have you read the course literature? **4.44**
- ❖ To what extent have the requirements of the course been suitable for a workload of 15 ECTS? **4.67**

The course received a positive rating with an average of 4.21 (total score of 54.8 divided by 13 questions) which is commendable since the course is new and was offered for the first time. Especially pleasing was the students' satisfaction with the course literature as support for their learning (average 4.67), as well as requirements of the course in relation to the workload (average 4.67). Among the written comments from students, overall appreciation for the course literature was good. However, some comments referred that some literature was repetitive with some overlaps. In this regard the literature should be reviewed before the course is given next time.

Furthermore students expressed high satisfaction for the module Reading in digital age, as they valued what they learned in relation to the goals in the course syllabus (average 4.67). This is also supported by some written comments that this module was a favorite part of the course. However, it should be mentioned that the other two course modules (Distribution of e-books and Production of e-books) also received higher ratings (4.4 and 4.22 respectively) which gives a very good overall assessment for the entire course. Another survey question that received higher rating (4.4) is regarding the relation between the contents of the course and the actual course plan.

The written comments throughout the evaluation survey tend to confirm the very positive experience of the course. Several students have expressed their satisfaction with the relevance of the content and quality of teaching, and expressed their enjoyment of the course.

However there is a need for improvement in several areas such as workshops, lectures and assignments. In written comments students expressed that weaker parts of the workshops included instructions and some of the statistical material, both of which need to be reviewed and improved before the course is given next time. With regards to the lectures, students have expressed a desire for additional recorded (and live) lectures during and after the residential week. Also, one student expressed disappointment for not getting anything new from the lectures beside the content from the literature during the residential week. Another student expressed that assignments as well as the scope of them were not clear which resulted in a level of uncertainty.

In addition to the questions above, there were also few survey questions that offered the opportunity to express opinions on how the course can be improved and if there is any topic that is missing, irrelevant or should be studied more in detail. A few students suggested that inclusion of statistics from other Nordic countries could be beneficial for the course. One student suggested the module on production of e-books could be more advanced while other students suggested separating the production part from the reading and distribution part. Finally, the structure of the course in the Ping Pong and instruction material received considerable criticism from the students, which should be reviewed before the course is given next time.

Teacher's response to the evaluation can be summarized as following. It was nice to see a high degree of engagement by students who were stimulated by literature and variety of contemporary issues throughout the course. It was also encouraging to get comments from the students concerning the high quality of teaching and the relevant subjects mediated through the course.

Teaching with the colleagues from other Nordic countries elevated quality and the content of the course.

Borås, 2016-08-17

Alen Doracic

Course coordinator