Can We Abandon Print Resources in the Music Classroom?

The Potential for eBooks, eTextbooks, eScores, and Other Online Research Resources in Music Academe

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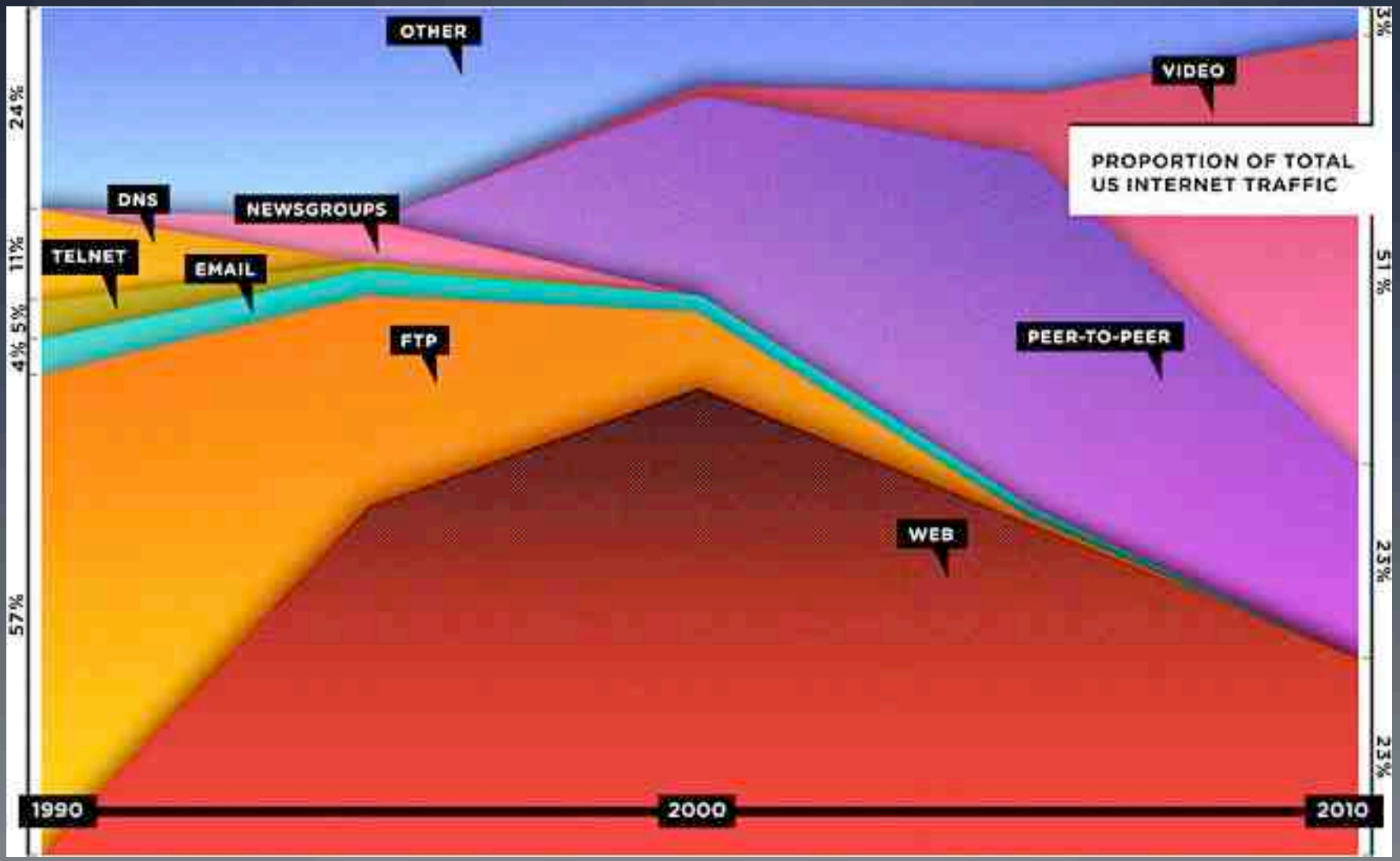
Ray Bradbury on books: "You cannot hold a computer in your hand like you can a book. I don't care what they say about e-books. A computer does not smell. There are two perfumes in a book: a book is new, it smells great; a book is old, it smells even better. It smells like ancient Egypt. So a book has got to smell. You have to hold it in your hands and pray to it. You put it in your pocket and you walk around with it. And it stays with you forever."

(Chicago Tribune, Sunday, June 20, 2010, Section 4. Lit Life by Julia Keller)

Is the Web Dead?



Overview

- Deeper thoughts: meta-issues on print and eResources
- The hard stuff: eBook readers and formats
- The industry: Are textbook publishers ready for eTextbooks
- The question: Can we abandon print resources? Return to the question
- Postlude

DEEPER THOUGHTS

Statistics to Ponder

- Amazon is selling more books as Kindle downloads than hardcovers. In the past month, the website sold 180 Kindle books for each 100 hardbacks. Amazon has over 630,000 Kindle books.
- In the 2009 Campus Computing Project survey, 76 percent of campus technology officials predicted that e-books "will be an important source for instructional resources in the next five years."
- According to the Student Monitor, a group that does market research on student behavior, e-books accounted for only 2 percent of textbook sales last year (2009)
- Textbook rental services are now viral. The National Association of College Stores says rental programs have increased fivefold since last fall, with 1,500 campuses offering a rental option. NACS dubbed 2010 "The year of the rental."

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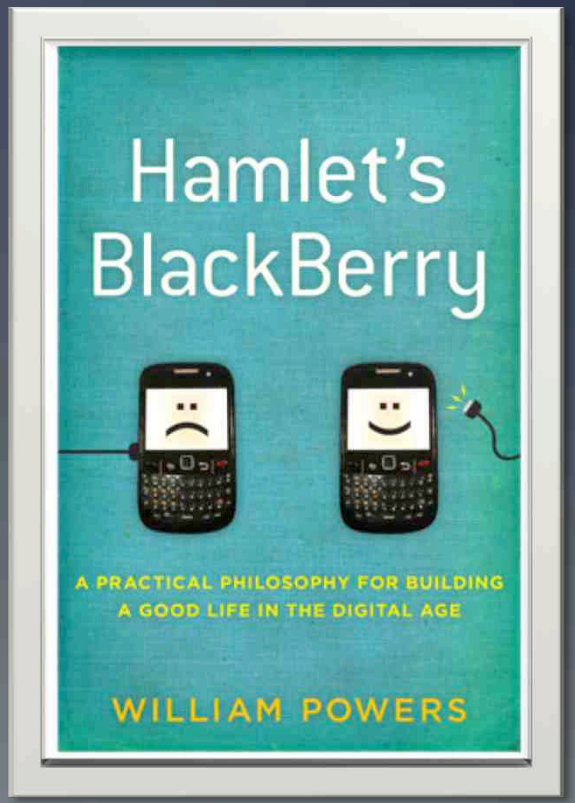
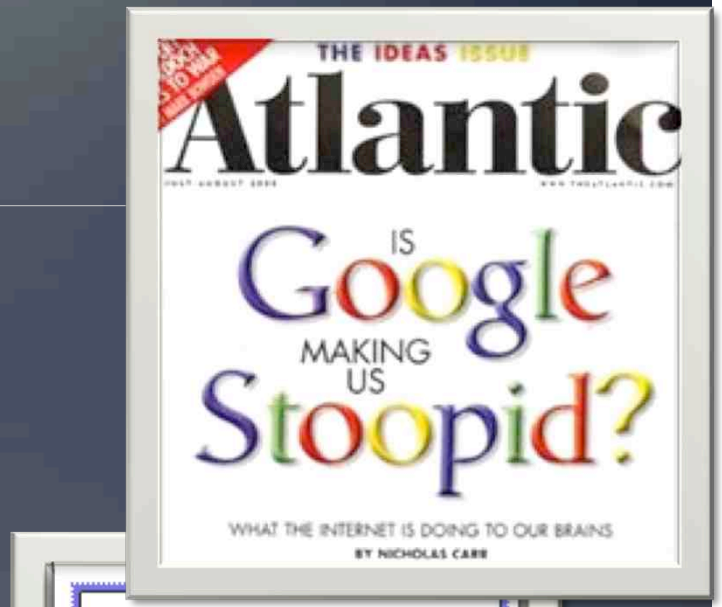
New Behaviors

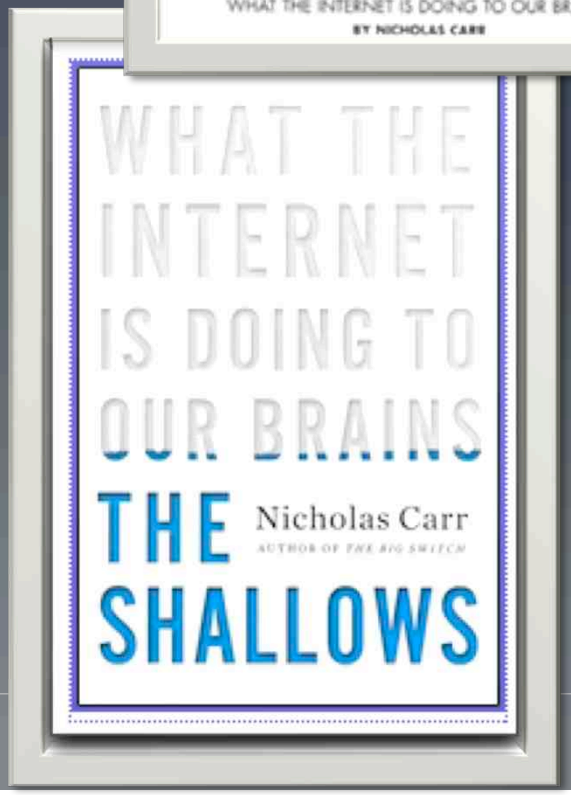
- From Powers' *Hamlet's BlackBerry*
  - This book is about a yearning and a need. It's about finding a quiet, spacious place where the mind can wander free….
  - Our screens perform countless valuable tasks for individuals and for businesses and other organizations … but as we connect more and more , they're changing the nature of everyday life, making it more frantic and rushed.
  - And we're losing something of great value, a way of thinking and moving through time that can be summed up in a single word: depth. Depth of thought and feeling, depth in our relationships, our work and everything we do.
  - We need to master the art of disconnecting.



New Behaviors

- Carr's main theme is the Internet is creating a "state of distractedness that defines online life."
- The online environment "promotes cursory reading, hurried and distracted thinking, and superficial learning”
- "The danger is you don't encourage people to think critically and, ultimately, you don't encourage them to think creatively."





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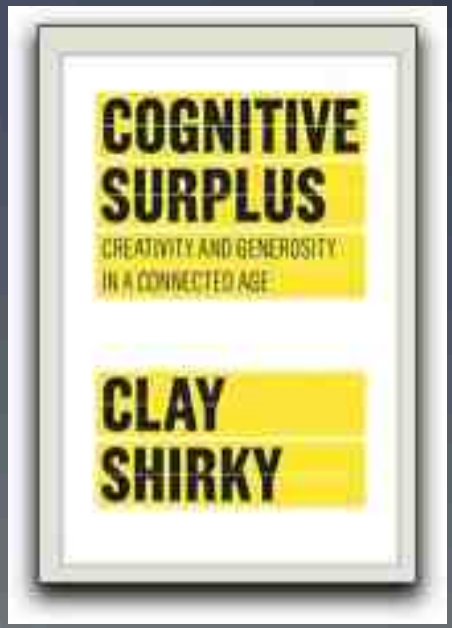
New Behaviors

- Moving beyond TV-sitcom-style "freetime" to putting the free time to better use.
- "Cognitive surplus" refers to putting accumulated free time of society to better use through altruistic and collective activities using Internet tools.
- Examples include open source software movement, car pooling, parent support groups, crisis response, Wikipedia and blog writing, and more.



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New Behaviors

- From Shirky's *Cognitive Surplus*
  - Young populations with access to fast, interactive media are shifting their behavior away from media that presupposes pure consumption
  - Our ability to balance consumption with production and sharing, our ability to connect with one another, is transforming the sense of media from a particular sector of the economy to a cheap and globally available tool for organizing sharing.
  - This book is about the novel resource that has appeared as the world's cumulative free time is addressed in aggregate.

eTextbooks = Print Textbooks?

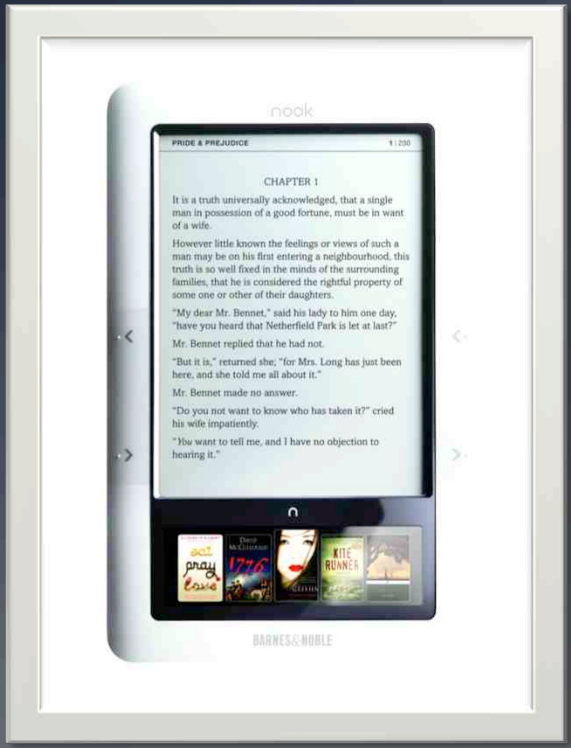
- Research has shown that students don't use textbooks like novels; need to skip around and review a lot more and etextbooks are not designed well for this mode of browsing.
- Research studies have shown that reading comprehension decreases as the number of clickable links increases (2005 review at Carleton U in Ottawa CA of 38 studies; 2007 study in Media Psychology "raised similar concerns")
- K. Kiewra study at U of Nebraska-Lincoln, published in Journal of Educational Psychology, found features like highlighting built into ereaders did not increase comprehension, but decreased it.

More Meta-Thoughts

- We need to continue to use research in our field to determine the effectiveness of any technology, not just ebooks. We really lack an empirical base of any depth.
- The key is never the ebooks themselves (or any technology) it is HOW WE USE THEM
- Both Shirky, Carr, and Powers make outstanding arguments for looking more at the process of technology's use and not the continual spiral of new hardware and software advances

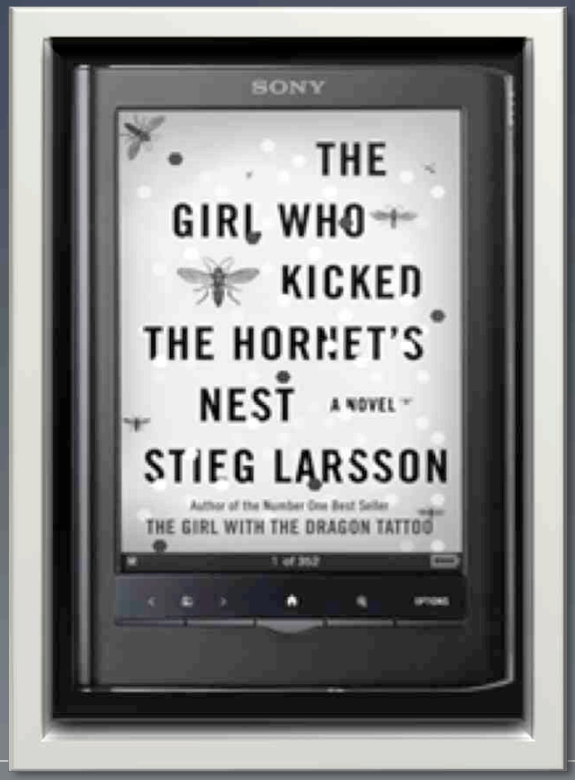
THE HARD STUFF

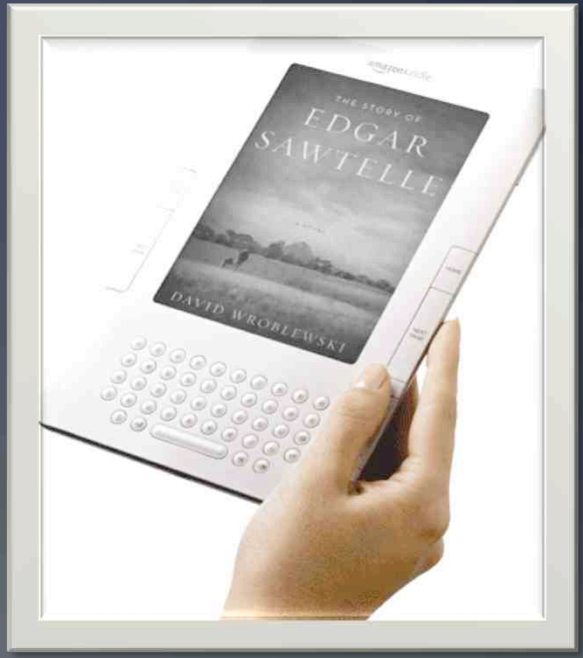
eBook Readers



B &N Nook

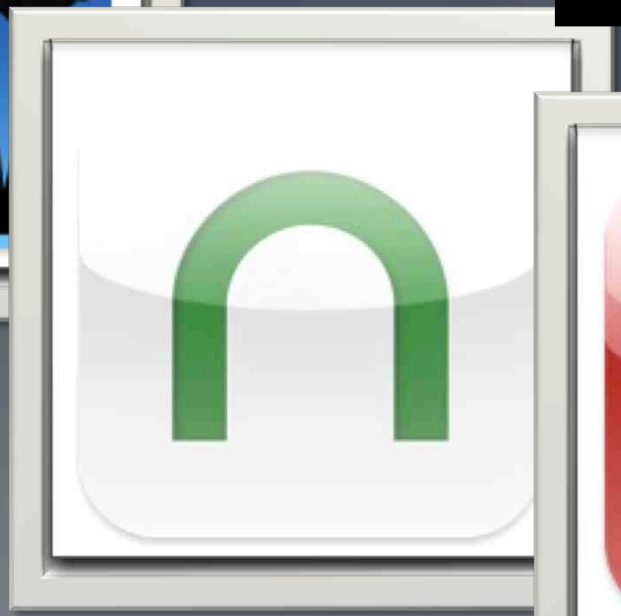
Sony eReader

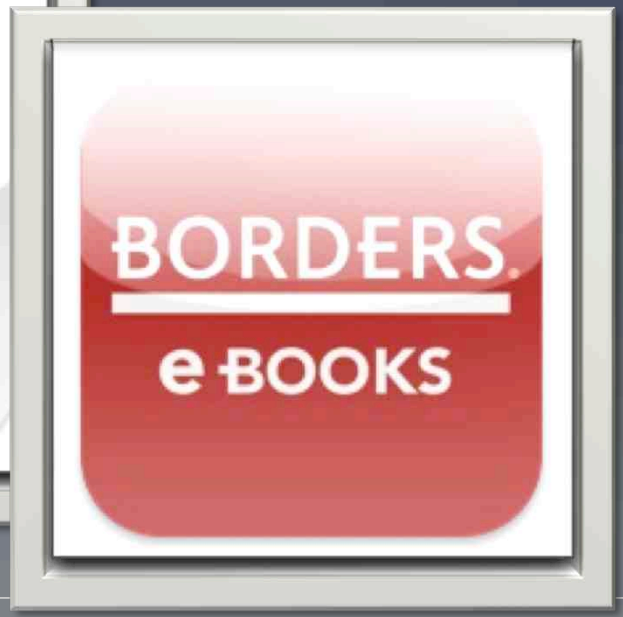




Amazon Kindle

eBook Apps





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eBook Formats

- ePub
- Mobipocket
- Broadband eBooks (BBeB)
- eReader (PDB)
- PDF
- Text & HTML
- Then add DRM

Reader	Primary DRM Format	Other Formats without conversion
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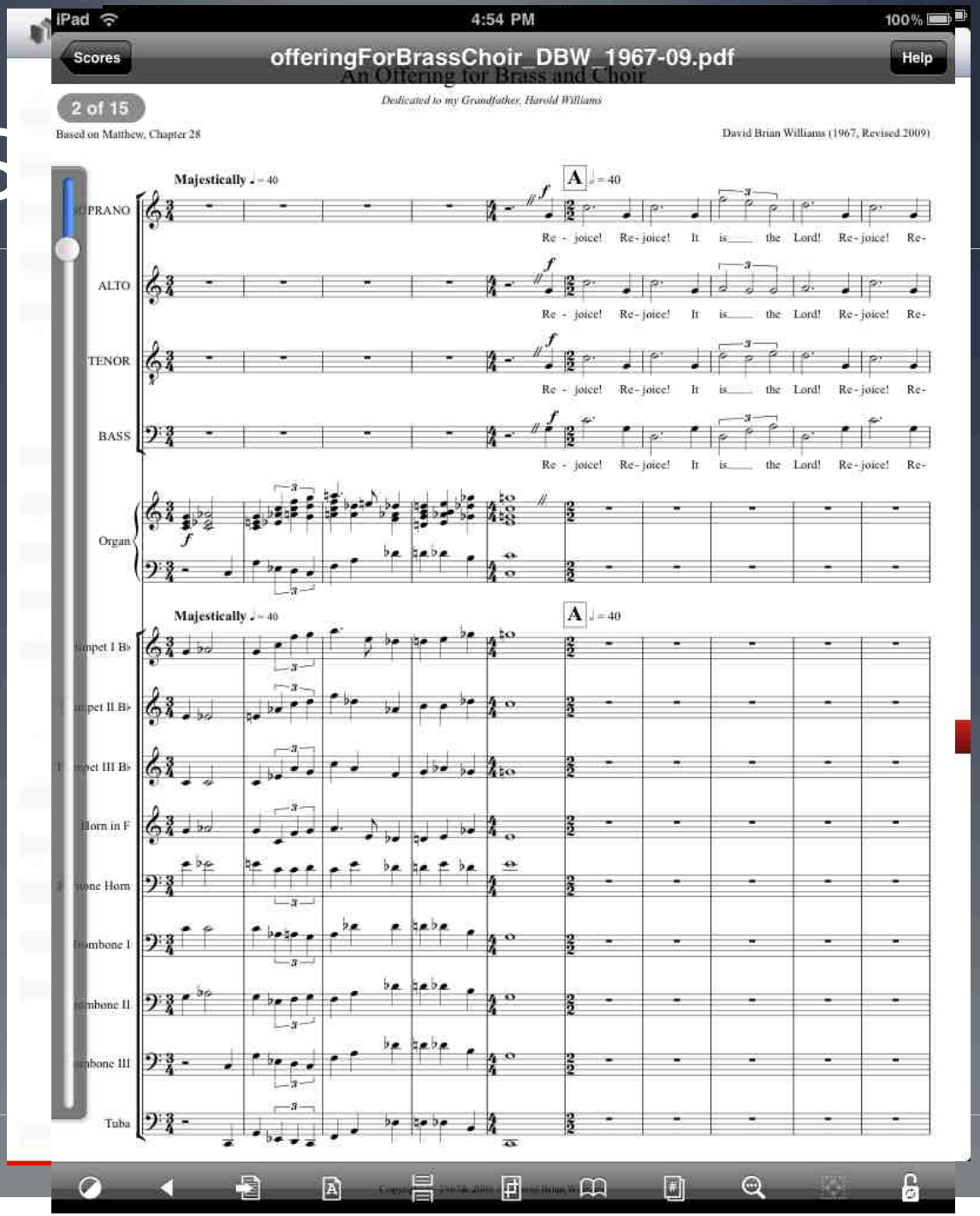
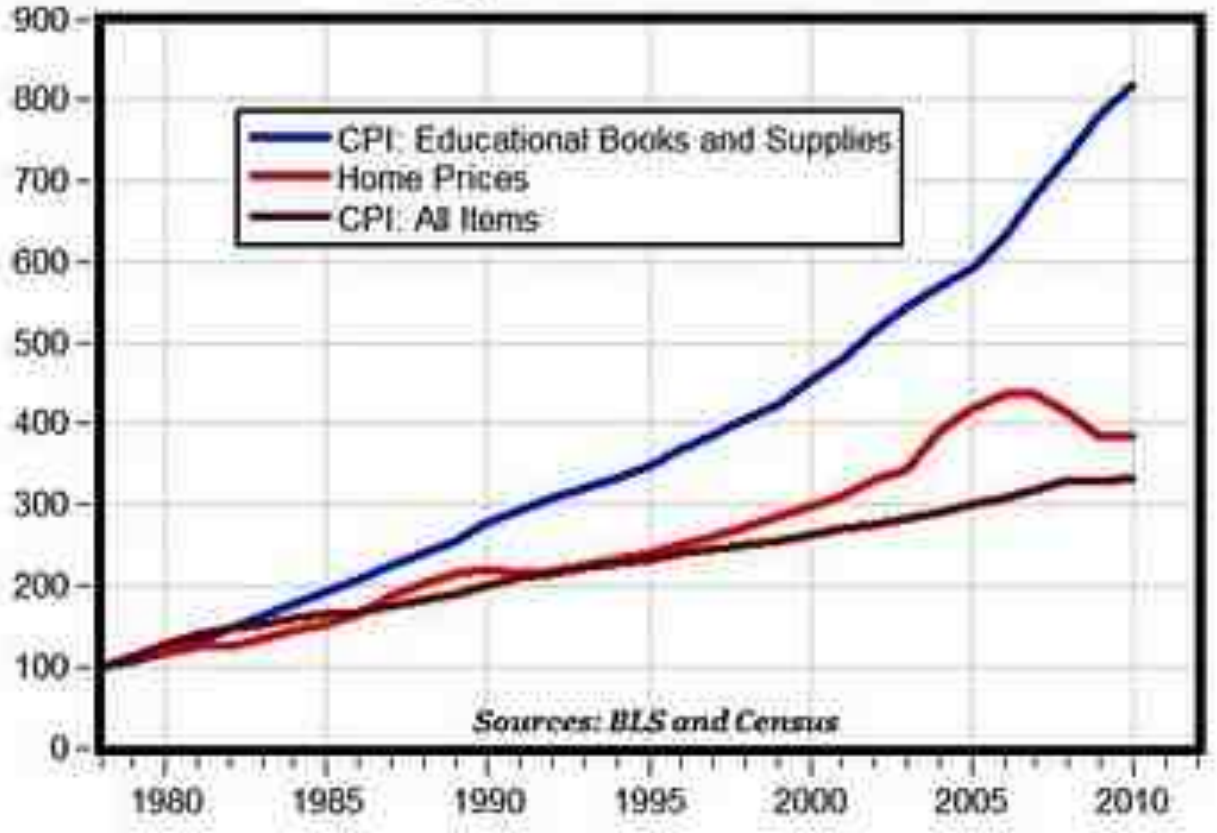
- MusicReader
- forScore
- Medley
- MusicNotes
- Muzibook Publishing



THE INDUSTRY

CPI: Educational Books and Supplies vs. Home Prices, vs. CPI: All Items 1978 to 2010



Examples of Sources of eBook Content in Music

- Publishers
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  - McGraw-Hill
  - Norton
- Independent ebook suppliers
  - ebooks.com
  - Amazon.com
  - Diesel.ebooks.com
  - CourseSmart.com
- National Book Stores
  - Barnes and Noble
  - Borders

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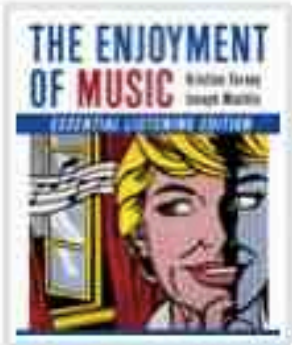

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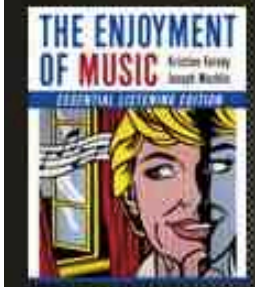

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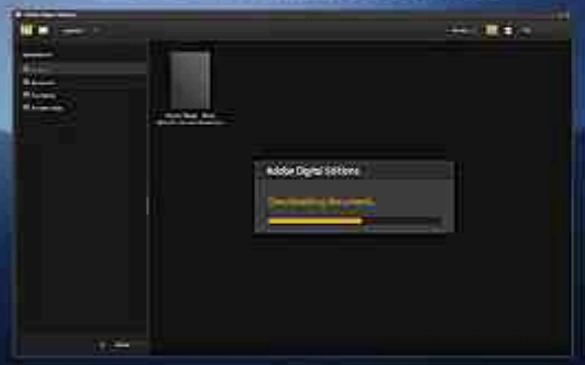

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Do our students read textbooks at all in any form?

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THE QUESTION

Dave's List of Benefits

- Save on textbook costs
- Provide more updated information (faster revision cycle)
- Reduce the size of student backpacks
- eBook readers provide built-in dictionary, Wikipedia, and Google look up from the book content
- Shift to eTextbooks and eBooks democratizing book publishing and will promote more self-publishing ventures

Peter's List of Benefits

- Generally a lower price for ebook materials
- Flexibility for students in terms of how they want to consumer material
- Potential for a better royalty return for authors but that is unclear at this time
- Ecological savings for paper (trees)
- Possible integration of media support (maybe)
- Lighter and convenient
- Consistent with current student consumption of information

PW

Dave's List of Inhibitors

- Is reading comprehension the same, better, or worse from ebook reading over print? The research so far says "worse."
- Textbooks are not read like novels; much more non-linear access and review.
- Too many non-standard options for eReaders, ebook formats, etc. The industry needs to mature
- How often do textbook authors really want to update their books?
- Campuses have raised issues with ebook (tablet/iPad) security, management, and networking
- Are ebook readers compliant with Fed regulations for students with disabilities?

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Peter's List of Inhibitors

- Problems reading off of screen for some
- Possible abuse of purchase such that students "share" with others
- Costs of reader devices
- Materials could not be designed well with little interactivity
- Mixture of formats and download options can be confusing

Return to the Question

- **Can We Abandon Print Resources in the Music Classroom?**
- **What we think?**
- **What the audience thinks?**