



CSU Digital Marketplace Student Use Case Report

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2.0 About this document

This document contains details of Desire2Learn interactions with CSU students during the requirements-gathering phase of the “Digital Marketplace” Project. The sections of this document summarize findings while the raw data can be found in the appendixes of this document.

Desire2Learn’s role at the focus groups described in detail below was to provide facilitation to gather Digital Marketplace related information. Any discussion related to software, hardware or other Learning Management System vendors was raised by the participants, not the Desire2Learn facilitator.

3.0 Overview of goals and methodology

The goals of the Desire2Learn-CSU student interactions, as part of the overall requirements-gathering phase of the project, were to:

- Explore students current use of technology
- Explore students willingness to move to a digital text environment
- Clearly define student digital marketplace requirements

There was no pre-focus group questionnaire created as requested by CSU. Instead Desire2Learn ran six face-to-face focus groups at six different campuses throughout California. In these focus groups Desire2Learn walked students through various questions about technology, textbooks, electronic content, etc. (see section 3.0 of this document). The selection of the CSU campuses and students at those campuses were arranged and determined by the CSU selection committee.

The student requirements within the “CSU Digital Marketplace Requirement” document came directly from the face-to-face focus groups described in this document.

4.0 Findings from focus groups

4.1 Participant Overview and Demographics

4.1.1 Long Beach

- Senior (in 5th year)
 - Major: Aerospace Engineering with a minor in Computer Science
 - Time spent online: 3 to 5 hours per day. Activities include: reading news, checking stocks, checking email, responding to email, research for classes or other interests (extra-curricular). I also have a customized yahoo homepage with relevant news items.
- Junior (in 3rd year)
 - Major: Electrical Engineering – taking 18 units
 - Time spent online: On average 4 hours per day online. On line I check BeachBoard because teachers give homework and this is also where I check my grades. I also goto MyCSULB to check on my financial aid and check my grades. I also like to play online poker!
 - I am on financial aid
- Senior (in 4th year)
 - Major: Pre-nursing – taking 14 units
 - Time spent online: I spend a lot of time on line. Mostly chatting, checking my e-mail and also use BeachBoard a lot.
 - I am not on financial aid
- Senior (in 4th year)
 - Major: Biology – taking 4 classes
 - Time spent online: I would also say that I spend a lot of time online. When I am online I do the following: check my email, chatting with friends and family, essays with CPR program, take online quizzes, tests and BeachBoard
- 2nd year graduate student
 - Masters: Public Policy and Administration – taking 6 units (2 courses)
 - Time spent online: I spend a lot of time online. When you are a grad student many of my professors want us to post our work online. I also use BeachBoard and I use the virtual classroom to facilitate discussions outside of classroom
 - I am not on financial aid
- Senior (in 4th year)
 - Major: Biology – taking 14 units (3 classes)
 - Time spent online: I spend quite a bit of time online. I check my e-mail, chat, do research for my classes
 - I was on financial aid but I am not any longer
- Junior (in 3rd year)
 - Double Major: Computer Engineering and Business Management – taking 5 courses

- I am in my 3rd semester at Long Beach - I transferred from Louisiana
- Time spent online: I spent a lot of time online. Since I am in computer engineering I am generally online a lot. Since I am new at CSU Long Beach I don't use BeachBoard

4.1.2 Dominguez Hills

- Senior
 - Major: Political Science – taking 15 units
 - Time spent online: 5 hrs per week for e-mail, research, homework and miscellaneous smaller tasks
 - I am on financial aid
- Sophomore (in 2nd year)
 - Major: Health Sciences – taking 12 - 15 units per semester
 - Time spent online: a lot, spent mostly on e-mail, research and online assignments
 - I am on financial aid
- Sophomore (in 2nd year)
 - Major: Finance – taking 12 units
 - Time spent online: 4 – 5 hours per day spent on e-mail, reading news and completing homework and research
 - I am not on financial aid
- Senior
 - Double Major: Political science and communications – taking 4 courses
 - Arrived late

4.1.3 Los Angeles

- Junior
 - Major: Business Marketing – taking 9 units
 - Time spent online: a lot, spent mostly on Yahoo! e-mail, MySpace e-mail and fantasy sports leagues
 - I am on financial aid
- Junior
 - Major: Urban Learning – taking 15 units
 - Time spent online: approximately 2 hours per day spent on e-mail and internet
 - I am on financial aid but I do have a scholarship
- Junior
 - Major: Business

- Time spent online: 2 – 3 hours per day using e-mail, MySpace and messaging applications
- I am not on financial aid
- Junior
 - Major: Economics – taking 6 courses
 - Time spent online: 2 – 3 hours per day using MSN and e-mail
 - I am not on financial aid but I do have a grant from ASI
- Senior (in 4th year)
 - Major: Mechanical engineering – taking 16 units
 - Time spent online: 1 – 2 hours per day using e-mail and conducting research
 - I am not on financial aid but do have a grant from ASI
- Senior
 - Major: Liberal studies
 - I am not on financial aid
- Graduate
 - Major: History

4.1.4 Northridge

- Senior (in 5th year)
 - Major: Liberal Studies (Teacher) – taking 12-15 units
 - Time spent online: I spend about 8 hours online at the office, plus time online at home, work, talking with friends and surfing the internet.
 - I am on financial aid
- Senior (in 5th year)
 - Major: Journalism/Public Relations – taking 14 units, plus two summer courses
 - Time spent online: Around 6 hours daily. Typically spend about 3-4 hours online while at work, and 2 hours per day at home.
 - I am on financial aid
- Graduated, starting MBA in fall
 - Masters: Business Administration – undergrad: 12-15 units per semester, down to 9 units per semester with M.B.A
 - Time spent online: At home I spend around 2 hours online.
 - I am on financial aid
- Senior
 - Major: Psychology – taking 10 units in the fall
 - Time spent online: Typically between 2 and four hours online per day.
 - I am on financial aid

- Junior (in 3rd year)
 - Major: Child Development – taking 16 units next semester
 - Time spent online: Spend around 4 to 5 hours per day online. Some things I check every day are my e-mail and CNN.

4.1.5 San Jose

- Senior (in 7th year)
 - Major: Cultural Anthropology – taking 9 units
 - Time spent online: 3 hrs per week for e-mail, 5 hours per week doing MySpace, 10 to 15 hours per month looking up journal articles and 1 hour a week using WebCT
 - Her phone has a browser that she uses to surf the internet
- Junior
 - Major: Behavioral Science – taking 12 units
 - Time spent online: a lot, most of my time is on MySpace and check my e-mail. The first thing I do when I go to my room is check my e-mail. I use Wikipedia a lot for research and I also do searching online for research journals that I need for assignments. I also enjoy shopping online.
- Senior (in 6th year)
 - Double Major: Communications Studies and Anthropology – taking 18 units
 - Time spent online: I don't spend that much time online. I check my e-mail and MySpace and do a lot of research but that is basically it.
 - I am on financial aid
- Sophomore (in 6th year)
 - Double Major: Sports Medicine and Business Management – taking 4 courses
 - Time spent online: 7 to 8 hours a day. This would include e-mail, MySpace, Facebook. I also spend time browsing on my Sidekick phone.
 - I am on financial aid
- Junior (in 3rd year)
 - Major: Corporate Finance – taking 13 units
 - Time spent online: 5 hours per day, checking my e-mail, AOL instant messenger, doing research on Wikipedia. I use MySpace and Facebook a little bit and I have classes where I have to turn in assignments online
 - I am on financial aid
- Senior (in 4th year)
 - Major: Kinesiology – taking 4 units
 - Time spent online: 4 hours per day, MySpace (using it for an online resume right now). I also have a computer program that plays games for my online while I am sleeping.
 - I am on financial aid

- Senior (in 4th year)
 - Major: Political Science – taking 4 classes
 - Time spent online: 3 hours per day, e-mail, MySpace, checking NBA scores, fantasy football
 - I am not on financial aid but I do have a scholarship

4.1.6 Fresno

- Graduate
 - Major: Masters in Research Technology - taking 9 units
 - Time spent online: I spend around the same amount of time online as studying. I look to see what the future technologies are that will be coming.
- Senior
 - Major: Architecture – taking 18 units
 - Time spent online: Probably about 4 hours a day. Replying to e-mails, MySpace, conducting research, Photoshop
- Senior
 - Major: Computer Engineering - taking 15 units this semester
 - Time spent online: I spend a lot of time online everyday, probably around 3 hours a day. When I do homework I usually leave my computer up to check news, e-mail, facebook, etc.
- Junior (in 3rd year)
 - Major: Computer Engineering - taking 16 units
 - Time spent online: I spend probably about 3-4 hours online. Mainly e-mail, online games
- Junior
 - Vice President of Finance for the Associate of Students
 - Current taking 17 units
 - Time spent online: I'm not really positive how much time I spend online. I'm always really connected via Blackberry, etc. But when I am online, I'm usually managing e-mail, finances, etc. Plus when I'm doing homework I'll have chats open. To give an estimate, probably around 5-7 hours daily.
- Junior (in 3rd year)
 - Major: Social Work
 - Time spent online: Between 4-6 hours. Online I do shopping, research, correspond with daughter's school.

4.2 Current Technologies

4.2.1 Used by Students

4.2.1.1 Long Beach

- Text messaging
- Cell phone X 3
 - I have my Yahoo mail forwarded to my cell phone
- Palm pilot X 5
 - I use “yahoo on the go” and synchronize with MyYahoo
- Wireless network
- Laptop computer X 2
- iPod X 2

4.2.1.2 Dominguez Hills

- Text messaging X 2
- Cell phone X 3
 - I have my e-mail forwarded to my cell phone

4.2.1.3 Los Angeles

- Digital Camera X 3
- Text messaging
- Cell phone X 5
- iPod X 2
- Laptop computer X 3
- PDA
- Discman
- PS2 (PlayStation 2)

4.2.1.4 Northridge

- Cell phone X 5
 - I have online access with my phone to use Yahoo IM
 - I use text messaging rather than e-mail, there are lots of charges for e-mail and the screen is too small to be useful for this
 - Text messaging X 3
 - Games X 1
- Palm pilot X 0

- Desktop computer X 2
 - I only have access to computer (desktop) through work, I don't have one at home
 - I have a computer desktop and laptop available to me
- Laptop computer X 3
- iPod X 4
 - 3 use it just for music
 - 1 uses it for music and games
- Digital Camera X 1
- PS2 (PlayStation 2) X 1
- Xbox X 1
- Flash Drive X 1
 - Heavy use

4.2.1.5 San Jose

- Palm Pilot – used for scheduling classes, and assignments
- Palm Treo X 2
- Cell phone X 3
- Samsung MP3 player
- iPod X 3
- Sidekick
- Laptop computer X 2
- Digital Camera
- Desktop
- PS2 (PlayStation 2)

4.2.1.6 Fresno

- Cell phone X 4
- Blackberry X 1
 - I'm always connected with my Blackberry, I use it everywhere for text messaging, e-mail, calling, etc.
 - Text messaging X 3
- E-mail X 1
- Palm Pilot X 3
- Laptop X 4
 - One participant owned a laptop previously, until it was stolen. Otherwise all 5 participants would have had a laptop available to them.
 - I own an iBook, I do all my work on campus through my Mac

- I have my laptop with me at all times in class. The wireless access allows me to respond to e-mails that require immediate attention. Since I'm heading 2 clubs this semester, I receive around 5-6 e-mails every couple hours that need a quick reply
- Desktop X 5
 - I have a dual screen setup on my desktop at home. I use two monitors so that I can have multiple screens up simultaneously while I'm working.

4.2.2 Student view of Faculty's use of technology

4.2.2.1 Long Beach

- PowerPoint
 - Generally professors change the slides so fast because the material already written out. The slides are generally available online after the lecture.
- Palm Pilot applications (students were required to buy their own Palm Pilot)
 - This generated lots of complaints from students who didn't already have one
 - Some of my classes require us to take test on our Palm Pilots and then they are scanned into the professor's laptop
- BeachBoard
- General Comments:
 - A lot of my professors still don't know how to use PowerPoint. Some classes are not suited to power point presentations – like physics
 - I would say that half of my classes use technology and half don't
 - I would say that 10% of faculty don't use technology at all
 - Some professors there days assign online homework, so I spend a lot of time trying to figure out how the program works versus actually doing the homework.
 - Learning / using the technology is an inhibitor to getting the work done. Also if you don't understand how to do it you can't ask for help.
 - If the school could implement some kind of online support and provide some kind of online help (or mentoring), something like making online tutors available to help student especially during finals. They could even set office hours and have services they charge for.
 - Some teachers depend too much on the slides; they have way too much info on the slides and basically just read the information off of the slides.

4.2.2.2 Dominguez Hills

- Projectors with transparencies X 3
- PowerPoint X 3
- Course Websites X 2
- Software administering online quizzes

4.2.2.3 Los Angeles

- Skype used for administering virtual lectures and presentations
- Projectors with transparencies X 3
- PowerPoint X 2
- Course Websites X 7
- WebCT x 2
- Owl system for administering tests and quizzes
- ITV
- Projector
- Laptops for viewing PowerPoint presentations

4.2.2.4 Northridge

- PowerPoint
 - Professors put too much information on the slides, overfilling them. PowerPoint slides should provide an overview, listing the key points
 - Slides are available online after the lecture
 - I like PowerPoint slides, they are easier to read than professors who use the board (messy handwriting)
- Projectors X 3 (used for PowerPoint slides, videos)
 - Sometimes the professors have difficulties getting it setup and it wastes valuable class time while they call for help
- Television X 2
- WebCT X 1
 - In summer school, most of the classes were done through WebCT. It contained online articles to be read, and online discussions.
 - I've taken about 4 to 5 classes using WebCT and have liked it
- E-Mail X 3
 - I would like to see less email from the professors (instructor e-mails the syllabus before class starts so that we can get books, receive messages about class between sessions with extra homework, etc.). I don't like this format because I don't check my e-mail often enough.
 - Personally, I would like to see more email from professors with the syllabus before class as mentioned.
 - It would be nice if I knew when professors would be sending out e-mails so that I could check my mail.
- General Comments
 - I find professors are shifting more to doing things online (assignments and such are all handed out online now)
 - Used to take my laptop to class but I find it too heavy and I wasn't using it for academic purposes in the class room

4.2.2.5 San Jose

- Projectors with transparencies X 4
- PowerPoint X 4
- WebCT
- Course Websites X 2
- Video streaming software X 2
- DVDs
- Video taping of lectures
- Records
- In class clickers

4.2.2.6 Fresno

- Powerpoint
 - I find most professors, on this campus in particular, use PowerPoint quite a bit but they tend not to use it as a presentational tool. Rather, they put their lecture notes on it, verbatim, which is frustrating because it doesn't add anything to the lecture and questions whether you should even be attending the class
- Document Camera
 - A lot of my professors use the document camera to show things from the textbook that aren't digitalized. Their overuse can annoy me though, I get kind of sick when they keep moving the projector around and not keeping it in focus.
- BlackBoard
 - More and more professors are starting to integrate BlackBoard with their classes to put up grades/assignments. The move towards this is helpful, it allows the class to become more flexible so students on different schedules and obtain this information at times convenient to their schedules.
 - I have mixed emotions about BlackBoard. The concept is really nice, but the tool itself is ancient looking and not user friendly at all.
 - Some professors know how to use BlackBoard, and some don't. I don't like going into it because there are too many pages, it is difficult to navigate
 - Response from participant: There are too many links to go through, and I don't think there is any search tool. In this day of Google, you expect to be able to easily locate the information you're looking for. In BlackBoard it is impossible to find anything unless you know where you are going.
- Question: Are all your systems integrated? Can you access your mail/library/etc. system from the campus homepage?
 - It just recently started doing that. Previous to about a year ago they all had different user names and passwords.
 - A lot of the systems are connected, you can log in using the same user but they're not integrated.
- Question: Do you find the use of technology is relative to the age of the professor? The discipline?

- Almost every one of my business classes used BlackBoard. But in my electrical engineering class my professor refuses to use BlackBoard, he e-mails the 2Mb assignments when our inbox is limited to 10mb. I have not received the assignment on two occasions because my inbox was full, we asked him about using BlackBoard to deliver assignments but he has responded that he does not know how to use it so it won't be implemented in the course.
- Question: What percentage of your in class courses would you say use Blackboard?
 - This semester I would say none, and in past semesters its usually only been 1 or 2 at most
- General Comments:
 - E-mail only has 10Mb, I have to clean it out every week or it will become full. Our campus is trying to become more technologically advanced but there are so many roadblocks like e-mail.
 - Professors need to be trained in certain technologies. They have difficulty managing certain tools. One of my professors went back to using an overhead projector because they couldn't get the document camera to work properly.

4.3 Which do you prefer - In class or online courses?

4.3.1 Long Beach

- Only 1 out of 7 participants has even taken an online course before
- I had issues with the availability of the professor for help
- I would say that the usefulness of the online course is dependent on the topic of the course. Some topics would be extremely hard to learn online.
- Who is taking a hybrid course? (some portion is online)
 - Most of the students have taken a hybrid course where they did quizzes online and submitted papers online
 - I have had courses were they has been an online component where you have online discussions
 - I have taken a class where there was a virtual classroom with online discussion
 - I like this experience, it was good. I liked having to go to class one Tuesday and then Thursday session was online
 - Question: Has anyone used the "clickers"?
 - Yes, they are easy to participate and you get easy participation points
 - For my chemistry class I had to pay \$30 for one

4.3.2 Dominguez Hills

- No one has taken an online class
- Reason for not taking DE classes
 - Most students who take online courses have families or work full time

- Students prefer attending lectures rather than taking online courses

4.3.3 Los Angeles

- 4 out of 7 participants have taken an online course
- I prefer courses that are hybrids, mixing online content with lectures – some concepts are better absorbed through lectures
- I prefer online courses – they are easier to manage and typically the course content is easier to understand
- I prefer learning online for GE (general elective) courses
- I don't like having my access to course materials being limited by internet availability
- I prefer attending lectures and hearing what professors are saying. It is too easy to forget deadlines in online courses.
- All participants preferred the lectured over the online format for core courses
 - 1 participant stated that taped lectures delivered online would be acceptable

4.3.4 Northridge

- The campus uses WebCT
- Question: How do you feel about taking online courses vs. standard in class lectures?
 - If the difficulty level is high, I wouldn't want to take the course online. I need a professor to provide additional assistance. However, they can be nice when you don't want to waste time in class and work at your own pace
- Question: What unique challenges arise from online courses?
 - Don't like when the professor introduces a participation requirement in online courses, requires reading of pages and pages of comments and posting your own comments to get participation points.
 - Taking quizzes online is a good idea, but sometimes the instructions for taking the quiz can be confusing
 - Participants acknowledged that there can be technical difficulties associated with taking online quizzes, etc. (when the portal is down, the whole system is down – no e-mail, quizzes, assignments, etc.)
- Question: Who has taken a distance education (DE) class before?
 - Only 1 out of 5 students had taken a DE course before
- Question: Who is taking a hybrid course (some portion is online)?
 - All of the students have taken a hybrid course where quizzes/assignments/discussions/etc. has been online

4.3.5 San Jose

- No one has taken an online class
- Reason for not taking DE classes

- It is hard enough to make it class already and if the class were DE I probably won't go
- Some disciplines are hard to do online
- Really enjoy listening to the professor lecture and feel I pick more up this way
- Who is taking a hybrid course? (some portion is online)
 - 2 of 7

4.3.6 Fresno

- Question: How many people here have taken a course that was done entirely online?
 - 2 of the 6 students had taken a course that was strictly online
 - I started taking one and then dropped it
 - Question in response: Did you drop it because of the online component? Or for other reasons?
 - I guess it was the scheduling. The professor would set up a single time slot for the week that they could be reached at for questions and help. This time was supposed to be convenient to everyone's schedule. I didn't like this setup.
- Question: What unique challenges arise from online courses?
 - For me the big thing was that you really have to schedule your time wisely. In normal classes, you go to class and you get at least a portion of your instruction done. But with online courses there is a bigger disconnect, because you have to be motivated to go on and review the lecture, read the notes, etc.
 - A lot of professors are against online education because they think it's easier. But realistically, I think online education can be more beneficial to the students because they are the ones that have to seek out the information, and be determined to learn the material.
- Question: Did you like how you could go at your own pace? If there was material you had already seen before you could skip over it.
 - I liked that aspect of it. Like you said, for things you had already seen before in previous classes, you weren't required to sit in a class room, forced to re-learn the same material

4.4 Where do you purchase course material?

4.4.1 Long Beach

- 6 out of 7 participants said they buy their books from "ADIS" (used book store)
- I borrow some texts from my friends if they have already taken the class and then purchase the lab books from the bookstore
- I use the copy center to copy the portion of the book that is relevant
- Sometimes the used book store doesn't have to newest edition which can be a problem when there are a lot of differences in the newest edition

- At the used book store you can save \$10 to \$20 per book
- I spend \$100 at the new book store and the same book at the used bookstore would be \$80 to \$85
- I have found cases where if you wait until 3 weeks after the course starts you can buy the book for \$1 at the used book store. The only problem is it may be a much older version.
- In many cases the professor will say you can use an earlier edition
 - But in some cases the edition is significantly different
- Question: If you could purchase all of your materials online from one location what would you think of that (what concerns may you have)?
 - It would depend on the price
 - Depends on prices
 - You would be able to avoid the lines which is a benefit but also the price would be a determining factor
 - Depending on the class, most of the students agreed they keep their texts from previous classes.
 - If people borrow my books I make sure I get them back

4.4.2 Dominguez Hills

- Bookstore
 - Bookstore allows for book swapping
 - Have received good return when textbooks were sold back to the bookstore
 - When new editions of textbooks are released, bookstore will not buy back old editions
 - Professors often say that old editions of textbooks are acceptable to use
 - Waiting in line is not a big issue, only presents a problem within the first two weeks of lectures
- Program run by ASI
 - Students looking to buy or sell textbooks can list them
- \$300 - \$400 spent on textbooks per semester (cited by all participants)
- Sometimes purchase the textbook, photocopy all of the pages then return it
- See no advantage to purchasing textbooks online unless there is a break in price

4.4.3 Los Angeles

- Bookstore X 2
 - The bookstore is owned by Barnes & Noble
- Bookmart X 4
 - Off campus bookstore that carries new and used books
 - Not all required books are available at the bookmart

- Some professors will make compilation books available at the bookmart instead of the bookstore
- Bookstore charges too much
- The bookstore's philosophy is insulting. Students may only sell books back during the week of final exams. Books sold back at any other time receive only 10% of their initial value.
- The bookstore is unwilling to buy books at a fair price then refuse to resell them to students, leaving the students in a position where they are always forced to purchase new books
- The bookstore is anti-student. It purposely under stocks all required textbooks assuming that one or more students will purchase the textbook from another source outside of the bookstore. Even when the bookstore orders a textbook in for a student, the delivery time is too long to be useful.
- I would prefer to have online books instead
- Buy my books online from half.com or Amazon
 - Much cheaper than bookstore
 - Can find books for GE (general elective) courses that neither the bookstore or bookmart have in stock
- I think shipping costs associated with purchasing textbooks online are too high
- Question: If you could purchase all of your materials online from one location what would you think of that (what concerns may you have)?
 - Shipping costs and time would be a concern
 - Sometimes a text is assigned to a class then the teacher changes the required texts. I am not sure how this would work with electronic texts. The teacher would be able to deviate from the published book list.
 - I like this idea; however I think the reliability and fulfillment time of the book list are issues. Faculty and CSU would need to work closely together to compile the book list.
 - Need to make sure that students are able to return books during a convenient time period rather than restricting returns to within the week of final exams.
 - Students would need to be able to purchase used books that are still in good condition
 - The website/portal would have to be secure – wouldn't want my student information being stolen.
 - This idea would be worthwhile if shipping was free with bulk purchases

4.4.4 Northridge

- Question: Where do you currently purchase your course materials (ex. Textbooks, lab books, etc.) from?
 - All five participants noted that they usually head to the campus bookstore first (the campus bookstore also features used books)
 - I head to the bookstore on the first day of classes to write down all of the bar codes and then go online to order all of the texts used for cheaper.

- Occasionally you don't get the right edition though, sometimes this matters, sometimes it doesn't.
- Sometimes I will go online, but generally I head to the campus bookstore.
 - I'll go to the Campus Bookstore or Borders (<http://www.bordersstores.com/>) for my textbooks
 - 4 participants specified that they will buy used whenever possible because of the savings associated
 - I save 40% buying used textbooks
 - Generally, will not buy the textbook new unless there are no used copies of the required edition
 - I tried buying books off Amazon used, but professor required the newest edition so it wasn't useful
 - Question: If you could purchase all of your materials from one location what would you think of that (what concerns may you have)?
 - Would be a price game, I don't care where the books come from, just want the cheapest ones
 - You can order all of your books online from the bookstore and then just pick them up
 - General Comments
 - I think there is a system for the fall where you can order books online based on the courses you are taking.
 - I like to do my own highlighting in my textbooks. I will look at the condition of a used book before purchasing to ensure it hasn't been marked too much.

4.4.5 San Jose

- Bookstore X 3
 - Don't want to deal with the hassle of online and shipping
- Refuse to buy from the book store. I will order it online
 - Tried to bring in a campus book swap to campus last year
- Borrow the book from that library (that is on reserve for the course)
- I buy my books from www.Half.com
- There is a discounted bookstore off of campus called "Beat the Bookstore" (no one in the room had used it before or knew much about it)
- Borrow books from people that have already taken the class
- Buy my books online
 - Easier to find cheaper prices. Some website has a flea market for books where you can negotiate book prices.
- Take a digital picture of every page in the textbook

4.4.6 Fresno

- Question: Where do you currently purchase your course materials (ex. Textbooks, lab books, etc.) from?
 - The majority I buy online (<http://www.campusi.com/>) and from friends. I have been pretty fortunate in my classes so far; for my major (Architecture) the texts are very expensive so the profs usually provide copies that they let you read.
 - I purchase my books online (used) because it's cheaper, 20% cheaper. I get them through Amazon.com.
 - In the past, I've bought all my textbooks from the on campus bookstore but I'm going to try and never do that again. They really don't stock enough. I failed a couple of tests this semester because the bookstore didn't have the book I required. The professor would tell them how many copies to order and they chose not to order enough copies to satisfy that number. I also tried to purchase software through them once, and they didn't send it out after 2 months so I cancelled the order. Starting next semester I want to purchase everything online.
 - Similarly, I've bought everything through the bookstore. This semester I tried to purchase online and of the three books I purchased, only one actually showed up so I had to file a claim. I'll be looking at other places, like Amazon.com.
 - In the past, even this semester, I have bought all my books at the bookstore. I tried to purchase online, but one of the frustrations I have had is that our bookstore provides the name of the book but not the edition or ISBN number. So trying to track down the required copy via an online retailer becomes very difficult.
 - One of the accounting classes I have taken required an online software package that could only be bought through the bookstore. It seems like they are monopolizing that area which is frustrating.
 - I've bought from other students in the past but now I just go through the bookstore.
- Question: Do you find that you wait to purchase your books until the course starts? Or do you purchase them all before?
 - A lot of my professors don't require the text until you get to the class.
 - Some of them list a whole bunch of texts that are required for the class and then when you show up they tell you you will only need the one.
 - I wait until class starts before purchasing any of the textbooks, this way I don't buy any textbooks that I may not need.
- Question: Has anyone here purchased an online copy of any of their textbooks?
 - In my accounting class, we all purchased the textbook through the bookstore for \$150+ and it came bundled with the online copy that is activated on Wiley with a key code that comes with the text. It wasn't until I went to Wiley's site that I found out you can purchase the online text for only \$50.
 - Response from participant: I had that class as well but learned through the experience of friends that I could just purchase the online text for cheaper. This worked well for most of the term except for one time when the Wiley server crashed and no one could access the text. Since our whole class was dependant on this text though, the assignment was pushed back. I would really enjoy having more textbooks available online.

4.5 Textbooks

4.5.1 Long Beach

- Teachers insisted that everyone in the class purchase the new edition. We could have bought the used copy for \$60 but had to spend over \$100 for the new version so that we could get a CD (with quizzes for “Owl” program)
- I have tried to contact publishers in the past but they were difficult to contact and rude
- I like to have a paper textbook because I have physical pages to turn. When you read through a significant portion I feel a sense of progress versus endless scrolling of online text
- Books are heavy and we don’t have lockers so we have to carry around a large number of books in backpack.
- The CDs that are packaged with books are not made by the professors. They are made by someone else who wants to make money. They are a justification for increasing the price.
- I find that the information in textbooks can be somewhat dry therefore it is good to have lectures. If I don’t understand a topic from the textbook I will refer to the text. Overall, like textbooks.
- What I like about paper texts is we can highlight, write notes in margins and online texts we have to print it and write on it.
- Discussion: Are textbooks too verbose?
 - No I don’t think they are too verbose
 - Engineering books have a lot of info to cover so they are not usually too verbose
- Discussion: Is it hard to find something within a textbook?
 - I don’t have a problem finding something within a text or the main ideas
 - I also don’t have a problem referencing information
- Some professors will post additional information online. Extra articles, extra summaries to help supplement the text.
- All participants in the group felt that most professors have a good understanding of the text and know it well.
- In one of my math classes when the professor knew the text so well, when the edition changes the professor continues to teach from the old material and it was difficult to cross-reference if you had the new textbook.
- Participants in general felt that they did not need the whole textbook to complete a given course.
- Some professors will let students know in advance whether they will be mostly using the textbook or mostly using the lecture notes
- Question: How important is the cost of learning materials in terms of choices of courses
 - You don’t know what the text is until you enroll in the class
 - You have to take the class and the text is already selected so there isn’t much you can do other than shop around for the best price.

- You can find textbooks for cheaper if you know in advance. Sometimes you can get what texts will be used in your courses off of BeachBoard in advance.
- Most of the participants do comparison shopping.
- Question: How much time do you spend comparison shopping?
 - 3 days on and off
 - No more than an hour
 - A day
- Question: Do textbooks give a nice framework for a course?
 - I took an American history course and I only looked at the book twice. When I compared my notes to the book the information was so scattered it was unusable.
 - I find that the supplements text can be very helpful.
 - I generally only read the summary sections of my books
- Question: Are there any added value features that the bookstore offers that make purchasing texts easier
 - If you purchase online the bookstore will package them into a box and you pick it up
- Most books are available everywhere, which is nice so you can search to find the best price
- Some professors make their own supplemental materials which are only available at the bookstore. This way you have to pay the price that the bookstore charges – you have no choice.
- Question: Do you share / buy new / buy used texts?
 - None of the participants share textbooks
 - There was a split with participants between buying new and buying used
- With my math classes we rarely use the textbook except for math problems. I generally don't look at the chapter material.
- Question: How closely do course syllabuses reflect the textbook?
 - Not usually a problem
 - Only thing that correlates in a textbook to the syllabus is the problems in the text
 - Sometimes have problems paying attention in class so in these cases I will refer to the textbook
 - In one of my classes where I had more than one textbook for the class for the weekly required readings the professor only gave the name of the author so you could have to reference the syllabus to make sure you were reading the correct text
 - In engineering the subjects tend to correlate very closely to the text
- Question: How many texts are normally required / suggested for a course?

- In grad school there are always one or two texts for a course but most of the time there are three texts required. Grad school books are more expensive. \$400 for 2 classes spent.
- In most of my classes we will usually have one main textbook with lab manual
- Generally have 2 to 3 required texts. In addition we sometimes have to buy case studies, work problems, lab manuals, supplemental reading and general reading (for my communications class). My textbooks are \$120+ the additional material.
- Question: Do professors require you to bring textbooks to class?
 - I think most professors are understanding enough to know that students cannot handle bringing textbooks to all their classes.
 - 3 participants take their textbooks to class
 - I like to follow along with the lecture in the textbook and take notes in the textbook. If what the instructor is saying or writing on the board is not in the book, will take notes.
 - In my business law class we do a lot of examples, case studies, etc. A lot of examples are given in the course and you need to refer to the text to see a detailed explanation of what was discussed when the professor was giving examples. I also take notes in my texts.
 - I think the assumption is that texts will be kept forever since notes are in there.
 - Used bookstore will purchase texts even with notes in them (or pages missing)
- Question: If you had online textbooks as an alternative, would you buy them?
 - No. I don't like reading on computer screens for a long period of time and I wouldn't want to print out the entire book because they would be very costly for me and would waste a lot of paper.
 - I think it would be convenient. If I had to print a significant portion of the electronic text I would take it to a printing store.
 - There are circumstances where you really need to have the book in class and you can't take the electronic text to class.
 - Only one participant has used eTexts before
 - I would probably drop the class if text was only available online. I would make me very upset to waste my study time by printing texts, buying ink, organizing pages, etc.
 - A free eText seems nice, but you would have to spend so much time printing, organizing, etc
 - Yes, you would save money on the book but you would probably end up spending more after your paid for printing and paper
 - I was in class where the professor had a binder with his material, so I would go get articles as the class progressed and then hole-punch them and put them into my binder as required.
 - Note: There are printing services available on campus, and a Kinkos is around the corner

- Question: Paper is obviously important. How much time is spent reading a textbook or an article versus doing it online?
 - I can read text for an hour at most before break and I can only read online material for about 20 minutes before a break.
 - I spend about 2-3 hours per day reading study notes and spend much less time online
 - It would be a lot easier if it was not just text. I spend a lot of time reading articles in my personal time and if texts were presented in a more friendly manner you could probably read them easier for longer.
- Question: What if there were simulations, animations and video clips in an electronic text?
 - I would watch it. Textbook generally have pictures of a step by step process and I would rather see 5 pictures in a textbook than an animation.
 - I don't think that technology has caught up yet. With online texts there isn't yet animations, videos, etc. Could have audio, simulations, etc. These are not yet being used.
 - In the summer I worked for Boeing and I have to take a 2 hour ethics training course online. It had a video of someone talking with a quiz after the video. Something like this would be much better than reading an eText.
- The participants seem to feel that having the same text available in digital format is not an advantage. They would require that more media that exists in the paper text.
- Question: Would you be more inclined to keep electronic texts after graduation because they are easier to store and search for material?
 - I don't think it would matter what media, if you were going to keep the text you would keep the text.
 - Storage on the computer your computer may be an issue depending on how big the electronic texts were
 - I have kept all books from undergrad and store is of these books is an issue.
- Would you want to take notes or annotate on electronic texts?
 - The idea of annotating texts seems attractive to the participants
 - The new technology would be novel but learning to use the technology would be an inhibitor. I could see it being an additional hassle to use a notepad tool. The process to take notes would have to become a mainstream piece of technology so that it was used everywhere.
 - There would need to be a free workshop to teach students how to use these types of tools
 - I have a tablet PC but I don't like to take it with me because it is heavier than my newer laptop.
 - Regardless of the technology available, don't want to stare at a screen all day
- If you don't like a text how do you communicate this to the instructor / professor?
 - I would give written feedback on the comment cards at the end of the course

4.5.2 Dominguez Hills

- Discussion: Pros and Cons of textbooks
 - Prefer to have the reading material to keep personally at home
 - 90% of the textbooks I purchase I would never keep
 - Textbooks are too expensive
 - They do not read easily, are too boring and contain too much information
 - I have no personal interest in keeping my textbooks
 - I have never sold a textbook. In my major, it is useful to be able to refer back to other textbooks
 - Difficult to sell textbooks back to the bookstore because editions change so frequently
 - Sometimes the textbook isn't even worth selling back because it won't sell for enough money
- Discussion: Are textbooks too verbose?
 - It depends on the publishing company. McGraw Hill textbooks are basic and easy to understand
 - I had a McGraw Hill text for my psychology course that contained an overload of information and was too verbose
 - Often times the textbook uses five words to say something when only one or two could have been used instead
 - I took a law course in which the textbook was structured for that particular course – the publisher removed chapters that were not relevant. This was much more effective.
- Discussion: Is it hard to find something within a textbook?
 - Yes, it is difficult to understand what concepts are important in many textbooks
- Discussion: What percentage of the textbook is used in your classes?
 - 40% to 50%
 - I read all the textbook material and feel that if I don't read everything I'll be missing out on an important concept
- Discussion: Do you find textbooks provide structure for your course?
 - Not always
 - All participants strongly agreed that the professor will lecture on topics that are not in the course's textbook
 - No. In half of my courses I don't even need the textbook.
 - I agree. In my political science course last term I didn't use the textbook at all.
- Discussion: What is the added benefit of buying from the bookstore?
 - If you order all of your books from the bookstore online they will package them for you
 - You can give the name of your course to the bookstore and they will help you find the required textbook

- Discussion: Do you share / buy new / buy used textbooks?
 - All of the participants have purchased used textbooks
 - I don't share my textbooks because it is inconvenient – I want to know that I have the textbook when I need it.
 - I do all three.
 - Usually have to purchase your own copy of the course textbook because only one copy of the text is on reserve and can only be used within the library.
 - I was able to obtain a course textbook from reserve in a different campus.
- Discussion: When do you buy your textbooks?
 - I usually buy as many used texts as possible first then start looking at new texts if I need any
 - I wait until one week into lectures before buying any texts. Sometimes the professor will drop a textbook from the required reading.
 - I usually don't purchase my textbooks until after class starts or whenever I need them.
- Discussion: Who takes their books to class?
 - All of the participants take their textbooks to class
 - 2 out of 3 of the present participants have classes in which the students are required to bring their textbooks to class
- Discussion: Do you take notes in your textbooks?
 - 2 out of 3 of the present participants take notes in their textbooks
 - I don't take notes when the professor lectures from the textbook
 - I take notes in the text and on paper
 - I take notes in a separate notebook
- Discussion: If you had online books as an alternative would you use them?
 - No. I like to be able to read spontaneously, anywhere at anytime.
 - No. I do not always have access to the internet, sometimes it can be down for a month.
 - I would like online books better. I already spend a lot of time on the internet so it would not be much of a change.
 - I would like online books for GE (general elective) courses. I would prefer to have a physical copy of the text if it was a major textbook.
 - All of the participants have a computer at home
 - 1 out of 3 of the present participants has a laptop
- Discussion: If you were to buy chapters online would you want the ability to print them?
 - 3 out 3 of the present participants – Yes!
- Discussion: Would you want to take notes or annotate on electronic texts?
 - 1 out of 3 of the present participants would like to be able to annotate on e-texts

- I learn best by writing things down physically. Annotating on e-text would be nice but I still need to physically write something down.
- Discussion: If you were to buy chapters online would you want the ability to print them?
 - 7 out of 7 participants – Yes!
- Discussion: If you don't like a text, how do you communicate this to the instructor / professor?
 - I write comments in the end-of-class survey
 - I speak to the professor personally after class
 - I do not speak about this to the professor

4.5.3 Los Angeles

- Discussion: Pros and Cons of textbooks
 - Textbooks are too expensive
 - Don't like how new editions of textbooks are forced on students and contain minimal changes
 - Would be nice if edition changes actually corresponded to a significant change in content.
 - Don't like when professors skip over multiple chapters in a required text – seems like wasted money
 - Some textbooks are specially made and branded "Cal State LA". These texts can only be purchased from the bookstore and cannot be resold – this is very frustrating.
 - In some classes the instructors don't use the supplemental textbooks at all. This is a waste of money.
 - Don't like it when all the materials for a course, required or not, are packaged together so they cannot be purchased separately
- Discussion: Are textbooks too verbose?
 - No
 - Yes, I skim through the textbook but it is a challenge to read all the assigned material never mind the optional material.
- Discussion: Is it hard to find something within a textbook?
 - No, it is easy to find most material via the glossary or index.
- Discussion: How much of the textbook is used in your classes?
 - Only a portion of the textbook is used. It would be nice if online books were offered in which the instructor stated specifically which chapters were to be purchased.
 - It depends on the course. I had a course last semester where the instructor literally used every page of the textbook.
 - Sometimes can purchase a single, expensive textbook used across multiple courses
 - For GE (general elective) courses, most of the textbooks are unnecessary and instructors don't even refer to or use the text

- In core courses, the textbooks are usually used from beginning to end
 - I like the Owl system in which \$45 can be spent to purchase a code that may be used for multiple semesters.
- Discussion: Would you read extra chapters if only certain chapters were assigned?
 - All participants said no
- Discussion: What is the added benefit of buying from the bookstore?
 - Bookstore will package books.
 - I don't feel there are any added benefits
- Discussion: Do you share / buy new / buy used textbooks?
 - I purchase used textbooks whenever possible.
 - I share rather than sell my used textbooks because the return at the bookstore is very low.
- Discussion: When do you buy your textbooks
 - For GE (general elective) courses, I wait the first couple of weeks to see if the textbooks are required. In many cases the lecture notes are sufficient.
- Discussion: How closely does the textbook outline match the course syllabus?
 - It depends on the course. In some courses, the syllabus is exactly the same as the textbook outline.
- Discussion: Who takes their books to class?
 - All of the participants take their textbooks to class and have lockers on campus in which to store the books.
 - All of the participants have taken courses in which it has been required to bring textbooks to class.
- Discussion: If you had online books as an alternative would you use them?
 - Yes, if you could purchase individual chapters.
 - In one of my courses, the professor chose specific chapters from an eBook and these could be printed from the library. I only paid \$3-4 for printing versus \$100+ for a book
 - It depends on the course. I don't like carrying bulky textbooks around so I would prefer to print only the required chapters. Carrying paperback books isn't much of a problem though.
 - Sometimes electronic books take a long time to open depending on the computer you are using
 - I see a potential problem being that students would purchase one copy and distribute it to the rest of the class.
- Discussion: Who keeps their textbooks after their course is completed?
 - All participants agreed that they keep some texts after the course is completed
 - I keep my textbooks because the return on selling them is so low
- Discussion: Who would be interested in keeping their electronic texts after their course is completed?

- All participants agreed that they would be interested in keeping online books
- Discussion: What percentage of students / classmates take notes in laptops?
 - The participants agreed that 1 in 30 students take notes on a laptop
- Discussion: What do you find appealing about online books?
 - You can have all the examples and notes from class on your computer
 - You can purchase only the chapters that you need
 - If you have a laptop, you can bring the electronic books to class
- Discussion: Would you want to take notes or annotate on electronic texts?
 - All participants expressed an interest in annotating on electronic texts
 - 1 out of 3 of the present participants would like to be able to annotate on e-texts
 - I learn best by writing things down physically. Annotating on e-text would be nice but I still need to physically write something down.
- Discussion: If you were to buy chapters online would you want the ability to print them?
 - Yes because I don't have a laptop to bring to class
 - I would like to also have the ability to print out specific pages in the text not just specific chapters
 - Yes, reading texts online is harder on my eyes.
 - I would be interested in printing the entire book
- Discussion: If you don't like a text, how do you communicate this to the instructor / professor?
 - I write comments in the end-of-class survey
 - Some professors will ask for informal feedback in regards to the textbook
 - I write a review on ratemyprofessor.com
 - I speak to the professor personally after my grade has been set

4.5.4 Northridge

- Question: What do you think of textbooks (pros and cons)?
 - I don't like them; some teachers never even use the text. If you go to class every day and take notes, you can get a good mark without even opening the book.
 - I agree. I have a \$90 textbook that was never even opened. They are expensive and sometimes never used.
 - I've specifically taken a professor's course before because I knew the book was never used by the prof.
- Question: Do you find that textbooks are too verbose?
 - Two people agreed that they have had textbooks which were too verbose, but it is largely dependant on the subject matter/author
 - Most are too verbose but it depends on the author. Only 1 out of 10 or 20 are good textbooks.

- I agree that textbooks are too verbose, however, I have some PR books which are very detailed but every piece of content is important
 - I don't feel that textbooks are too verbose. Some people require the additional information even though some do not. If you cut out too much material some students will have difficulty
 - If it is too much, I'll just skip the extra information
- Question: Do you find it is hard to find the relevant or most important (salient) information in a text?
 - The difficulty is dependant on your interest in the material. If you are interested in the content, then you want to learn more and will enjoy all of the extra info you receive
 - There should be a general structure to all textbooks. I find some are amazing – easy to read, easy to find the information I'm looking for. Others just seem like scattered, with no coherent order to the information.
 - Response from participant: If all the textbooks are the same it won't necessarily work for every learner. A variety of textbooks styles allows students to choose which format suits their learning needs
 - One of the things you learn in college is how to filter extra information
- Question: How much of the text do you use in a course (the whole text / a portion – which portion)? Do you find there is too much information in a given text and you tend to ignore several chapters?
 - How much of the text is used in class depends on how long the professor has been teaching. Those who have been teaching for a long time and are very familiar with their text will use it extensively. Younger professors (or those new to teaching a specific course) won't be as dependant on the book.
 - In most courses I find that you're not tested on the material of the book, its just there for review before class so that you understand the material that the teacher is providing
 - Most agree that they rarely use the entire text book
 - If I really like the class then I would read the entire text, but not otherwise
 - I will read the text if I don't understand the material in class
 - I won't read the text of my own free will. If the reading isn't assigned I won't look at it
- Question: Do you find that a course text provides you with a nice framework (i.e. outlines and summary chapters) for the course?
 - A study guide provides a better framework than a textbook does. It can be difficult to know exactly what is required from a text.
 - I like when the professor uses the text as an outline for the course, makes it easier to follow along
 - I think they make an outline for the course first and then go back to the text to see what content supports their outline (so the course isn't designed around the text, possibly not providing the best framework)

- Question: Are there any added value features that the bookstore offers that make purchasing texts easier (ex. Packaging all your semester books into one package)?
 - You can get other materials at the bookstore; clothing, postcards, notebooks, school supplies, etc. Sometimes it is just the convenience factor, being able to get everything in one place rather than going to a variety of places to track down the best prices.
 - The bookstore is typically overpriced which is a big disadvantage. Books are more expensive and any school supplies with the school logo have a big price premium.
 - In freshman year when you are lost the bookstore can be a great help, they can find what books you require based on your class list.
 - Lots of staff to help answer questions, but ultimately the decision on where to buy boils down to money; which place sells for the least amount?
 - Ability to return books easily, bookstore provides a two week return policy.
- Question: Do you share / buy new/ buy used texts?
 - I know people who purchase their textbooks, make photocopies, and then return it
 - Two people agreed that they dislike sharing text books, they wanted access to the book at anytime and not have to worry about conflicting interests
 - I prefer to buy directly from someone who already took the class rather than the used book store. It is cheaper that way and the person selling gets more money
- Question: Do you take your course text to class with you? Is it required to have in class?
 - All of the participants said that they take their textbooks to class
 - Even if the text is not required, I will still bring it to class and will use any free time to read it
 - We're told to read the chapter relating to the day's lecture and bring the book to class
 - Some of the students responded that they take notes directly in their text books, others did not take this approach (the students that took notes directly in their books also maintained a set of notes in their notebook)
 - I add definitions right in my textbook for terms that are not defined clearly
 - Students seemed to agree that the textbooks were too heavy, and that the heavier textbooks were usually the required ones
- Question: If you have online textbooks as an alternative, would you buy them? Have you ever used e-texts? What pros / cons do you see with these?
 - If it was less expensive to purchase them online then this would be useful
 - E-text would be just as valuable as the textbook if it had all of the same content (pictures, descriptions, etc.)
 - Cons:
 - I would just end up printing it out; I need the material on paper.

- Response by participant: Wouldn't it cost more to print it out than just buying the text? This would destroy any potential cost benefits.
 - You aren't always near your computer and you might want to reference the material at anytime. Also, I like highlighting key points on paper text.
 - I feel the material sticks better if you have it right in front of you
 - Pros:
 - Sometimes you only need a few chapters of the book, could print the relevant information and save cost on the rest
 - Would be cool if you had the CD with the book on it, makes it portable and accessible everywhere just like the paper text
 - General Comments:
 - Would the e-text be available locally on my computer, or through the university network? Wouldn't want access to the e-text to be restricted by network problems.
 - When taking a WebCT class I would print all of the content and keep it in a notebook
 - Question: How many text(s) are normally required / suggested for a course? What is the average cost of the required text(s)? What is the average cost of the suggested text(s)?
 - Sometimes one. A course will have 1 required text, and 3 suggested texts, depending on the professor. The cost per book varies, for the smaller books around \$25, and for the larger ones, \$100+.
 - My courses usually have two books each. One main book and a lab/work book. Workbooks are normally very cheap. The main texts can normally be found used online for between \$35-\$45
 - Usually classes have between 1-3 texts. My one business law text was \$350
 - Usually just one book. Occasionally two smaller additional texts. Prices range from \$75-\$100+
 - Usually just one major text, and other smaller supplementary books
 - Question: Would you be more inclined to keep electronic texts after graduation because they are easier to store and search for material?
 - For me it depends if the book is for my major or a GE (general elective) class. I keep all books from classes that are from my major.
 - Question: Would you want to take notes or annotate on electronic texts?
 - Most students seemed to think it would be good to be able to annotate but also agreed that they would want to have a copy in class
 - I'm impartial, I don't take notes in books, I take them on paper
 - Question: If you don't like a text how do you communicate this to the instructor / professor (end or course review / talk to them)?
 - The course textbooks are not on the evaluation. I don't think instructors care about the book feedback.
 - I don't think instructors care whether the students like the book or not

4.5.5 San Jose

- My biggest problem with the bookstore is when I return a book that I paid \$60 for the bookstore is going to turn around and sell it for \$90 or \$100.
- I have every book I have ever purchased. I don't see the point in selling them back and get paid next to nothing
- Sometime the bookstore will charge you a \$8 recycling fee to return the book
- If you have a Sidekick why wouldn't you buy all your books in electronic format?
 - I only thought that only a few books were in electronic format and not any of my course texts.
- Discussion: If you could purchase all of your course materials online
 - I have been doing this since Freshman year through the bookstore website
 - I like having a variety so that I can see what the different prices are. I would like a lot of choices.
 - I personally think it is convenient for me to buy my books from the bookstore. I don't want to make things too complicated.
 - In terms of service buying books from the bookstore is very convenient
- Discussion: Pros and Cons of textbooks
 - The material is right in front of you and if you bought it you can highlight it
 - You can fall asleep with a textbook and not risk damaging it. Sometimes when I wake up I am drooling on my textbook and this would be bad if it was an electronic device.
 - Some classes the lectures follow the text book very closely and in this case you almost don't even need the textbook.
 - Sometime a book has more chapters than we are going to cover in class and there is not time to even cover the required chapters and this seems like a waste.
 - Add 2 pages and making me buy a new version is very frustrating
 - They are heavy to carry around
 - Since a lot of my professors can't cover an entire textbook in a class some have started to use the spiral notebook that has many sources in one book and it is only \$20.
 - After buying an expensive text we are generally required to buy a course reader or activity book
 - I don't ever read the book because the lecture is exactly pulled from the textbook
 - I am a visual learner and like interactive reading so I find textbooks boring and they don't tend to keep my attention.
- Discussion: Are textbooks too verbose?
 - I think they are not written for a college audience. They are written like a PHD thesis.
 - I think they generally pick books that are wordier so that we can enhance our vocabulary. I like having a textbook that I can learn new words from.

- I think it will depend on the subject matter. Some of the science books can be a tough read and if they tried to break down the idea a little more or explain them in everyday language this would be very helpful.
- Since I am a Business Major a lot of my text books have formulas in them and I find the textbooks explain is confusing and they are trying to beat around the bush. In the class lecture the professors explains seems to be a lot clearer.
- If something is unclear in the text you should bring this up in class. This is why you should read the textbook before the class.
- Sometimes I find a get a lot more out of the lecture then the textbook
- I find that no one has really taught us how to use a textbook. In high school a teacher should me how to use a textbook and when it is appropriate to read the text inboxes and how to use an index. If students were taught how to use a textbook and taught how to find the key ideas it would be more effective.
- Discussion: Is it hard to find something within a textbook?
 - I think this depends a lot of subject of the textbook
 - I read the summary at the end of the chapter and then go to each paragraph and read the first sentence. This usually gives me a good summary of what is going to be covered in class.
- Discussion: What percentage of the textbook is used in your classes?
 - 40% to 60%
 - In the economics class we use 80% to 90% of the book
 - In my classes we generally don't use more then 50% of the text
 - The most usefully book are my Spanish textbooks because they don't try to insert extra things that you don't need to know. Some of my classes even if it is a full textbook we will have to read every chapter. Some of my teachers are moving away from textbooks and now using smaller novels which are a lot cheaper.
- Discussion: Do you find textbooks provide structure for your course?
 - Yes.
 - Yes
- Discussion: What is the added benefit of buying from the bookstore?
 - If you spend \$50 you get a free shirt
 - You can pre-order your books
 - You can submit your course schedule and they will compile all of your books for you
 - You can buy used textbooks
- Discussion: Do you find there are courses where your professors never refer to the textbook?
 - Sometimes we don't ever discuss something in class but it will show up on a test
- Discussion: When do you buy your textbooks
 - I buy them before and sometimes the text is changed so I have to go exchange my text

- No I wait until the class starts
- Discussion: Who takes their books to class?
 - 5 of the 6 participants
 - 3 of the 6 participants have classes that require them to bring their textbooks to class
- Discussion: If you had online books as an alternative would you use them?
 - It is a little more complicated but it gets the jobs done and they are cheaper.
 - I would view the book on desktop which would mean that I can't move around
 - I would like to physically have the book
 - It hurts my eyes to look at something online for a long period of time but I guess it would depend on the options that I had
 - On the screen you can't really highlight. In class I like to highlight the points that are important
 - It is annoying to have to go back to my computer and log back on where I could just grab the textbook
 - I guess that searching would be a good feature, especially if I could search my notes
 - I would like an online book more if it looked or acted like a real book
 - I want the textbook in the class so if I didn't have laptop I wouldn't be able to bring the book to class, but if the University wanted to provide a laptop for everyone that would solve this problem. I probably wouldn't buy online books because I like the security of knowing that I have the textbook
 - I want to be able to physically write something. If I type something I won't remember it
 - I also retain information better if I write it down
- Discussion: Would you be more inclined to keep textbooks if they were online?
 - Yes, I would say so
 - I would
 - They don't take up any physical space
 - I keep all of the textbooks required for my major but get rid of my GE (general elective) classes
 - I keep PowerPoint presentations from previous classes
 - I only keep a book if I found it very interesting or intellectually stimulating
 - You can't sell back an electronic textbook
- Discussion: If you don't like a course text how do you communicate this and to who?
 - I would only talk to the instructor about the text if they were the ones that wrote it
 - I don't really think of this as an option. There isn't anything you can do this semester – so why say anything.
 - Some of my professors ask as we go through the text if we like the text or if it should be used next semester

- Discussion: If you were to buy chapters online would you want the ability to print them?
 - 7 out of 7 participants – Yes!

4.5.6 Fresno

- Question: What do you think of textbooks (pros and cons)?
 - One of the things that I don't like, there is too much information to get to what you're looking for. They're too wordy in general.
 - They're too heavy
 - Something I find annoying is that it can be difficult to find information, not because they're too wordy, but because they are not organized very well. The equations you need to know aren't highlighted; it's all just thrown down on the page.
 - A pro to having a physical textbook, rather than an eBook, is having that tangible item that you can take with you. A lot of times our family will take off to the cabin for a weekend where there is no internet, its nice to be able to still study when required. That is lost when you move to an eBook.
- Question: Do you find that textbooks are too verbose?
 - One of the things that I don't like, there is too much information to get to what you're looking for. They're too wordy in general.
 - At least in my computer engineering classes, I don't feel that they are too wordy at all. All of the information is important and required.
- Question: It was mentioned in a previous focus group that students are always given textbooks, but no one has really showed us how to use them. Do you feel like that?
 - You should know once you get to the college level how to appropriately use a textbook
 - Some textbooks are better than others, some have great summaries, and key points are repeated in the margins. I use that material to the fullest extent when available.
- Question: How much of the text do you use in a course (the whole text / a portion – which portion)? Do you find there is too much information in a given text and you tend to ignore several chapters?
 - It varies, but we have a few classes where one textbook is used over a few courses. Since textbooks cover so much material it's not all covered in one course.
 - I think that courses typically focus on 6 or 7 chapters of a 16 chapter book, so you end up paying for a lot of content that never gets utilized. I see this a lot in business classes.
 - Follow-up Question: Do you ever go back and take a look at chapters that were not covered within the class?
 - I only did that at one occasion. I was taking a business communications class and I had a question regarding my business that I was unsure of the answer, so I looked it up in the text.

- I did this in a Women's Study class that I was taking. It seemed that the unassigned chapters were more interesting.
- Question: Do you find that a course text provides you with a nice framework (i.e. outlines and summary chapters) for the course?
 - Not answered
- Question: Are there any added value features that the bookstore offers that make purchasing texts easier (ex. Packaging all your semester books into one package)?
 - Unanimous consensus: No, the bookstore offers no added value to the experience
 - The clerks usually don't even know where the books are located
- Question: Do you share / buy new/ buy used texts?
 - Not answered
- Question: Do you find that professors don't ever refer to the text so the connection between the course and text is weak?
 - Not answered
- Question: How closely do course syllabuses reflect the textbook?
 - Most of my professors list the chapters associated with each item in the syllabus. I would say that they start from the book and coordinate their objectives from there. So the chapters covered are very closely mapped to the syllabus.
 - One of the things I noticed was that the professor wrote out his syllabus using the 5th edition, and once the 6th edition came out all of his page numbers and references were mislabeled. This experience was very frustrating. There needs to be a better connection between the professors and the bookstore to coordinate these changes.
- Question: Do you take your course text to class with you? Is it required to have in class?
 - I keep the textbooks in the trunk of my car so that when I need them I can grab them
 - I have two classes that would be very difficult to follow along without bringing the textbooks to class because they reference pages of the text consistently throughout the lecture.
 - One class I have the professor wrote his own textbook with all of his lecture notes in it. That I definitely have to bring to class in order to follow along.
- Question: If you have online textbooks as an alternative, would you buy them? Have you ever used e-texts? What pros / cons do you see with these?
 - For the one class I took for accounting where the text was offered online, one of the disadvantages was accessing the course material when you left a wireless hotspot, or went away on a trip. I kind of got around this by caching all of my browser pages for offline viewing, but this is more of a work around then a fix.
 - Follow-up Question: What if you had a device that the textbook was stored on? (i.e. put on your iPod, CD, flash drive)
 - That would be really easy then, especially if I could just store it on my iPod.

- We tried the paperless meetings at some of the senate meetings, for the first couple I thought it was neat and a good idea. But after a while I needed something to write on, annotate along with the text.
- Follow-up Question: Is there a limit to how much you can read with online texts? Would fatigue, eye strain become an issue when taking in large volumes of information through a computer screen?
 - I don't think it would become an issue
 - I would rather read the information off of the computer than using a book
- Question: How many text(s) are normally required / suggested for a course? What is the average cost of the required text(s)? What is the average cost of the suggested text(s)?
 - There are about 3-4 texts per class, but I don't buy all of them. I'll always buy the main textbook, and then once the course starts I'll see if we actually have readings from the other required books. If not, I won't purchase them.
 - On average, I think my classes only have 1 required text. Even then, I won't purchase it unless it is explicitly required in the course.
 - The only type of suggested text I would buy is a study guide.
 - Follow-up Question: Do any of your professors consult a number of resources (textbooks, articles, etc.) and consolidate it all into a study guide and have no required text?
 - I have one teacher that gives us a book of notes available in the copy centre that is a collection of notes and resources. However, he still has a required textbook which I bought because his assignments occasionally reference the text.
 - Follow-up Question: Do any of your professors put the textbooks on reserve at the library?
 - We asked a couple of our professors to do this but they wouldn't. Because they didn't know the process they had to go through in order to put the book on reserve, they chose not to do it and force the entire class to purchase the book.
- Question: Do you keep your textbooks after you have completed the course?
 - If it's related to my major I will keep it, if not then I will sell it back. But we don't get a whole lot of money selling back to the bookstore so there isn't much incentive to do that. You only get between 10-20% of the cost back.
 - I just keep most of my textbooks, since I've already made the large investment to purchase them. It's not worthwhile to receive \$15 back for a book you bought for \$150.
 - If you sell them back to third party book stores you will get a slightly higher percentage
 - Follow-up Question: Would you be more inclined to keep your textbooks if they were electronic?
 - Unanimous consensus: Yes
- Question: Would you want to take notes or annotate on electronic texts?

- I take overhead sheets and lay them over the textbook pages so that I can add comments to certain sentences, diagrams, etc. I label the overhead sheets so I know which page/text they correspond to. So for me, this feature would be necessary.
- Question: If you don't like a text how do you communicate this to the instructor / professor (end or course review / talk to them)?
 - We will just outright tell them if we are displeased with the textbook. A lot of times they will agree with us. They've chosen the textbook out of consistency, because other teachers have been using it.
 - Follow-up Question: How are your comments handled? Will a teacher actually take the input into consideration and have the course textbook changed in future offerings?
 - A lot of the time they don't have much option, so while they welcome the input they can't change the course text. Since the same text is required in a course further down the road, they have to use the text in order to maintain consistency.
 - For tenured professors, they only have to do course evaluations in one of the classes they teach. So for some courses we don't even get to do evaluations.
- Question: If you were to buy textbook chapters online how important is it to you to be able to print these chapters?
 - Unanimous consensus: Yes
 - Follow-up Question: How much of it do you think you would print?
 - I probably wouldn't print that much, just certain sections. The more you print the more expensive it becomes.
 - I actually would probably print the whole thing, but the only reason being in the Honors program we have free use of the copier, so I wouldn't have to pay for it.
 - I would print only the chapters that we need to read.

4.6 Scenarios

4.6.1 Long Beach

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - I would use this
 - Some of my professors order special versions of the textbook with only the relevant chapters which makes the book significantly cheaper but you can't sell it back to the bookstore.
 - 4 of the 6 participants would be interested in purchasing content on a chapter by chapter basis
 - If it can't be used effectively in my studies then it is not helpful. I like to have the textbook in front of me.
 - My books are covered in my scholarship so doesn't care about price of books

- The downside would be that you can't sell the books back. You would have to take this into consideration when setting the price of the book.
- It would really depend on my class. For Biology – I would want the entire text because even if we didn't cover a chapter I need it to prepare for grad school. For courses in my major discipline this is what I would use as a reference later in life.
- Might buy both the "selected chapters" version and the hard copy for future reference.
- I think there would need to be the option to buy either the selected chapters electronically or the paper version.
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?
 - It would depend on the course. For my GE (general elective) classes I would buy temporary rights but for my core courses I would want access forever access.
 - I would want to make sure that I had access to the text that was used in my course and not the newest version. I would want the notes that I took in the class to match up with the text.
 - There is a consensus from all participants that they would want the book access for ever for they core classes.
 - There was also a consensus from all participants that they don't feel they would ever search for content discovered or notes in an undergrad class 20 years later because the material would be irrelevant.
- Scenario 4: If you had to do research on a given topic how would you go about doing this (example: research for a journal article)?
 - I use library web site and look for online articles. I don't physically use the library because I can view articles online.
 - I go to the library only if I have to
 - I use Google Scholar and I often go to the school library where the articles are free.
 - I look online searching through Google. I haven't used Google scholar yet.
 - I typically find more things at the library than on Google scholar.
 - I generally don't trust anything that is "peer" reviewed because I don't trust what other people say. I am not sure if this is trustworthy.
 - I also wouldn't trust others' ratings.
- Wrap-up: What other service(s) could the CSU offer you?
 - Students would like to see more copies of books in the library for those students who can't afford to purchase the text.
 - Typically in my classes the course text is on reserve at the library
 - It would be ideal if students had the option of purchasing the online books as part of the tuition for a course.
 - Downloading certain chapters from a textbook is a good idea but buying the whole book and keeping the data forever is an excellent idea.

- If would be nice if there was a CSULB website where everything is accessed (grades, parking, financial aid, etc). This currently doesn't exist.
 - I agree it would be nice to have all of the different sites integrated into one site (ie – single sign on).
- The BeachBoard site is BlackBoard and the MyCSULB site is PeopleSoft. All of our different services are different. This is very frustrating.
- Question: Any ideas about how technology could help you graduate faster, get the courses you want, etc.
 - If we had more interactivity of systems/websites. If we could have the ability to set up mentors etc. I want to enjoy going to school.
 - All of the services that were just suggested actually do exist, they are just harder to find on this campus. So perhaps making them more visible is what we should work on.
- Some people have problems getting into the classes they want or need. Online courses might provide more of an option for scheduling. This is a big problem for required classes at CSULB.
 - English classes are always over-registered so having an option to take the class online would be helpful.
- Technology for tracking students – attendance, etc. Can be fed to academic advising so they can contact the students and find out what is up. This helps with retention/intervention.
- We should have job opportunities on campus centralized on a portal
- We need a way to get RSS feeds from CSU services because I get a lot of e-mail in one day. It would be nice for me to get some of this information as I need it.
- Some departments have a link on BeachBoard about their organization, etc and some links don't have anything on them. There is no standard.
- When interesting projects like this come up it would be nice to have a student committee associated with this project and these concepts.

4.6.2 Dominguez Hills

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - It would depend on the course. Sometimes printing pages and having to organize them and deal with missing chapters makes the e-books inconvenient.
 - E-books are not as easily accessible as physical texts and for this reason I would be hesitant to purchase electronic texts. It depends on how often I would need to refer to the text.
 - I would consider purchasing the e-text if there were added academic materials that would help the reader learn the material.
- Scenario 2: If you had to pay \$100 for the paper text and you only used half, how much would you spend to purchase only the chapters that you used online?
 - Only \$50 since I would only be using half the book

- Less than \$50 because you would not have a physical copy of the text
- If the textbook was relevant to my major, I would purchase the whole thing (\$100) in the chance that I would refer to the other half of the material sometime down the road
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?
 - I would purchase the online text for the duration of the course only. I don't think I would reference the material ever again.
 - I would prefer both options be available.
- Scenario 4: If you had to do research on a given topic how would you go about doing this (example: research for a journal article)?
 - I would use a Google or Yahoo search and analyze the search results
 - I use library articles
 - To validate a search result, I see what information is most frequently listed and assume that if something is stated on multiple hits, it is accurate
 - I validate search results by looking at the credentials of the author or website
 - I look at peer reviews of the search results, such as ratemyprofessor.com
- Wrap-up: What other service(s) could the CSU offer you?
 - I would like to see more collaboration between campuses; if a textbook isn't available at one campus' library would be nice if it were automatically available at the other campus' libraries
 - Would like students at one campus to be able to communicate more readily with students at other CSU campus sites

4.6.3 Los Angeles

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - I would definitely be interested in purchasing content this way X 3
 - I think this would work well for GE (general elective) courses
 - I think this would be applicable for some books but not others
- Scenario 2: If you had to pay \$100 for the paper text and you only used half, how much would you spend to purchase only the chapters that you used online?
 - Only \$50 since I would only be using half the book
 - Only \$45
 - \$20-30 since the publishers are saving a lot of money by not having to print pages
 - \$50 if it includes printing costs (printing costs on campus are \$0.10 per page)
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?

- If the extra fee associated with keeping the text beyond the life of the course was small, I would pay it. If after the fee was paid, the price of the text was twice as expensive, I would never pay to keep the text.
- If the text was also available in the library I would buy the text for the duration of the course only and reference it later in the library if needed. I would not be willing to pay “per look” at the reference material in the library.
- I could print the text and have it available forever so why would I pay extra to keep the electronic copy?
- I would not pay to purchase the text in the first place and would use the library instead.
- Wrap-up: What other service(s) could the CSU offer you?
 - I would like to see ITV used in more courses
 - I wish that more professors would promote e-texts. If more people knew about these, more people would purchase them rather than spending more money on expensive textbooks.
 - It would be nice if professors would communicate more about texts and assignments through e-mail. I would also like to be able to e-mail assignments and other documents to professors via e-mail.
 - CSU should offer technical assistance to professors who may not be familiar with the technologies that would allow them to serve students better.
 - I would really like to be able to purchase specific chapters of an electronic text. This would save me a lot of money.
 - I would like to see more professors embracing new technology in the classroom
 - The Luckman building is a new facility on campus but is not owned by CSU. Students don't have access to this building but still pay money to use it. I don't think this is fair.
 - I would like to see more facilities on campus for performances, debates and lectures.
 - I would like a large screen outside the student union

4.6.4 Northridge

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - I would still want the regular book so I would reference the whole book
 - Sometimes there is a study guide. I typically won't read the chapters but will read the study guide, so I would want all of the chapters that the study guide referenced
 - If the chapters were independent of each other, such that you could just read those chapters that you required and still understand the content, I would do it. But many times the chapters lead in to each other.
 - I would prefer the online version assuming it is cheaper
 - If the cost difference was extreme I would deal with inconveniences associated with an eBook

- Scenario 2: If you had to pay \$100 for the paper text and you only used half, how much would you spend to purchase only the chapters that you used online?
 - Anywhere below \$50 and I would purchase the online version instead
 - Price should be distributed between the amount of chapters in the text book
 - I would pay half, \$50
 - Under \$50 would be attractive
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?
 - I would like an option at the end of the course to decide whether or not to upgrade my copy to keep it for life.
 - It would vary from text to text. If I really liked the text than I would choose to keep it after the course had expired.
 - I would be inclined to buy by the semester. If it were a book that I would want to reference outside of class for a while to come, then I would purchase the hard copy.
 - Everyone would probably want to pay for the temporary access with the option to later upgrade to a permanent status
- Scenario 4: If you had to do research on a given topic how would you go about doing this (example: research for a journal article)?
 - The library has lots of sources, they have specific databases for each department; history, etc.
 - I use internet sources because they are the most updated sources of information. Many of the books in the library are outdated.
 - Response from participant: Would want to make sure the online articles were valid scholarly sources.
 - Access the campus library online. You can view/print/save articles remotely.
 - General Comments:
 - If you need a textbook immediately (from the library), there is no benefit to having access to other campus libraries
 - Response from participant: I wouldn't drive to another campus for a book. I would spend more time online looking for the information instead.
 - Response from participant: If there were a system to transfer books than this would be useful
- Wrap-up: What other service(s) could the CSU offer you?
 - Sometimes you don't know where to start with your research. The librarians sometimes help with this. If CSU had an online chat support or phone support this would be helpful. Would need to be available beyond the hours of 9-5
 - I find it difficult to find out what tuition is at different CSU campuses. Would be nice if all of the campus websites were consistent so it is easy to navigate the information.

- Better advisement on where students stand, what they need to accomplish in order to satisfy their degree, etc. I could have graduated sooner with the proper information/advisement.
- The ability to choose classes a year in advance would be great. This would allow them to appropriately schedule course offerings to meet demand.
- There is no place to go right now for news; everything I learn comes from word of mouth.
 - Response from participant: In high-school there was homeroom where you got news. It would be nice if there was one page where you could go to for all of the information
 - Response from participant: There are so many departments and organizations. There are events all the time and no one knows when they are happening
 - Response from participant: If they e-mailed the announcements once per month students would have a better idea of when events were taking place
 - Response from participant: I normally delete admin e-mails before reading them, I don't want more e-mail. I would prefer to obtain this information from a web site.

4.6.5 San Jose

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - I would still buy the paper version. Well, if you have to print it out – why not buy the paper version.
 - Sometime when they break something down each of the parts is more expensive separately then the entire thing. So I may end up getting less for my money.
 - They would be making 90% profit on what they sold electronically.
 - I guess would also depend on what the teachers required
 - I think it would also depend on how the book was written because sometimes a chapter will refer to another chapter or use terms that were introduced in an earlier chapter.
 - Out of 7 participants no one was for buying individual chapters online
 - It isn't worth it – you might as well get the entire textbook online
 - I may want the option to buy the first 4 chapters at the start of the course then during the course buy 4 more chapters and then near the end buy the final 4 chapters. This would help to spread the cost out for me.
 - So what about people who don't have access to the internet or live in a family where everyone shares a computer?
 - And what would happen if the wireless access was to go out or your computer is broken?
 - Teachers would say that this isn't an excuse

- In my experience you go online and download the book and it is there even when you are not online
- Scenario 2: If you had to pay \$100 for the paper text and you only used half, how much would you spend to purchase only the chapters that you used online?
 - No more than \$20 because you compare how much you charge for an electronic text vs. a paper text
 - I would say \$60 because they need to make some kind of profit
 - I would say \$50 because it is half of the paper text cost
 - When they make the electronic text they are going to be making 90% profit because they don't have any out of pocket expenses except for the server they have their books on and the distribution costs whether it is with CDs or electronically online. So I would say \$15.
 - If you were to buy a textbook at the actual bookstore it would cost \$100 for the paper, printing, shipping and possibly other factors and for the electronic version all they need to do is create a website, upload it and that is it. \$25
 - I would probably say \$70 because the chances of students sharing the textbooks would be higher. People will be just copying it and e-mailing it to friends, so I would be willing to pay a higher price knowing that people would share the books.
 - I would say \$35 or \$40 because like everyone else said you don't have to pay for the paper or the ink but they are still in the business to make money.
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?
 - I would take the cheapest way because I will most likely not use the book after the course is done.
 - I like to keep the book just in case I need to reference something in a later course or something that I didn't quite catch. So I would probably pay the price I had to so that I could keep the book forever.
 - Even if I was in a course where the content was changing quickly, like a computer class I would still want the book even though it may be out of date because I would want to reference what I learned.
 - I wouldn't want to make this choice until the end of the class, so I don't want to choose before I have even read the book
 - I think it would depend on my interest in the course, if it was a GE (general elective) class I would probably not keep the book but if it was something I was interested in I would most likely keep the text
- Scenario 4: If you had to do research on a given topic how would you go about doing this (example: research for a journal article)?
 - I go to MyCSU library and I know the validity of that is good and it is highly scholarly or I go to Google scholar.
 - I also use the MyCSU where they have access to the King Library electronically and I use the journals online within the search filter for the validity part you can say I only want scholarly journals so that everything I get is valid content. I don't actually use the physical library, only the electronic one.

- I do the same thing, I use the library to find scholarly journals because I find this is the best way to find materials.
- I basically look online at any online resources. Everything is super easy – one click, one click. I use the library's website or Google Scholar and a lot of other college have website with journals and materials that help me out even outside the US.
- I go to the library and look for a book and I like to use films a lot so I may use a clip from a film.
- I use the library's website to search a lot of databases that we pay for with out tuition. I don't really use Google because I don't find that it is very reliable and you never know what you are going to get. Someone can say they are a doctor, someone can say they are whoever.
- I do use Google but I know that if I do use if I have to be very patient and filter out all of the information that is invalid. What I like about the library materials is there is sometimes a peer reviewed section.
 - You had mentioned about commenting on electronic resources and I don't think I would want people commenting on research material because they generally hate it or love it and I find that people are generally idiots. I like for the journals that the reviewers are neutral.
- Sometimes I will actually go into the library and have a library help me find something.
- Scenario 4 (con't): If the CSU had a portal for discovering and using these materials would you use it?
 - They have something like this at the King library but only for hard back books and not for electronic content
 - I think it would be useful.
- Wrap-up: What other service(s) could the CSU offer you?
 - I would love a way to search all CSU library's in the system
 - I would a way to have better communication between the different students on different campuses with the CSU. I currently use MySpace to establish these types of networks but if there was a controlled CSU tool I can see it offering more features. Even a way to link all AS governments.
 - I would like to see more of a connection between the GE (general elective) advisors and the Major advisors in term of sharing information. I am not sure if it is like this at other CSUs but I think this would be beneficial if these two groups collaborated more.
 - All of your different systems are at different website with different passwords. If we could have these on a commons site that would make our life easier.
 - If there was more standardization across the board meaning one teacher uses this program and another teacher uses this program but also it is a disadvantage to students if they have gone through college and have never been exposed to PowerPoint. I guess I would want to see a minimum requirement for the amount of technology that students are required to be exposed to.

4.6.6 Fresno

- Scenario 1: If you could acquire the same content as your textbook online broken down into chapters (or by topic) that were sold at a cheaper price, what would your reaction be?
 - I would be much more willing to buy just the portions of the textbook that I would use.
 - Follow-up Question: Would you want to see it so that you purchased all the chapters you needed at the start, or staggered, so that you buy only the chapters you need at certain points in the course?
 - It would be nice to be able to break up the cost throughout the life of the course
- Scenario 2: If you had to pay \$100 for the paper text and you only used half, how much would you spend to purchase only the chapters that you used online?
 - I would expect them to cost \$10 since there are no printing fees, publishing fees.
 - I think probably between \$10 and \$20. There will still be the cost associated with the intellectual material.
- Scenario 3: Would you be willing to pay more for electronic content so that you could keep it beyond the life of the course as opposed to a cheaper price that only allowed use of the content for the duration of the course?
 - Yeah, there are definitely books that I would never go back and read again. So having this option available would be a plus.
 - Follow-up Question: Could you see this kind of business model being effective for software as well? Being able to purchase expensive course software (i.e. Adobe Photoshop) for a fraction of the cost, leased for just one semester.
 - This would be especially useful to me. Right now I have two classes that require software purchases, one uses Matlab and the other uses a circuit design program. At the moment I just go to the computer lab to use this software because I don't want to make the expensive purchases. So I'm inconveniencing myself to save financially. But being able to lease them, and work from my dorm room, would be exponentially better.
- Scenario 4: If you had to do research on a given topic how would you go about doing this (example: research for a journal article)?
 - When I do research, our library has a system where you can login and access journals, research articles, etc. It's really helpful because you can save your list of selected sources and then easily get a reference list. Also, you know they're trusted sources.
 - I use Wikipedia a lot, and Google searching.
 - Follow-up Question: Do you find when searching through Google for information you have trouble finding reliable sources?
 - Unanimous consensus: Yes, can be difficult to verify the validity of articles
 - Sometimes it can be very frustrating when searching through Google Scholar. You will find the abstract for a research paper that fits perfectly with the information you're looking for but you can't find the paper anywhere, just the abstract.
- Wrap-up: What other service(s) could the CSU offer you?

- I think something that would be great, and something they offer at Berkeley, is webcasts of all your classes. If he was absent, he can just pull up the webcast. Also, at Stanford they offer podcasts for their classes.
- Creating standards for certain technologies needs to happen in order to better streamline the learning process. I know, with respect to the clicker, there are different makes and models that do not work together. So for different classes, students are forced to purchase different clickers (at around \$50 each).
- Most universities have a chief information officer that sets the direction for the level of technology present in the classroom but our campus doesn't have that. We have four different sources of technology. We have Digital Campus which does BlackBoard, CIS which does Peoplesoft, ITS which deals with computing and servers, and then we have individual technical support offices at the different campuses. These are all under a committee, but they don't really oversee everything. So there is no unifying body to ensure that technology is applied consistently. Occasionally one department will have a great idea and run with it, but it's not integrated with Peoplesoft and the servers don't support it, etc. There are a lot of great ideas, but since there is not a concise structure for how to implement these technologies a lot of the progress we could make is lost.
- I really like to schedule events, through my Blackberry or PDA, but there is no academic scheduling system that allows students to synchronize their calendar. This could also be used to schedule meetings with professors. A lot of professor's hand out their office hours, or say you can meet by appointment. It would be much easier to schedule an appointment if there was a system set up to do this, so you could get an idea of their free/busy time.
- Question: Outside of your e-mail accounts, is there any location that CSU offers that allows you to store files online? So that you can access those files from anywhere?
 - Right now I've converted to carrying a USB stick around with me. I need to have it for labs and homework to be able to save where ever I am. It would be very nice if there was a space up on the server that I could store these files.

5.0 Conclusions

The student focus groups showed that the amount of technology used by students and faculty across different CSU campuses differed greatly and therefore affected willingness to move to electronic based textbooks. Some of the common trends were the following:

- Students wanted to reduce prices of their textbooks
- Students were concerned about portability and usability of electronic content
- Students rarely used an entire textbook in a given course
- Depending on the type of course (GE – general elective or core curriculum) student views varied when it came to purchasing textbooks
- The amount of technology used by an instructor in a class effects the amount of technology students were using
- Students are concerned about the existing CSU systems that are not integrated with each other
- Students have identified that the student cost of the electronic copy should be relative to the cost to deliver the electronic copy.
- Students are looking for other improvements from CSU beyond a Digital Marketplace
- If students could spend less money on books they could afford to spend money on devices like laptops
- 3 or 4 years ago online content was option but now it is part of our everyday lives.
- Not one person is responsible for making sure there is a strategic direction across all CSU campuses

In order verify the accuracy of the findings in this report a general population survey would have to be conducted across more CSU campuses.

Appendix A - Notes from focus groups

Long Beach

STUDENT INTROS

1. Student 1
 - a. 5th year – aerospace engineering/minor comp sci.
 - b. Was part time now returning to full time.
 - c. Online: 3 to 5 hours per day. Activities: reading news, checking stocks, checking email, responding to email, research for classes or other interests (extra-curricular)
 - i. Checking news: customized yahoo homepage with relevant news
2. Student 2
 - a. 3rd year, electrical engineering
 - b. 5 courses (18 units) next semester
 - c. 4 hours per day online. Check “beachboard” – teachers give homework, check grades; also “MyCSULB” – check on financial aid, check grades, etc. Play online poker! ☺
 - d. On financial aid.
3. Student 3
 - a. 4th year , pre-nursing
 - b. 14 units
 - c. Lot of time online – chatting, email, beachboard,
 - d. Not on financial aid
4. Student 4
 - a. 4th year, biology
 - b. 4 classes
 - c. Lot of time online – email, chat, essays with CPR program, quizzes, tests, BeachBoard
5. Student 5
 - a. 2nd year grad student, working on masters in public policy and administration
 - b. Will take 6 units (2 courses) in the fall
 - c. Lot of time online – when grad student many professors want students to post work online, use “BeachBoard” – virtual classroom with discussions outside of classroom
 - d. Not on financial aid because grad student
6. Student 6
 - a. 4th year, biology major
 - b. 3 classes (14 units) upcoming semester
 - c. Online- chat, email, research for classes
 - d. Was on financial aid but is no longer (for some reason)
7. Student 7
 - a. 3rd semester here, transferred from Louisiana; computer engineering and business management double major
 - b. 4-5 courses per semester
 - c. Doesn't use BeachBoard

CURRENT TECHNOLOGIES - STUDENTS

1. Text messaging, cell phone – yahoo mail gets forwarded to phone (selective); Palm pilot – “yahoo on the go” - synchronizes this with MyYahoo
2. Runs a computer company
 - a. Has palm pilot, cell phone, wireless network
 - b. Builds computers regularly
 - c. “use everything”

- d. Brings palm to work only
- 3. Pda phone and laptop with me at all times; Other technology – iPod – used for walking
- 4. Almost all have iPod, cell phone, PalmPilot, laptop or desktop

CURRENT TECHNOLOGIES – FACULTY USE

1. Many professors use projectors – change slides so fast because material is already written out. If they use power point and slides are available for review later – easier for students (versus old “foils”)
2. Some professors still don’t know how to use PowerPoint. Some classes are not suited to power point presentations – like physics
3. Half and half – classes that do or do not use technology
4. 10% of faculty don’t use technology at all
5. Palm pilot was a requirement for a class (generated lots of complaints from students who had to buy one)
 - a. Multiple choice tests were provided and taken on the palmpilot and this was scanned into professor’s laptop
 - b. This was a chemistry course
6. Student government fought against requirement for palm pilot – students on this campus are less well-to-do
7. Language classes – have to sit several hours per week – many students tune out. Students are there in body but not in mind.
8. Online homework – spend a lot of time trying to figure out how the program works versus actually doing the homework.
 - a. Learning/using the technology is an inhibitor to getting the work done. Also if you don’t understand how to do it you can’t ask for help.
9. If schools could implement some kind of online support and provide some kind of online help (or mentoring) – online tutors available to help student – during finals, set hours, paid for services.
10. Some teachers depend too much on the slides. Have way too much info on the slides. Read off the slides.

IN CLASS VS. DISTANCE EDUCATION

1. Student 7 is the only one who has taken a distance ed course
 - a. Usefulness of the online course is dependent on the topic
 - b. Availability of professors for help is an issue

HYBRID COURSES

1. most of the students have taken a hybrid course
2. quizzes online, papers submitted online
3. Distance learning component
 - a. Hybrid course – half in class and half online
 - b. Virtual classroom with online discussion
 - c. Was good experience – liked having to go to class one Tuesday and then Thursday session was online
4. use of “clickers”?
 - a. easy to participate (get “easy participation points”)
 - b. chemistry – had to pay \$30 (??)

PURCHASING COURSE MATERIAL

1. consensus – “ADIS” (used book store) – 6 out of 7
2. gets texts from friends (loan), purchases lab books from the bookstore
3. uses copy centre
4. How do you know about ADIS – you hear it from other students
5. sometimes they don’t have the newer edition, etc
6. What is the savings – Mig - \$10 to \$20 savings per book
7. In a typical 3-unit class – how much would you spend?
 - a. would spend \$100 at the new book store, would spend \$80 to \$85 at used book store
 - b. if you wait 3 weeks after the course started can be purchased for \$1.
 - c. these may be very old editions
8. Editions
 - a. in many cases the professor will say they can use an earlier edition
 - b. But in some cases the edition is significantly different

PURCHASING ONLINE

1. Depends on prices
2. would avoid the lines which is a benefit – but also price would be a determining factor
3. depending on the class, most of the students agreed they keep their texts from previous classes.
 - a. if people borrow my books I make sure I get them back

TEXTBOOKS

1. teachers insisted that the new edition be purchased. Could have had the used copy for \$60 but had to spend over \$100 instead so they could get a CD (with quizzes for “Owl” program)
 - b. Publishers were difficult to contact and rude
2. likes textbook because have physical pages to turn and feel sense of progress versus endless scrolling of online text
 - c. Books are heavy – no lockers, have to carry around a large number of books in backpack.
4. the CDs are not made by the professors. They are made by someone else who wants to make money. They are a justification for increasing the price.
5. information is dry, is good to have lectures. If don’t get it will refer to the book. Overall, like textbooks. Can highlight, write notes in margins. Online, will print it and write on it.
6. not too verbose
7. engineering books have a lot of info to cover so not usually too verbose
8. doesn’t have a problem referencing info
9. professors will post additional information online. Extra articles, extra summaries.
10. Students felt that most professors have a good understanding of the text and know it well.
11. math class – professor knew text so well, when edition changed and professor continued to teach material – was difficult because couldn’t cross-reference
12. Students in general felt that they did not need the whole textbook to complete a given course.
13. some professors will let students know in advance whether they will be mostly textbook or mostly lecture
14. how important is the cost of learning materials in terms of choices of courses
 - a. you don’t know what the text is until you enroll in the class
 - b. you have to take the class, the text is the price you pay (but shop around for best price)
 - c. can find textbooks for cheaper if you know in advance (sometimes can get this info on Beachboard in advance)
 - d. Most of the students do comparison shopping. How much time do you spend comparison shopping?
 1. 3 days on and off
 2. no more than an hour

3. a day
15. Do textbooks give a nice framework for a course?
 - a. American history – looked at book twice. When compared to notes, book information was so scattered was unusable.
 - b. supplemental text can be helpful.
 - c. reads summary of books
 16. Added value from bookstore
 - a. If you purchase online the bookstore will package them into a box and you pick it up
 17. Most books are available everywhere
 18. some professors make their own supplemental materials which are only available at the bookstore
 19. Share texts – none
 20. Buy new/But used – split
 21. math classes – rarely go to book except for math problems, don't look at chapters
 22. Syllabusses
 - a. not usually a problem
 - b. only thing that correlates in a textbook to the syllabus is the problems in the text
 - c. uses textbooks
 - d. sometimes have problems paying attention in class and will refer to textbook
 - e. if you have more than one book for class syllabus – each week gave author's last name but no references, this was complicated to find the appropriate material
 - f. engineering the subjects tend to correlate very closely to the text
 23. Courses with more than one required text
 - a. in grad school there are always one or two, the most is three. Grad school books are more expensive. \$400 for 2 classes spent.
 - b. will usually have main textbook with lab manual
 - c. 2-3 required texts. Case studies, work problems, general reading (communications class). Lab manuals, supplemental reading, etc. Cost: \$120+ for texts for communications class.
 24. think most professors are understanding that students cannot handle bringing textbooks to class.
 25. 3 take textbooks to class.
 - a. likes to follow in the book, take notes that correlate to the book. If what the instructor is saying or writing on the board is not in the book, will take notes.
 - b. business law – do a lot of examples, case studies, etc. Give examples in course – needed to see detailed explanation of what was being discussed when professor was giving examples. Writes notes in the text.
 - c. Assumption that texts will be kept foerever since notes are in there.
 - d. Used bookstore will purchase texts even with notes in them (or pages missing)
 - e. takes texts to class. Takes notes in class, puts text references in the book.
 26. Online textbooks
 - a. no. don't like reading on computer screens. Don't like wasting paper by printing.
 - b. thinks it would be convenient. Printing on mass printing device (not at home)
 - c. there are circumstances where you really need to have the book in class.
 - d. Etexts – only Student 7 has used.
 - e. I would probably drop the class if text was only available online. Would be very upset to waste study time printing texts, buying ink, organizing pages.
 1. a free etext seems nice, but you spend so much time printing, organizing, etc
 - f. savings on the book, but end up spending more to print it, etc.
 - g. professor provided binder with his material, would go download articles as the class progressed, then hole-punched and put into binder as required.
 - h. Note – there are printing services available on campus, and a "Kinkos" around the corner

- i. paper is obviously important. How much time is spent working on a textbook, article, reading, etc, versus doing it online?
 - 1. can read text for an hour at most before break. Can read online material for about 20 minutes before a break.
 - 2. 2-3 hours per day reading study notes, less time online
 - 3. would be easier if it was not just text. Spend a lot of time reading articles, etc, (personal). If text was presented in a more friendly manner, could read through it more easily. Like a powerpoint.
- j. if there were simulations, animations, video clips
 - 1. wouldn't watch it – textbooks would have pictures of step by step what would happen. Would rather see 5 pictures.
 - 2. don't think technology has caught up yet. With online texts there isn't yet animations, videos, etc. Could have audio, simulations, etc. These are not yet being used.
 - 3. working at Boeing for the summer. Took 2-hours ethics training online. Had video of someone talking, quizzes after video, etc. Something like this would be much better than reading an etext.
 - 4. Note: the learning material needs to take better advantage of the media!
- k. Students seem to feel that just having the same text available in digital format is not an advantage. Would rather have physical media.
- l. Retention of text –
 - 1. don't think it would matter what media, if you were going to keep the text you would keep the text.
 - 2. storage on the computer would be an issue.
 - 3. kept all books from undergrad – storage of books is an issue.
- m. Annotating eText
 - 1. idea of annotating texts seems attractive to the students
 - 2. technology would be new and novel though and learning to use the technology would be an inhibitor. Could be an additional hassle to use a notepad tool. Would have to be introduced and become a mainstream piece of technology
 - 3. would need to have a free workshop to teach students how to use these types of tools
 - 4. has a tablet PC but doesn't take it with him because it is heavier than the laptop
 - 1. regardless of the technology available, don't want to stare at a screen all day
- n. Textbook feedback
 - 1. There is no direct question about this, would give this feedback on written comments

MINI SCENARIO ONE

- 1. would use this
- 2. some professors will order special versions of the textbook with only the relevant chapters, this is significantly cheaper – but can't sell it back to the what?
- 3. 4 of the 6 would be interested in chapters
- 4. if it can't be used effectively in the studies, is not helpful. Likes to have the textbook in front of him.
- 5. NOTE: would need to have some kind of printing service integrated in the offering
- 6. books are covered in scholarship so doesn't care about price of books
- 7. downside is you can't sell it back – take this into consideration when setting the price of the book

8. depends on the class. For Biology, would want the whole text – especially to prepare for graduate school. Courses in major discipline - this text is my reference for later in life.
9. might buy both the “selected chapters” version AND the hard copy for future reference.
10. hybrid or must have both options available for students.

MINI SCENARIO – 3

1. depending on course. For GE (general elective) course, would buy temporary rights. For core courses, would want forever access.
2. access to newest edition forever is not interesting – can’t find original notes
3. Consensus is that core courses – would want the book or forever access.
4. students don’t feel that they would ever search for content discovered or noted in undergrad classes in 20 years. Material would be irrelevant

MINI SCENARIO 4

1. use library web site, look for articles online. Don’t physically use the library (can view articles online)
2. go to the library if I have to
3. Google Scholar – but have to pay per source (can pay per month). Often go back to school library where the articles are free.
4. online, google (haven’t used google scholar)
5. find more things at the library than on google scholar.
6. using “peer” review – don’t trust what other people say. Not sure if this is trustworthy.
7. also wouldn’t trust others’ ratings.

WRAP UP

1. students would like to see more copies of books in the library. For students who can’t afford to purchase the text.
2. typically the course text is on reserve at the library
3. if students had the option of purchasing the online books as part of the tuition for a course.
4. downloading certain chapters is a good idea. Buying the whole book and keeping the data forever – is an excellent idea.
5. there is the CSULB website where everything is accessed (grades, parking, financial aid, etc).
6. would be nice to have all of the different sites integrated into one site (ie – single sign on).
7. the BeachBoard site is BlackBoard, the MyCSULB is PeopleSoft.
8. any ideas about how technology could help you graduate faster, get the courses you want, etc.
 - a. interactivity of systems/websites. Mentor setups, etc. Want to enjoy going to school
 - b. all of the services that suggested actually do exist, they are just harder to find on this campus
 - c. some people have problems getting into the classes they want/need. Online courses might provide more of an option for scheduling. This is a big problem for required classes.
 - d. English classes are always over-registered. Having an option to take the class online would be helpful.
 - e. technology for tracking students – attendance, etc. Can be fed to academic advising so they can contact the students and find out what is up. This helps with retention/intervention.
 - f. agree with having online version of courses for students who aren’t able to get into a course. Should have job opportunities centralized on a portal – inbox is full every day and hard to find job posting emails.

9. RSS feeds – get a lot of emails in a day. Feed some of that to personal website so inbox isn't clogged.
10. some departments have a link on BeachBoard about their organization, etc, links never have anything on them.
11. would be nice to have a student committee associated with this project and these concepts.

Dominguez Hills

STUDENT INTROS:

1. Student 1
 - a. Senior, political science?
 - b. 15 units
 - c. 5 hours – email, research, homework, etc
 - d. Yes financial aid
2. Student 2
 - a. 2nd year, health sciences major
 - b. 12-15 units per semester
 - c. Check mail, research and assignments online
 - d. Yes Financial aid
3. Student 3
 - a. 2nd year, finance major
 - b. 12 units
 - c. 4-5 hours per day – email, reading news, homework/research online
 - d. No financial aid
4. Student 4
 - a. Junior/Senior – poli sci and communications major.
 - b. Arrived late. Did not provide any background/intro.

TECHNOLOGIES - STUDENT

1. cell phone, text msg, email, IM, receives emails on phone
2. email, text msg, cell phone
3. cell phone, no text msgs

TECHNOLOGIES – FACULTY

1. power point presentations. Depends on instructor. Most instructors do a good job giving a lecture with the technology.
2. in computer class – use of power points, etc, no class interaction. In other classes, no overheads at all – in class research projects, group discussions, etc. use of technology depends on the teacher
3. all – instructors make presentations available to students after class
4. every course has used some kind of technology. Use of overheads, reference to online sources, etc
5. no online quizzes or prep
6. onlines quizzes were required in one course. Issues at first – didn't know whether quizzes were being received. But everything ran smoothly eventually.

DISTANCE ED

1. None of the students have taken distance ed courses.
2. Many people who take online courses have families or work full time.
3. Students all prefer lectured format for courses rather than online format.

PURCHASE COURSE MATERIAL

1. book store

2. 60% bookstore, 40% online – amazon (used), cheapbooks.com
3. bookstore does “bookswap”
4. program run by ASI. Students looking to buy or sell books can list them.
5. has gotten good return by selling books back to bookstore
6. when new edition comes out, the bookstore won't buy it back
7. professor will often say the older edition is okay to use
8. \$300 easily per semester on books
9. \$350-\$400 per semester on books
10. \$400 per semester on books
11. had one course where there were 7 required texts (each around \$20)
12. you just have to buy them. Sometimes will buy the book, copy the required chapters, then return it.
13. don't see an advantage to getting books online unless there is a price break.
14. lineups are not necessarily an issue – only a problem in the first 2 weeks of school.

TEXTBOOKS

1. pro – sometimes the reading material is good to keep personally. Cons – 90% of the books I would never keep. And they are too expensive. They don't read easily and I don't have a personal interest in keeping them
2. agree with D. like some textbooks. Psychology text was too boring, too much information, doesn't make any sense. Other times you want to keep it.
3. textbooks are what they are.
4. have never sold a textbook. For my major I will always want to refer back to my texts. It is harder to sell GE books. Easy to sell major books but want to keep them.
5. keep the GE ones because bookstore won't buy them back. Editions change very frequently.
6. sometimes it isn't worth selling it because can't sell it for enough money.
7. depends on publishing company. McGraw Hill texts are basic and easy to use and understand.
8. psychology McGraw hill – had too much information. Too verbose.
9. somedays you wonder why did they use 5 words where they could have used 1!
10. took a law class, book was structured for that class. Publisher removed chapters for that class. This was brilliant.
11. hard to understand what was important in some texts
12. on average, use 40-50% of text in a given course.
13. reads all material – feels that if she doesn't read, need to read them to be sure she understands. Doesn't want to miss anything.
14. Textbook as a framework for the course: - not always.
15. All students emphatically agreed that professor will lecture on a topic that is nowhere to be found in the text.
16. 50% of my classes I don't even need the text.
17. agreed. Poli sci class last semester – didn't even need the text at all.
18. have had only one class where a textbook was not required.
19. if you order online and order all of your books they will package them up.
20. you can give the bookstore the name of your course and they can help find the required text.
21. In general – all students buy new and buy used.
22. usually buy as much as possible used before looking at new
23. wait until one week of classes over – sometime the professor drops a text
24. always wait until first week is over. Don't share. Is inconvenient – need the book when I need the book.
25. do all three. Normally buy book after school starts – as needed.
26. All: usually only one copy of the book on reserve. Can only use in the library.
27. tried using the on-reserve library. Also was able to get a course text from a different campus.
28. Textbooks to class: K – yes, T – yes, D – sometimes (books are heavy).

29. if it is the type of class where you need the text, will bring
30. always take textbooks. So far have always needed them.
31. don't take notes in the textbooks.
32. yes take notes in the textbooks.
33. had one class where taking the textbook to class was required. (English) Was a workbook.
34. take notes on paper and in the book
35. when instructor lectures from text, don't take notes
36. takes notes in a separate notebook.
37. reads anywhere, reads spontaneously. Needs physical copy.
38. don't always have internet – can be down for a month.
39. would like online better. Already a computer junky, might as well go all the way.
40. All have home computers, only D has laptop.
41. would print sections from online texts.
42. would print section
43. don't think printing costs would be an inhibitor. Get some printing services on campus.
44. get a certain number of printed page per week. Think it is 180 pages. Never exhausted the max.
45. there are two places where you can print for free
46. used an e-text last semester. Liked it. Liked that didn't have to purchase the book.
Appreciated that the professor took this into consideration.
47. would like ebooks for GE courses
48. would prefer ebooks for GE courses. Major course books, keep them, reference them. Won't use GE books again.
49. wouldn't matter whether all were electronic – would like any ebooks.
50. learns best by writing something down. Putting notes on etext would be cool, but still need to physically write something.
51. annotating electronic text is not something important
52. would be neat to put notes on texts
53. keep all notebooks for classes too
54. Communicating bad text to instructor – K – doesn't do it. D – would feedback to instructors.
Has told instructors this before. Tells professor personally and also uses end of class survey.
Professor didn't necessarily accept the feedback on the text.
55. feels that what he needs is in the textbook and will find a way to get the info from it. Doesn't give feedback concerns about text to professors.
56. would definitely purchase only the required chapters from a txt. Gets upset when there is a whole text and only a few chapters needed.
57. would go through whole book first – need for reference.
58. agrees with this. Would be too nervous that was missing out from the other chapters.

SCENARIO ONE

1. depending on the course this would determine whether I would purchase the electronic version or the physical version.
2. depends on the course. Sometimes printing pages and organizing them and missing chapters makes the ebooks inconvenient. They are not as accessible as physical books. Depends on how often you need to reference the text.
3. would consider the electronic version if there were added academic features that would help with learning the materials.

SCENARIO TWO

1. half the money for half the book
2. maybe even a little less because you aren't getting a physical text

3. has had a course where the teacher made their own book. Using a different publisher, published his own book. This was relevant and enjoyable.
4. keeps the books pertaining to major. Would pay the full price to keep the book for reference.
5. would purchase the online text for the duration of the course only. Doesn't feel he would ever reference the material again.
6. would prefer every option be available. For GE, would choose the temporary online access. For Major courses, would want a text.

SCENARIO THREE

1. first thing to do is google or yahoo and see what happens
2. use library articles frequently
3. to validate a hit, see what information is most frequently listed and assume if something is stated on multiple hits, it is accurate
4. validate by looking at credentials of author for a site or article

SCENARIO FOUR

1. peer review of hits would be relevant. Use ratemyprofessor and believe these are relevant comments.
2. NOTE – the peer review could be an option that is turned on or turned off.

WRAP-UP

1. integration of systems would make things so much easier. If a book isn't available at campus library, would be nice for it to automatically look at other campuses.
2. would be nice to integrate all of the CSU campus sites. Would be nice if students at this campus could confer with peer group at other campuses.
3. everybody is now developing their own list servers.

Los Angeles

STUDENT INTROS

1. Student 1
 - a. Junior – Business Marketing (possibly teacher credentializing)
 - b. Currently working on “SSP” (Student Support Program) as clerical assistant and mentor
 - c. 9 units in the fall
 - d. A lot of time online – yahoo email, myspace email, fantasy sports leagues
 - e. On financial aid
2. Student 2
 - a. Junior – urban learning major (include teacher credential)
 - b. 4 clases currently (15 units)
 - c. About 2 hours per day – email, internet
 - d. Financial aid and scholarship starting in fall
3. Student 3
 - a. Junior, business (?)
 - b. Courses in the fall (?)
 - c. 2-3 hours per day online, email, myspace, messaging
4. Student 4
 - a. junior, economics
 - b. 6 courses in the fall (none currently)
 - c. 2-3 hours online – MSN, email
 - d. Not on financial aid but grant from ASI
5. Student 5
 - a. Fourth year, mechanical eng major
 - b. No courses in summer, 16 units in fall
 - c. 1-2 hours online – email, research
 - d. No financial aid but grant from ASI
6. Student 6 – no financial aid. Liberal studies senior.
7. Student 7– history major. Graduated.

TECHNOLOGIES

1. digital camera, cell phone, messaging online
2. laptop, cell phone, no text msg, had ipod but broke, dig camera
3. ipod (intended to use for taking notes), dig cam, laptop, cell phone, no text msg (costs money)
4. PC at home for school use, PDA use for organizing life and has camera, cell phone for phone use
5. cell phone, laptop, CD player, plans to eventually get an iPod, Sidekick, texts a lot, PS2

FACULTY TECHNOLOGIES

1. one teacher had hybrid course and used Skype and had virtual courses and lectured/viewed presentations while in India. Was a teaching course. (?) Also has seen new projector used. PowerPoint used for lectures, with laptops, also students use powerpoint for presentations.
2. WebCT is used for online classes – used for extra assignments. Usually powerpoints. Business College. Not much extra use of technology.
3. physics class – used iClicker. Used for pop quizzes. Would be nice if they could use a wireless microphone. Thinks more programs should be developed with technology.
4. took a class at a community college (LA Community College) and technology was far more advanced. Used ITV. Watch lectures on own time.

5. All students agreed that most professors make courses available online.
6. usually put lectures up on WebCT – would like to see them before lecture instead of after lectures.
7. GE class (astronomy) – professor had full course online. Lectures, tests, final exam. Used technology well. Chem class – professor used “Owl” system for testing/quizzes. Physics class – professor used clicker system.
 - a. In chem class, other students had problems with the technology.

ONLINE COURSES

1. 4 students have taken fully online courses.
2. would like a mix of both online and hybrid. There are some things that are better absorbed in a lecture.
3. likes online courses. Easier to manage, easier content. some GE courses which are required but you don’t need to absorb/keep the knowledge, is better to take online. Do on own time. Only thing is you rely on the system/internet and sometimes this could be an issue. Is all on the student – no reminders or timelines from the professor. Liked the Skype idea.
4. likes going to class and hearing what professors are saying. Forgets things like deadlines with online courses. Problems with Owl system – difficult to manage deadlines. Likes online classes for GE. They can be easier.
5. For core courses: Je – lecture, M – lecture, L – in the middle as depends on how content is delivered online, if professor could lecture, E – lecture

PURCHASING COURSE MATERIAL

1. bookstore, bookmart – off campus bookstore with new and used books. carry some books but not all – some teachers will have a compilation book at the bookmart instead of bookstore. On campus store is run by Barnes and Noble. Bookmart is cheaper.
2. bookstore charges too much. There is a certain amount of knowledge in a book but don’t see justification for charging \$200-\$300 for a book. Would be nice to have an online book instead. Most purchases from the Bookmart.
3. B&N philosophy is insulting. Can only sell books back during finals week. If you see it at any other time, they will only give back 10% of the value. Unwilling to buy back the books at a fair price, and then they won’t resell them to you – put students in position of always having to buy a new book. Feels they are very anti-student. If there are 30 in class, they assume some will buy elsewhere – so sometimes the required text is not in stock. Even if they will order the book, it takes too long.
4. will buy books online – half.com, amazon. Much cheaper. Will go to BookMart if required.
5. bookmart or bookstore. Bought books online for one GE class because book could not be found in either campus store. Says some other students have expressed they have had difficulty or issues with online book purchases – shipping costs could be high.
6. Used books from Amazon – only one students
7. shipping costs and shipping time would be a concern with “CSU Portal bookstore”
8. sometimes a book is assigned to a class and then the teacher changes the required texts. How would you deal with returning a book? Or if you wait until the class starts and books are confirmed, then you would have to wait for stock. Would only work if the teacher wouldn’t deviate from the published book list. Currently there are also restrictions on return period.
9. would be nice to have a portal like this. Need to find out exactly what books are needed for classes. Reliability of book list as well as fulfillment time is an issue. Would need faculty and CSU to work closely together on book list. For returns, make sure return time is student-friendly. Ie – buy-back policy currently restricted to Finals week – but busy with studying.
10. bookstore false advertising – advertise they will buy back the book at 70% but this is not true.

11. would want to be able to purchase used materials online in good condition – doesn't usually see the need for a new book unless it is a workbook with exercises.
12. has many classes with labs. Lab manuals can be more important than the actual book. In one class had to buy a lab manual for \$30.
13. wants to be sure security is addressed. Wouldn't want student info leaked.
14. idea of free shipping with bulk purchase – this would make it worthwhile.

TEXTBOOKS

1. expensive
2. no problem with textbooks but it is a "low blow" that new editions are forced on students and these contain only minimal changes. Believes publishers are only putting out new editions to force the students to have to buy a new book. Looking at new sales, not at value from educational perspective.
3. Students all conceded that use of older edition depends on the professor.
4. would be nice if edition changes actually meant content change. psychology prof – expressed frustration about edition changes.
5. does not think that textbooks are too verbose. It is easy to find most material – glossary, index. Frustrating when teachers skip over multiple chapters in a required text. Seems like wasted money.
6. had geology class – newest edition of text was purchased for over \$100 – had a nice cover. In class, the professor allowed older editions. The only thing that had changed was the cover. This is frustrating and maddening.
7. there are specially made books that are branded "Cal State LA" and can't buy anywhere but bookstore and can't resell.
8. why do professors select a given textbook when they omit chapters, change the order of chapters, etc. Liked the CalState LA book because it would correspond with the class. The book is a reference but doesn't coincide with the lecture format of the prof. Not using the book "as intended". Texts too verbose – no. Not hard to find information. Typically use a portion of the text. Would be great to have online book where teacher states specific chapters to be used/purchased.
9. can buy a book for an entire series of courses sometimes. Have to buy a very expensive book but used for multiple courses. Also Owl system - \$45 for code but used for multiple semesters. Don't like that teachers jump from chapter to chapter. Sometimes professors will give different reading references for specific editions (ie – edition 6 chapters were in a different order from edition 7)
10. amount of text used in course – depends on course. Core class last quarter where teacher literally used every page of the book. Also depends on skill/knowledge of professor.
11. in one course professor stated they would use the older edition.
12. None of the students said they would read extra chapters if only certain chapters are assigned.
13. skims through the book but it is a challenge to read the assigned material nevermind the optional material.
14. in one case purchased a text for \$90 and was never opened once. Will often share books – doesn't like to sell books back to store because not enough money, but will share books whenever possible. Buys used wherever possible. Doesn't feel there are any added features from the bookstore. In one case they packaged all of the materials for a course together and this was annoying because couldn't purchase them separately.
15. bookstore will package books. In some cases professor didn't use supplemental texts at all. Always goes to first day of class to validate required texts. If you open the shrinkwrap package of books for a course – if you open the package you can't return any of the books.
16. Sometimes the book is misleading and states that a supplemental workbook or other text goes with the main text.

17. for GE classes, most books are unnecessary and teachers don't refer to text or use text. But in higher level core courses, books are used. Use most books from end to end for core courses. Buys from used bookstores, online, checks to see who might have taken the courses in the past. Also might find other relevant texts at the library on the same topic. Doesn't buy anything at B&N. Shares books, buys used texts.
18. often waits with GE classes to see if books are required. In many cases the lecture notes are sufficient.
19. Syllabus reflects course:
- depends on class. In some courses syllabus is exactly same as textbook outline.
20. All students answered that they take their texts with them to class. Note: They have lockers at this campus. In some cases it is required to take books to class.
21. eBooks as alternative:
- Yes
 - if you could buy a specific chapter
 - a professor chose specific chapters from eBook and these could be printed from the library. Paid \$3-\$4 for printing versus \$100+ for a book.
 - journal articles are free to download; can print but this isn't required.
 - noted that you can annotate texts online
 - freely available at the library right now so why would I buy it?
22. what appeals about eBooks?
- book on disk. All examples from class. Attracted to online book because if there are specific notes or questions for a given chapter.
 - would be great if you could buy certain chapters of the book. If could buy as required in the order they are used. Wouldn't have to purchase them all up front – don't have to come up with all of the money up front. Would be nice if the payments could be electronically linked to account.
23. Who keeps textbooks
- All students agreed they keep some books. Depends on Core versus GE.
 - keeps books because it is not worth selling them back.
 - Most concurred that they would also keep electronic texts
 - would be easier to keep eBooks – house is full of old texts.
 - likes taking the book with him. If you have eBook you have to take your computer with you.
 - idea of ebooks – depends on course. Don't want to carry a bulky book around. Could print the chapters required. Paperbacks are different – not a big deal to carry book around. eBooks are perceived to be more affordable. With technology – limitations – can take an hour to get an eBook open.
 - Noted that if you own a computer/laptop you can take the eBook to class.
 - note that batteries on laptop don't last very long.
 - raised idea of everyone getting a laptop
 - noted that if you could spend less money on books, could afford to purchase a laptop instead.
 - if you could save money by buying eBooks would you buy something to read them with?
 - Most students nodded at this in agreement.
 - questioned whether CSU was in negotiations with Apple
 - has heard that there is idea of having blank stations where you just bring your own harddrive.
 - this would be interesting to see if they could put a book on a "cruiser" so you could just plug it in.
 - noted question about copyright laws
24. Who wants to annotate etexts
- the whole point of bringing a book to class is to annotate and take notes

- b. like visual and hearing. If had ebook would want to record a lecture and still be able to type notes. Could compare what teacher was saying and compare to notes later.
- 25. what percentage of students/classmates take notes in laptops
 - a. General consensus was that 1 in 30 take notes on a laptop
- 26. Feedback on Texts
 - a. some professors ask whether the students liked the book (on the survey). Likes the idea of being able to give feedback on book.
 - b. sometimes throughout course informal feedback
 - c. brought up ratemyprofessor.
 - i. Many concurred they use this and take this information into consideration
 - d. feels that most professors are open to feedback on the text. Provides the feedback once her grade is set.
- 27. Purchasing chapters and printing
 - a. don't have a laptop – would have to be able to print the chapters
 - b. would like to be able to print out specific pages instead of the whole chapter.
 - c. in library the online books you can only read, can't annotate, etc. Raised question of how might you prevent students from purchasing one copy and distributing to the rest of the class.
 - d. trying to read print online is bothersome to eyes. Would consider printing the whole ebook if it is cheaper.

SCENARIO ONE

1. Yay
2. "finally they did something right"
3. would be okay for GE classes.
4. would be applicable for some books but not others
5. sounds good.

SCENARIO TWO

1. \$45
2. if only using half, would expect to pay half
3. \$20-\$30 – they are saving a lot of money by not having to print
4. there is no production cost for the company. \$50 is too much.
5. says for one course the book was \$180 new and ebook was \$60-\$70.
6. \$50 if it includes printing costs
7. Printing services on campus are \$.10 per page.
8. in library there are free copies, but have to wait for a long time. But bad quality - Dot Matrix! They "upsell" for better copies and faster service.

SCENARIO THREE

1. if it was a small difference, would pay to keep it. Would expect to loan it to friends. If it was twice the cost, depending on course, would never do it. If it was a pre-req would do it. For a GE course would never pay to keep the content.
2. if the material was also available in the library, would pay cheaper price and would reference it in the library in the future. Would be willing to pay "per look" at the reference material.
3. you could print it and have it forever anyway so why pay the extra.
4. would not do either. Wouldn't pay more for long-term access. Wouldn't want to pay for temporary access. Concerned about how much money is being made by publishers. Believes you can always find the relevant information at the library.
5. is a convenience factor.

6. there are massive numbers of libraries which can provide these

WRAP-UP

1. ITV would be a good idea. Wishes that professors would promote etexts. If more people knew about it more people would do it rather than purchasing expensive books that they will never reference again.
2. would be nice if professors would communicate about texts/assignments through email. Would be nice to email assignments, etc, to professors. CSU should offer technical assistance to professors who may not be familiar with the technologies that would allow them to serve students better.
3. option of purchasing specific chapters would be great. If eBook is \$100 and only need 6 chapters and could pay less, this would be great.
4. would like professors to be open minded about making these sorts of changes. We have to advance ourselves and push education to become better people and to become more technological. Should really see how can we incorporate more technology into the processes.
5. the "Luckman" building. New facility but not owned by CSU. Students don't have access to this building? Have to pay money to use it even though they are students. Would like facilities for performances, debates, lectures, etc.
6. Big outside screen on the student union.

Northridge

STUDENT INTROS

1. Student 1
 - a. 5th year, liberal studies – teacher
 - b. 12-15 units per semester
 - c. 8 hours at office plus online time at home, work, talk with friends, surf
 - d. Financial aid
2. Student 2
 - a. 5th, journalism/pr major
 - b. 2 summer courses, 14 units in the fall
 - c. When at work 3-4 hours online, at home about 2 hours per day.
 - d. Financial aid
3. Student 3
 - a. Starting MBA in the fall
 - b. 12-15 units per semester, down to 9 units with mba
 - c. Home 2 hours online
 - d. Financial aid
4. Student 4
 - a. Senior, psych major
 - b. 10 units in fall
 - c. 2-4 hours online
 - d. Financial aid
5. Student 5
 - a. 3rd year, child development
 - b. 16 units next semester
 - c. 4-5 hours per day – email, CNN
 - d. Financial aid

TECHNOLOGIES

1. computer, ipod – music and games, computer - laptop, cell phone – txt messaging, calls, no email (there are charges for this and found the screen too small), games
2. cell phone – msgs, phone calls, online access from phone for yahoo IM, ipod for music, computer desktop and laptop
3. ipod for music, phone with txt msg, laptop
4. ipod nano (just bought), laptop, cell phone – no txt msgs or IM, flash drive – heavy use
5. cell phone, digital camera, PS2 & xbox, desktop at work (not at home)

FACULTY TECHNOLOGIES

1. projectors, play videos, would like sound quality improved, TVs
2. instructors email the syllabus before class starts so can get books, receive messages about class between sessions with extra homework, etc (doesn't like this as doesn't check email frequently enough). Used to take laptop to class but found it too heavy and didn't use for academic purposes.
3. powerpoint presentations, sometimes overfill the slides. Will send a link to the slides after presentation. Shifting to doing things online like handing out things online.
4. powerpoint – likes but sometimes too much information on the slide. Would like more of an outline/key points on the slides. Lots of videos, tv, laptops used.

5. projector hooked up in room and sometimes the instructors have problems turning it on, etc, have to call for help and this takes up time in the class. Likes powerpoint because easier to read (messy handwriting). WebCT. Summer school – most of class was WebCT – online articles to be read, online discussions. Has taken 4-5 classes using WebCT and liked.
6. would like less email from profs
7. would like more email from profs – would like to see syllabus before class like A mentioned.
8. would like to know when they will be emailing – so know when to check the email.

DISTANCE ED

1. all students have taken a hybrid
2. one student has taken distance ed class
3. if difficulty level is high wouldn't want to take online course. Need professor to provide additional assistance. But nice when don't want to waste any time in class and just work at own pace. Took Accounting course in online-only format. When online portion – don't like when professor requires participation in discussion and this requires reading pages and pages of comments and posting comments to get participation points. But for quizzes, etc, is great.
4. quizzes online is a good idea. Sometimes instructions for going online can be confusing. Hasn't taken online-only because likes interaction with professor.
5. Some students acknowledged there can be technical difficulties with taking online quizzes, etc. When the portal is down, the whole system is down – no email, no quizzes, no assignments, etc.
6. This campus uses WebCT.

PURCHASING COURSE CONTENT

1. bookstore or Borders. Used books are available at the campus bookstore.
2. bookstore on first day of class and write down all bar codes and then will order all online USED. Cheaper. Sometimes don't get the right edition. Sometimes doesn't matter, sometimes doesn't.
3. will go to campus bookstore and maybe online. Generally buy used unless it is a brand new copy and there is no used book available. 40% savings buying used.
4. bookstore. Has never bought a book elsewhere. Sometimes there are readers and you buy at bookstore or at Quickcopy.
5. bookstore – used as much as possible. Has tried buying books off Amazon used – but prof wanted new edition so had to keep both the old one and the new one.
6. would be a price game. Doesn't care where the books come from, just wants cheapest.
7. can order books online from bookstore and then just pick them up.
8. thinks there is a system for the fall where you can order books online based on the courses.
9. likes to do her own highlighting, will look at a used book before purchasing to see what condition it was in.

TEXTBOOKS

1. don't like: some teachers never used the text. Go to class everyday, take notes, can get good mark without opening the book.
2. agree. \$90 text that was never opened. They are expensive and sometimes not used.
3. specifically took a professor's course because he knew the book was never used by the professor.
4. agrees that texts are too verbose.
5. verbose: varies depending on author. 1 out of 10 or 20 are good textbooks.
6. has some PR books which are detailed but every piece of content is important.

7. does not feel texts are too verbose. There are examples, etc, some people need additional information even though some do not. If you make it too short and students have difficulty.
8. just skips extra info if it isn't required.
9. finding info is hard or not depending on the course. If you are interested in the content and want to learn more, you enjoy the extra info.
10. agrees
11. there should be a general structure to all texts. Some are amazing – easy to read, easy to find things. Other just seems like sometime randomly put a bunch of information together.
12. if all of the books are the same it won't necessarily work for every learner. Need a variety of textbook formats.
13. all in agreement that amount of verbosity and difficulty in finding subject depends on course and on textbook.
14. one of the things you learn in college is how to filter extra information
15. teachers that have been teaching for a long time are very familiar with their text will use it religiously. Younger profs won't be so dependant on the book.
16. most courses are not so much that you will be tested on the book, just that you need to read the text before the class to ensure that you know what the teacher is talking about
17. really depends on the course
18. would read the whole text if liked the class.
19. if don't understand the material, will read the text
20. one time only read a book because was bored at home. Otherwise would not read the text of own free will.
21. a study guide is better than a text as a framework for a course. Hard to know what exactly you need to know from a text.
22. likes when professor uses text as outline.
23. thinks they make the outline for the course first and then go back to the text to see what content supports their outline.
24. bookstore has copy centre. Can also pick up features.
25. can get other materials at the bookstore like meds, clothing, postcards.
26. thinks bookstore is very overpriced.
27. if you want a notebook that has school logo it will cost more. Buying DVDs and CDs is like buying at Tower but can get at Target for \$15. Sees lots of people who get school supplies there.
28. sometimes it is just convenient. Want to get books, supplies, etc in one place instead of going different places to get different prices.
29. in freshman year when you are lost and don't know what to do, they can help find your books based on your class list
30. they have lots of staff to help. But is about the money. Will buy what is cheapest.
31. Most of the students would buy their books really early – there are 2 weeks to return books. Also if you are buying used you need to get them early.
32. knows people who buy the book, make copies and return
33. don't like sharing. Want access to the book anytime.
34. will buy directly from someone who already took the class. Is cheaper and the person selling gets more money.
35. All students said they take textbooks to class.
36. if text is not required, will still bring it and will use free time to read.
37. they are too heavy.
38. seems it is always the heavy books that are required.
39. there are books with activities in them
40. will be told to read the chapter and bring the book to class
41. Some of the students take notes in the books, some do not.
42. definitions – sometimes add them directly to the book.
43. The ones who took notes in the book also take notes in a notebook.

44. eBooks:

- a. would like to download books and put copy on computer. Wouldn't want access restricted by network problem. Money is the question.
- b. needs paper. Would print it out.
- c. you aren't always near your computer and you might want to reference anytime. Also likes highlighting.
- d. feels it sticks more if you have it in front of you.
- e. wouldn't it cost more to print it out than buying the text?
- f. if you had all of the pictures, all descriptions- pdf version of the book – this would be as valuable as the actual book.
- g. sometimes you only need 5 chapters – you could just print the relevant classes.
- h. on webCT class would print everything and keep it all in a notebook.
- i. if less expensive to buy online it would be helpful if you lost your book and could easily get a second copy.
- j. would be cool if you had the CD with the book on it

45. Printing Services: 20 pages per day for free, \$.10 per copy at the library

46. Required texts:

- a. sometimes one, one main and 3 minor, depends on prof. Cost per book – smaller books \$25, larger books \$100+
- b. 2 books in courses- a main book and a lab book or workbook. Workbooks are dirt cheap online. Texts normally \$35-\$45 used online
- c. 1-3 books normally. Business Law text was \$350.
- d. usually one, sometimes one main and 2 little ones. \$75-\$100+
- e. usually one major text and other smaller books.

47. keeps book only if related to major

48. sells books back online or at bookstore – sells everything back.

49. keeps all texts. Not worth selling the book back to bookstore. Sold privately to make more money and person buying paid less than at the bookstore.

50. likes to keep in case you want to purchase for future reference.

51. Keeping Ebooks:

- a. how would you sell back an eBook? Wouldn't throw away but would keep it.
- b. raised issue of pirated copies
- c. had a professor who offered an online version of a book but this required logging on

52. Annotating etext

- a. Most students seemed to think it would be neat to be able to annotate
- b. impartial – doesn't take notes in books. Takes notes on paper
- c. thinks it will depend on the student.
- d. 3 or 4 years ago online stuff was optional, now it is part of life. If the university wanted to push a new technology it would get adopted.
- e. if no laptop would just print the text, take the notes.
- f. if I had to take to class, would take the whole book. Would want something with a binding that would last.
- g. if forced to do it all online, would probably get used to it. Would prefer to have a printed copy but believes he would get used to it if it was required.
- h. if this was the only option would use it but would prefer the real book.

53. Feedback on texts

- a. books aren't on eval. Doesn't think the instructors care about the book feedback. Most start by disclaiming the book.
- b. doesn't think professors care whether the students like the book

SCENARIO ONE

1. would still want the regular book so could reference the whole book.

2. sometimes there is a study guide. Won't read the chapters but will read the study guide. Would still want to buy all of the chapters that the study guide referenced.
3. if the chapters were independent of each other such that you could just read those 5 and still understand the content, would do it. But many times the chapters are pre-reqs to each other. I.e - Chapter 3 is required but references content in chapter 2 so have to read chapter 2.
4. in some cases prof jumps all over the book anyway. Depends on the book.
5. would prefer the online version – assuming it is cheaper.
6. if the cost difference is extreme would deal with the inconveniences associated with an eBook.

SCENARIO TWO

1. anywhere below \$50 would purchase the online version
2. price should be distributed to the amount of chapters
3. would pay half
4. under \$50 is attractive

SCENARIO THREE

1. would like an option at the end of the course whether you would want to upgrade to the for-life option
2. depends on book/text. If you really liked it would keep.
3. would be inclined to buy by the semester. If a book that would want to reference forever, would probably want to buy hard copy.

SCENARIO FOUR

1. library has online literary references
2. library has lots of sources. There is a specific database for history, etc.
3. use internet sources because they are the most updated. Lots of books in the library are outdated.
4. validate – use edu stuff
5. want to make sure they are scholarly articles
6. library provides valid sources.
7. Library access is virtual. Can view and print and save articles.
8. you might do additional research as well. If you need research on things that don't require scholarly journals would do a normal Google search.
9. scholarly journals don't come up on Google.
10. information we are using isn't in our library – it is online/virtual anyway.
11. if you need that textbook immediately, there is no benefit to having access to other campus libraries.
12. wouldn't drive to another campus for a book. Would spend more time online looking for the information instead.
13. if there was a transfer system we would use this.

WRAP UP

1. sometimes you don't know where to start with your research. The librarians sometimes help with this. If CSU had an online chat support or phone support this would be helpful. Would need to be available beyond 9-5.
2. difficult to find out what tuition is at different CSU campuses. Would be nice if all of the campus websites were consistent so it is easy to navigate the information.
3. better advisement would be nice (could have graduated sooner). Getting involved on campus facilitates getting through –

4. ability to choose classes a year in advance – this would allow them to appropriately schedule course offerings to appropriately meet demand.
 - a. H – believes this is already available starting this fall
5. there is nowhere to go for news. Learn about stuff from word of mouth.
6. in high school there was homeroom where you got news. If there was a central bulletin board with the news. Would be nice if there was one page where you could go for the information
7. there are so many departments so many organizations. There are events all the time, no one knows when things are going on.
8. if they emailed the announcements once per month. Should be written in relevant language to the students (versus “administrator” speak)
9. normally deletes admin emails before reading. Doesn’t want more email. Would prefer to get it on a web site.
10. all students stated that Yahoo is their personal homepage.
11. all have access to CSU homepage from home and could use if they wanted to.

San Jose

Student 1

7th year senior

Cultural anthropology

9 units (3 courses)

Online .. at least 3 hours a day doing email .. 5 hours a week on myspace

Has a workphone with a browser on it .. spends more time surfing .. how stuff works.com

10-15 hours per month on research for school

Webct have a couple of classes for an hour a week

Student 2

-junior

- behaviour and cultural

- 12 units

- significant time in her dorm -- a lot of time on myspace and email

- wikipedia.com a lot

- online journals for class

-shopping online as well

Student 3

Communication and Anthropology

18 units

Not much time online

Checks email and myspace
A lot of research .. but that's it
Not on financial aid

Student 4
2nd year student
Sports medicine and bus mgmt
- 4 courses
Spend about 7-8 hours a day online
Email, myspace, facebook,
Programming and graphics
Cytip phone .. has a browser
Yes on financial aid

Student 5
-3rd year – corporate finance
- 13 units – 4 classes
- mornings check email .. signed on to AIM (aol instance messenger)
- myspace a bit
- research for classes
- class for homework online
- 5 hours a day
- financial aid

Student 6
graduating senior
keniosology
6 courses – 12
Only needs 9 units to graduate
My space .. employer looks at it .. for a resume
Online journals for writing
3rd party programs to play games while sleeping
Financial aid

Student 7
4th year –political science major

2 to 3 hours online

Email myspace checking boxscores, fantasy football

Not on financial aid

scholarship

Other technologies

Ipod,

Palm for scheduling

Trio (for job) .. likes it because it is linked to the computer and student 2 has a trio .. and ipod and laptop

Cell phone .. mp3 player (not an IPod .. it's a Samsung)

SideKick – 16 hours a day .. prioritizes .. budgets money .. linked to computer and network .. it is everything

Laptop, ipod, had a digital camera but it broke

Desktop laptop, journal

Calendar .. cellphone laptop ps2

What technologies are your instructors using?

once in a while projector and transparency .. one teacher does all on ppt .. others use WebCT for quizzes .. others have a website that they post .. built his own because webct was too complicated .. sometimes they will have streaming media

Mostly use ppt

primarily projectors

a couple of teachers bring in dvds .. very few ppt presentations

business case .. ppt and videotapes the lectures .. econ class uses overhead projection with transparencies .. applia.com .to post

records (vinyl) .. handouts from ppt .. clickers .. show the difference .. some still just lecture

geology .. big projector with volcanoes .. lecture on the ocean .. that was as far as it would go.

Needs motivation to go to class (if it is online wouldn't do it)

Online portion is just for the activities

Roommate took a math class online .. he failed .. discipline is not there to take the online course.

2 that have had a combination of lectures and online submission of quizzes or assignments

Have never heard of blackboard

Just deal with the bookstore ..easier and more reliable (buy the right book)

Teachers put books on reserve .. and then they get borrow from the library

Normally barnes and noble, and amazon .. buy and sell directly .. post up flyers

Don't agree with the politics of the bookstore (not enough competition)

book prices .. Discounted book store .. togos .. beat the bookstore .. it just opened .. but only bought 2 books last semesters

Borrows books from other students .. to save money .. hasn't purchased any books .. 3 years .. very resourceful ..

Had a flea market .. would haggle down to a dollar

mom covers textbook costheard of students that takes a picture of every page and then returns the books. Would go on ebay if he had the time

I am always worried about the price

sometimes they charge you to take the book back

3/7 return books for cash

Sometimes look for any way to buy

Sharing with classmates .. then one was available online

One electronic version

Publishing company has most text books ..

Biology professor talked about having electronic .. but she just bought the regular paper text

Book store does packaging

wanted a lot of choices if online

Got a quarter once for a book when it was returned

Books are convenient for her

Student bookswap or student booksale would prefer that over just the bookstore

Textbooks

material .. can highlight it right in front of you

can fall asleep .. drooling on your book

4/7 write in books

Sub-notes don't devalue the return value

Professors will use open book tests

There's times when lectures and books are the same .. so purchased but didn't use

Sometimes books are too big to even cover in the semester

If living on campus .. can drop it off

Course reader (in addition to text books)

Have to pay for the applia activity (\$30)

Clicker is another \$30 or \$60

Agrees with Student 2, professors teach from the book ..

Go to class .. but can be late because they figure out how the professors work (repeat the day before, then start new work work .. so student can show up late)

"too verbose"???

Books are not written for college students .. some are written at a thesis

Some pick books that will challenge the students to improve their vocabulary

Too wordy .. depends on the subject matter (eg. general education)

Has a lot of bus classes with formulas .. have to resort to look at the formulas .. books can be confusing .. that's why I should have went to class

class is supposed to be about discussing ..

professors do a better job explaining

106 pages .. read part 1 .. retain that volume .. got more out of the lecture than the book

They don't teach a student how to use a text book

When to read the text book

Do they all know how to read the index when to look at graphics

Would be a lot more effective if they knew more about how to read the textbook

Wasn't a big reader

.. visual learner .. interactive keeps him awake

.. same as a professor just talking .. won't hit the spot

.. reads the last page .. and then the first sentence of every paragraph .. then go to class

What % of textbooks are used in class
on average .. 40-60 if not the whole year

pointless to have the text books .. most classes don't do that. Have teachers that go over it in class. Some classes all chapters .. some classes, some chapters

comm. Majors .. when there's reading .. there's usually a pop quiz

highlighted terms in a chapter .. tied to quiz. Look at what's highlighted

Spanish class it is completely condensed .. some classes .. smaller novels and .. can find them in a lot more places than the campus bookstore.

Yes .. textbooks have it organized

What's an added benefit at the bookstore.

sometimes \$25/\$50 .. promotion for a month

give pre-order book ..

can submit their book schedule and it will find it

all the books are online .. they don't give the ISBN number to know how to buy it elsewhere

Most people buy used from the bookstore .. Depends on how many people .. look at other's notes in the books

Sometimes it is not covered in class, but it is tested on in quizzes

One time, needed new edition and the books didn't come in for 2 months after it started.

½ buy it before .. the other ½ wait

4/7 takes books to class

1 requires to bring texts to class

1 yes/6 nos for using online books

Cheaper (even if you get it from the library)

Have to be a desktop .. study on bed

Physically have a book

Will get distracted “there’s a sale” ... not to do with school

Requiring electronic books .. didn’t like the idea .. it hurts her eyes to view. . wants the option to print off

Always print it out.

Have to highlight .. turn back on the computer. All those steps.

Searching .. notes and the book .. online book if it mimic’d .. looked like a book

Would be more inclined to use a tablet PC

Sometimes he wants the book in the class

Laptops in the classroom in the desk .. online .. like the security of having a text book

Have to write down the notes .. doesn’t know if a tablet pc would work

Students have wireless access

People use laptops .. but not for class work

Would they keep textbooks if they were electronic .. they don’t take as much space?

Keep all major textbooks .. sell electives

Can’t sell it back???

Only save the book if it “moves me intellectually”

If you don’t like a text..

usually the text is tied to the course
when a prof has written the book, it is tough to give feedback
poly-sci is very biased ..
can give feedback on evals

chapters online .. must be printable

Would you buy an online version
if I have to print it why bother?
Might get less for money
Publishers would make 90%
Some chapters 2 pages .. not enough content

depends on how the book is organized (refer back to chapter X)

0 people would want it only online.

Liability if the internet goes out
Book is always there
Internet down .. machine crashed .. that's not an excuse

Ebooks . for good
Infrastructure needs to be in place (what if a family is sharing)

\$100 text book
\$20 – charge for electronic vs paper
\$60 – some type of profit
\$50 – about half
\$15 – no out of pocket .. server to have their books on
15-20 – printing, paper, shipping .. electronic .. fix the website , upload
\$70 – chance of students sharing books
\$35-\$40 – don't have to pay for paper the ink .. still in business to make money

What if you could purchase a lease .. purchase the book just for the semester .. in the future .. what is the purpose .. refresh your memory .. leasing may not be comfortable

Depends on the material from the course (eg. technology .. reference of what you learned) .. wouldn't want to make the choice before the end of the class

Depends if they are pack-rats whether they keep their texts (not necessarily a GE thing)

MYCSU library .. googlescholar.com .. to be reliable .. access to king library at San Jose. Journals online .. within search filter .. approved within journals. Don't use physical library (only knows how to use the electronic one) .. Scholarly journals .. everything is online to write papers .. search thru google (doctors . colleges and topic .. colleges in/out of the US). Will go to library and do book research .. and films. Go to library web site .. they pay for that in their tuition. Google is unreliable. Library materials have sections .. summary of peer reviews. Don't appreciate review information .. Journals have neutral summaries. Also have librarians helping to find the book.

It would be useful to have a cross-campus search of books and digital

What other technology services could the CSU offer you?

State-wide library resource .. everything at my fingertips

More communication between students .. instead of myspace .. between AS governments .. in any organization .. chat groups

All their systems are disjointed .. peoplesoft

MyCSU

More of a connection between advisors (GE and non-GE)

san marco .. very brand new .. other schools are kind of old.

More standardization across the campuses .. "we have to learn this program" .. if they have gone thru college .. a minimum amount of technology that students should be aware of.

Fresno

- How long do you spend online each day?
 - Person1: 4 hours online per day
 - Research
 - Searching for images online
 - Person2: 18 units
 - Homework

- What technology is emerging, how is it being used
- Person : Taking 15 units this semester
 - 3 hours a day online
 - News
 - Email
 - Facebook
- Person4: 16 units
 - 3-4 hours online
 - Email
 - Facebook
 - Online games
- Person 5: 17 units
 - Not sure how much time is online
 - Always connected via the blackberry
 - Looking up resources for SA finances
 - 5-7 hours online
 - Chat
 - Research for assignments
- Person 6:
 - 4-6 hours online
 - Shop
 - Homework
 - Research
 - Works with daughters school
- What current technologies are you using?
 - Person 1:
 - Laptop was stolen
 - Camera
 - Cell phone
 - PC
 - 'I'm broke'
 - Person 2:
 - Laptop
 - Cell phone
 - Whatever the instructor posts in blackboard...
 - Person 3:
 - Laptop: just for in class
 - Always needs to look at email (in charge of many clubs)
 - Cell phone: text and calls
 - Desktop for most activities
 - Person 4:
 - Cell phone
 - Laptop for campus wireless
 - Desktop at residence
 - Person 5:
 - iBook: uses a lot for school, using the wireless network

- Take notes and chat with laptop
 - Lives at home and on campus
 - When at home uses the home office: 2 desktops there (dual screen)
 - Blackberry a lot for calling, PIN, email, etc...
 - Person 6:
 - Desktop: homework, research, etc.
 - Uses the school lab for email, etc..
 - Involved in a lot of clubs: uses the PC for that
 - Cell phone for text and calling (to keep up with kids)
- What technologies do faculty use?
 - Person1:
 - Bb: Too many links that you need to go to so that you can find a syllabus
 - Not sure if the faculty are properly trained on the technology
 - Person2:
 - Person3:
 - Nobody is currently using blackboard, there isn't a lot of push in engineering to use this
 - Person4:
 - A lot of older professors, a lot of them don't like using technology
 - Used an overhead projector, but has a document projector
 - Person5:
 - Overhead document projector
 - He gets sick when it is moving and not focused
 - Displays textbook content
 - Use a lot of PPT, not as a presentation tool, but is pretty much verbatim
 - More and more professors are using Blackboard for Grades, Notes, etc..
 - Mixed emotions on blackboard: ancient looking and not user friendly...
 - Need to work on usability across browsers
 - There is no good search to find your materials in Bb
 - Across the campus there is no good search utility
 - They have a portal that links in email, blackboard, etc... they recently went to an SSO approach
 - Systems are connected only by SSO, but they do not integrate well (Bb, MyCSU-Fresno)
 - Email only has 10 Megs!
 - Campus is trying to get students to use technology
 - Dean is giving
 - Person6:
 - PPT
 - Overhead document projector
 - Blackboard: teachers skip over functions that they don't know how to use
 - Doesn't like using Bb since there are too many pages
- Is technology use based on age?
 - Business is using it a lot

- Engineering is not... they email homework assignments... and many people don't receive
 - They just miss the assignments... or get it from someone else
 - They asked him about Bb, but he didn't know how to use it
- Everyone has access to a Bb course but many faculty doesn't choose to use this
- They have a technology review that determines what technology they can use
 - To go over a certain online component they need certification
- Bb usage:
 - 0%
 - 0%
 - 0%
 - Very few
- 2 people have taken fully online courses
 - One has dropped: Prof was setting mandatory dates to meet, did not work for him
 - Taking an online course:
 - Person 1:
 - You really have to schedule your own time: you need to motivate yourself
 - Thinks that profs think that online education is easier, but he feels that this might be harder since it is more active
 - Took the course in high school, lot more personalized
 - Person 2:
 - Was required to read all the online material
 - Liked that there was a lot of materials online, didn't have to get a book online
 - If there was a prof for the course they may be a practical component, everything was study then get tested
 - Missed interacting with profs and others: no teamwork with friends
- Where do you purchase your course materials?
 - Person1: Usually bought online or got from friends
 - Cheaper online: Campus
 - Buys course packs at the bookstore
 - Profs usually provide lecture copies b/c the books are expensive
 - Person 2:
 - Usually buys online, they are cheaper
 - 20-30% cheaper (Amazon-used)
 - Sells books afterward
 - Person3:
 - Used to buy them all from the on campus bookstore
 - They really don't stock books: failed quizzes b/c there wasn't enough books
 - Tried to buy software, but they didn't send it out for months
 - Will now start buying things online, unless teacher requires things at the copy center
 - Person4:
 - Used to buy through the bookstore
 - Tried to buy through half.com?

- Bought 3 books and only 1 got shipped, got his money back after a couple months, then had to buy at the bookstore anyway
 - Will start looking at Amazon next time, maybe even new
 - One prof prints off 1000 pages of notes from the copy centre for students
 - Person5:
 - Buys everything from the bookstore
 - Their bookstore doesn't really encourage buying online, but doesn't tell them the edition, ISBN, etc...
 - Buys used at the bookstore
 - Wants them to offer ISBN so that they can shop around
 - Some profs require online software for the class (Wiley Plus for accounting is \$50 for an online code)
 - Feels that the students are being monopolized
 - Person6:
 - Used to buy books from other students and now just buys these from the bookstore
- When do you buy books
 - Person3: They wait, they won't know if its required until they start
 - Person 4: usually only a small amount are actually required
- Have you looked at buying books online? (i.e. Thompson)
 - WileyPlus (didn't tell them until after), you could purchase with the textbook
 - Then he finds out the entire book is online along with the software
 - Online book was just fine, except when the server went down, but this affected the entire time
 - Would really enjoy books online if it was cheaper
- One single CSU area to buy new used and post texts
 - As long as its cheaper than the bookstore
- Bookstore sells used books, but they are not that much cheaper
- Pick-a-prof:
 - You can go online and see the reviews of profs and the grade distribution from their classes
 - That system has a textbook swap function where you can trade/sell
 - Not a lot of publicity
 - Filed a lawsuit against CSU to get the grades as part of the freedom of info act
 - 3 CSUs has already sent out the grade distributions
- Textbooks: What are your overall thoughts?
 - Person6:
 - Doesn't like how much info is in there... wants to know what you need?
 - Too wordy..
 - Person1:
 - Too heavy: carries them in the trunk of the car
 - Person3:
 - Harder to find information: not well organized
 - Everything is thrown in... i.e. functional equations and derivations
 - Person5:

- Pro for physical text: different people study in different ways, and in different places
 - Nice to be able to read when offline
 - In general the texts are too wordy, but not in the technical books
- Do you have to take texts to class?
 - Sometimes you need to in order to follow the lecture...
 - One class requires it
 - When the textbook contains the lecture notes...
- Are you shown how to use textbooks properly?
 - They feel like they should be able to use a textbook... they're in college
 - Some texts have great summaries and repeats key terms on the margins
- What % of the text is used in a course?
 - Person 3:
 - Varies... sometimes it is used over several courses
 - Many courses only use ½ the book
 - Person 5:
 - A couple of classes focus on <50% of a single book... this happens a lot in business classes
 - Person 6:
 - Read additional chapters that weren't in the course... because they were more interesting
 - Person2:
 - Reads from the perspective of the person who is writing the exam
 - How much he reads depends on his interest
- How close does the text match the syllabus?
 - Person4:
 - Most profs put the chapters right in the syllabus
 - Thinks that the newer teachers just write the objectives from the text structure
 - Person 5:
 - Geology class: wrote our syllabus and objectives using an older version of the book
 - Didn't get the book in time to fix up the structure
 - Students were left to remap this
 - Needs to have a better connection btw the bookstore and the profs
 - Person2:
 - The full book is compulsory...
 - Had 4 books in one class (I seriously can barely understand this dude)
- Would you buy online texts as an alternative?
 - Person4:
 - One you are no longer online you can't see your online books
 - Tries to cache everything
 - Would really want it on their iPod or laptop
 - Person 3,4:
 - Would rather use computer reading than a book
 - Person 1:

- They tried paperless meetings, but he couldn't take notes
 - Would want to be able to take digital notes...
 - Took a class and used OneNote and imported files into that
- Most people haven't used or read eBooks before
- What added value does the bookstore offer
 - None
 - 'They are really useless'
- Their bookstore doesn't take their schedule and do their stuff
 - Clerks have no knowledge and don't know
- Always try to buy used before you buy new
 - Person1: Big issue with money being sent to the wrong accounts
 - Person5: When they setup the bookstore credit card machines, they started transferred money to the wrong accounts
 - They didn't communicate to students why there were duplicate charges
- Nobody really trusts the bookstore... they're the on campus monopoly
- How many texts are required for a course?
 - Person 6: 3-4: Don't buy most of them
 - Chooses books based on the class
 - Always buys the main texts
 - Person 3: Usually only 1 required text
 - Doesn't buy the supplemental reading
 - Buys supplemental when they are forced to buy shrink wrapped?
 - Generally they don't buy supplemental
 - Maybe for study guides
 - Person4:
 - Gives them a big book of notes from the copy center so they don't need to have a text, but they do have a text that is barely used
 - Much cheaper than a text (~28 bucks)
- Profs don't generally put the texts on reserve in the library
 - Profs don't know what to do to get it on reserve
- Do you keep texts?
 - If it's related to the major they keep it
 - They normally get 10-20% of the value
 - Sometimes they just keep it, b/c it sucks to sell it back for nothing
 - Used bookstores give a bit more than the campus one
- Would you keep electronic books?
 - Storage space would be an issue?
 - Yes
- Annotation of electronic texts?
 - Person1: Absolutely.... Puts a screen cover on top of monitor and uses that
 - Makes copies of this for your personal records
 - In general, yes
- What if you don't like a text? How do you communicate this?
 - Instructors normally agree... but 'this is what the other instructors are teaching'

- Most profs won't change it, it's the same series that they'll use later on and they need to align with those later
- Sometimes the books are pre-decided for the instructors
- Everyone has end of course evaluations
- Tenured profs only have to do one per all the courses they are teaching
- Many profs are used to a book, changing the book makes work for the prof
- Often times they use the older version to avoid making changes
- Do you use the old editions?
 - It's a big hassle... content is the same but it's so re-organized
 - Publishers keep putting out new books so the profs want the students to have the most recent information
 - Bookstore doesn't keep older editions, nor do they buy it back
 - Person6:
 - One prof had a mapping of the chapters to help students out
- How important is printing online text chapters?
 - Yes
 - Person5: Would print everything, they have free copier use
 - Person1,6: Print according to the lectures
 - Person 3,4: Probably very little
- Are profs sensitive to the money issues?
 - They are aware and apologize...
 - Some suggest websites and give the ISBN numbers to help them out
 - It sort of sounds like profs and students are a united front
 - Tenured profs are less sensitive, part time profs are most careful of making things affordable
- If you could acquire specific chapters online at a cheaper price would you?
 - Person 3,4: Yes, online
 - Would want to purchase them at any time throughout the course
- If you had to pay 100 for a paper text, how much would those online chapters cost?
 - Person 3,4: 10, there is no paper fees for the publishers
 - Person 3,4: Would be willing to pay anything less
 - Person 1,5,6: 10-20
- Would you pay more for a long-term lease of the chapters vs. the length of the course
 - They would want the option to have lifelong or time period
 - They really liked this idea...
- Are you using any expensive software for your courses?
 - They would want the same time-based access to software
 - Things like MatLab...
 - Right now they just go to the computer labs to do it
 - It would be great to use it in the dorm if you don't have to pay the full software price
- Research: How do you go about doing it? How do you validate the validity?
 - Person5:
 - Library has Lexus/Nexus... they find that really helpful. You can save articles selections and view them later
 - They know that this is an approved resource
 - Does annotations for you

- Person 3:
 - Google and Wikipedia, but not for hard core research, can't assume that it's the truth
- Google is generally not good for educational content
- Person1:
 - Google scholar is good sometimes
- Person5:
 - Abstract sometimes sounds like a perfect article, but finds that it is hard to find the actual article
 - Would want an integrated portal to find all the CSU materials
 - Everyone agreed on this one
- What other services could CSU offer you?
 - Person4:
 - Berkeley has webcasts of most of his classes
 - Stanford has podcasts of their classes
 - Nobody uses podcasts in their classes
 - Clickers:
 - Have to buy different brands of \$50 clickers
 - Need to standardize
 - Person5:
 - Normal university has a CIO that sets a technology direction
 - They have 4 sources of technology: Digital Campus (Bb), CIS (Peoplesoft), ITS (General computing, servers, etc.), Individual College Tech Support
 - These are all under an ITech group that doesn't really oversee anything
 - There's no one person responsible for making sure there is a strategic direction across all these units
 - A lot of good ideas are lost because there is no-one to co-ordinate cross functional initiatives
 - Person5:
 - Really likes to schedule things, there is no university provided schedule/calendar for students
 - They'd like something like meeting maker
 - Do they have a personal web space?
 - No, but they want this