

Students' Reading Preferences: An Exploratory Study

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Introduction

- **The e-book reader revolution is here already. Many are intrigued by the question: is it going to replace the printed book?**

Research Questions

- What are the reading preferences of information science students at the beginning of the second decade of the 21st century?
- How do different variables such as relative advantage, comprehension and learning strategies affect students' reading preferences?

Reading Habits

- Different researchers found that students prefer to read long academic texts and long-form reading in print (Ackerman & Goldsmith, 2011; Eshet-Alkalai and Geri, 2007 & 2010; Foasberg, 2014).

Innovation Diffusion Theory (Rogers, 1995)

- Rogers (1995) identifies five attributes that influence the innovation adoption:
- (1): relative advantage
- (2): compatibility
- (3): complexity,
- (4): trial ability
- (5): observability

Learning Approaches

- Learning approaches are defined as “the ways in which students go about their academic tasks, thereby affecting the nature of the learning outcome” (Biggs, 1994, p. 318).
- Deep learning approach
- Surface learning approach

Research Hypotheses:

- H(1) Students will prefer printed materials over electronic ones.
- H(2) The higher the advantage of e-reading seen by the students, the more they will prefer to use electronic devices.
- H(3) The higher students' comprehension of electronic materials is, the greater their preference for using electronic materials.
- H(4) Both deep and surface learners will acknowledge the relative advantage of electronic materials.

Method

- **Participants:**
- **177 LIS students at the Department of Information Science at Bar-Ilan University participated in the survey**
- **52 (29.37%) were male and 125 (70.62%) were female**
- **Their average age was 31.41 years old**
- **85 (48.02%) were undergraduates, and 92 (51.98%) were MA students, and PhD students**

Measures

- **Three questionnaires were used:**
- **Personal details**
- **Relative advantage**
- **Learning strategies**
- **Two further questions focusing on reading habits**

Results


- Relative advantage of reading from electronic devices was measured on a scale of 1 to 6. Its mean was $M = 3.16$ ($SD = 1.15$).
- In order to examine whether there are differences between students' reading habits (electronic vs. print) a MANOVA was performed.

Means, standard deviations and MANOVA analysis on each measure separately of students' reading habits

Measures	Printed Materials		Electronic Materials		<i>F</i> (1,168)	<i>Eta</i> ²
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Comprehension	5.15	1.91	3.64	1.77	52.96***	.24
Preference	5.18	1.89	4.19	1.95	13.87***	.08

*** $p < .001$


Comprehension and preference were on a scale of 1 to 7,

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- **Pearson correlations were performed to examine the relationship between electronic relative advantage, electronic comprehension, printed comprehension, and printed and electronic preferences.**

Pearson correlations between electronic innovation, electronic comprehension, printed comprehension, and printed and electronic preferences ($n = 177$)

<i>Measures</i>	Electronic Relative Advantage	Printed Compr.	Electronic Compr.	Printed Pref.	Electronic Pref.
Electronic Relative Advantage					
Printed Comprehension	-.24 ^{***}				
Electronic Comprehension	.41 ^{***}	-.00			
Printed Preference	-.23 ^{**}	.62 ^{***}	-.25 ^{***}		
Electronic Preference	.47 ^{***}	-.42 ^{***}	.50 ^{***}	-.62 ^{***}	

p < .01, *p < .001

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- **Pearson correlations were also performed to examine the relationship between learning strategies, electronic relative advantage, printed and electronic comprehension, and printed and electronic preferences.**

Pearson correlations between learning strategies, and printed and electronic preferences ($n = 177$)

<i>Measures</i>	Electronic Relative Advantage	Printed Compr.	Electronic Compr.	Printed Pref.	Electronic Pref.
Deep Learning	.55***	.11	.14	.10	.07
Surface Learning	.43***	.12	.12	.06	.05

*** $p < .001$

Discussion

- H(1) was accepted indicating that students prefer printed materials over electronic ones and echoing previous studies (Ackerman & Goldsmith, 2011; Foasberg, 2014)
- H(2) was also accepted revealing that when students perceive the relative advantage of reading electronic materials, they will be quicker adopters (Roger's theory, 1995)
- H (3) was accepted too, revealing a correlation between students' comprehension of electronic materials and their preference for using electronic materials.
- H(4) was confirmed, revealing that both deep and surface learners acknowledge the relative advantage of electronic materials.

Conclusion

- **The current study showed students' preferences of printed materials.**
- **In addition, it emphasizes the importance of personal variables that may affect students' will to read electronic materials: relative advantage and comprehension.**

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- **Thanks for your attention!**