What can an e-book offer you and your students?

Davina Omar

Head of Academic Staff
Davina.omar@uwl.ac.uk
@davinaom

libfest 2018
1. Theatre and social media
   by Patrick Lonergan
   2015
   In this timely study, Patrick Lonergan examines the relationship between social media and theatre...
   eBook: Full Text Online
   eBook: Full Text Online
   Preview

2. Theatre histories: an introduction
   by Melbasa Tabor
   2016
   This thoroughly revised and updated third edition of the innovative and widely acclaimed Theatre Histories...
   eBook: Full Text Online
   eBook: Full Text Online
   Preview

3. Play readings: a complete guide for theatre practitioners
   by Libby Rose
   2016
   eBook: Full Text Online
   Preview

4. Constructions of Cultural Identities in Newsreel Cinema and Television after 1945
   by Vivid Sarkawi, Samuel Barrier, Kornelia Jeman
   11/2016
   eBook: Full Text Online
   Preview
Decoding Advertisements

Author: Judith Williamson
Published: 10 October, 1978

Description

Judith Williamson does not simply criticize advertisements on the grounds of dishonesty and exploitation, but examines in detail, through over a hundred illustrations, their undoubted attractiveness and appeal. The overt economic function of this appeal is to make us buy things. Its ideological function is to involve us as 'individuals' in perpetuating the ideas which endorse the economic basis of our society. If economic conditions are the ones that make ideology necessary, it is ideology which makes those conditions seem necessary. In order to change society, the vicious circle of necessity and ideas must be broken. Decoding Advertisements is an attempt to forge, in our acceptance not only of the images and values of advertising, but of the 'transparent' forms and structures in which they are embedded. It provides a 'set of tools' which we can use to alter our own perceptions of one society's subtlest and most complex forms of propaganda.

Information:
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Poll of 65 students at the SU Support Fair in Semester 2 supports anecdotal comments received by library staff.
What the rest of this talk will discuss is how different (or not) e-books are to print books and how they fit into teaching and learning?

One thing that they both can do is be read on the Paddington to Ealing commute
The Lecture
“Worldwide, for ebrary, 64,314 titles accounted for about the top 10% of titles with a session, but accounted for 80.7% of all sessions”

(Levine-Clark, 2015)
Seminar
Tutorial
“selective reading pattern showed that users considered some e-books to be collections of individual articles, and they were only interested in relevant chapters for their research need”
(Zhang, Niu and Promann, 2017)
"expectancy, effort expectancy, social influence, and facilitating conditions have a significant positive influence on the intention to use e-books" (Hsu et.al., 2017)
"91.8% of all respondents indicated they perceived that they concentrated best when reading in print."
(Baron, Calixte, Havewala, 2017)

"these results provide support for the claim that e-textbooks may not differ from print textbooks with respect to student learning........ Students in the electronic conditions generally took more time to read than those reading from traditional textbooks”
(Daniel and Woody, 2013)
"Our findings reveal significant differences between experiences with print and electronic books. These differences are reflected in the themes: (Non)Linear Strategies, (In)Tangible Volumes, (Un)Met Expectations, and (Non)Transferable Behaviors." (Berg, Hoffmann, Dawson, 2010)
The Assignment
who could break stories before the mainstream media did. Using his knowledge of European football, Gardiner began to invent and circulate rumours via Twitter — and because he occasionally made accurate guesses about future events (correctly predicting that Chelsea FC would sack its manager Roberto Di Matteo the day before the club actually did so in 2012), he soon amassed a large following.

By the time he was found out, Gardiner — posing first as a ‘Dominic Jones’ and then as a ‘Samuel Rhodes’ (both invented personas) — had over 20,000 followers on Twitter, many of whom were established journalists, football agents, and players. The revelation that he had been pretending didn’t do him much harm: he has reportedly been hired to write about football under his own byline by Yakatak a company that develops sports apps. He claims that his impulse in creating those fake identities was not malicious; he merely wanted to prove that a 15-year-old might have an opinion worth listening to.

The case offers a neat illustration of a key fact about social media websites: they are spaces in which people perform identities. Sam Gardiner’s Twitter personas were false, in that he was pretending to be someone he is not. Yet those identities also revealed a truth about Gardiner: his adult avatar allowed him to gain credit for knowledge and insight that he actually possessed (albeit that he also benefited from lucky guesswork); it allowed people to appreciate characteristics in him that had gone unseen due to his age. The construction of his online persona was an act of creativity, but it was also an act of self-expression, a revelation of something authentic about the real person.
Not enough books in the library from the recommended reading list to go around, and some not available as ebooks. (MEQ)

There are not sufficient print books for my course and there aren't enough ebooks either. (Internal library survey)

There are lots of resources available for us to use to help us with our assignments such as PowerPoints, books, eBooks and videos. (NSS)

64% agreed that they would choose the e-book if both formats were available. (Internal library survey)
What does the future offer us?
Linking between main terms within the book
Linking to outside resources
Different purchase models
Secure notes from e-book rentals
Embedded dictionary/thesaurus
Different structures
Linked references
Advice on optimal way of positioning the e-book for the reader
Loans vs owning
Task, availability and environment will keep both formats alive and kicking for a long time yet
References


