

Examining e-Textbooks

Scaling Up Conference
October 31, 2013

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Textbook Costs

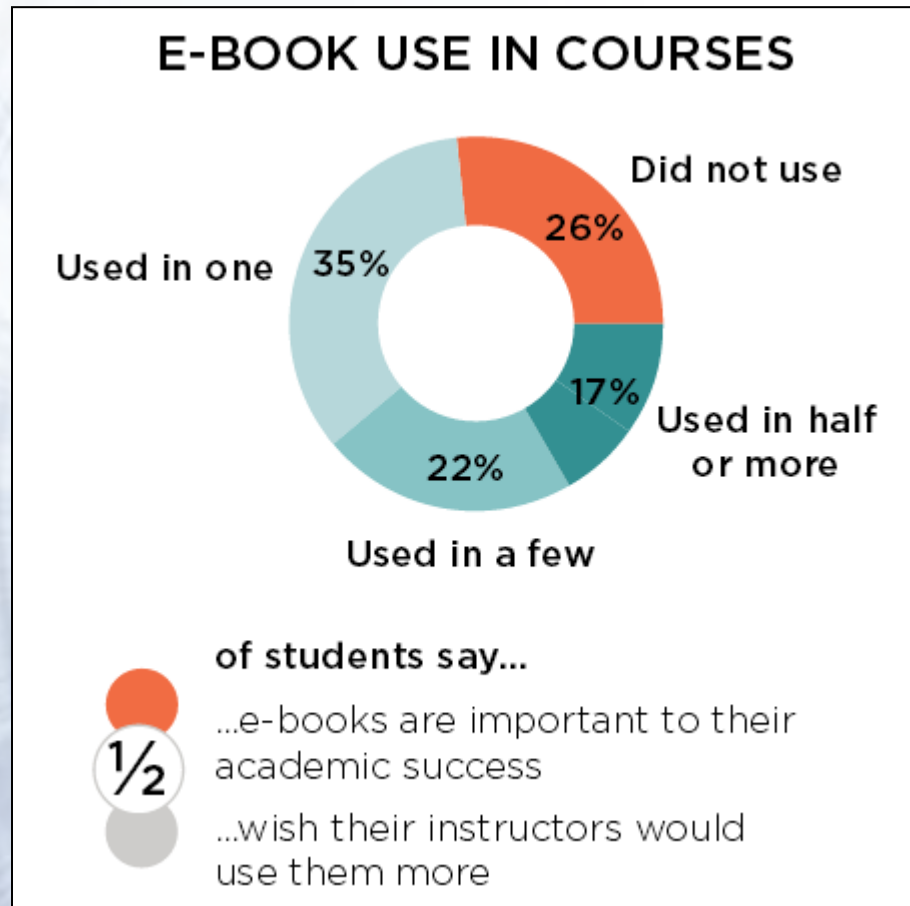
- \$900 - \$1200 cost per year for students
- Can be 25% of cost of attending college
- Average 12% price increase on new editions, every 3 – 4 years
- 10 – 50% cost increase for bundled content (CDs, online content keys, etc.)

http://www.usatoday.com/news/education/2010-08-07-college-textbooks_N.htm

<http://www.gao.gov/assets/250/247334.pdf>

<http://iisit.org/Vol8/IISITv8p049-060Murray307.pdf>

E-Text Adoption



Student Issues

- No cost savings if e-options unappealing
- Desire for the print/physical experience
- Unfamiliarity with rental/no resale systems
- Skim reading
- Finding content digitally

Accessibility

- Institutions must ensure equal access to educational benefits and opportunities: with substantially equivalent ease of use
- Regulations apply to all school operations: faculty, staff and students
- Device neutral e-textbook options are best route

Elgin Pilot

- Fall 2010, 11 students
- Received Cengage e-textbooks & HP netbooks
- 86% were first time e-textbook users
- 86% were willing to embrace an all-in-one device for books/texts/phone/MS Office
- 43% strongly interested in pre-loaded device with e-Textbooks & MS Office

Elgin Pilot

- Determining Factors
 - Cost savings
 - Type of course
- Experience mostly the same as print
- Hindrances: technology related
- Most students would continue using e-textbooks

E-Textbook Strategies

- Teach without a textbook
 - Curate internet-based/open content
 - Can be time-consuming
 - Does your subject lend itself to this?

E-Textbook Strategies

- Bookstores
 - Traditional bookstores are adding e-textbooks
 - Virtual marketplaces (Akadémos)

E-Textbook Strategies

- Open Textbooks / Open Education Resources (OER)
 - Creative Commons License
 - Author not compensated for use
 - Free to read, print, download, or modify
 - Attribution must be provided for author

OER Sources

- OpenStax College
 - Carl Sandburg
 - Richland
 - Rock Valley
 - Southwestern

OER Sources

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- OER Commons
- Connexions
- Boundless
- [Collegeopentextbooks](http://collegeopentextbooks.com)
- The Saylor Foundation
- The Global Textbook Project
- Wikibooks
- Bookboon

Flat World Knowledge

- “Fair” model
- Authors earn 20% royalties
- Creative Commons Licensing

The screenshot displays three product options for Flat World Knowledge:

- All Access Pass**: "Get everything you need to succeed from your All Access Pass for one absurdly low price." Features include Online Book Reader, Study Pass (a 19.95 value! - *Also sold separately), PDF Downloads, eTextbook (For your iPad, Kindle Fire, NOOK or other eReader device), and Audiobook. Price: \$34.95. Add to Cart button.
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A large red 'X' is drawn over the Free Pass section, and a link "Read This Textbook Online for Free >" is visible below it.

<http://www.marketwire.com/press-release/150000-College-Students-Save-12-Million-Using-Flat-World-Knowledge-Open-Textbooks-2010-1307980.htm>

<http://www.flatworldknowledge.com/>

http://en.wikipedia.org/wiki/Flat_World_Knowledge

Flat World Knowledge

- Instructor page & supplemental materials
- Unique URL for each class
- Class finder for students
- Over 50% of students purchase a print/download format
 - \$39.95/B & W or \$129.95/Color

Flat World Users

Carl Sandburg

Danville

Heartland

Joliet

Kankakee

Lake Land

Lincoln Land

Moraine Valley

Parkland

Rock Valley

Sauk Valley

Shawnee

Southeastern

Southwestern

Waubonsee

E-Textbook Strategies

- Proprietary systems
 - Content aggregator or intermediary
 - Device neutral, online access
 - LMS integration
 - Maintain book-like features
 - Print options
 - Cost / length of use

CourseSmart

CourseSmart Reader

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Introduction: Themes in the Study of Life



KEY CONCEPTS

- 1.1 Themes connect the concepts of biology
- 1.2 *The Core Theme:* Evolution accounts for the unity and diversity of life
- 1.3 Scientists use two main forms of inquiry in their study of nature

OVERVIEW

Inquiring About the World of Life


The flower featured on the cover of this book and in **Figure 1.1** is from a magnolia, a tree of ancient lineage that is native to Asian and American forests. The magnolia blossom is a sign of the plant's status as a living organism, for flowers contain organs of sexual reproduction, and reproduction is a key property of life, as you will learn later.

The magnolia tree in **Figure 1.2** is a cultivated specimen growing in a field rather than a forest, but it is not living alone. For example, it depends on beetles to carry pollen from one flower to another, and the beetles, in turn, eat from its flowers. The flowers are adapted to the beetles in several ways: Their bowl shape allows easy access, and their multiple reproductive organs and tough petals (seen in **Figure 1.1**) help ensure that

Figure 1.1 What properties of life are demonstrated by this flower?

entific study of life. Biologists' questions can be ambitious. They may ask how a single tiny cell becomes a tree or a dog, how the human mind works, or how the different forms of life in a forest interact. Can you think of some questions about living organisms that interest you? When you do, you are already starting to think like a biologist. More than anything else, biology is a quest, an ongoing inquiry about the nature of life.

Perhaps some of your questions relate to health or to societal or environmental issues. Biology is woven into the fabric of our culture more than ever before and can help answer many questions that affect our lives. Research breakthroughs in genetics and cell biology are transforming medicine and agriculture. Neuroscience and evolutionary biology are reshaping psychology and sociology. New models in ecology are helping societies evaluate environmental issues, such as global warming. There has never been a more important time to embark on a study of life.



Courseload

COURSELOAD

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BIO B101 - Microbiology (Demo)
Michael David

Stacks (5)

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16.7 Immunodeficiency Diseases: Compromised Immune Responses 505

16.7 Immunodeficiency Diseases: Compromised Immune Responses

It is a marvel that development and function of the immune system proceed as normally as they do. On occasion, however, an error occurs and a person is born with or develops weakened immune responses. In many cases, these "experiments of nature" have provided penetrating insights into the exact functions of certain cells, tissues, and organs because of the specific signs and symptoms shown by the immunodeficient individuals. The predominant consequences of immunodeficiencies are recurrent, overwhelming infections, often with opportunistic microbes. Immunodeficiencies fall into two general categories: **primary diseases**, present at birth (congenital) and usually stemming from genetic errors, and **secondary diseases**, acquired after birth and caused by natural or artificial agents (table 16.5).

Primary Immunodeficiency Diseases

Deficiencies affect both specific immunities such as antibody production and less-specific ones such as phagocytosis. Consult figure 16.20 to survey the places in the normal sequential development of lymphocytes where defects can occur and the possible consequences. In many cases, the deficiency is due to an inherited abnormality, though the exact nature of the abnormality is not known for a number of diseases. Because the development of B cells and T cells departs at some point, an individual can lack one or both cell lines. It must be emphasized, however, that some deficiencies affect other cell functions. For example a T-cell deficiency can affect B-cell function because of the role of T helper cells. In some deficiencies, the lymphocyte in question is completely absent or is present at very low levels, whereas in others, lymphocytes are present but do not function normally.

Primary Immune Deficiencies (Genetic)
B-Cell Defects (Low Levels of B Cells and Antibodies)
Agammaglobulinemia (X-linked, non-sex-linked)
Hypogammaglobulinemia
Selective immunoglobulin deficiencies
T-Cell Defects (Lack of All Classes of T Cells)
Thymic aplasia (DiGeorge syndrome)
Chronic mucocutaneous candidiasis
Combined B-Cell and T-Cell Defects
Severe combined immunodeficiency disease (SCID)
X-SCID1 due to an interleukin defect
Wiskott-Aldrich syndrome
Ataxia-telangiectasia
Phagocyte Defects
Chédiak-Higashi syndrome
Chronic granulomatous disease of children (see Case File 14, chapter 14)
Lack of surface adhesion molecules
Complement Defects
Lacking one of C components
Hereditary angioedema
Associated with rheumatoid diseases
Secondary Immune Deficiencies (Acquired)
From Natural Causes
Infection: AIDS, leprosy, tuberculosis, measles
Other disease: cancer, diabetes
Nutrition deficiencies
Stress
Pregnancy

Showing Notes From

Me Instructor Select a Classmate

1/10/2012 9:33 AM I don't get it. Please help.

Immune Responses

12/5/2011 3:45 PM Is this genetic information true for animals as well?

Final Exam

505

Courseload

COURSELOAD

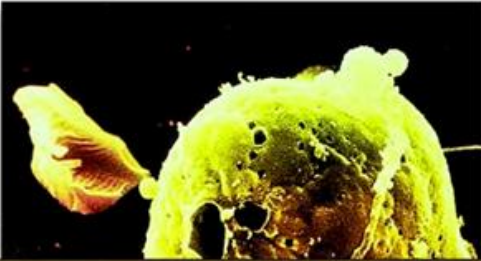
Student - Help - Logout

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468 Chapter 15 Adaptive, Specific Immunity and Immunization

CASE FILE 15 *Wrap-Up*


The organism causing Tyler's condition was *Streptococcus pyogenes*, also known as group A strep or simply "strep." Streptococci (*S. pyogenes*, *S. pneumoniae*, *S. agalactiae*) are organisms that can frequently colonize humans, which sometimes results in serious, life-threatening illness. *S. pyogenes* is frequently associated with a sore throat but also causes scarlet fever and skin infections such as



ch 20 15 Adaptive, Specific Immunity and Immunization

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Illinois Users

- CourseSmart:
 - Waubonsee Community College
- Courseload
 - City Colleges of Chicago (Spring 2013 pilot)

Questions

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