

Empowering Achievement Through Digital Delivery of Course Materials

Executive Summary of Academic Impact



The inextricable link between affordability, access, and achievement

Most educators agree that students who don't have access to required course materials on the first day of class are at a disadvantage, and research has shown a positive correlation between access to course materials and completion rates and grades. Yet, 25% of first-year students and 33% of seniors report forgoing the purchase of required academic course materials.¹ This can have serious consequences for students' academic performance. In a survey of more than 22,000 college students, respondents reported that the cost of textbooks impacted their decision making and performance in courses.²

Many studies have shown an association between student achievement and access to course materials³ and researchers suggest that this relationship is likely due to increased student access to and affordability of textbooks.⁴

As institutions are making the move to digital delivery of course materials, they're finding that providing students with digital, day-one access to required course materials at a more affordable price is having a measurable impact on teaching and learning. While Pearson's digital delivery models are relatively new, we're partnering with institutions leveraging these models to measure their impact over the long term. The following represent just a few early examples of how digital delivery models are empowering student achievement at some of our pioneering partner institutions.



Pearson

Indiana University

Bloomington, Indiana

In 2009, Indiana University began implementing a digital course materials delivery model in an effort to reduce the cost of education for its students. Referred to as the Indiana University e-Text Initiative, this model provided faculty with the option to adopt an e-text that would be digitally delivered to all students in the course. Starting in spring of 2012, Indiana University fully implemented the initiative across its eight campuses.

During the pilot phase of the initiative, Indiana University collected data from participating courses and found that active use of an e-text by instructors had a positive impact on learner engagement. This data was presented in a February, 2015 EDUCAUSE Review article. Key findings include:

1 Student-reported engagement and perceived learning increased with active use of an e-text by instructor.

Greater numbers of students reported reading and annotating, and reported higher levels of perceived learning when instructors actively used an e-text (annotating, highlighting, and referring to them in class).

2 Day-one student access is a preference factor for faculty.

Guaranteed access to an e-text by all students when the semester starts is one faculty-stated reason for preferring an e-text.

3 Digital delivery enables learning insights.

Faculty also appreciate the insights that digital delivery affords them, including:

- Ability to share highlights and notes with students directly on the e-text
- Ability to use an e-text more effectively during class time
- Ability to view student engagement in reading assignments

Learn more

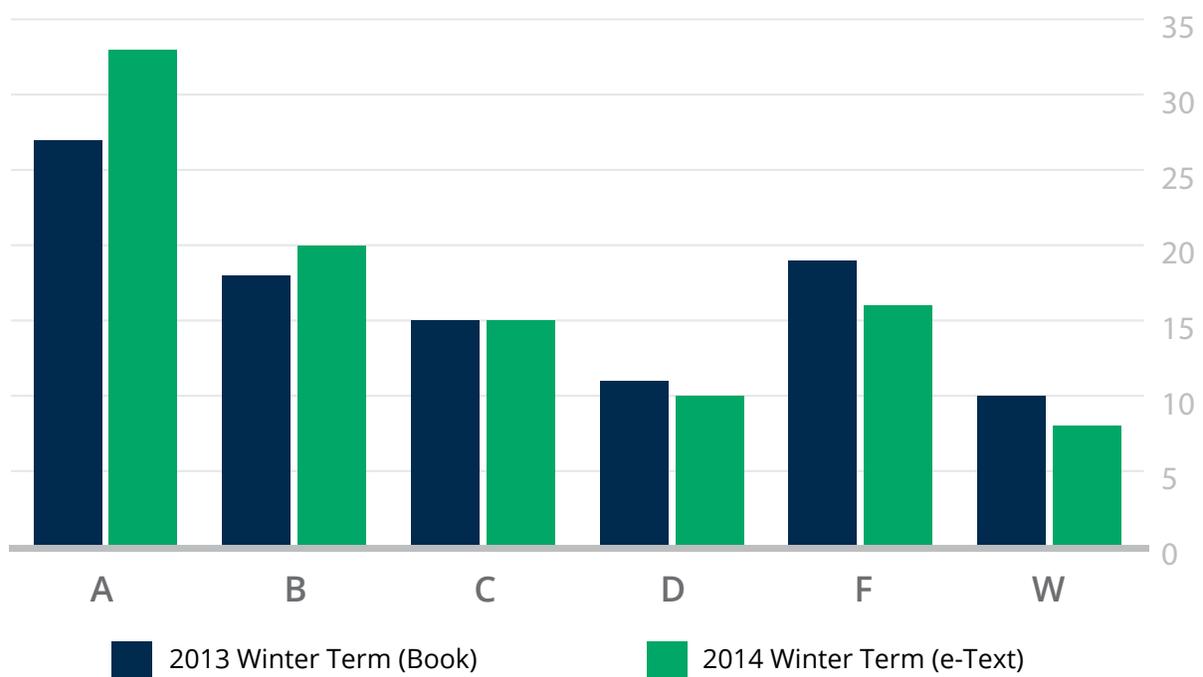
Algonquin College

Ottawa, Ontario

In January of 2013, Algonquin College launched an e-text pilot program in an effort to reduce the cost of materials and improve accessibility and portability. The pilot showed promising results, so Algonquin decided to slowly expand the program in a five-phase approach from the fall of 2013 to the fall of 2015.

Since the start of the pilot, e-text use has increased from 2,300 in the winter of 2013 to 32,000 in the fall of 2014. Approximately 50 percent of Algonquin's programs are using e-Text, reaching 10,000 students. In addition to delivering cost savings to students, Algonquin has seen a positive impact on student grades and course outcomes.

Course Grade Comparison for Courses Using e-Text vs Print Book



While this is an early analysis and additional research needs to be done, preliminary data suggests that e-text usage is contributing to higher end-of-course grades and fewer failures and withdrawals.

Learn more

References

- 1 National Survey of Student Engagement (2012). *Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13*. Bloomington, IN, Indiana University Center for Postsecondary Research.
- 2 Florida Virtual Campus (2012). *2012 Florida Student Textbook Survey*. Tallahassee, FL. http://www.openaccesstextbooks.org/%5Cpdf%5C2012_Florida_Student_Textbook_Survey.pdf
- 3 Hilton III, J. L., & Laman, C. (2012). *One College's Use of an Open Psychology Textbook*. *Open Learning: The Journal of Open, Distance and e-Learning*, 27(3), 265–272.
Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton III, J., & Wiley, D. (2012). *Open Textbooks and Increased Student Access and Outcomes*. *European Journal of Open, Distance and e-Learning*. <http://www.eurodl.org/index.php?article=533>
Pawlyshyn, N., Braddlee, D., Casper, L., & Miller, H. (2013). *Adopting OER: A Case Study of Cross-institutional Collaboration and Innovation*. <http://www.educause.edu/ero/article/adopting-oer-casestudy-crossinstitutional-collaboration-and-innovation>
- 4 Fischer, Lane, et al. *A Multi-institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-secondary Students*. *Journal of Computing in Higher Education* 27.3 (2015): 159-172.



Learn more at [PearsonEd.com/digital-direct-access](https://www.pearsoned.com/digital-direct-access).

Copyright © 2016 Pearson Education, Inc. or its affiliate(s). All rights reserved. INSTR15362-17049 KT-07/16