



EBook, An Innovative Tool Towards the Teaching-Learning Process

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1. Justification

The eBook is an electronic or digital version from a book or a text published on the World Wide Web or other electronic formats [1]. It is known as eBook or e-reader to the device electronic book reader.

The electronic book is defined as the digital version of a book originally published in paper or a book created directly in digital format.

We can find different enterprises that develop these devices in the world. In Spain stormed into the market in 2006 and since then several brand names have their own product.

The electronic book has advantages as disadvantages.

Among the advantages of using electronic readers we can expose [2]:

- You can read almost every document everywhere.

- By using the technology of electronic ink has no backlight. Reading on these devices is quite similar to reading a paper book.

- The accessibility is another quality of the eBook.

Another advantage is the lower prices of the publications, by eliminating middlemen and paper, students can access to a multitude of comfortable and cheaper publications.

On the other hand, using the e-book we can get immediate availability through the web and a great environmental quality, since it avoids the excessive use of paper, ink, etc., Promoting environmental stewardship and energy savings. It supports applications such as computer like word searching, expanded details, or the incorporation of multimedia resources at all times allowing mobility and convenience in portability.

Another advantage of digital technology to store information so that no single sequence of access to the same, but different units or pieces of information are intertwined through a network similar nodes unlike the printed text, that physical characteristics consisting of a leaf stuck after another, along with the specifics of writing, so if that order is disturbed amending semantic consistency of speech [3].

Despite the numerous benefits this resource has drawbacks such as its high price, not accessible to all budgets and lack of respect for copyright, at times. Following the creation of this device has created a public debate in which there are arguments for both the digital book as traditional books [4].

Once the advantages of the eBook above, we can quote for the book on paper the following benefits:

It is more ecology.

Readers in a short space of time become an electronic waste ending in landfill or incinerated, producing harmful emissions to the environment [5].

It could be the loss of commercial control of the work and the ease of copying, both legal and unauthorized documents.

When the school in the nineteenth century was born, culture is transmitted exclusively through printed works and is accessible only to a minority of the population, books and people not living in most households.

Today's multimedia culture is intended for mass consumption, and we can find homes inundated with technology.

When the school was born, children had very little news of what was happening in the world, hardly knew of what was happening around them. Today, students are subjected to constant bombardment of data.

We are currently in a historic step in imposing forms and cultural content transmitted via digital media.

In the last quarter of the twentieth century with the development of audiovisual and computer technology have created new forms of expression and diffusion of culture.

These technologies form what is called "digital culture" involving new forms of organization and knowledge processing, flexible, and interactive, claiming, in turn, new models of teaching and learning materials [6].

The book as a cultural object does not disappear but changes its support [7].

Do they make sense and use textbooks in the school of XXI century? What will the future of textbooks? These two questions may be reflected in the times in which we live.

If we look back and analyze how has been implemented the ICT in the educational system today we would think that the teachers in a decade will not use paper books. These may be replaced by electronic media, such as are called, eBooks. This change could be considered in a medium to short period of time. The books do not disappear, even if your hardware will be transformed. This obviously markedly affect the structural features not only textbook but also their potential and proposals for educational use.

Actually in Spain are not many subject proposals. Even if you view the web ANELE (the association that brings together most of the publishers of textbooks) do not find any reflection about [8].

How these will new schools eBooks in their multimedia development? Under what educational philosophy and what will be developed for educational purposes? How does work affect the teacher and student? How should be the model for teaching in the classroom with the school eBooks?



In addition to the opinion of the faculty / staff, what suppose for the students this 2.0 tool?, Do they know it?, Are we in conscience of its advantages and possibilities?, And most importantly, would you be willing to change?

2. Method

2.1 Participants

The study involved 100 students from the Faculty of Education at the University of Huelva, they are coursing careers like Teaching, Psychology, Social Education and Psychology.

The sample is comprised of both women and men, ranging in age from 18-35 years, which belong to 65.6% in rural villages and only 34.4% in urban areas.

2.2 Instrument and procedure

To collect data in this study develops a tool to detect the knowledge about the eBook in university students, which we will provide the necessary information to get the objective of this work. Specifically we developed a questionnaire that combines open and closed questions, as a tool that will give us information. We mix these two types of questions to get more information and not to limit the qualitative responses, so some questions may have more than one answer. In order to create it, the researchers have external agents that propose an initial set of questions as well as some considerations about the instrument configuration (size, structure, type of language, etc.).. At first, it develops a battery of 20 questions, but on the recommendation of the experts group we decide that the final extension of 13 questions to avoid fatigue and result in the information to be extracted.

After designing the questionnaire we proceed to the implementation phase and data collection.

3. Result

At first, along with demographic data, we proceed to get information about the use of personal computer and internet in their day to day of the sample, being all of them regular users of the Web and possessing a personal computer. As knowledge in the New Technologies of Information and Communication applied to education, the sample is considered to have a medium-high level in handling them. From the Web 2.0 tools. applied to education and known by the participants, the main ones are: eBook, tablet, digital whiteboards, virtual platforms, wikis, blogs, slide share, Prezi, Adobe Connect, web quest, Dipity, Calameo ... However, 36.3% of the sample does not recognize the 2.0 tools. applied to education, computer software mistaking.

If we translate these results to technological advances, the sample can be considered as current and potential users in the near future objective tool of study. When they are asked about the knowledge of it, 78.1% knew the eBook although only 29.9% use it or have ever used. They, in addition to giving regular use of reading have used it for file storage and / or academic work, download files and audio reading, and web queries.

Like the traditional book, the eBook can be used for leisure reading and study, so it can be a tool in the teaching-learning process (TL). This is raised to the sample in the form of item, getting the following results listed in order of frequency: most believe that it can improve the TL process to be a useful tool for access to information, ease of transportation, increased access to books, more comfort and space, creativity and versatility, greater clarity about the organization and order of content and materials, but students are not clear that this web 2.0 tool. improve or facilitate EA process, being a minority group, those who believe that this tool does not improve this process.

The acceptance of the sample is as follows: 66.5% considered high acceptance of this tool in the university, 29.4% as medium, and 4% as low.

As for the advantages that the sample of students notice from the Ebook as a tool applied to education and expressed in order of frequency, are: comfort in transport (20), easy access to data (17), comfort in their management (17), storage capacity (13), saving paper (12), the interactive nature (10), content organization (9), saving time and space (9), agility work (8); easy to use (7) and saving money (6).

About the disadvantages of the tool under study, the responses are as follows (expressed in order of frequency): economic cost (14), technical problems (10), possible distraction in the classroom (10), battery (8), eyestrain (7), fragility of the tool (7), the possibility of data loss in case of failure (7); threat to the traditional book (6); possibility of misuse the tool (6) ; prior knowledge for use (6).

4. Conclusions

ICT has introduced a debate on the way of diffuse the knowledge in the classrooms, claiming its role in the Spanish teaching of the XXIth century.

With his background throughout history and the high role that has the textbook in the classrooms, we might think that it will not easily be replaced by new technologies, however when we interview the sample we found that the acceptance by the students is high. The textbook is now the backbone of the educational planning of a course but students do not see a big problem to change the format.

The inclusion of ICT has led to behavioral changes and the teacher used in the teaching - learning process information from multiple media in order to enrich and deepen the material concepts. As one report from the Ministry of Culture (Ministry of Culture, 2004), ICTs have "made a world teetering on the support for the transmission of information, knowledge and culture for centuries has been the book." The results from the sample



under study by our research suggests that support the tool. See the utility of the eBook and would welcome to see its many advantages.

Actually, after the growing use of e-book we think that not all the future is for the e-book and all present for the book. [9]

The book should be adapting its format and content to these new trends and educational needs promoted or produced by the emergence of ICT in the classrooms, as they did before other sectors that have had to adjust their supply to the different formats that grows as a result of technological transformation. [9]. The change in actual book format would be most attractive to students because they feel that comfort in transport and easy access to data are its main advantages.

This change moves to the business world even as some publishers are already beginning to integrate into your products and services offer enormous potential offered by new technologies, creating new ways to meet the demands of a growing market.

Now, and with the poor response from the business sector are other figures who are dedicated to promoting the use of the tool to adapt educational content to the new technologies. We include teachers, educators interested in digital content, software companies generic or even hardware agencies.

When there is demand, the society looks for the way to satisfy it.

We do not have only to change the physical tool (From paper to elect book.) but also the method to achieve higher quality in the TL process. Not all change is innovation, because innovation involves a change of mind, change of form and method. To reach the quality of the TL process has to be change in all areas, not only about changing the "envelope" but the whole process.

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