READING FORMAT BEHAVIORS AMONG COLLEGE FRESHMEN: BUY, BORROW, OR ACCESS ONLINE?

Diane Mizrachi, Ph.D.
University of California Los Angeles (UCLA)
Case Study – Behaviors in a Reading-Intensive Class
Research questions

• Which format do students use for reading class assignments?
• Is there a relationship between students’ behaviors and class grades?
• Is there a relationship between students’ behaviors and their Writing SAT scores?
Methodology

• Assigned Readings: 1,180 pages in Fall Quarter
• Available for purchase (print); library loan; posted online
• Online survey of 9 multiple choice and fill-in questions
• Survey link distributed in weeks 10 & 11
Population

- 61 responses – (out of 200) – 30% response rate
- Average final grade of respondents: 3.34 (B+)
  - Class final grade average: 3.11 (B)
- Median SAT score: 690 (out of 800)
  - National top 25%=640
In what format did you read your required class texts?

- Electronic: [VALUE]%
- Print: [VALUE]%
- Mostly E: [VALUE]%
- Mostly P: [VALUE]%
- Both equally: [VALUE]%
Factors Reflecting Format Behaviors

- Convenience: 26.2%
- Cost: 31.2%
- Eyes: 3.3%
- Learn better w/print: 23%
- Prefer Electronic: 1.6%
- Prefer Print: 44.3%
- Uncategorized: 4.9%
Did you purchase the course reader?

- Yes: 63.90%
- No, I borrowed the reader (from library, classmate): 0%
- No, sometimes borrowed it, sometimes accessed readings online: 4.90%
- No, I accessed all the readings from the course webpage: 31.20%
Did you purchase the other required readings?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No; accessed all from course webpage</td>
<td>73.80%</td>
</tr>
<tr>
<td>No; borrowed some, accessed others from course webpage</td>
<td>14.80%</td>
</tr>
<tr>
<td>No; borrowed from library</td>
<td>8.20%</td>
</tr>
<tr>
<td>Some; others accessed from course webpage</td>
<td>1.60%</td>
</tr>
<tr>
<td>Some; the rest I borrowed</td>
<td>1.60%</td>
</tr>
<tr>
<td>Yes, all of them</td>
<td></td>
</tr>
</tbody>
</table>
If you accessed readings from the website, did you print them out to read?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>8.50%</td>
</tr>
<tr>
<td>Never</td>
<td>66.10%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>18.60%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>1.70%</td>
</tr>
<tr>
<td>Always</td>
<td>5.10%</td>
</tr>
</tbody>
</table>
Correlations

Chi-Square Tested
- SAT writing scores
- expected final grades
- final grades.

With preferred reading formats

No evidence of correlations
Limitations

- Academically homogeneous sample
- Small sample
- E-devices barred in lectures
Questions for further study

• Is this dynamic or static phenomena?
• Broader range of students
• Print divide
• Subconscious feelings of warmth from infancy and childhood?
Further reading

Thank You!