

COVID-19's impact on post-secondary student's learning preferences on different mediums with nonfiction textbooks

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Abstract

This study is an attempt to answer whether post-secondary students' preferences for eBooks or traditional books for learning have been affected by the COVID-19 pandemic lockdown restrictions. The importance of understanding their preferences during the pandemic provides more insight on how students adapt to their preferences over time. A Google Forms survey was conducted sampling 52 students to find whether print preferences would change under the circumstances of COVID-19 lockdown. The length and feel of a book as well as affordability play a role in student preferences. When it comes to nonfiction, 52% of post-secondary students are in favour of using traditional books instead of eBooks textbooks to learn better. COVID-19 lockdown restrictions have little effect on print preferences but student learning has been affected greatly. Price and length of the book are factors to print preferences. Students have been finding ways to adapt to challenging student expenses by buying eBook versions to reduce and then printing them out to help with retention and comprehension. Overall, Tran concluded that his findings suggest that traditional textbooks are still preferred but due to the circumstances of the pandemic, many students are adapting to eBooks and many believe that eBooks will be more popular in the future. Findings from this work could provide beneficial insight on how to improve eBooks design to help better with retention and comprehension for student learning virtually.

Introduction

Traditional books have been around for centuries and have become our “go-to” collection of knowledge and literature. We have been accustomed to it for generations. However, with the rapid advancement of technology, books have gone digital to reduce paper and provide an easily accessible and convenient way to read. These converted digitized books are called eBooks and they can be “anything” on any device with a screen and are very interactive with many accessible features that could simulate readers. Open educational resource (OER) textbooks are typically low cost, less restrictive and more accessible than eBooks. Many post-secondary students are growing up and adapting to modern technology in today's society. All these technologies enable the use of eBooks and OER textbooks. Through the use of the internet and many digital devices

called eReaders such as smartphones, iPads or desktops, many post-secondary students are able to adapt from their usual learning classroom environment to virtual learning.

The current COVID-19 pandemic has greatly affected many students and various “normal” activities students do in their academic lives are shifting. Education is one of the many activities affected by the pandemic because of social distancing and virtual learning. The learning formats have changed and education has shifted in unpredictable ways, which creates difficult obstacles for students. The remote learning environment is new to most students and they had to quickly transition to using digital resources such as eBooks in many cases. This provides a good opportunity to examine how eBooks affect student learning versus traditional textbooks.

This comparative research paper aims to answer: When it comes to textbooks in post-secondary education, are traditional paper books or OER eBooks more preferable for student learning, and how have students' preferences been affected by the COVID-19 lockdown?

Literature review

To date, there are several studies on student reading preferences that show many students with a preference for academic textbooks in print over digitized books. A research study paper on academic reading preferences and behaviours of students worldwide (Mizrachi, D., Salaz, A. M., Kurbanoglu, S., Boustany, J., & on behalf of the ARFIS, Research Group, 2018) found that many students prefer to read on print. They reported that they had better retention when the information was presented in print formats and prefer print for longer textbook readings. In 2014 and 2016, they gathered 10,293 completed survey responses from college and university students from 21 different countries. The demographic consisted of 67.47% females, 28.9% males, and 3.63% that identified with neither gender. Several researchers were dispatched and they conducted separate independent analyses on their respective countries. Students were recruited via emails in 2014, 2015, and 2016. Participants would answer questionnaires such as which devices they used to study, or which format they prefer for the majority of their academic career. While the study did provide most countries around the world, the study did not include every

country of the world including Canada and more up-to-date research data from Canada would be good to research. A sample of Canada will be studied and surveyed in this research. The study mentioned that affordability, accessibility, and searchability of eBook formats will benefit students and teachers. This is useful for this report because it is likely that students in Canada will also agree to that idea.

In 2015, an NBC news study found that many students and school faculty members showed concern about increased costs for course materials. Textbook prices have increased by 1041% since 1977 (Popken, 2015). Students are struggling to pay for textbooks and that impacts their path to academic success. School tuition and housing are already very expensive and adding textbook expenses make things worse for the young students. The 2016 Florida Virtual Campus survey of 22,000 students reported that 66.6% chose to not purchase required textbooks due to the cost. 37% of those students reported earning poor grades, 19.8% reported failing a course, and 47.6% reported that they had to take fewer courses due to cost (Florida Virtual Campus, Donaldson, R. L, & Shen, E. 2016). This suggests that the students are influenced by the cost of textbooks, which makes eBooks and OER books more appealing for students. This would make eBook markets rise against traditional textbooks markets. The reason why traditional textbooks are more expensive is that all textbooks are not created equal and are not equally priced (Valle & Vox, 2019). Traditional textbooks for those studying STEM (science, technology, engineering, and math) courses tend to cost more compared to art history books. When students are buying textbooks, they are not just paying for the binding and pages but they are paying for the hard work of the authors, editors, production and distribution of the book (Valle & Vox, 2019). With social distancing limitations placed by the government of Canada to reduce spreading the virus, more students are inclined to choose eBooks and OER books; going outside to libraries or bookstores to acquire hard copied textbooks is more difficult and potentially risky for students.

While the appeal and increase in the eBook market are rapidly growing, there is a useful news article from The Star made in 2012, that provided insight to how even if eBook textbooks are becoming popular, the printed text remains superior (Wong & The Star, 2012). This trend is surprising because technology is supposed to be enhancing our lives and yet many still believe that printed text is better. Book publishers said that digital versions of academic books were much cheaper, and more people would be more inclined to purchase the eBook.

Canadian publishers have been less aggressive in the eBook market than in the United States, where more students have gone digital (Wong & The Star, 2012). The Star interviewed many different students from Ryerson University and the University of Toronto and had them provide their experiences learning with digital books and traditional books in post-secondary education. Trends in students' preferences stated that eBooks are a distraction and would not replace printed textbooks. One of the students said that they think eBook textbooks will be used more in the future. They said digital textbooks are becoming more popular because they are environmentally friendly, which would appeal to students that are concerned about leaving behind a smaller carbon footprint, as well as the ability to have up-to-date books with a single download. This would be very helpful with subjects like sciences. The scientific books would need constant updates with new and changing discoveries found every year. This is pre-pandemic research and since COVID-19 arrived, the Canadian government enforced a restriction that forces students to stay home to study which could change student preferences since it may be difficult to acquire a traditional book from stores or libraries. Further research with which format readers would prefer during the pandemic would be required.

Many students' preferences for print or digital books are mixed, but the majority preferred printed books over digital ones. They reported that eBooks were difficult with quality concerns, highlighting and annotating, and increased distraction in digital environments with their devices (Daniel & Woody, 2013). This could be the reason why students would take longer to read eBooks compared to the paper version. The extra audio and visual components on the eBooks could be a factor (Daniel & Woody, 2013). Further research is needed to see if these components are factors that affect learning with different print preferences.

Research Method in methodology

This research attempts to highlight the preferences during COVID-19 and begin to question how to close the gap between the different environments and limit frustrations that one might have with either print preferences. Tran used nonfiction textbooks, as nonfiction books are typically used for school content and this data for students would be used to measure students'

learning. It is expected that many students in Canada will use eBooks more since they are living in a world where technology is growing in their everyday lives and are more accustomed to doing most things on their devices. It is also expected that most students will prefer traditional books over eBooks because most post-secondary students were taught with traditional books in grade school at a young age. They are accustomed to the printed text format and formed learning habits specifically with printed texts to help them accomplish academic achievements. This has been passed down for generations and could change over the course of the COVID-19 lockdown. Technology has been advancing each year which has enabled students to utilize eBooks to find their way in educational institutions to better help teach students. It can also help engage students in many different ways. The following paragraphs will be sources researching post-secondary students and their preferences in COVID-19.

Scholarly peer-reviewed secondary sources and news articles were used to develop research ideas. These sources were relevant and insightful to the research conducted. A Google forms survey was also conducted to help collect primary data for more up-to-date information on book format preferences in Canada as well as if COVID-19 lockdown has affected the students' preferences. The Google form is available for anyone to answer. The target audience for this study was primarily aimed at current post-secondary students studying under the circumstances of COVID-19 but was still open and welcomed for a broader audience to answer. These questions were posted and shared on social media such as Facebook and Instagram to get respondents. Tran has also contacted potential participants to answer the survey. It was optional and not every question was required to be answered.

Procedures

Data reported in this analysis was gathered within 2 weeks in November 2020 in the midst of the COVID-19 pandemic by using Google forms software. With 52 respondents, they were given 15 questions (Refer to Appendix).

Results

All primary data collected from the Google forms survey was then written on paper to help organize information. 94% of the 52 respondents were aged 19-24, 2% were aged 25-29, 2% were aged 30+ and 2% were aged 18 and under. 84% of the respondents were in post-secondary education, which meant that a good majority of the survey target was acquired. In this research, it is safe to assume that the respondents are post-secondary students. Most of the respondents were familiar with eBooks or eReaders. A small sample of respondents did not provide detailed information in the open-ended paragraph questions.

Figure 1 shows that 69.2% of respondents do read nonfiction textbooks only for school. 13.5% of the respondents said they would like to try reading nonfiction textbooks on eBooks. 9.6% of the respondents said they read nonfiction books for fun on eBooks. 7.7% of the respondents said they don't read non-fiction books on an eBook.

Would you read non-fiction textbooks on an eBook?
52 responses

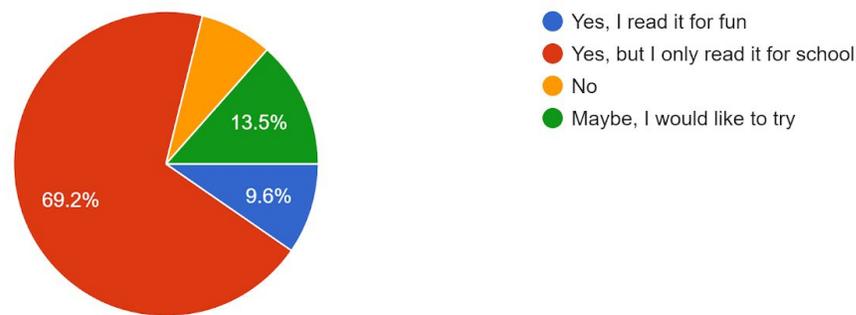


Figure 1. This graph is depicting whether readers prefer non-fiction textbooks on eBooks.

Figure 2 shows how the choice would be affected if the price was a factor in the respondents' choice of print mediums. 88% of the respondents reported that they would switch to eBooks if eBooks were free and traditional books cost \$100. 8% of the respondents were not affected by the price. 4% of the respondents did not matter which preference.

How would your choice be affected if the paper book costs \$100 and the eBook was free?
50 responses

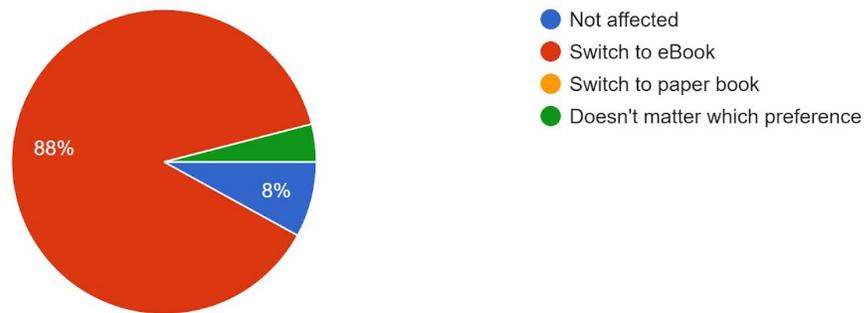


Figure 2. This graph depicts students' preference if the price was a factor

Figure 3 shows how the respondents' preferences have been affected by COVID-19, from 1 being not affected at all and 10 being greatly affected. Two respondents did not answer the question correctly. 38.5% of respondents reported that COVID-19 has not affected the print preference. 11.5% of the respondents' preference were somewhat affected by COVID-19. 7.7% of the respondents' preferences were affected greatly by COVID-19.

How much has COVID-19 affected your preferences?

52 responses

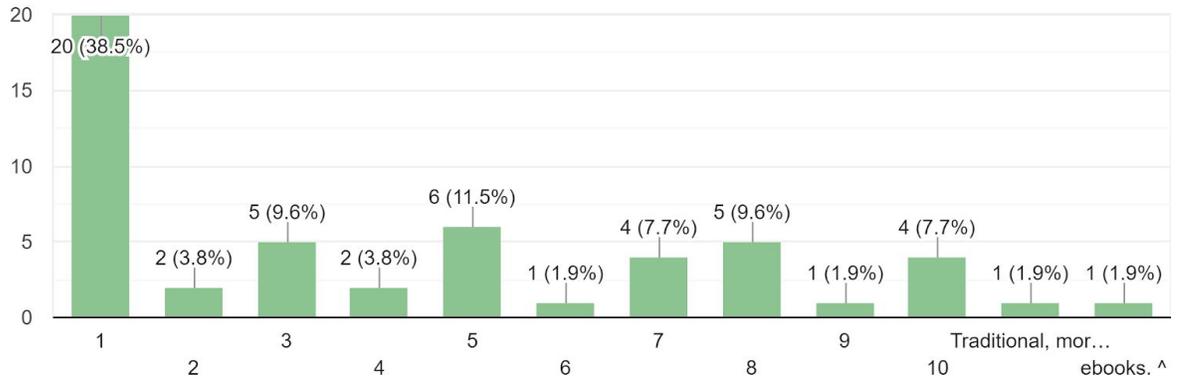


Figure 3. This graph depicts how much COVID-19 affected students' preferences.

Figure 4 illustrates how much COVID-19 has affected respondents' learning, from 1 being not affected at all to 10 being greatly affected. 42% of respondents reported that COVID-19 affected their learning significantly.

How much has COVID-19 affected your learning?

50 responses

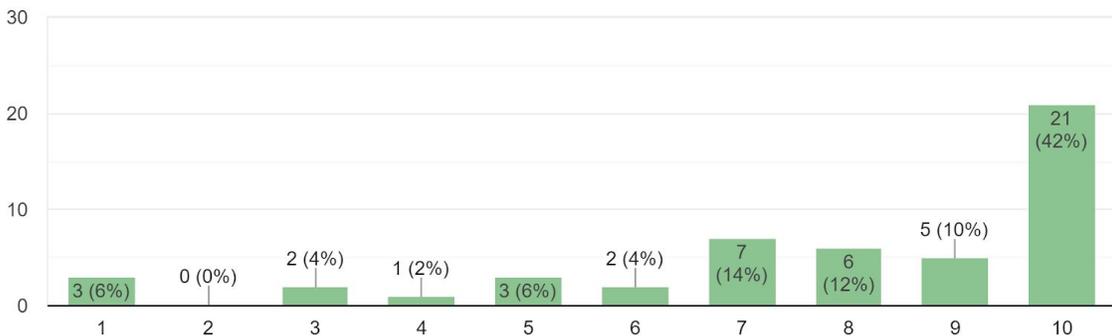


Figure 4. This graph shows how much COVID-19 affected the respondent's learning.

Figure 5 illustrates the percentage of whether the length of the book influences the format preference. 44% of the respondents believe the length of the book does influence their format preference. 34% of the respondents reported that the length of the book does not influence their format preference. 22% of the respondents reported that the length of the book might influence their format preference.

Does the length of the book influence your format preference?
50 responses

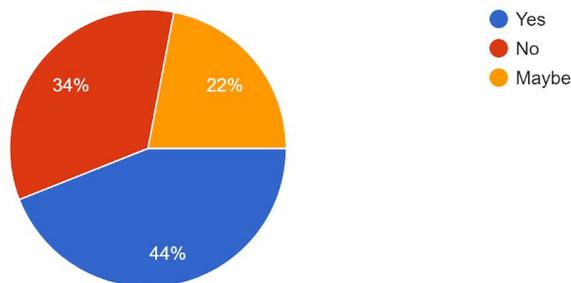


Figure 5. This graph shows if the length of the book influences the respondents' format preference.

Figure 6 shows 40% of the respondents would choose a paper book if given 20 minutes to read and comprehend. 36% of the respondents would choose a paper book if given 20 minutes to read and comprehend. 24% of the respondents do not have a preference when given 20 minutes to read and comprehend.

If given 20 minutes to read and comprehend, which print preference would you choose?
50 responses

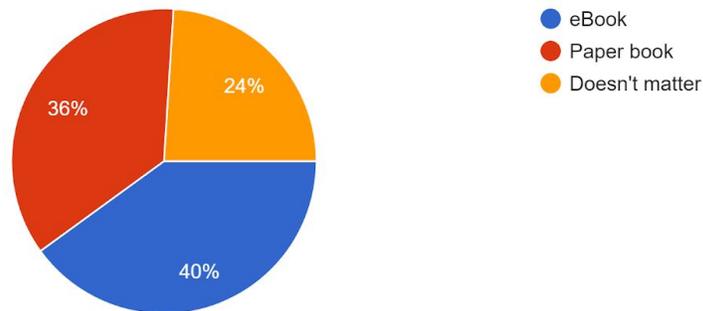


Figure 6. This graph shows the print format preferences of the respondents if given 20 mins to read and comprehend.

Figure 7 shows 62% of the respondents would prefer a paper book when given an hour to read and comprehend. 22% of the respondents would prefer an eBook when given an hour to read and comprehend. 16% of the respondents said they do not have a preference when given an hour to read and comprehend.

If given 1 hour to read and comprehend, which print preference would you choose?
50 responses

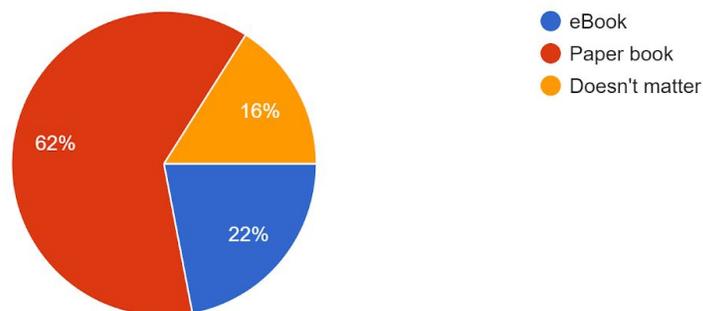


Figure 7. This graph shows the print format preferences of the respondents if given 1 hour to read and comprehend.

Figure 8 depicts 48.1% of participants preferred using eBooks to read nonfiction books and 51.9% of participants preferred traditional books to read nonfiction books.

Which do you think is better for non-fiction textbooks?

52 responses

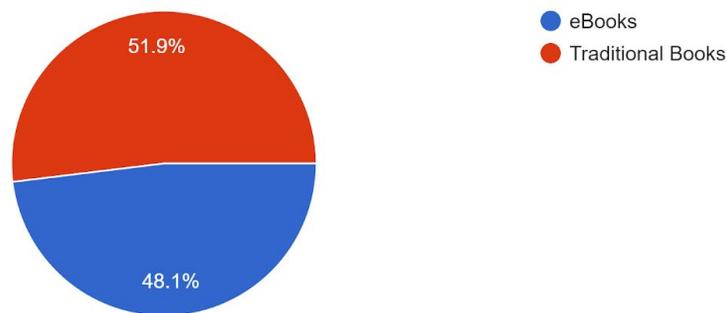


Figure 8. This graph shows the respondents' print format preference when it comes to nonfiction textbooks.

Acquired from the Ryerson Library Database, the research journal article “Academic reading format preferences and behaviours among university students worldwide” stated that many post-secondary students prefer to read academic textbooks in print rather than eBooks. The post-secondary students from different countries reported that they had better retention with a physical book (Mizrachi et al., 2018). They were tested with short readings vs long readings to test for the ability to focus and maintain retention. The Academic Reading Format International Study (ARFIS) researchers conducted 3 different reading tests for the participants as a way to prove that format preferences can depend on the length: The first one was under 5 pages, and the second one was 5 pages. The third reading was 5 to 10 pages and the last one was over 10 pages long. Results were not substantial and led the ARFIS researchers to further conduct research simulations onto the post-secondary students. They narrowed the format preference test down into two tests. The post-secondary students were first tested on reading material consisting of 7 pages and then tested on material consisting of less than 7 pages. With both tests completed, the majority of the participants (72.83%) believed that they learned and focused better on study

materials in print for longer readings. In the shorter readings tests, participants still preferred the print format but there are variations by country.

More research went into how eBooks are enforced in school as well as to find more supporting evidence from credible sources as to why physical textbooks are so expensive. Acquired from the Ryerson Library Database, a blog article in 2016 by Education Week discussed how schools in the US were pushing for more digital textbooks to be utilized for learning. The former President, Barack Obama and his administration, challenged states and encouraged the use of digital books in schools by 2017 (Lenkei, 2016). They said that by choosing to learn through a digital platform, they can reap benefits such as becoming cheaper, be easily updated to more up-to-date research, and can become more environmentally friendly. The article author, Alice Robb, interviewed American University linguistics professor Naomi Baron and referred to her 2013 study: *words onscreen: the fate of reading in a digital world*. In this book, there was a survey test conducted with over 300 university students from the US, Japan, Germany, and Slovakia (New Republic, 2015) to find the students' print preferences. One of the questions in the survey was when students were given a choice of various media including a hard copy, cell phone, tablet, e-reader, and laptop. Her results were that 92% of the 300 students from the US, Japan, Germany, and Slovakia said they could concentrate best in hard copy. Robb asked why young people, who are accustomed to doing things on screens, are resistant to eBooks and Baron said that there are two issues that the students often reported. They said they got easily distracted and pulled away to do other things and they experienced side effects such as physical discomfort, headaches, and eye strain. Baron asked the students what they did not like about reading on the screen and students reported that they like to know how far they have gone into the book or explained their visual memory of something on the page and how it does not make sense on a screen. Baron found that one out of ten students in Slovakia talked about the smell of books and that people are more likely to re-read printed books. She also found that one of the students in the survey believed that choosing an eBook would be saving the environment but it was difficult to measure as many branching questions about the energy and recycling of both printed preferences would arise. Baron is concerned that people in high education are not realizing students' needs. "We're assuming we're being helpful by lowering prices, by making it more convenient, by helping the environment, but we don't bother asking our students what they think."

Discussion

Participants who preferred eBooks

Forty-eight percent of the respondents preferred eBooks when reading nonfiction. They reported that they use eBooks for the quality of life features such as copy and paste. They also use it for the different capabilities it offers such as reading in different sizes with reflowable text, finding information fast with shortcuts like CTRL + F, taking notes, searching online and looking up terms with dictionaries and highlighting or removing notes.

A few notable comments in the Google forms survey in particular, question 5 (refer to Appendix), participants often reported similar answers on why they chose eBooks over traditional textbooks. Their comments were that there were more features and integrated tools in the eBook devices that would help participants during their studies; there is the convenience of having all their textbooks in one place and the price of eBooks being much more affordable and easier to obtain. The speed of finding information and completing assignments is much faster with eBooks because of quality of life features such as the keyboard shortcut for ‘find’ to quickly search for the information they need without having to read unnecessary information. They could use the online dictionary that integrated into the eReaders to quickly provide a definition of a word. eBooks have the ability to highlight text and undo the highlighted text with a button, unlike traditional books, where highlights would be permanently on the page. They liked the ability to read the textbook in different font sizes with accessibility features as well as the ability to read the textbook reflowable text because it enables many people to read, understand, and interact with the textbook better. Many used eBooks on their commutes to school because they did not want to carry the heavy bulk weight of many textbooks. They liked how eBooks had all their required textbooks on a single device and that reduced the space it takes up, allowing more freedom for the students to carry other things for school.

Participants who preferred traditional textbooks

Fifty-two percent of participants preferred traditional books when reading nonfiction. A few notable comments that participants often said on why they chose traditional books over eBooks were that eBooks were straining their eyes when reading eBooks for long durations.

This might be from the blue light filter of the eReaders screen when reading too long. Many participants said that reading eBooks were distracting. These participants are likely reading eBooks on multimedia devices such as computer desktops, smartphones, or tablets to do their virtual readings. This meant that eBooks on these devices would cause procrastination because of their susceptibility to interact on social media or play video games which adverts the students' attentiveness and ultimately affect the students' learning. Baron's credibility and research further support this. Some participants mentioned that traditional textbooks enabled them to handwrite notes and that motivates them to learn better. They were able to effectively learn better with improved comprehension and better process information with the tactile aspect of a physical book. A few of the participants reported that they use traditional textbooks for the aesthetic feeling of flipping a physical book is more amusing and engaging than pretending to flip a digital book and it forces them to read attentively because it is physically in front of them. Buying textbooks was much more expensive than getting a digital version of the book but many students said that they learn better with it. In that regard, affordability of textbooks is one reason why students might prefer one print medium over the other. This affects the learning experience for the students because they are thinking of their student debt for school tuition. Further school expenses include other stationary items such as highlighters, notebooks, pens, etc. Highlighting information in the textbook helps understand and process information but requires the students to buy highlighters. This further increases students' expenses for school tuition, affecting their financial needs and management. A participant reported that they are often on the computer for attending virtual lectures and doing research projects for long durations during the pandemic that they do not want to be staring at a screen reading textbooks digitally. This might be the case for many other students who prefer traditional books and dealing with the pandemic. They would like to reduce screen time to prevent eye strain and headaches. There is a physical sensation and smell aspect that many students enjoy from reading printed books. In Baron's research, students reported they like the sense of accomplishment when seeing the progress of reading a traditional book as well as the smell of a book. In her research of Slovakian students, one out of ten talked about the smell of books and it is why physical books are more popular. It is interesting to compare that point to the US government, as they are encouraging eBooks to be used more just to adapt to the growing technology. There are good intentions to save the environment and provide more affordable education, but students are still choosing traditional books because it

helps them comprehend better due to the physical aspects that eBooks do not offer. The physical touch and smell of a printed book enables students to learn and comprehend better.

Participants that did not have a preference or used both print materials

There were students who decided they did not have a preference when it comes down to the delivery method. Those students said that lengthy textbooks were not an option for reading eBooks. Some students knew that eBooks were cheaper and easier to acquire but know that their learning comprehension and focus is better with traditional printed books. A solution to reduce student expenses is that they would get the eBook version of the required textbook materials and then print their eBooks on paper to highlight and study their content. Although, students reported that it requires more effort and time to print the eBooks; regardless, 68.65% of the students agree or strongly agree that they prefer to do so (Mizrachi et al., 2018). A notable comment a respondent said was that non-fiction eBooks would be difficult to sell or be purchased second hand in the way that paper books can be recycled. This is interesting because another respondent said that the printed books bought second hand is the best of both worlds option as it offers a cheaper alternative compared to retail price and enables students to get what traditional books offer; the aesthetic appeal and smell that many preferred printed books mentioned.

With this data on student preferences and growing technologies, it is interesting that many students still prefer traditional books over eBooks. Affordability and quality of life features definitely play a role in student preferences. That is why more students are inclined to choose an eBook over traditional books. Students prefer traditional books if given a choice but will opt for the eBook if they can acquire it for a cheaper priced alternative. It is interesting to see the comparison between Figure 3 and Figure 4 (see Appendix, for Figures 3 and 4) that while COVID-19 has not affected 38.5% of the respondents, COVID-19 has affected 42% of the respondents' learning significantly. The transition from in-person classes to virtual learning is likely the cause of this divided difference. Many students feel stressed and uncertain about their futures and this makes the learning under COVID-19 lockdown difficult for 42% of the responses. This pandemic has made eBooks become more mainstream as a learning tool for post-secondary education. Perhaps over the duration of the COVID-19 lockdown, post-secondary

students will adapt and learn to use eBooks more effectively to become the more optimal print preference.

Future of eBooks

Seventy-five percent of the respondents shared their thoughts on the future of eBooks (see Appendix for question 15) and believe that eBooks will thrive in the future since technology continues to make more innovative advancements. The respondents shared similar reasons with those who preferred eBooks. Things such as the quality of life features and the accessibility that traditional books do not offer features they want to see more of. They wanted to have a better experience and to see improvements in eBooks, as eBooks today would lag on some devices or cause eye strain when reading on a digital screen for too long. Some suggestions that respondents have mentioned in the survey was that they also wanted to see more accessibility features available for all eReader devices and have eBooks at a much cheaper price than they already are. Some of the respondents briefly discussed the eBook and publishing industry market and had a few arguments about whether industries were doing better or not. Those respondents said that eBooks will become more popular and common given the circumstances of the pandemic. They said many young students and older people are starting to familiarize themselves with this technology and it will almost seem second nature to them in the future when reading textbooks online. Many believe that traditional books will still be enjoyed and used by many students because of the sensation and feel of the physical book. They suggested that in the far distant future, eBooks should mimic the physical book more closely to have that aesthetic feel and smell as well as the quality of life features. This could allow better retention, comprehension, and learning from traditional books as well as offer the speed and convenience of eBooks.

Limitations

Given the time frame of this project, it limits the research that could have been done on how students learn and whether they prefer eBooks or traditional books. The primary research could have been improved and enhanced with in-person interviews or live social experiments of comprehension learning during the pandemic, but due to the circumstances of COVID-19, it is not advisable to conduct these experiments especially in a time like this. There are not many

secondary sources published regarding the influences on students' choices of print or eBooks under the circumstances of COVID-19 because the research is currently being developed. There could be underlying bias within participants of the Google forms survey due to COVID-19. Further research on students being isolated and learning virtually could have helped more with this research. Perhaps some questions could have been thought out more and executed better by asking more about the respondents' grades and if COVID-19 has affected that with those preferred print mediums. For example, a question that could have been asked in the Google survey was if participants were to read a book, would it be for entertainment or academically? This would show results on what content post-secondary students prefer on a certain print preference. Two respondents did not answer question 6 (see Appendix for question 6) properly and that has obscured the data. Removing the two errors on Google forms was not a possible option, which has made things difficult to analyze and graph the data. The way certain data could have been organized better to make it easier to process and create graphs. The questions asking the participants to write a paragraph could have been organized and divided into separate questions to better process information since all of the participants put both their preferences together and made data collecting longer to process. The research could have been further improved with more given time for the respondents. More time and work in this area is needed to better understand post-secondary students' learning with traditional paper and eBooks as well as how COVID-19 affected their preferences.

Conclusion

As technology changes over the years, post-secondary students' preferences for eBooks and traditional books have been an ongoing debate and now that COVID-19 lockdown restrictions happened, traditional books are slightly favoured to learn better as seen from the results of this study. Despite COVID-19 restrictions and how that forced post-secondary students to use eBooks more to learn virtually, traditional books have a slight advantage over eBooks for student learning. As the research has demonstrated, 52% of post-secondary students are in favour of using traditional books for nonfiction textbooks to learn better. In summary, post-secondary students said they had difficulty staying focused and got distracted whenever they would use eBooks. Students would choose eBooks for the cheap pricing and fast convenience. Students would choose traditional books when the nonfiction textbook is lengthy. With proven results,

traditional books are favoured by many students because they believed the aesthetic feeling and smell of the physical textbook helped with comprehension and in eBooks, many loved the speed and convenience that it provided. Perhaps in the future, there will be a hybrid eBook and a physical book. A possible solution for eBooks to mimic traditional books is to keep the portability like the current eBooks and still have the textile feel that many respondents loved in traditional books. The advantages and disadvantages of this research allow anyone interested in the print preferences to understand different learning styles in order to tailor to people in a different learning environment now that COVID-19 has forced students to stay indoors and learn virtually. This research will shed light on whether post-secondary students' preferences have been affected by COVID-19 lockdown restrictions. Going forward, more research should be invested in students' interests and learning styles.

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Appendix

Following 15 questions were given to the participants of the Google form survey

1. What is your age?
2. Are you currently in post-secondary school?
3. On a scale of 1 to 10, how familiar are you with eBooks or eReaders?
4. Would you read non-fiction textbooks on an eBook?
5. In a paragraph, choose between eBooks or traditional books for reading nonfiction textbooks and explain why do you prefer one over the other? If you chose both, explain why you prefer both.
6. How much has COVID-19 affected your preferences?
7. How much has COVID-19 affected your learning?
8. How would your choice be affected if the paper book costs \$100 and the eBook was free?
9. Does the length of the book influence your format preference?
10. If given 20 minutes to read and comprehend, which print preferences would you choose?
11. If given 1 hour to read and comprehend, which print preferences would you choose?
12. Check off any devices (eReaders) you use to read eBooks
13. What do feel are the advantages of eBooks over paper books?
14. Which do you think is better for non-fiction textbooks?
15. Do you see eBooks becoming more popular in the future? What kind of improvements would you like to see?