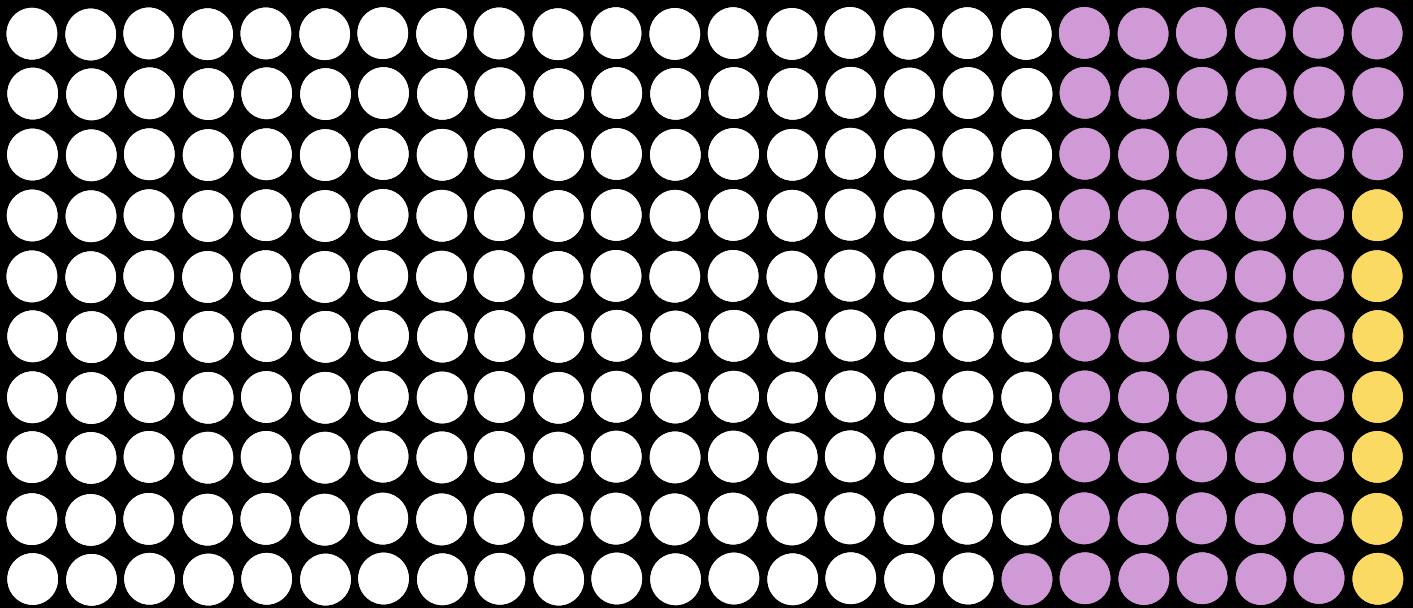
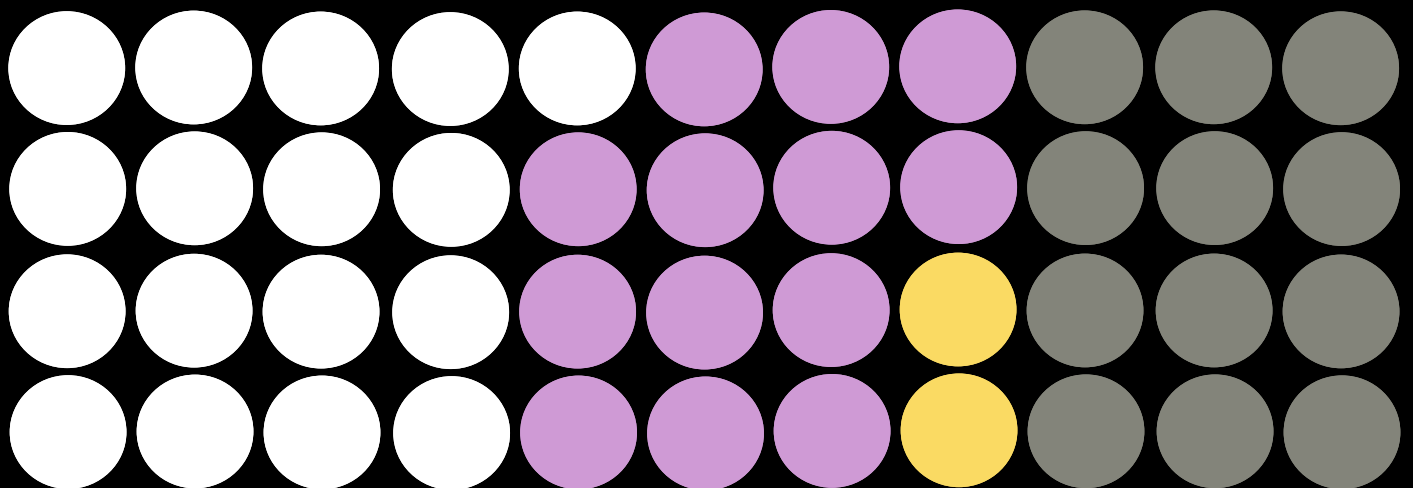


# Understanding e-book usage

## using citation analysis to inform study skills teaching



An investigation of 240 Taught Postgraduates found **54** accessed an EBL e-book during the Spring term, **7** of whom went on to cite that e-book in their work.



A total of 44 e-books were cited in the 480 pieces of PGT coursework: **17** from the web, **13** from Library collections, **2** from Kindles, **12** could not be traced.



13 Library e-books were cited: **1** from Cambridge Histories Online, **7** from EBL, **2** from MyiLibrary, 1 from Oxford Scholarship Online, **2** from Palgrave Connect. No student cited e-books from more than one Library collection in their coursework, indicating narrow usage of e-book collections.

- **Citation analysis indicates that more e-books are being accessed via the web than through e-book collections** held by the University of Sussex Library. As such it will become increasingly important for students to be able to critically evaluate the information they are viewing. The appropriate resources and discovery tools held by the library should be demonstrated clearly in skills sessions to ensure that students are not reverting to web based e-books because they are unaware of, or cannot use library resources.
- **Of the library collections EBL was the most popular** due to a high proportion of titles in the PGT subject area. The most effective way to deliver e-book skills may therefore be to work with tutors to embed them in teaching for particular subjects. In this way the relevant collections can be shown to students with time spent going into detail about how to use these specific collections.
- **Interviews uncovered a spectrum of usage** with 'frequent' users reading online and making use of search and annotation functions; 'occasional' users being aware of these functions but unsure how to use them and often choosing to print instead; and 'non-users' being unaware of what e-books can potentially offer and seeing no reason to access them. The reason given by frequent users for not accessing more e-books was simply because many of the titles they needed were not available electronically.
- **A comprehensive e-book strategy is required** that makes students aware of their benefits, equips them with the skills needed for effective use and increases the number of e-books available.