Enrico Grazzi

E-textbooks and the future of school publishing

November 15, 2014
09:45/10:30 a.m.
Room n. 6
Rome
Polo Didattico, P.zza Oderico da Pordenone, 3

Background

- This talk follows from a round table discussion that was co-organised by TESOL Italy and *Roma Tre* University, Dept. of Foreign Languages, Literatures and Cultures, entitled: *New Directions in Online Publishing* (Rome, April 10, 2014).

  Panel members:

  - Roberto Baldassari, Executive vice President of Istituto Piepoli
  - Claudia Rebesani, member of the board of directors of INDIRE (Italian Institute of Research in Educational Innovation)
  - Lucia Staccone, Sistema Bibliotecario di Ateneo - Università degli Studi Roma Tre

- **My intent is to discuss the relevant data that were presented on that particular occasion.**

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Focal points

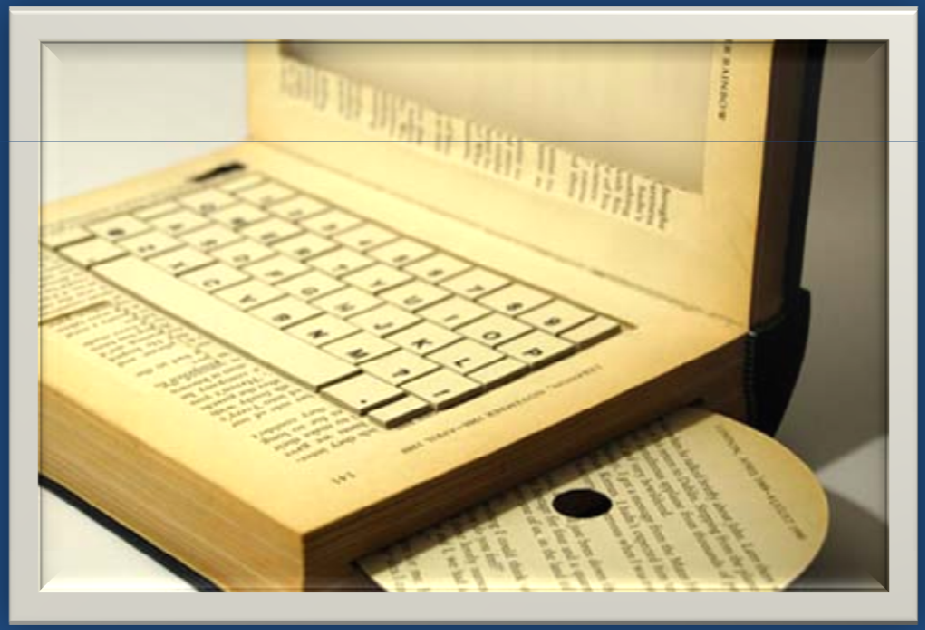
The aim of this talk is to discuss the future of textbook publishing and the impact of digital media on ELT.

•The advent of digital technology has affected our culture and the way knowledge and expertise is shared and handed over from one generation to the next.
E-books, are slowly subsuming the printed format as the preferred vehicle for reading, and the Web has become one of the primary sources of information, which interconnects its users globally.

• These changes have had a strong impact on education publishing too, both in terms of a reconceptualisation of traditional school books, and in terms of the new challenges for the education publishing industry.

• Academic publishing is also going through a radical change. Over the next ten years the peer-review and journal systems are expected to be replaced by communities' impact judgements shared online.

Survey:
New Technologies
School Education
School Publishing



What the Italians think

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Methodology

- Survey company: Istituto Piepoli
- Date: March 10, 2014
- Methodology: C.A.T.I. (ASSIRM and ESOMAR Codes of Conduct)
- Statistical sample: 500 respondents
- Respondents: a sample of the Italian population. Men and women (over 18)
- Geographical areas: large areas and urban centres, in proportion to the Italian population

Sample

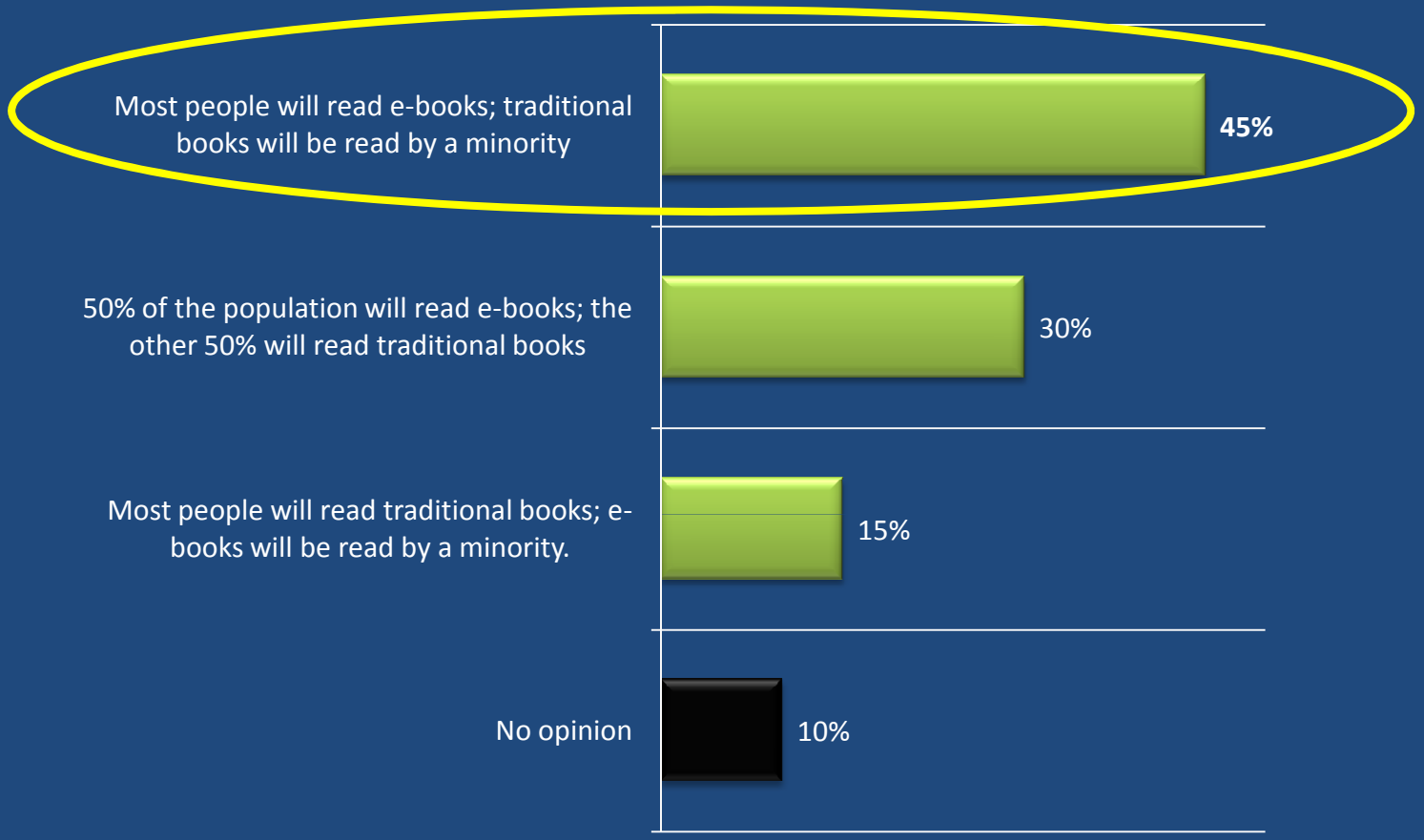
Gender	
Men	48%
Women	52%

Age	
18-24	10%
25-34	19%
35-44	19%
45-54	16%
55-64	14%
65 and over	22%

Geographical areas	
North-West	26%
North-East	19%
Centre	19%
South & Islands	36%

Urban centres	
Up to 10.000 inhabitants	33%
From 10 to 30.000 inhabitants	22%
From 30 to 100.000 inhabitants	20%
Over 100.000 inhabitants	25%

•*Let's speak about books and e-books. 30 years from now…*



30 Year from now, people will mostly read E-books

Respondents: the whole sample

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- ***Let's speak about E-books. 30 years from now…***

(Details according to socio-demographic variables)

		People will mostly read e-books	People will mostly read traditional books	50% of the population will read e-books, and 50% traditional books	No opinion
		%	%	%	%
	TOTAL	45	15	30	10
gender	Men	48	16	29	7
gender	Women	42	15	31	12
age	18-34	56	13	28	3
age	35-54	42	18	32	8
age	Over 54	42	15	28	15
degree	High-school	48	15	30	7
degree	Middle school	41	15	29	15

Respondents: the whole sample

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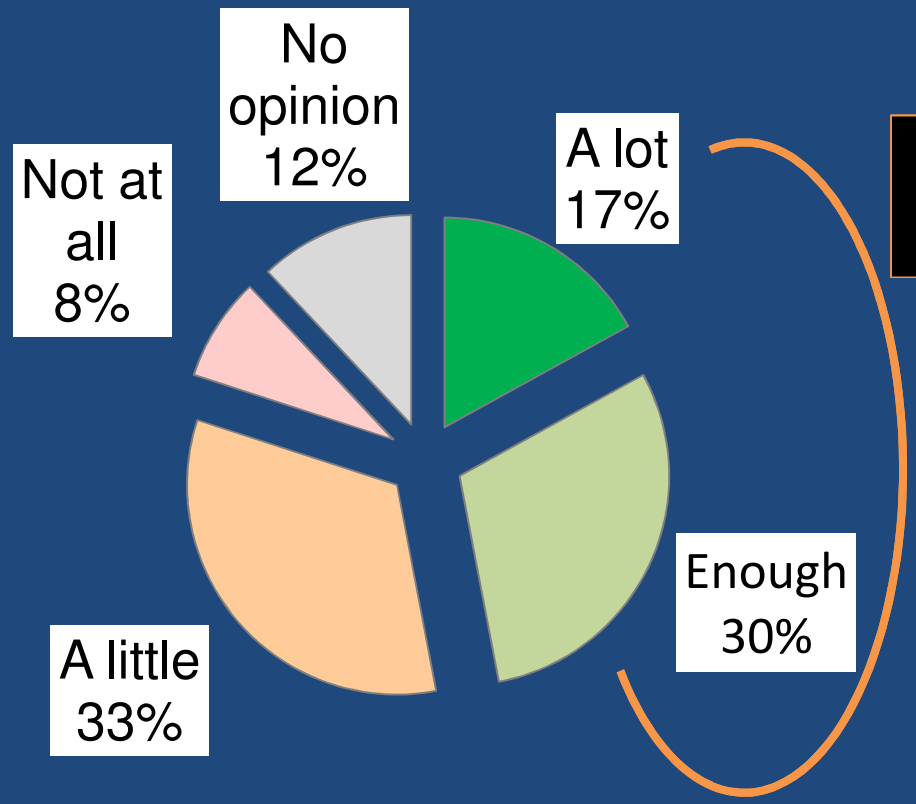
School publishing and E-books

• *In recent years, we have experienced dramatic changes in the field of communication with the advent of Web 2.0 technology. To what extent do you think that the Italian school system has implemented these changes?*



A lot + Enough 47%

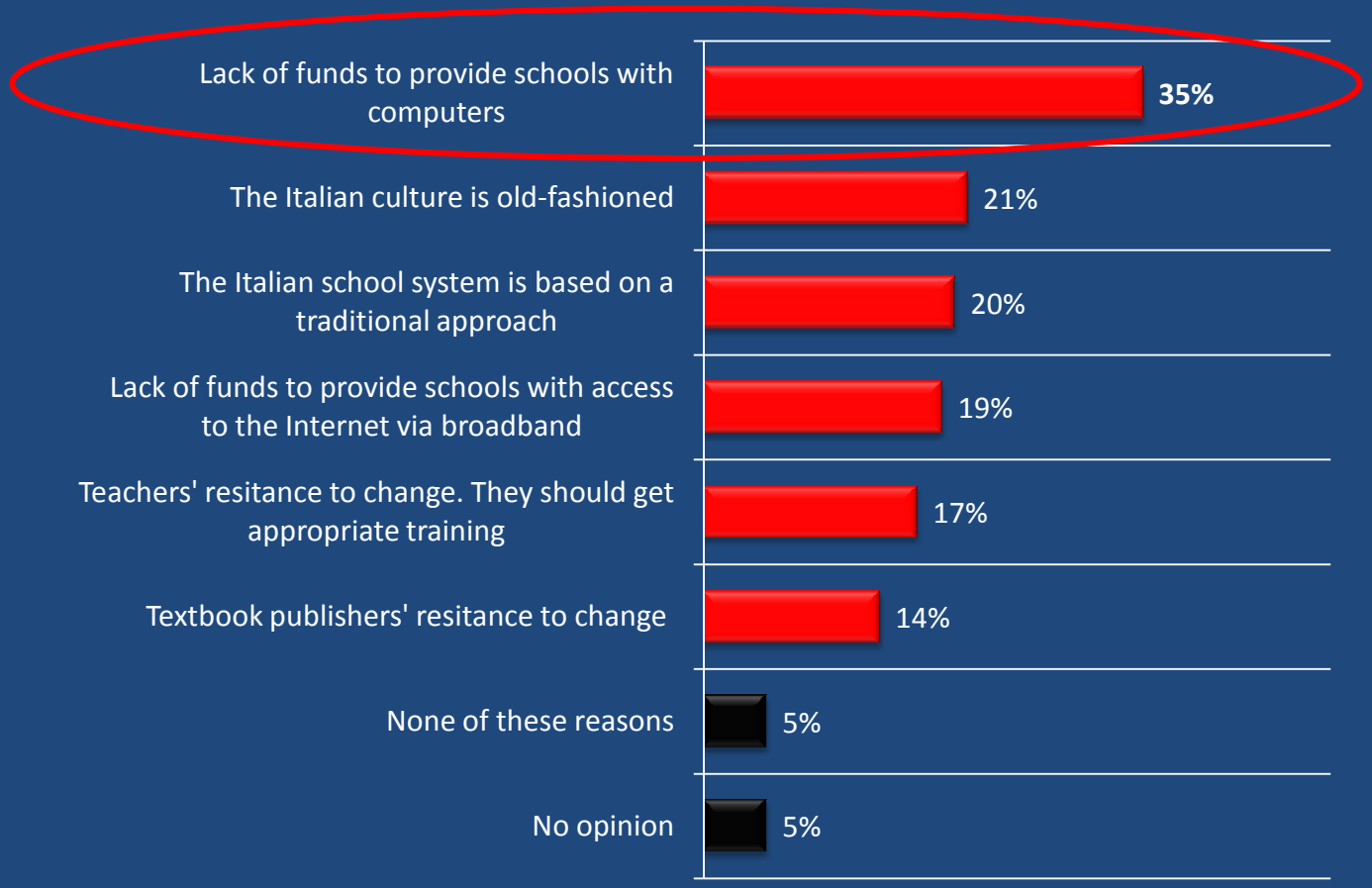
Teachers	45%
Students	22%

Geographical areas

North-West	45%
North-East	46%
Centre	48%
South & Islands	50%

Respondents: the whole sample

• *Why hasn't the Italian school system fully implemented the use of new technologies in teaching methodology? (multiple answers)*



	TEACHERS	STUDENTS
Lack of funds to provide schools with computers	34%	**48%**
The Italian culture is old-fashioned	**25%**	19%
The Italian school system is based on a traditional approach	19%	3%
Lack of funds to provide schools with access to the Internet via broadband	**28%**	12%
Teachers' resitance to change. They should get appropriate training	16%	**19%**
Textbook publishers' resitance to change	**16%**	13%
None of these reasons		
No opinion		

Respondents believe that the Italian school system has not substantially incorporated technological changes (41%)

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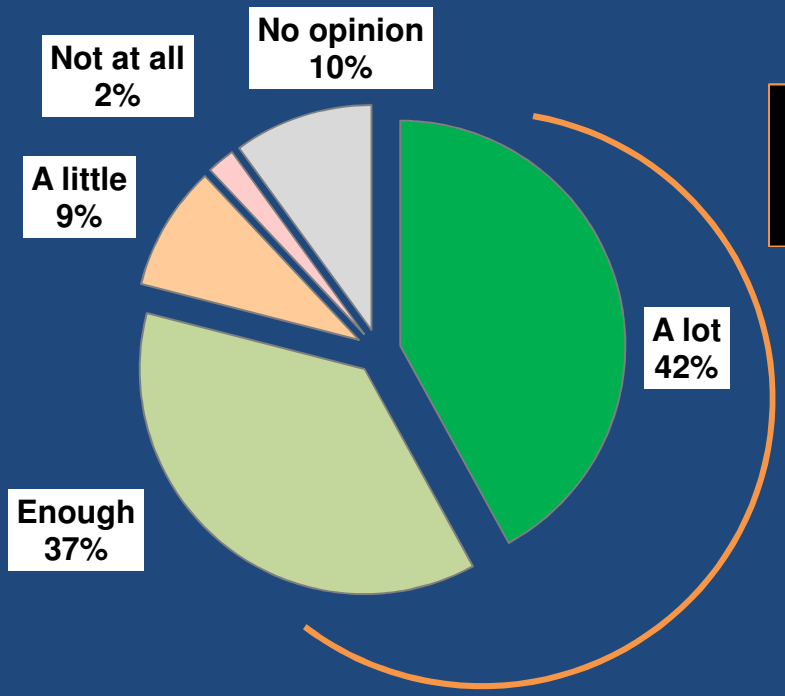
About 8 Italians out of 10 believe that the school system should implement technological changes

- *To what extent should the Italian school system implement new technologies?*



A LOT + ENOUGH 79%

Teachers	87%
Students	92%

Geographical areas

North-West	86%
North-East	77%
Centre	76%
South & Islands	76%

Respondents: the whole sample

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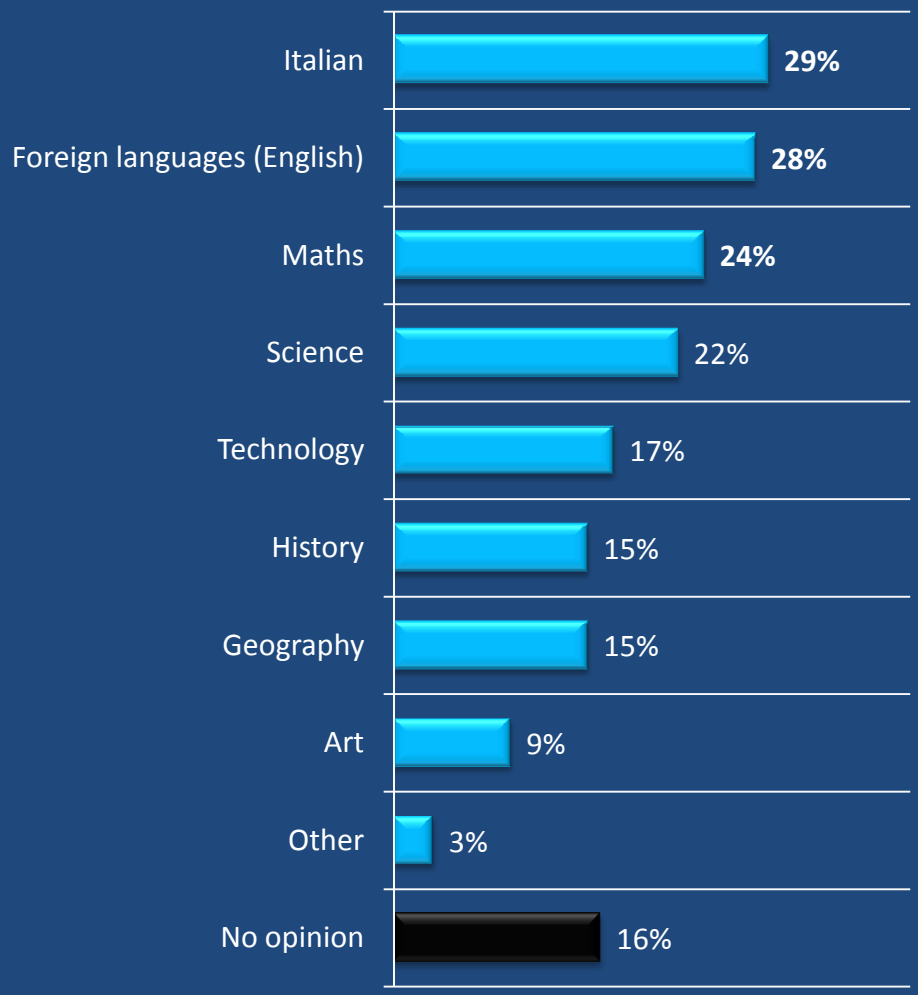
• *In which school subjects would you implement new technologies? (multiple answers)*



	TEACHERS	STUDENTS
Italian	23%	22%
Foreign languages (English)	**29%**	**46%**
Maths	**31%**	21%
Science	**30%**	22%
Technology	**29%**	12%
History	**18%**	1%
Geography	14%	5%
Art	9%	5%
Other		
No opinion		

Respondents: the whole sample

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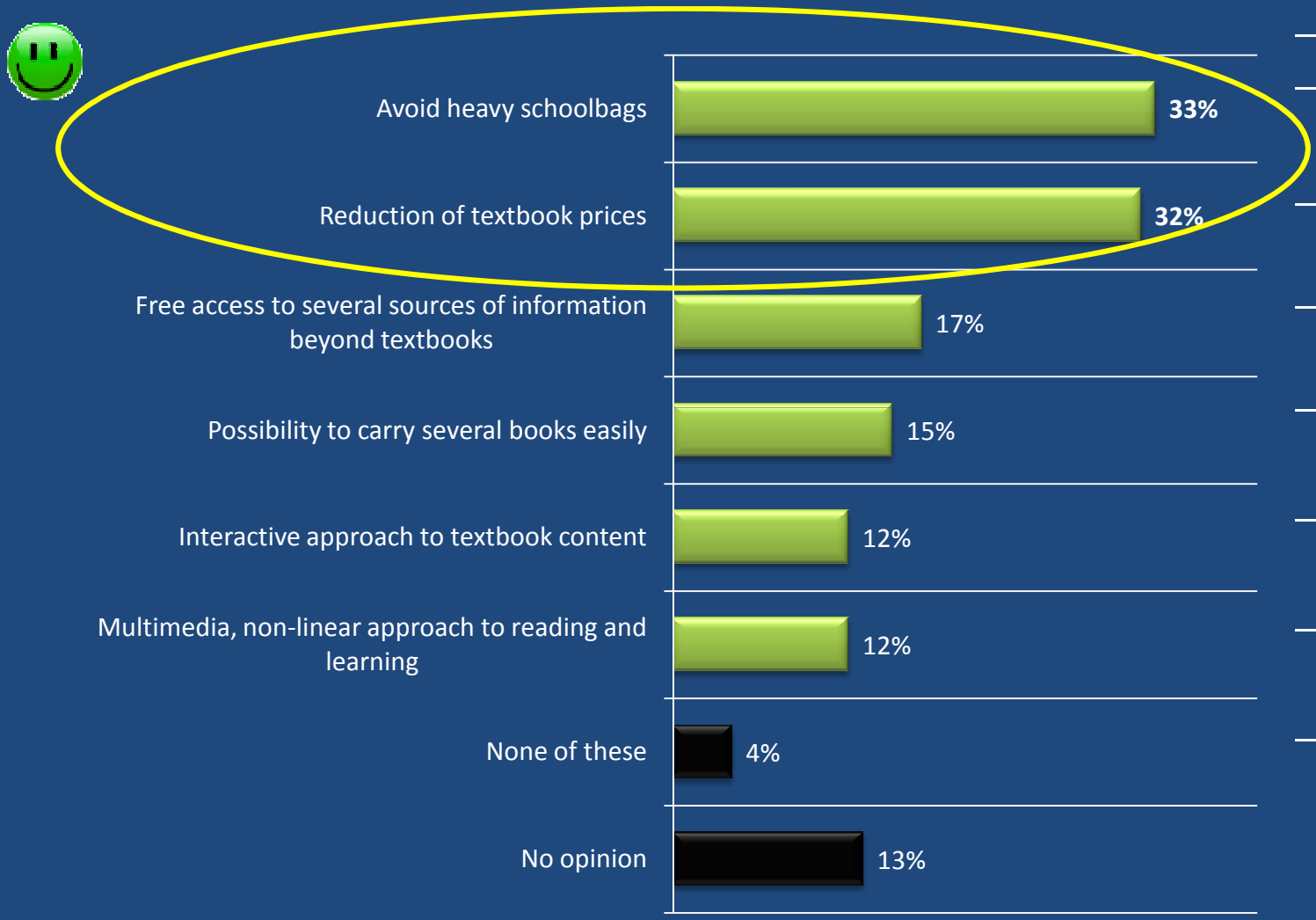
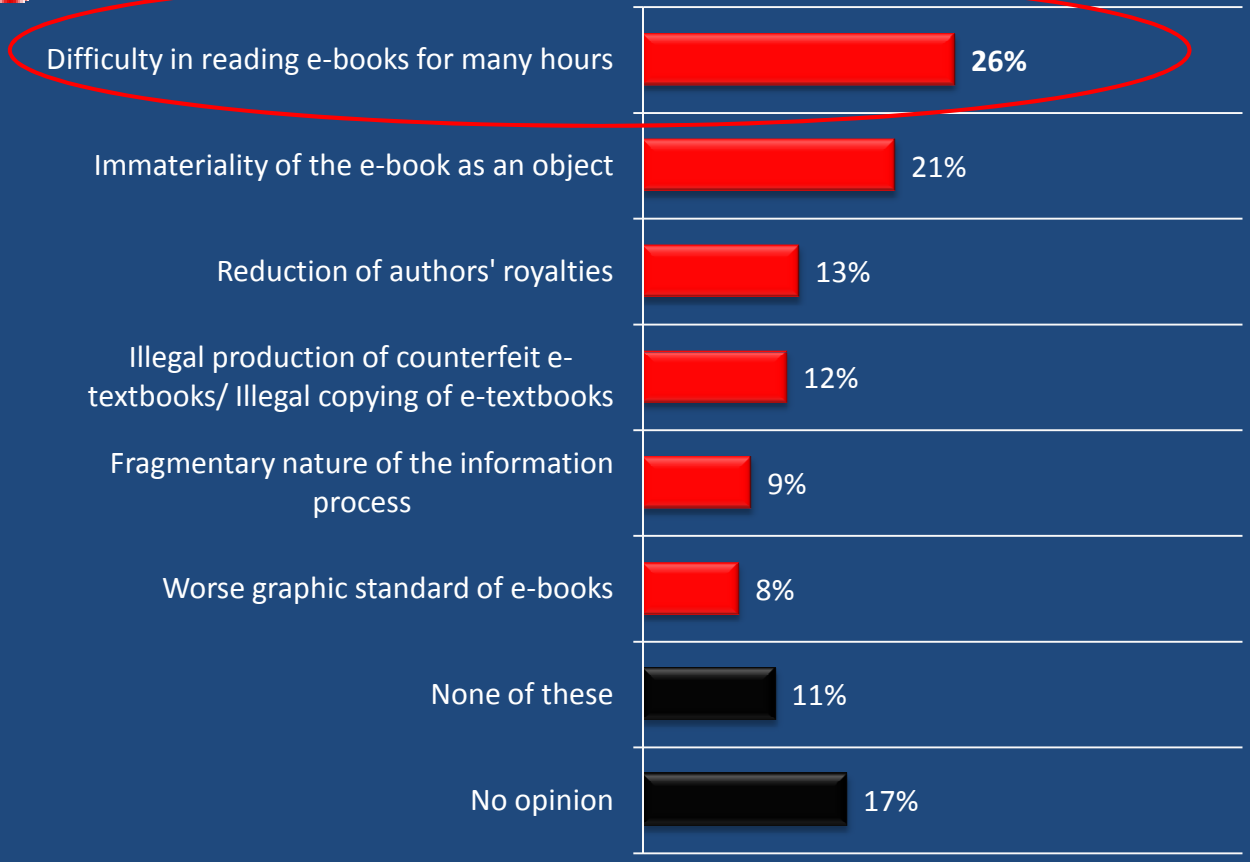
•*In your opinion, what benefits could lead to the use of new technologies in textbooks? (multiple answers)*



TEACHERS	STUDENTS
26%	**36%**
29%	**40%**
29%	**46%**
18%	**17%**
11%	**14%**
11%	1%

Respondents: the whole sample

• *What disadvantages could result from the use of new technologies in e-textbooks? (multiple answers)*



	TEACHERS	STUDENTS
Difficulty in reading e-books for many hours	**30%**	**29%**
Immateriality of the e-book as an object	16%	**30%**
Reduction of authors' royalties	10%	9%
Illegal production of counterfeit e-textbooks/ Illegal copying of e-textbooks	5%	**15%**
Fragmentary nature of the information process	**13%**	**22%**
Worse graphic standard of e-books	7%	5%

Respondents: the whole sample

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DEBATE

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