

PRESERVICE TEACHERS' VIEWS ABOUT E-BOOK AND THEIR LEVELS OF USE OF E-BOOKS

Murat YALMAN, Lecturer
Computer Education and Instructional Technology
Dicle University, Turkey
myalman@dicle.edu.tr.

ABSTRACT

Currently, using technological tools in education has made it compulsory to learn about these tools. For preservice teachers, who are students at education faculties at universities, it seems very important that they make use of these tools in their professional lives and teach them to their pupils. The teaching materials designed and prepared in digital environments introduced the concept of e-books. The purpose of this study was to determine the views of preservice teacher about e-books and the level of their general knowledge about these kinds of technological tools. The subjects in this study consisted of 543 (310 females and 233 males) students. In line with the purpose of this study, both qualitative and quantitative methods were applied. The results demonstrated that the use of e-books increased in accordance with the students' levels. It was found out that the general knowledge levels of the social sciences students about e-books were lower when compared to the students from the departments of Science, Mathematics and Foreign Languages. It was seen that 19,15% of the students did not make any preference between e-books and conventional printed books while 54,88% of them preferred printed books and 25,97% them e-books.

Keywords: e-books, reading books, digital printing, e-book readers.

INTRODUCTION

Rapid developments in information and related technologies have influenced education. Printed books and materials are regarded as an indispensable component of education. Both delivering these materials to students and helping them use these materials as valuable resources are considered to supplement learning. Although printed books and materials are currently favored, the demand for e-books is increasing gradually in line with the prevailing use of the Internet. E-books decrease the cost for both the authors and publishers by saving space and time, and since it is easily accessible for the users, it is a new technology for us (Önder, 2011. p. 97).

Widespread use of computers and the Internet has also given rise to software development. Parallel to this, transferring books into the digital environment resulted in the birth of e-books. However, so far, there have been various responses to such questions as what e-book is and what the elements of e-books are. In a study evaluating e-book and digital broadcasting throughout the world, Önder (2010) defined e-book "as a digitalized form of some or all printed books or as one produced completely in the digital environment, which can be viewed and accessed on any portable device like computers or specially designed e-book readers". Furthermore, it is a software-based electronic form with its rich text features (including bookmarker, highlighting, focusing and so on) that allow all the functions of conventional book reading. In a different definition, it is stated that e-books are a combination of software and hardware allowing texts to be designed in electronic environments or texts in the formats of doc, txt and pdf, which can be viewed with other devices besides computers (Morgan, 1999: 36; Cliff & Dearnley 2003; Vidana 2003; Lam & Ark., 2009). As the early e-books were beyond meeting the needs of e-book readers, current devices are now more user-friendly, which has led to the spread of these devices with the developments in technology. Companies interested in these products have integrated the features of e-book devices and those of computers and initiated the production of tablet computers. These kinds of initiations facilitated the use of e-books on portable devices like mobile phones, PDA and tablet computers (Wilson, 2003; Moore, 2009).

Countries experienced in information technologies, especially with the spread of e-books technology, have started to produce convenient hardware and software for e-books (Önder, 2010. p.9). In order to improve e-book devices and to solve the problems experienced by e-book readers, feedback provided by e-book readers was taken into consideration. One of the main problems users mentioned was the illumination of the screen that especially hindered reading in dim light, and another problem was experienced by older readers who complained of small fonts causing eye fatigue. On other hand, headaches and pain in the neck were among the most common complaints of traditional book readers. Newly-developed e-books try to overcome these shortcomings to make reading easier. In user and product development surveys conducted by producer companies in recent years, it has been noticed that they mainly focus on solving the problems reported by users. The new retail products provide comfortable reading experience by trying to overcome the drawbacks of the traditional book readers by using led illumination at the background of the screen and adding font resizing functions for people with eyestrain problems (Segenthaler, Wurtz & Groner, 2010).

E-book Development and Its Advantages and Disadvantages

Books are defined as written texts used by humans for centuries (Bağtuş, 2007). These written texts first were carved on stones, then on animal leathers, later on paper made of wood, and now in digital environments. In this way, printing environments have developed in accordance with technological improvements. Technological improvements and an investigation of e-books and its future issues were first discussed by Alan Key's book "Dynabook" (Rukancı & Anameriç, 2003). In the following years, e-books created based on projects to maintain and preserve the books in libraries have increased its popularity since they are easily accessible and portable, which has also eliminated storage problems as well (Barnard, 1999; Morgen 1999). The first website to sell e-books on the internet was "BiblinBytes", which started to serve in 1993 (Anameriç & Rukancı, 2003). Parallel to these developments, the e-book titled "The Best Laid Plans" published by Publishing sold more than 6000 in 1999 (Hawkins, 2000: p.25). Despite this rapid development, it was seen that e-book readers were on the markets only after the year 1998 (Jan, 2009). Many texts prepared in digital environment can be read on specially designed devices. Sony Company dominated the e-book reader market by producing its first reader "eInk" in 2006, later the "Kindle", and "Kindle 2" in 2009 (Yıldırım et.al., 2011).

As these types of environments became popular and preferable by many, it led to discussions on its advantages and disadvantages. One of the main advantages is that it allows storing hundreds of books on a flash disk (Wittmann, 2000). Considering that students have to carry loads of books to school every day, it seems that it brings along a very profitable advantage (Poftak, 2001). In studies conducted, it was reported that carrying heavy school bags at early ages causes waist and joint disorders in the years ahead (Demirci et.al., 2012). Another important advantage of e-books is that it helps save a great deal of paper use (Rukancı & Anameriç, 2003). Both digitalizing books and storing them in digital environments help avoid cutting trees, which are the most crucial elements of national wealth. Proliferation of this technology may provide publishers with the opportunity to consider publishing books by unknown writers as well because publishing books in this way would minimize the costs (Day, 2001). Thus, the problem of delivering the printed books to large masses of readers could be eliminated. Preserving and exhibiting books for many years will be easier, and accordingly costs will be reduced (Palmer & Donaldson, 2001). Besides, since it allows changing the font of the written material, people with eye disorders are now able to read the texts more easily and comfortably (Day, 2001). In addition to this, with proper background illumination features of e-book devices, it is possible to read in dark and dim environments as well (Rukancı & Anameriç, 2003).

Besides these advantages, one of the distinct disadvantages of e-book devices is the complaints of readers who suffer from severe headaches and eyestrain because of using e-book devices with low screen resolution sold in the markets (Herring, 2001). Since e-book devices have security gaps, technology users with bad intentions are likely to distribute these devices free of charge (Palmer & Donaldson, 2001). As there are various types and brands of e-book devices in the market and because there is no standardization in e-book formats, it is a must for people to know the format of e-books supported by e-book devices (Rukancı & Anameriç, 2003).

This technology, which could change traditional reading habits radically, should be supported and improved. In the project supported by the Ministry of Education in Turkey, the goal is to make both students and teachers use this technology. Teachers' knowledge level and approach to e-book devices may influence transferring knowledge to their students regarding the use of e-books. Unfortunately, most teachers who experience difficulties and adaptation problems with technological devices get acquainted with them in the schools they are employed rather than during their school years at university (Yalman, 2013; Yalman ve Tunga, 2013). Therefore, it is important to determine the degree to which this technology is adopted and used by preservice teachers.

METHOD

Qualitative and quantitative research methods were applied in this study. To collect the qualitative data, the students were given a survey on e-books. In order to gather the quantitative data, the responses to the survey were evaluated, and the students were interviewed based on their responses.

Research Model

In order to determine the views of preservice teachers about e-books, a descriptive relational survey model was used in the study. The purpose of the present study was to determine students' level of knowledge about e-books, their preferences of traditional printed books and e-books and their views about e-books and to examine the related correlations based on the results with respect certain variables. After evaluating the survey results, in each part of the study, seven students who continued their education were interviewed, and their views were involved in the research results.

Sample

This study was carried out with university students who attended different departments such as Science Teaching, Mathematics Teaching, Pre-school Teaching, English Language Teaching, French Language Teaching and Teaching Religious and Ethical Issues in the Fall and Spring Terms of the academic year of 2012-2013. In the study, the method of “Simple Random Sampling”, one of probability sampling methods, was used. In simple random sampling method, each member of a group has an equal possibility to be selected. The research sample to be included in the study was selected on random basis from a list (Çepni, 2010: 46). The research sample consisted of 543 students from different departments of the education faculty. Table 1 below presents information about the departments, classes and genders of the preservice teachers who participated in this study and responded to the questions in the survey.

Table 1: Demographical Backgrounds of the Participants

Variable	Property	f	%
Sex	Female	310	57,09
	Male	233	42,91
Class	Freshmen	333	61,33
	Sophomore	150	27,62
	Junior	57	10,50
	Senior	3	0,55
Deparman	Primary School Teaching	170	31,31
	Science Teaching	92	16,95
	Pre-school Teaching	52	9,58
	French Language Teaching	32	5,89
	English Language Teaching	68	12,52
	Primary School Mathematics Teaching	73	13,44
	Teaching Religious and Ethical Issues	56	10,31
Total		543	100,0

As can be seen in Table 1, 57,09 % of the participants were female, and 42,91% of them were male. With respect to their class distribution, 333 participants were freshmen (61,33%), 150 were sophomore (27,62%), 57 were junior (10, 50%), and three of them were senior students (0,55%). The distribution of the students in terms of their department was as follows: 31,31% of the participants were from Primary School Teaching departman; 16,95% from Science Teaching; 9,58% from Pre-school Teaching; 5,89% from French Language Teaching, 12,52% from English Language Teaching; 13,44% from Primary School Mathematics Teaching; and 10,31% from Teaching Religious and Ethical Issues.

Data Collection Tools

The demographical backgrounds and general knowledge levels of the students were determined via a survey. The survey was made up of two parts. In the first part, there were three items regarding their personal characteristics, and the second part included eight items questioning their views about e-book. The survey questions were prepared under the supervision of experts and piloted on 68 university students. The questions with an irrelevant and confusing content were excluded. After analyzing the data obtained, 49 students were interviewed in relation to their responses to the questions to determine their views about e-books. Different from scales, it is not possible at all to talk about a total score for surveys. Thus, from a technical point of view, it is not possible to discuss about the reliability and validity as in scales. Since the measurement tool used in the present study was a survey, reliability analysis was not performed.

Data Analysis

After administering the survey, the data collected were transferred into computer software. Percentage (%) and frequency (f) techniques were used to describe the data obtained.

FINDINGS

The data obtained in this study, which aimed at determining the students’ general knowledge and views about e-books at the education faculty, are illustrated in tables below. Table 2 presents the data regarding whether the students made use of e-books for their lessons with respect to the variable of class-grade.

Table 2: Percentage and frequency distribution of the preservice teachers' use of e-books via the internet

Class	E-book benefit		E-books do not benefit		Total
	f	%	F	%	
Freshmen	53	15,92	280	84,08	333
Sophomore	30	20,00	120	80,00	150
Junior	17	29,82	40	70,18	57
Senior	2	66,67	1	33,33	3

As can be seen in Table 2, 15,92 % of freshmen, 20% of sophomores, 29% of junior, and 66,67% of the senior students made use of e-books. The students' responses to the question of "What is e-book?" are given in Table 3 below with respect to their departments.

Table 3: Percentage and frequency distribution of the students' responses to the question of "What is e-book?" with respect to their departments

Departments	Correct Answers		Wrong Answers	
	F	%	F	%
Primary School Teaching	89	20,51	81	74,31
Science Teaching	88	20,28	4	3,67
Pre-school Teaching	44	10,14	8	7,34
French Language Teaching	30	6,91	2	1,83
English Language Teaching	64	14,75	4	3,67
Primary School Mathematics Teaching	67	15,44	6	5,50
Teaching Religious and Ethical Issues	52	11,98	4	3,67
Total	434	100	109	100,0

As can be seen from Table 3 above, 434 students answered the question correctly, whereas 109 students gave wrong answers. With respect to the students' departments, their correct answers were as follows: 20, 51% (89 students) for Primary School Teaching; 20,28% (88 students) for Science Teaching; 10,14% (44 students) for Pre-school Teaching; 6,91 (30 students) for French Language Teaching; 14,75% (64 students) for English Language Teaching; 15,44% (67 students) for Primary School Mathematics Teaching; and 11,98% (52 Students) for Teaching Religious and Ethical Issues. Likewise, the distribution of the wrong answers in terms of the students' departments was as follows: 74,31% (81 students) for Primary School Teaching; 3,67% (4 students) for Science Teaching; 7,34% (8 students) for Pre-school Teaching; 1,83 (2 students) for French Language Teaching; 3,67% (4 students) for English Language Teaching; 5,50% (6 students) for Primary School Mathematics Teaching; and 3,67% (4 Students) for Teaching Religious and Ethical Issues.

Table 4: Frequency and Percentage Distribution of the students' responses to the question of "What is e-book?"

What is e-book?	n	%
I don't know	138	25,41
Electronic book	100	18,42
A book written and read on a computer	121	22,28
Virtual book	29	5,34
Books on the Internet	137	25,23
Touchscreen book	3	0,55
Technological, electronic tool	7	1,29
Portable device with screen	3	0,55
Devices for studying	5	0,92
TOTAL	543	100

The results obtained via the preservice teachers' responses analyzed in categories revealed that 25,41% of the students did not know what e-book is; 18,42% reported it to be a book written in an electronic environment; 22,28% considered it to be a book written and read on a computer; 5,43% regarded it as a virtual book; 25,23% said it is a book composed of texts on the Internet; 0,55% referred to it as a digitally designed book with

touchscreen; 1,29% said it is a technological and electronic tool; 0,55% thought it is a portable tool with a screen; and 0,92% defined it as a tool for studying.

Table 5: Frequency and Percentage Distribution of the students’ responses to the question of “Where can you buy e-book from?”

Where can you buy e-book from?	n	%
I don’t know	213	39,23
Via the computer	19	3,50
Via the Internet and web stores	250	46,04
Technology Stores	21	3,87
Provided by Ministry of National Education and Government	21	3,87
Bookstores	7	1,29
Download Websites	9	1,66
Schools	3	0,55
TOTAL	543	100

As can be seen in Table 5 above, 39,23% of the students did not know where to buy e-books from; 3,50% think they could buy it via the computer; 46,04% said they could buy it via the internet and web stores; 3,87% reported that they could find it in technology stores; 3,87% stated that the Ministry of National Education provided e-books; 1,29% said e-books were available in bookstores; 1,66% stated they could reach e-books from download websites; and 0,55% said that school administration could provide e-books.

Table 6: Frequency and Percentage Distribution of the students’ responses to the question of “What are the formats of e-books?”

What are the formats of e-books?	n	%
I don’t know	387	71,27
Pdf	84	15,47
doc, xls, ppt	57	10,50
Computer and webpages	6	1,10
html, mp3	3	0,55
Google and Mozilla	3	0,55
Facebook and Internet	3	0,55
TOTAL	543	100

The results obtained revealed that 71,27 % of the students did not know anything about e-book formats; 15,47% of them said pdf; 10,50 % said doc, xls, and ppt; 1,10 % of them said computer and webpage formats; 0,55% of them said html and mp3 formats; 0,55 % of them said Google and Mozilla file formats; and 0,55% of them said the file formats available on Facebook and Internet.

Table 7: Frequency and Percentage Distribution of the Students’ Preferences of Traditional Printed books and E-books

Preferences	F	%
E-Book	141	25,97
Traditional Printed Books	298	54,88
No preference	104	19,15
TOTAL	543	100

As can be seen in Table 7, 54,88% of the students preferred traditional printed books; 25,97% of them favored e-books; and 19,15% of them did not express any preference because of being indecisive. The results obtained via

the data collected from the preservice teachers' reasons for their preferences are presented in Tables 8 and 9 below.

Table 8: Frequency and Percentage Distribution of the Students' Reasons for Their Preference of E-book

Why E-book?	n	%
I don't know; I never thought about it	35	24,82
Easy, practical and fast	18	12,77
Fast and rapid access	25	17,73
Technological and up-to-date	14	9,93
Detailed, more choices, and it includes summaries	18	12,77
User friendly, visual and touch-operated	18	12,77
Useful and no waste of paper	2	1,42
Easy to carry (portable)	10	7,09
Cheaper	1	0,71
TOTAL	141	100,00

The analysis of the students' responses regarding the reasons for their preference of e-book revealed that 24,82% of the students did not know the reason or think about it; 12,77% said it was practical and easy to use; 17,73% reported it was easy to access the desired e-book on the Internet; 9,93% expressed that it was a new technological tool and easy to update; 12,77% said it not only included summaries but also provided details various options; and 12,77% said that it was user-friendly and visually more attractive and that they liked its touchscreen feature. In addition, 9,09% of the students stated that it was easier to carry compared to printed books; 1,42% said it was more useful as it helps avoid paper consumption; and 0,71% preferred e-books because of its low cost.

Table 9: Frequency and Percentage Distribution of the Students' reasons for their preference of Printed Books.

Why printed books?	n	%
I don't know; I never thought about it	77	25,84
Healthier, causes less eyestrain	33	11,07
Natural and traditional	20	6,71
I want to feel it	40	13,42
Long lasting, permanent	22	7,38
Habit	15	5,03
Enjoyable and nice	15	5,03
Easy to understand and use	15	5,03
I am bored of technological devices	13	4,36
I can always carry it with me	11	3,69
Easy to access	14	4,70
Better to concentrate	6	2,01
Printed; and respect to the author	10	3,36
Cheaper and more options	7	2,35
TOTAL	298	100

Regarding the reasons for preferring printed books, the results were illustrated in categories. As can be seen in Table 9, 25,84% of the students did not have any specific reason, yet they stated that they still preferred printed books. Moreover, 11, 07% of the preservice teachers preferred printed books because they were healthier and less eye-straining. Also, 6,7% of them considered it to be natural and valued traditional aspects, while 7,38% thought that they were easy to save permanently. Furthermore, 5,03% of the preservice teachers preferred printed books since they were more enjoyable to read, easy to use and more comprehensive. Additionally, 4,36% said they were bored of using technological devices, and 3,69% stated that they could carry them anytime and anywhere. Also, 4,70% said it was easy to access printed books, and 2,01% reported that it was easier to read

and helped concentrate. In addition, 3,36% of the students preferred printed books because they respected the authors, and 2,35% said printed books were cheaper and provided a great number of options.

Table 10: Frequency and Percentage Distribution of the responses to the question of whether to prefer e-books or printed books with respect to the variable of gender

	Females		Males	
	f	%	f	%
e-book	86	33,73	55	29,73
Printed books	169	66,27	130	70,27
TOTAL	255	100	185	100

Regarding the variable of gender, 33,73% of the female students preferred e-books, while 66,27% preferred printed books. Likewise, 29,73% of the male students chose e-books, and 70,27% preferred printed books. In this study, about 82,26% of the females and 79,40% of the males made a preference.

Table 11: Frequency and Percentage Distribution of the responses to the question of “What are the cost-ranges of e-book devices?”

Group	n	%
I don't know	152	27,99
Cheap	46	8,47
Reasonable	206	37,94
Expensive	110	20,26
Very expensive	29	5,34
TOTAL	543	100

The responses of the preservice teachers to the question related to prices of e-book devices revealed that 27,99% did not have any idea; 8,47% said they were cheap; 37,94% said the prices were reasonable; 20,26% stated that they were expensive; and 5,34% believed that e-book devices were very expensive.

DISCUSSION

In this study, which aimed at determining the knowledge levels and views of preservice teachers about e-book technologies, 57,09% of the participants were female (310) and 42,91% of them were male (233). Similar responses to the survey were categorized. Thus, it was found out that 25,41% of the students did not have any idea about e-books. Regarding the categories generated depending on the responses, it was found out that the preservice teachers did not have a realistic and significant idea/knowledge about e-books. After completing and analyzing the survey, the interviews held with students who defined e-books as books designed and written in an electronic environment revealed that the number of the students who defined electronic environment was not higher than ten and that they described all the written materials on the Internet as e-books.

It was also found out that use of e-books changed and increased depending on the class-grades of the students (Table 2). The interviews held with the students demonstrated that they downloaded e-books from the Internet and used them as supplementary materials for their lessons.

Table 3 below presents the results regarding the responses to the question of “What is e-book?” with respect to the departments of the participants. In general, the number of the students who answered the question correctly was 434, while 109 students neither made any comments nor gave answers. It was found out that the students from the department of Primary School Teaching did not make any comments regarding the question, and the number of these students was almost the same as the number of those students who answered the question correctly. Likewise, the second highest (7, 34%) number of nonresponsive students was of those from the department of Preschool Teaching. Except these two departments, the rates of nonresponsive students from the other departments were low and quite close to each other.

After compiling the responses of the students to the survey, it was not possible to make a meaningful definition of e-book, yet parts of their responses might be acceptable. In general, the preservice teachers defined e-book as

“a book which could be found on a virtual platform or on the Internet and which is designed and written in an electronic environment that could be read on a computer.”

It was found out in the present study that the participants did not have a clear idea about where to buy e-books from. The results revealed that 39,23% of the students did not know where to buy e-books from, while 14,73% of them without having a clear opinion made a generalization and responded as “*on computer, from technology stores, Ministry of Education, bookstores, and from download websites.*” However, it was seen that about 46,04% of the students said e-books could be purchased via the Internet from web stores.

Also, it was revealed that 71,27% of the preservice teachers stated they did not have any opinion about e-book formats. However, the percentage of the students who gave acceptable responses like “pdf, doc, xls, and ppt,” was 25,97%.

According to the responses regarding the students’ preferences between e-books and printed books, it was found out that 25,97% of the students preferred e-books and that 54,88% of them preferred printed books. The rate of the students who did not want to express any preference was 19,15%. The interviews held with these students demonstrated that they did not have any idea about e-books and therefore they did not make any preference.

When the students were asked to state their reasons for choosing e-books, it was seen that 24,82% of them said they did not know the reason or thought about it and that the rest gave responses like “easy, practical and fast, easy to obtain, up-to-date and technological, detailed and offers more options and includes summaries.” Of all the students, only 7,09% of them stated that it was portable and it allowed storing hundreds of books thanks to its high memory feature (Mallet, 2010). Besides, only two students reported that it prevented paper consumption (Marshall& Ruotolo, 2002). Depending on the responses of the students, it could be concluded that the students were not properly introduced to environments like e-books. Furthermore, it found out that none of the students mentioned the multi-language support (Nathaniel, 2010) feature of e-books in their responses. The interviews held with the students from the department of English Language Teaching revealed that one of the students said “*As opposed to most of my friends, I feel myself lucky because I attended a private high school, and I had the opportunity to use computers and access the Internet throughout my high school years. Also, in terms of computer use and Internet access, I got support and help from my classmates and family. I believe that learning a language will be very helpful. However, I don’t have any experience in using e-books. I don’t believe that my classmates at university are not competent in using e-books. Since I thought that e-books are articles and publications downloaded from websites, I have never thought about its multi-language support feature. Actually, I have read books on my computer, and I thought that I need third-party software for this feature.*” When the students were asked about whether they used or bought an e-book device, one of the students stated that “*Are you talking about tablets? Yes, I have used a tablet computer, but if you mean something different, I haven’t used it. Why should I buy an e-book device with a single feature when there are tablets and computers with more features? That doesn’t sound logical to me.*” In his response, he tried to explain that he did not read an e-book on an original e-book device and that instead, he tried to use e-books, or other similar materials, on the computer. When the students were asked to state their reasons for choosing printed books, 25,84% of them said “*I don’t know, I didn’t think about it,*”, and the rest of the students preferred printed books because they were “*healthier and less eye-straining, natural, traditional, permanent, more enjoyable, easy to comprehend.*” According to the survey results, 4,70% of the students preferred printed books because it was easy for them to select such books, and 2,01% stated that printed books helped focus and concentrate better. Additionally, 4,36% of the participants said that they got bored of using technological devices. Three of these participants were interviewed and asked the reasons for their choice. During the interview, one of the preservice teachers said, “*To be honest, I prefer e-books because I believe that I can buy them on the Internet. Also, buying by credit cards and in installments is a good opportunity especially for students. But, these types of technological devices frighten me because I am afraid of making mistakes while using it. And I don’t have any friend or anybody else who would help me out with the mistakes I may make. And that’s why technological devices depress me.*” However, although e-book devices are user-friendly (Pattueli & Rabia, 2010), it might be beneficial to conduct research to investigate the techno-pedagogical approaches of students. Besides, only 3,69% of the participants chose printed books as they respected the authors and their work.

According to the variable of gender, it was seen that the rates were almost equal between males and females in terms of their preference of e-books and printed books. It was found out that 66,27% of females and 70,27% of males preferred printed books rather than e-books. The students’ views about the prices of e-book devices were examined with a single question in the survey. It was seen that 27,99% did not express any view about the prices of e-book devices; that 37,94% of the participants thought that the prices were reasonable; and that 25,60% of them believed that the prices were very high. During the interview, one of the participants who defined the Internet as an environment to purchase e-books from said “*I, actually, don’t know where to buy an e-book*

device. I came across with some e-books while I was searching for the books on the Internet I could find in bookstores. But, since they were written in a foreign language, they didn't attract my attention. I saw that the prices of these books are in dollars and high. I don't think that e-books have Turkish language support or I haven't come across one yet."

RESULTS AND IMPLICATIONS

It was seen in the present study that use of e-books among the participants did not go beyond using written digital materials and documents on the Internet. It was also found out that although the students knew that they were supposed to use e-books and related tools in future, they did not make any efforts to improve themselves or overcome their deficiencies. The students tended to use technological devices only when they had to and as much as they needed them. In addition, it was revealed that more than the half of the participants still preferred printed books. During the interviews held with the participants who did not make any preference and with those who chose printed books, it was found out that the reason for their choice was lack of knowledge about e-books. Knowing about the deficiencies of students regarding the use of the Internet and computer, which provides great opportunities for seeking and processing information and knowledge, would be helpful to cope with related issues. Considering the fact that preservice teachers who will be employed in future at a school where they will have to use tablet computers and e-books, which is a project executed by the Ministry of education, it seems of great importance to determine their views as well as their levels of knowledge about this subject. Students' deficiencies determined could be overcome with lessons to be included in the curricula of university programs. In order to overcome the deficiencies of students, a project could be prepared in which students are required to obtain e-books and e-book devices. The use of e-books can be supported by establishing e-libraries at universities. In this way, students may have the opportunity to obtain and use multiple resources.

REFERENCES

- Barnard, S. B. (1999). Libraries and e-books: opportunities and issues. *Future of Print Media Journal*. Online article from: <http://www.futureprint.kent.edu/articles/barnard01.htm>
- Batuş, G. (2007). Sözlü Kültürden Kitle Kültürüne Geçiş Sürecine Direnen Değerler. Online article from: <http://cim.anadolu.edu.tr/pdf/2004/1130853303.pdf>
- Cliff, M., K. and Dearnley, J. (2003). Electronic book use in a public library. *Journal of Librarianship and Information Science*, 35(4), 235-242.
- Day, R. (2001). Reading the Future. *Popular Mechanics*, 178(4), 82-85.
- Demir, U. F. Y. P., Çırak, Y., Dalkılıç, M., Yılmaz, G. D., Uraş, İ., & Kömürcü, M. (2012). İlkokul Çocuklarında Çanta Taşıma, Bilgisayar Kullanma Alışkanlığı ve Postür, *Ankara Medical Journal*, 12(4), 182-186.
- Hawkins, D. T. (2000). *Elektronik Book*. Online, 24(4): 14-25.
- Lam, P., Lam, S-L. Lam, J., & McNaught, C. (2009). Usability and usefulness of eBooks on PPCs: How students' opinions vary over time. *Australasian Journal of Educational Technology* 25(1), 30-44.
- Morgan, E. L. (1999). Electronic Books and Related Technologies. *Computers in Libraries*, 19(10), 36-39.
- Mallett, E. (2010). A screen tool for? Findings from an e-book reader pilot.
- Marshall, C.C & Ruotolo, C. (2002). Reading in the small: a study of reading on small form factor devices.
- Moore, M. L. (2009). At your leisure. Assessing ebook reader functionality and interactivity. University College London.
- Nathaniel, S. (2010). The e-reader industry: Replacing the book or enhancing the reader experience. *Scroll*. 1(1).
- Önder, I. (2011). e-Kitap ve Dünyada Elektronik Kitap Yayıncılığı. *Türk Kütüphaneciliği*, 25(1), 97-105.
- Palmer, P. & Donaldson, S., A. (2001). The ebook Revolution. *Black Enterprise*, 31(9), 49-50.
- Pattuelli, M.C. & Rabina, D. (2010). Forms, effect, function: LIS students' attitude towards portable e-book readers. *Aslib Proceedings: New information perspectives*, 62 (3), 228-244. Proceedings of Second ACM/IEEE-CS joint Conference on Digital Libraries. 56-64. Portland, Oregon, July 2002.
- Poftak, A. (2001). Getting a Read on E-books. *Technology & Learning*, 21(9), 22-24.
- Rukancı, F. ve Anameriç, H. (2003). E-Kitap Teknolojisi ve Kullanımı. *Türk Kütüphaneciliği*, 17, 2, 147-166.
- Siegenthaler, E., Wurtz, P., Groner, Rudolf. (2010). Improving the usability of E-book Readers. *Journal of Usability Studies*. 6 (1), 25-38.
- Vidana, Monica. (2003). E-books in public libraries. *Libraries and Information Update*. Available at <http://www.cilip.org.uk/update/issues/mayo3/article4may.html>.
- Wittmann, A (2000). Bye Bye Books?. *Network Computing*, 11(22), 210.
- Wilson, R. (2003). Ebook readers in higher education. *Educational Technology & Society*, 6 (4), 8-17.
- Yalman, Ö. G. M. (2013). Üniversite Öğrencilerinin World Wide Web (Www) Tutumlarının Bazı Değişkenlere Göre İncelenmesi: Dicle Üniversitesi Örneği. *The Journal of Academic Social Science Studies*, 6(6), 1177-1193.

- Yalman, M., & TUNGA, M. A. (2013). Examining university students' perceptions of computer and WWW (World Wide Web) with respect to certain variables: a case from Turkey. *Journal of Science, Innovation and New Technology*, 1(6), 1-11.
- Yıldırım, G., Karaman, S., Çelik, E., & Esgice, M. (2011). E-Kitap Okuyucuların Kullanım Deneyimlerine Yönelik Alanyazın İncelemesi, 5th International Computer & Instructional Technologies Symposium, 22-24 September 2011, Fırat University, ELAZIĞ- TURKEY