

“How do Students Use an E-Text? Experimental Investigation of Reading Practices and Testing Outcomes:

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Teachers of psychology weigh a variety of pedagogical, practical, and policy-related considerations when deciding which textbook to adopt for class. In the modern era, an additional question arises: should I use a print or electronic text? In this presentation, we build upon recently published findings regarding the influence of textbook modality on student perceptions and test performance. Specifically, we present an ecologically valid experimental investigation of how students use an interactive e-text and whether reading and learning outcomes vary when the same chapter is assigned across different text modalities. Participants in the study were undergraduate students randomly assigned to one of three experimental conditions: print textbook, pdf, interactive e-text. In all three conditions, students were given an introduction to psychology chapter to read over the course of a week, after which they returned to the lab to take a test on the material. To increase incentive, financial bonuses were paid for test scores reaching 80% and 90%. Students kept a contemporaneous log of their reading activities throughout the week and then were asked a series of post-test questions about their reading practices and experiences. Statistical analyses explore potential between-group differences in reading and re-reading tendencies, utilization of chapter resources and review exercises, and performance on test questions measuring recall as well as conceptual integration. Classroom implications, study limitations, and future directions will be considered.

Biographies

Lisa M. Shin earned her A.B. in psychology from Dartmouth College, her Ph.D. in psychology at the Harvard University, and completed a postdoctoral fellowship in Psychiatric Neuroimaging in the Department of Psychiatry at The Massachusetts General Hospital/Harvard Medical School. She has been on the faculty at Tufts University in Medford, Massachusetts since 1998, where she is currently professor and chair in the Department of Psychology.

The principal theme of Dr. Shin’s research involves examining brain function and cognitive processing in patients with anxiety disorders, particularly posttraumatic stress disorder (PTSD). Her work has appeared in journals including *Archives of General Psychiatry*, *Biological Psychiatry*, *Science*, *Lancet*, *Molecular Psychiatry*, *American Journal of Psychiatry*, *Neuropsychopharmacology*, *Nature Reviews Neuroscience*, and *Emotion*. Her research has been supported by grants from the National Institute of Mental Health, National Alliance for Research on Schizophrenia and Depression, Tufts Collaborates, and Tufts Center for Applied Brain and Cognitive Sciences.

She received the Chaim Danieli Young Professional Award from the International Society for Traumatic Stress Studies and the Young Investigator’s Research Award from the Anxiety Disorders Association of America. She has served as co-editor-in-chief for *Biology of Mood and Anxiety Disorders*, and on the editorial boards of *Depression & Anxiety* and *Journal of Traumatic Stress*. At Tufts, Dr. Shin teaches courses in Introduction to Psychology, Research Methods in Clinical Psychology, Biological Bases of Psychopathology, Emotion and Memory, and Neuroimaging in Psychopathology. She received the Goethals Teaching Prize at Harvard

University and has been named by dozens of Tufts University seniors as the instructor of “a truly excellent college course” and as an individual who contributed significantly to their intellectual and personal development. She is an author on the 13th edition of *Psychology*, co-authored with Carole Wade, Carol Tavis, and Sam Sommers.

Samuel R. Sommers earned his B.A. in psychology from Williams College and his Ph.D. in psychology at the University of Michigan. He has been on the faculty at Tufts University in Medford, Massachusetts since 2003, where he is currently professor and director of undergraduate studies in the Department of Psychology.

Dr. Sommers is a social psychologist whose research examines issues related to intergroup relations, group composition and diversity, stereotyping and bias, and the intersection of psychology and law. His work has appeared in journals including *American Psychologist*, *Journal of Personality and Social Psychology*, *Child Development*, *Psychological Science*, *Annual Review of Psychology*, *Psychological Bulletin*, and *Policy Insights from Behavioral and Brain Sciences*. His research has been supported by grants from the Russell Sage Foundation and the Society for the Psychological Study of Social Issues. He received the Saleem Shah Award for early career research from the American Psychology-Law Society. He has served as associate editor for *Journal of Experimental Social Psychology* and on the editorial boards of *Journal of Personality and Social Psychology*, *Psychological Science*, and *Law and Human Behavior*.

At Tufts, Dr. Sommers teaches Introduction to Psychology, Experimental Psychology, Social Psychology, and Psychology and Law. He has won multiple teaching awards, including the Lerman-Neubauer Award for excellence in teaching and advising. He was selected by the Tufts student senate as the campus professor of the year in 2009. Dr. Sommers is a co-author of multiple psychology textbooks: *Social Psychology* (Aronson, Wilson, & Sommers) and *Psychology* (Wade, Tavis, Sommers, & Shin). He recently published a co-authored paper with Dr. Shin on the effects of textbook modality on student learning outcomes in *Scholarship of Learning and Teaching in Psychology*.