

SI622 WINTER 2013  
EVALUATION OF SYSTEMS & SERVICES:  
ASSIGNMENT 5

# SURVEY

GROUP 05 **TEAM QIVE**

CHIN-JUI CHEN  
MOHAMED GULAI  
CHAD KIJEWski  
HSIAO-CHIH LIN  
SUNGJIN NAM

Written for client, Acias LLC and system **Qlovi**  
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## EXECUTIVE SUMMARY

This report documents the findings and recommendations that our team identified while surveying primary school (K-thru-12) students on their attitudes, behaviors, and preferences regarding reading choices, content, and platforms. This study was conducted in order to obtain insight regarding the potential strengths and weaknesses of our client's application, Qlovi, as they attempt to cater to this population. Qlovi is an online electronic reading (eReading) application with the purposing of encouraging, enabling, and enhancing learning through reading in a primary school environment.

The purpose of this study was to answer three questions:

- What are the general behaviors that modern primary school students employ while reading?
- What factors contribute to the differences between students that like and dislike reading?
- What, if any, are the potential benefits that students believe exist from using technology devices to read over traditional physical books?

In order to answer these questions, our team conducted a number of surveys targeted towards primary school students, which is one of our client's identified target populations. In order to get this data from students, our team recruited teachers that were willing to administer and provide the survey to their classes. All survey respondents were enrolled at high schools in the Ann Arbor and Detroit school districts. We ultimately received fifty-nine responses that we deemed to be suitable for analysis.

As a result of our analysis and interpretation of the results, our team identified six key findings:

- Students are interested in reference features such as on-the-fly word definitions while reading.
- Students are generally not interested in creating annotations directly onto their readings.
- The leading reason students read is for enjoyment; however, the potential enjoyment of a particular piece is influenced by its source.
- Students are interested in a recommendation system based on what they have already read.
- Students are opposed to undertaking 'quizzes' or embedded questions while readings.
- Students are both ready to and interested in reading on electronic platforms.

Based on these findings, our team produced four recommendations for future development builds:

- Implement reference features such as the ability to look up word definitions within readings.
- De-prioritize allocating resources towards implementing in-book annotation features.
- Configure Qlovi's recommendation system to more heavily consider literature that students themselves have selected, not those that teachers have assigned.
- Allow 'quizzes' or 'check on learning' segments to be optional for non-assigned readings.

## INTRODUCTION

### *EVALUATED SYSTEM*

This system analyzed by this report is **Qlovi**, which is a web-based application that is currently in development by Acias LLC. The overall purpose of Qlovi is to encourage, enable, and enhance learning through reading in a primary school environment.

Qlovi has two primary target populations: English teachers in primary schools and their students. In addition to these groups, there is a secondary target population that is composed of all other teachers in primary schools that utilize either fiction or non-fiction literature in some form or fashion, such as those that administer social science or history courses.

Qlovi aims to achieve its purpose by serving as an electronic book (eBook) repository for its target populations. It has arrayed itself to cater to two user groups: teachers and students. In regards to the former, teachers will use the system to identify appropriate literature available within Qlovi's library for assignment to students. Students will then read the specified material to answer questions or provide feedback, which will demonstrate their comprehension. In regards to the latter, students use the system to identify literature of personal interest within Qlovi's selection to consume on their own.

To enable these uses, Qlovi aims to incorporate an intuitive user-interface that emphasizes choice and accessibility for its student users while simultaneously providing teachers the ability to obtain feedback and measure student comprehension of the assigned material. The system incorporates a number of functions and features that enhances its performance in these roles. This includes the integration of a recommendation service that allows individual students to find books of interest as well as tracking analytical information regarding student performance and activities.

### *STUDY PURPOSE & MOTIVATION*

Our team conducted this study to answer the following three research questions:

- What are the general behaviors that modern primary school students employ while reading?
- What factors contribute to the differences between students that like and dislike reading?
- What, if any, are the potential benefits that students believe exist from using technology devices to read over traditional physical books?

The primary motivation behind these research questions is to identify what actions or posture Qlovi may undertake to enhance its appeal to primary school students. The knowledge regarding the attitudes, behaviors, and preferences that students have towards reading, its potential platforms, and diversity of contents will provide insight into how Qlovi can be altered and/or which aspects can be emphasized as its development moves forward.

## STUDY METHODOLOGY

For this phase of the usability testing process, our team surveyed students who we believed may be potential users of Qlovi. The completed surveys provided quantitative data regarding aspects of our three research questions. In turn, we based our findings and recommendations off of these results, which shall be subsequently presented later in this report.

### *TARGET POPULATION*

As our previous study centered on potential system uses and preferences of teachers, this study focused on obtaining the perspectives of the primary school student population to ensure both groups were queried prior to the usability test segment. As all students within the primary school system either have undertaken or are currently undertaking English courses that may utilize Qlovi, we determined that it would not be necessary to specifically target any sub-group within this population.

### *RECRUITING METHODS*

We initially decided to approach recruitment with a probability sample approach; however, due to the complicated and legal nature of obtaining access to students, this eventually became convenience sampling out of necessity. The primary recruitment method that our team implemented involved contacting primary school teachers to determine if they would be willing to assist by administering the survey to their students. These teachers were either individuals that team members had relationships with or that were introduced to us through contacts we have at the Schools of Information and Education at the University of Michigan.

### *SUMMARY OF PARTICIPANTS*

Our team was able to recruit the help of two local teachers, who in turn returned suitable responses from fifty-nine of their students. All of these students are currently in attendance at high schools in Michigan are either in the 9<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades. The ages of respondents ranged from 14 to 18 years, with the average resting at approximately 14.9 years. The gender distribution of respondents was slightly skewed, with 58% indicating they were male whereas only 42% were female.

### *INSTRUMENTS*

Our team utilized a number of instruments in order to refine and enable the data collection process. We utilized a pilot questionnaire (Appendix A) to determine the initial effectiveness of our questions. We refined these questions and developed a final questionnaire (Appendix B), which was distributed to students to gather data. We then utilized Google Forms to consolidate, measure, and visualize this data. Finally, we distributed a number of Amazon gift cards to incentive and reward survey respondents and teachers that cooperated with this study.

## ANALYTICAL METHODS

As we collected the necessary data, team members would gather and input the data from each survey sheet into a single Google Form. We then conducted an interpretation session in which we reviewed and compared the consolidated data and visualizations, identified a number of key findings we believed would be relevant to our client's product, and developed subsequent recommendations for future development.

## FINDINGS & RECOMMENDATIONS

### SUMMARY RESULTS

Upon the completion of our analysis, we determined that there are a number of conflicts in regards to the preferences that students and teachers have towards utilizing Qlovi. For example, the majority of the students that were surveyed indicated that they opposed tools such as quizzes or embedded questions within readings to demonstrate their comprehension, which is a feature that teachers communicated their desire for during interviews that we had previously conducted.

Beyond these conflicts, the results of this survey also identified students' attitudes and desires towards a number of potential features that could be implemented into Qlovi. Based on these results, this information may be used to prioritize which, if any, should be implemented into the system in future development builds.

### KEY FINDINGS

#### #1: Students are interested in reference features such as word definitions while reading.

Our survey indicated that 60% of respondents either agreed or strongly agreed that a feature allowing on-the-fly word reference would be useful when they are reading, whereas only 11% believed that this feature would not be.

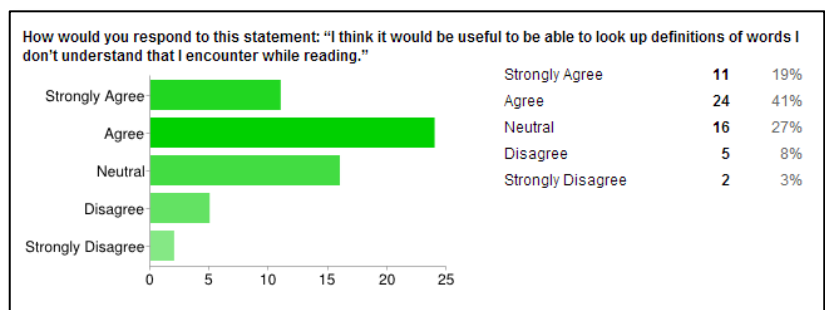
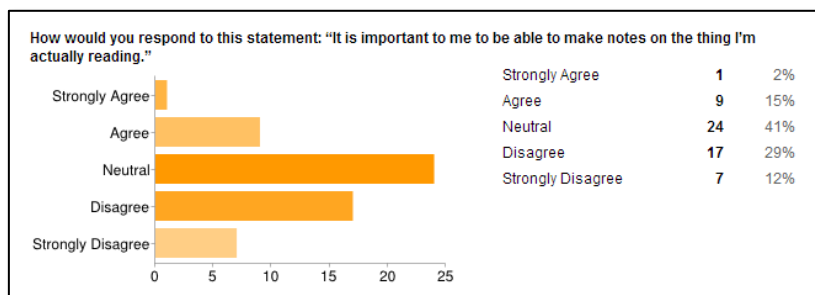


Figure 1: Summary responses to Question #14

This is a type of feature that is generally common among other electronic reading platforms such as eBook readers (Kindle, Nook) and formats (Adobe PDFs). This finding suggests that reference features such as word definition could be a welcomed addition to Qlovi in order to encourage content comprehension among this population.

**#2: Students are generally not interested in creating annotations directly on their readings.**

To the surprise of some team members, 82% of all survey respondents indicated they were either indifferent to or disagreed that it was important to be able to annotate onto their readings.



**Figure 2: Summary responses to Question #17**

This finding came as a surprise as the practice of annotating directly on the reading is viewed by some as common in an academic environment. This finding suggests that spending resources to implementing a feature such as in-book annotations may not have high pay-off when marketing the product to this population.

**#3: The leading reason students read is for enjoyment; however, the potential enjoyment of a particular piece is influenced by its source.**

The responses we obtained to a number of questions provided insight into what and why students read. For example, nearly 50% of all respondents indicated that they read for fun and entertainment purposes (Question #8).

One potential determining factor as to whether a reading is enjoyable or not is its source; for example, the majority of students that responded to this survey indicated that they generally enjoyed reading things they found on their own (70%, Question #3). However, this trend did not carry over to readings assigned by teachers, which fewer students indicated they enjoyed (12%, Question #4).

**#4: Students are interested in a recommendation system based on what they have already read.**

One system that Qlovi has integrated is a book recommendation system, which the results of our survey indicate may be a feature that will be well received and demanding of additional attention. The majority of respondents, 54%, answered that they would be interested in a system that recommended content that considered books they had previously read. Only 10% of survey-takers indicated that they would not want such a system made available to them.

**#5: Students are opposed to undertaking 'quizzes' or embedded questions while reading.**

One trend that our team identified in a previous study is that teachers we interviewed were highly receptive to a system that would encourage and measure how their students comprehended assigned reading materials. However, this receptiveness was not mutual among the students that we surveyed.

As visualized in Figure 3 to the right, only 27% of respondents indicated that they would like to be ‘quizzed’ or asked question while reading. Simultaneously, 50% of survey-takers were either opposed or strongly opposed to such a system.

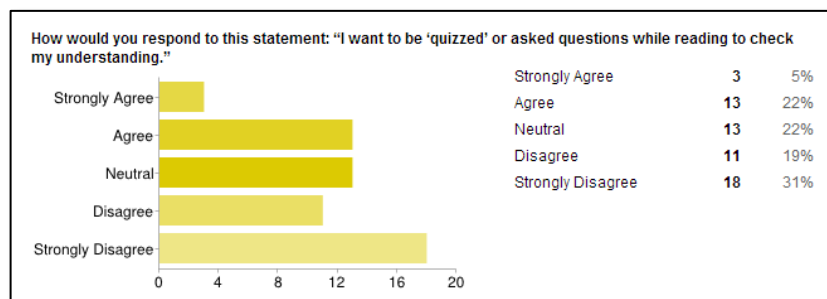


Figure 3: Summary responses to Question #13

#### #6: Students are both ready to and interested in reading on electronic platforms.

Based on a number of responses, there may be fewer barriers to integrating electronic reading platforms among this population than some of our team members had anticipated. While a minority indicated that they *normally* read eBooks (20%, Question #6), the majority of respondents indicated that they had experience reading eBooks (71%, Question #7). Within this group, 83% responded that they found this form of reading to be as easy as or easier than traditional physical formats.

There were other indicators that backed this finding; for example, 59% of survey-takers responded that they used the Internet to find reading materials. Additionally, only a small amount of respondents indicated that they did not believe the books they wanted to read would be available in an electronic format (5%, Question #18).

### RECOMMENDATIONS

#### #1: Implement reference features such as the ability to look up word definitions within readings.

As indicated in our first finding, the majority of respondents indicated that on-the-fly reference features would be welcomed in reading. As such, it follows that Qlovi would be a more attractive product among this population if they implemented such a feature. This feature may also increase the attractiveness of the product to teachers, as it enhances comprehension of the material.

There are a number of ways to do this; the Amazon Kindle, for example, refers directly to a preloaded dictionary. However, as Qlovi is an always-online browser-based service, it may be easier or more effective to implement this feature through integration with an external service such as Dictionary.com.

#### #2: De-prioritize allocating resources towards implementing in-book annotation features.

While in-book annotation may be useful to implement later on in the future, it is not a short-term need that demands immediate developer attention.



Few students actually desired an annotation feature when reading on an electronic platform; this may be due to their desire to jot down notes on a physical notebook—which is accessible to them after they leave the system—or they prefer to use an alternative, specialized annotation software solution such as OneNote. Regardless of the reason, based on this response there are a number of additional high-impact services and features that Qlovi’s development could focus their resources on instead.

**#3: Configure Qlovi’s recommendation system to more heavily consider literature that students themselves have selected, and not those that teachers have assigned.**

Qlovi’s recommendation system is a significant feature of the application and serves as one tool to encourage students to find and read additional literature; however, this system should not consider or place less weight on material read that had been initially assigned by teachers for class purposes. The majority of students responded that liked the idea of a recommendation system, but the primary reason they read was for fun and they simply did not enjoy those readings that teachers had assigned.

**#4: Allow ‘quizzes’ or ‘check on learning’ segments to be optional for non-assigned readings.**

Qlovi should consider making its in-reading quizzes optional for those readings that are not assigned by teachers. This is based primarily on the lack of support for such a feature by students. As noted in the introduction, the primary uses of Qlovi are to act as an academic tool for teachers and to serve as a platform to support content discovery and consumption for students. These are significantly different tasks for separate audiences, and as such the use of these quizzes/comprehension checks should be separated to encourage the latter use.

## DISCUSSION

There were a number of shortcomings and difficulties that our team experienced while carrying out this survey. The first issue to consider is the unrepresentative nature of the sample; due to needing to utilize convenience sampling, there are issues in the in location, age, and gender of survey takers:

- All survey respondents were located in two Michigan school districts—Ann Arbor and Detroit.
- All fifty-nine respondents were learning at the high-school level, meaning students at the middle and elementary level were not represented.
- Males were overrepresented, comprising of 58% of the respondents but only 51.1% of the American primary-school population.<sup>1</sup>

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<sup>1</sup> “Table: Enrollment Status the Population 3 Years Old and Over, by Sex, Age, Race, Hispanic Origin, Foreign Born, and Foreign-Born Parentage: October 2011”, US Census Bureau, <http://www.census.gov/hhes/school/data/cps/2011/tab01-01.xls>

The second issue to consider is the way the data was gathered; team members did not administer the survey, but instead collected and consolidated the data after the fact. As such, none were present to validate that individuals that undertook the survey were members of the target population. This was highlighted by two responses we felt were necessary to throw out to preserve the integrity of the results; two survey takers had indicated they were between 19 and 20 years of age, which we believed to be too old to qualify as part of Qlovi's target demographic.

The third issue to consider is the small sample size. While sufficient to meet the twenty-five respondent minimum for the purposes of this course, it is difficult to make conclusions with any statistical confidence with a sample size of only fifty-nine individuals, especially when they represent a nation-wide student population of 61.8 million.<sup>2</sup> To meet a reasonable confidence threshold, our team would have needed to recruit a total of 384 respondents to report with a 95% confidence level and 5% confidence interval.<sup>3</sup>

The final issue to be covered in this section is that there was significant difficulty getting access to students due to the timing of this study. Many teachers we contacted expressed reluctance to distribute the survey due to the ongoing Michigan Educational Assessment Program (MEAP) testing, which was monopolizing the time and attention of local educators. We may have had an easier time obtaining a more representative sample if this study had occurred earlier in the school year.

As we progress with usability testing, our team anticipates moving away from gathering data directly from users and instead focusing more on the product itself. We suggest conducting both a competitive analysis—looking at those that are in both direct and indirect competition with Qlovi in order to identify strengths, weaknesses, and potential features to implement. Further down the road we anticipate conducting a heuristic evaluation—identifying what improvements can be made to Qlovi based on as it currently is.

## CONCLUSION

Our team conducted a survey of primary school students, which we have identified as one of our client's two primary target populations. By working with and through willing teachers at local school districts, we were able to obtain fifty-nine individuals to participate in this study, all of which were high school students. Based on our analysis of the data, we believe that we have identified a number of key findings that Qlovi may wish to consider when conducting future design iterations.

This study sought to uncover the attitudes, behaviors, and preferences that this target population holds towards reading—the act, the available platforms, and the potential content. We identified six key findings; two of these findings identified potential features to implement—such as on-the-fly word

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<sup>2</sup> Ibid.

<sup>3</sup> <http://www.surveysystem.com/sscalc.htm>

reference—and not implement—in-book annotations. Other findings have led to recommendations that developers may wish to consider when revisiting Qlovi’s recommendation system, such as placing less weight on teacher-assigned readings and more on those elected by the student’s discretion.

We do acknowledge that our study faced a number of difficulties and limitations, to include appropriate sample size, representation, and randomness, which in turn will limit the confidence that we can assign to our findings. Our next steps will involve conducting a comparative analysis of Qlovi and its competitors, as well as conducting a heuristic evaluation of Qlovi to better identify its usability and accessibility for its target users.

## APPENDICES

### APPENDIX A: PILOT QUESTIONNAIRE

Thank you for taking the time to complete this survey by a graduate student team from School of Information, the University of Michigan. Your feedback is important to us in how we can evaluate an online reading platform.

This survey should only take about 10 -15 minutes of your time. Your answers will be completely anonymous and by filling out the survey you will be entered into a drawing for a \$25 Amazon gift card.

Note that in this survey, “eBooks” means book-length publications that can be read on computers or other electronic devices such as tablets or smartphones.

Q1: On average, how many hours do you spend on reading on a daily basis?

- ☐ 1 Hour or Less      ☐ Around 2 Hours      ☐ Around 3 Hours      ☐ Around 4 Hours  
☐ More than 4 Hours

Q2: Would you like to spend more time reading MORE, LESS, or THE SAME per week than you do now?

- ☐ More      ☐ Less      ☐ The Same      ☐ Unsure

Q3: How would you respond to this statement: “I enjoy readings that I find on my own.”

- ☐ Strongly agree    ☐ Agree      ☐ Neutral      ☐ Disagree      ☐ Strongly Disagree

Q4: How would you respond to this statement: “I enjoy readings assigned in school.”

- ☐ Strongly agree    ☐ Agree      ☐ Neutral      ☐ Disagree      ☐ Strongly Disagree

Q5: What subjects do you normally enjoy reading? (Mark all that apply)

- ☐ Fiction      ☐ Non-Fiction Novels      ☐ Mysteries      ☐ Romance  
☐ Health      ☐ Science Fiction      ☐ Sports      ☐ Comic Books  
☐ Biographies    ☐ Other: \_\_\_\_\_      ☐ None of the above

Q6: In what ways do you normally do your readings? (Mark all that apply)

- ☐ Physical Books    ☐ eBooks      ☐ Newspapers      ☐ Magazines  
☐ Online Articles    ☐ Blogs      ☐ Other: \_\_\_\_\_      ☐ None of the Above

Q7: If you read eBooks, do you find them easier or harder to read than a regular book?

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q8: What encourages you to read? (Mark all that apply)

☐ My Friends   ☐ Fun   ☐ To Learn   ☐ My Family  
☐ My Teachers   ☐ My Grades   ☐ Other: \_\_\_\_\_   ☐ None of the Above

Q9: How would you respond to this statement: "I find it easy to get things I want to read."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q10: Where do you go to get things to read?

☐ Libraries   ☐ Internet   ☐ Book Stores   ☐ School  
☐ Friends   ☐ Family   ☐ Church   ☐ Other: \_\_\_\_\_  
☐ None of the Above

Q11: Does your teacher suggest readings? That is, readings that aren't required for class.

☐ Yes ---> Continue   ☐ No ---> Jump to Q11

Q11A: If yes, do read them?

☐ Yes   ☐ No

Q11B: If yes, do you find them interesting?

☐ Yes   ☐ No

Q11C: If yes, do you usually finish them?

☐ Yes   ☐ No

Q12: How would you respond to this statement: "I think my school books are too heavy."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q13: How would you respond to this statement: "I would like to be asked questions while reading to check my understanding."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q14: How would you respond to this statement: "It is important to me to be able to look up definitions of words I don't understand while reading."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q15: How would you respond to this statement: "I would like to recommended books to read on my own time."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q16: How would you respond to this statement: "eBooks do not provide real feelings of page flipping"

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q17: How would you respond to this statement: "eBooks are hard no make notes"

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q18: How would you respond to this statement: "eBooks are hard to find where I want to read"

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q19: How would you respond to this statement: "I prefer reading electronically than on paper."

☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

Q20: What is your gender?

☐ Male   ☐ Female

Q21: How old are you? \_\_\_\_\_

Q22: What kind of school are you attending?

☐ Elementary School   ☐ Middle School   ☐ High School

Q23: What grade are you in? \_\_\_\_\_

Q24: (Optional) What city do you live in? \_\_\_\_\_

Q25: (Optional) What state do you live in? \_\_\_\_\_

Q26: E-mail \_\_\_\_\_

Thank you for your participation, your feedback is valuable to us. If you have any questions about the survey, please contact [mgulaid@gmail.com](mailto:mgulaid@gmail.com) or [chilin@umich.edu](mailto:chilin@umich.edu).

## THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

This survey is being conducted by a group of graduate students at the University of Michigan intent on identifying the reading preferences and habits of students such as you.

This survey should take you no longer than fifteen minutes to finish and completing it will enter you into a drawing for a \$25 Amazon.com gift card. We ask for your e-mail at the end only to alert you if you are selected to receive this gift. All of your answers will remain untied to your identity and your participation in the survey will remain completely confidential.

- Mohamed, Elsa, Morgan, SJ, & Chad

*Note: When this survey refers to 'eBooks', it means any book-length documents (30+ Pages) that can be read on a computer or other electronic device such as a tablet or smartphone.*

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**1. On average, how many hours per day do you spend on reading?**

*This includes reading things like books, magazines, and articles on the internet.*

- ☐ 1 Hour or Less
- ☐ Around 2 Hours
- ☐ Around 3 Hours
- ☐ Around 4 Hours
- ☐ More than 4 Hours

**2. Would you like to spend MORE, LESS, or THE SAME amount of time reading per week?**

- ☐ More
- ☐ Less
- ☐ The Same
- ☐ Unsure

**3. How would you respond to this statement:**

**"I enjoy readings that I find on my own."**

- ☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree



**4. How would you respond to this statement:**

**“I enjoy the readings that my teachers assign me at school.”**

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**5. What subjects do you normally enjoy reading?**

*(Mark all that apply)*

☐ Fiction                      ☐ Non-Fiction                      ☐ Mysteries                      ☐ Romance  
☐ Health                      ☐ Science Fiction                      ☐ Sports                      ☐ Comic Books  
☐ Biographies                      ☐ Other: \_\_\_\_\_ ☐ None of the above

**6. In what ways do you normally read?**

*(Mark all that apply)*

☐ Physical Books    ☐ eBooks    ☐ Newspapers                      ☐ Magazines  
☐ Online Articles    ☐ Other: \_\_\_\_\_ ☐ None of the Above

**7. If you read eBooks, do you find them easier or harder to read than physical books?**

☐ Much Easier    ☐ Easier    ☐ The Same    ☐ Harder    ☐ Much Harder  
☐ I Don't Read eBooks

**8. What or who encourages you to read?**

*(Mark all that apply)*

☐ My Friends                      ☐ My Family                      ☐ My Desire to Learn                      ☐ Fun / Entertainment  
☐ My Teachers                      ☐ My Grades                      ☐ None of the Above

**9. How would you respond to this statement:**

**“I find it easy to get things that I want to read.”**

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**10. Where do you go to get things to read?**

*(Mark all that apply)*

☐ Libraries                      ☐ The Internet                      ☐ Book Stores                      ☐ My School  
☐ My Friends                      ☐ My Family                      ☐ My Church                      ☐ None of the Above  
☐ Other: \_\_\_\_\_

**11. Does your teacher provide any recommended readings?**

*'Recommended readings' are optional and aren't required for class.*

( ) Yes                      ( ) No

**If you answered yes...**

**Do read them?**                      ( ) Yes                      ( ) No

**Do you find them interesting?**                      ( ) Yes                      ( ) No

**Do you usually finish them?**                      ( ) Yes                      ( ) No

**12. How would you respond to this statement:**

**"It is hard to carry all the books I need at school as I travel between classes."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**13. How would you respond to this statement:**

**"I want to be 'quizzed' or asked questions while reading to check my understanding."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**14. How would you respond to this statement:**

**"I think it would be useful to be able to look up definitions of words I don't understand that I encounter while reading."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**15. How would you respond to this statement:**

**"I want to be recommended books to read based on what I already read."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**16. How would you respond to this statement:**

**"I do not like eBooks because they do not provide the feeling of 'page flipping'."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**17. How would you respond to this statement:**

**"It is important to me to be able to make notes on the thing I'm actually reading."**

( ) Strongly agree    ( ) Agree                      ( ) Neutral                      ( ) Disagree                      ( ) Strongly Disagree

**18. How would you respond to this statement:**

**“The books that I want to read are not available as eBooks.”**

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**19. How would you respond to this statement:**

**“I personally prefer reading on a computer or tablet than a physical book.”**

☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Demographic Questions:**

**20. What is your gender?**

☐ Male  
☐ Female

**21. How old are you?**

\_\_\_\_\_

**22. What level kind of school are you attending?**

☐ Elementary School  
☐ Middle School  
☐ High School  
☐ Home School  
☐ Other: \_\_\_\_\_

**23. What grade are you in?**

\_\_\_\_\_

**24. (OPTIONAL) What state do you live in?**

\_\_\_\_\_

**25. (OPTIONAL) What is your e-mail address?**

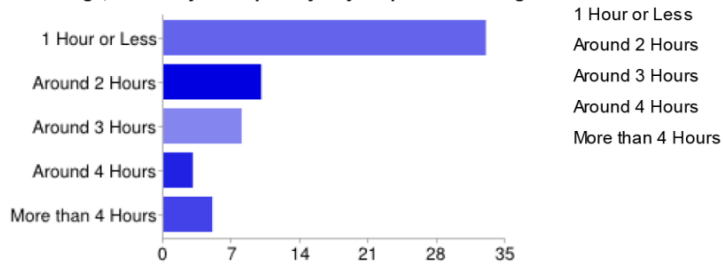
*(For raffle-purposes only)*

\_\_\_\_\_

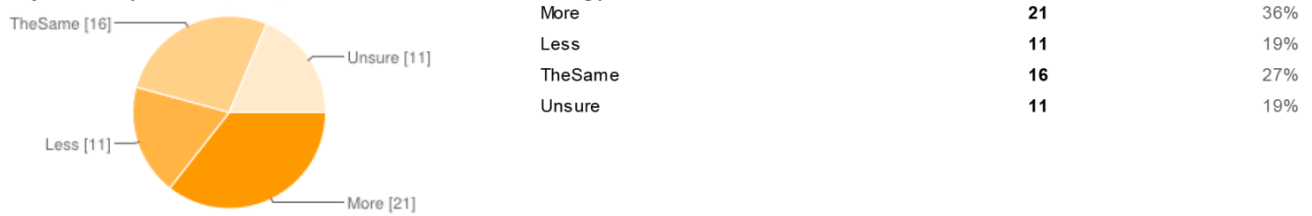
*Thank you again for your participation! If you have any questions or comments about this survey, please contact Mohamed at [mgulaid@gmail.com](mailto:mgulaid@gmail.com) or Elsa at [chilin@umich.edu](mailto:chilin@umich.edu). Go Blue!*

## APPENDIX C: RESULTS & METRICS

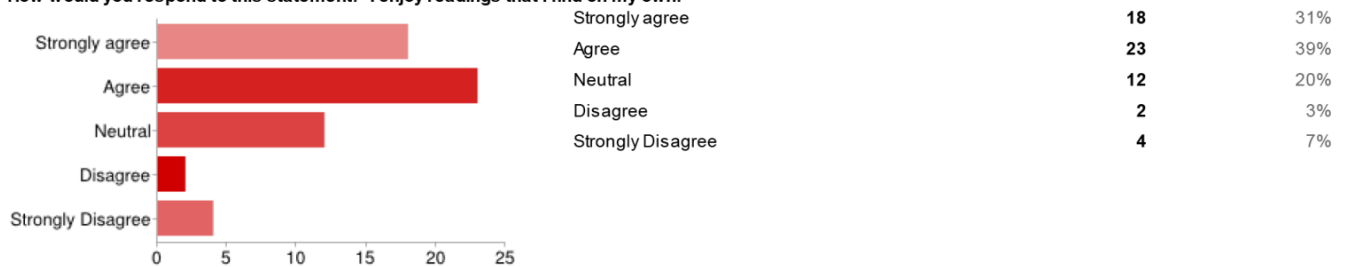
On average, how many hours per day do you spend on reading?



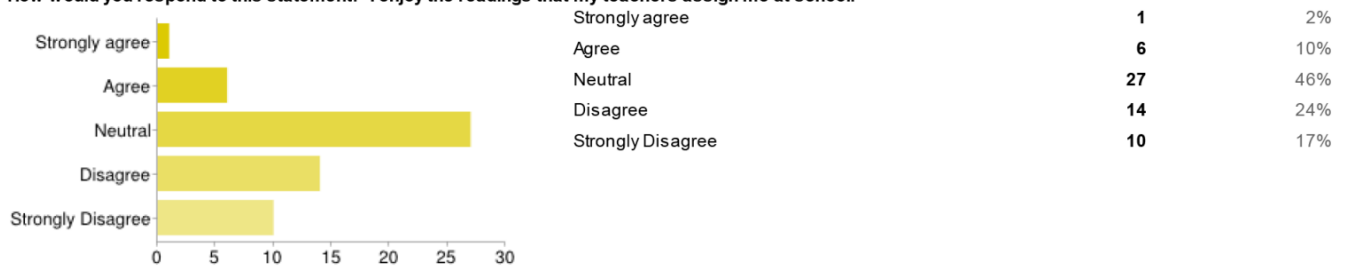
Would you like to spend MORE, LESS, or THE SAME amount of time reading per week?



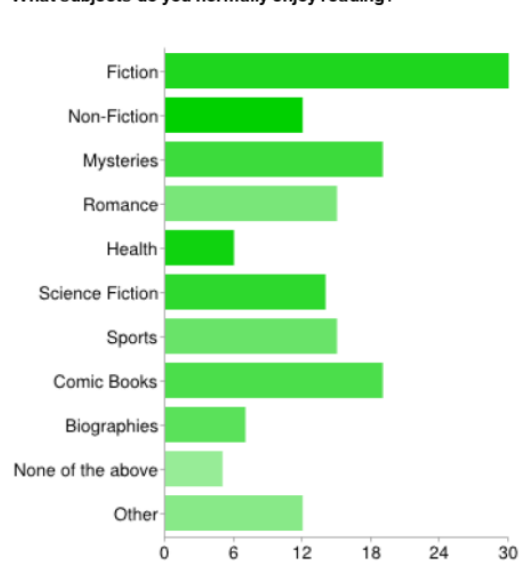
How would you respond to this statement: "I enjoy readings that I find on my own."



How would you respond to this statement: "I enjoy the readings that my teachers assign me at school."



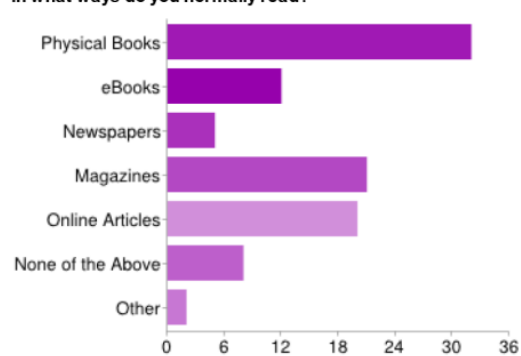
#### What subjects do you normally enjoy reading?



Fiction	30	51%
Non-Fiction	12	20%
Mysteries	19	32%
Romance	15	25%
Health	6	10%
Science Fiction	14	24%
Sports	15	25%
Comic Books	19	32%
Biographies	7	12%
None of the above	5	8%
Other	12	20%

People may select more than one checkbox, so percentages may add up to more than 100%.

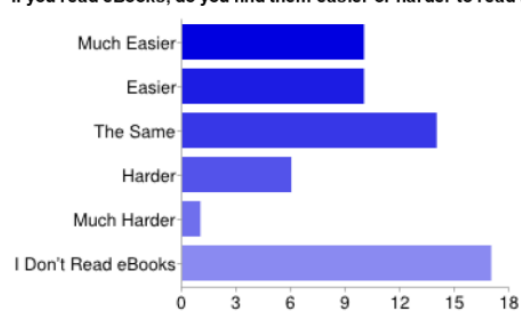
#### In what ways do you normally read?



Physical Books	32	54%
eBooks	12	20%
Newspapers	5	8%
Magazines	21	36%
Online Articles	20	34%
None of the Above	8	14%
Other	2	3%

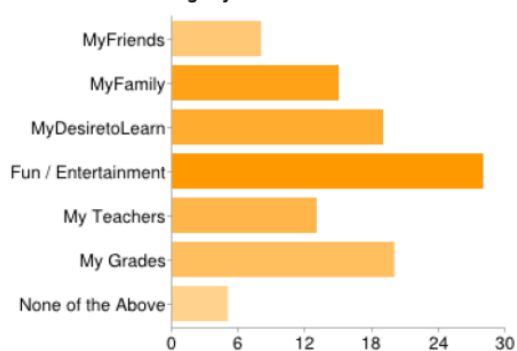
People may select more than one checkbox, so percentages may add up to more than 100%.

#### If you read eBooks, do you find them easier or harder to read than physical books?



Much Easier	10	17%
Easier	10	17%
The Same	14	24%
Harder	6	10%
Much Harder	1	2%
I Don't Read eBooks	17	29%

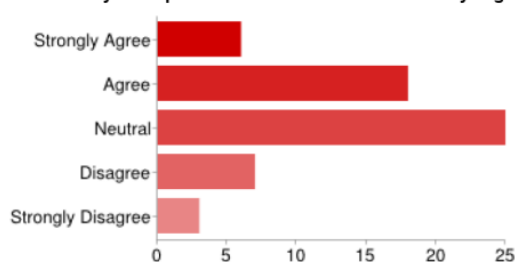
#### What or who encourages you to read?



MyFriends	8	14%
MyFamily	15	25%
MyDesiretoLearn	19	32%
Fun / Entertainment	28	47%
My Teachers	13	22%
My Grades	20	34%
None of the Above	5	8%

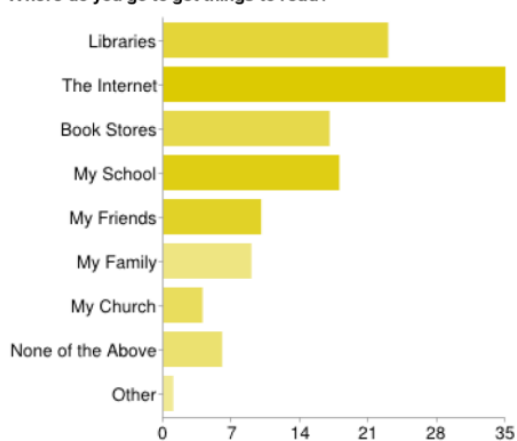
People may select more than one checkbox, so percentages may add up to more than 100%.

#### How would you respond to this statement: "I find it easy to get things that I want to read."



Strongly Agree	6	10%
Agree	18	31%
Neutral	25	42%
Disagree	7	12%
Strongly Disagree	3	5%

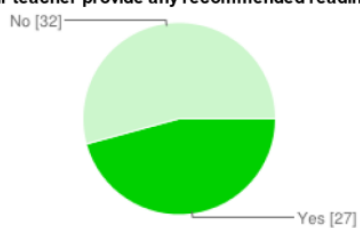
#### Where do you go to get things to read?



Libraries	23	39%
The Internet	35	59%
Book Stores	17	29%
My School	18	31%
My Friends	10	17%
My Family	9	15%
My Church	4	7%
None of the Above	6	10%
Other	1	2%

People may select more than one checkbox, so percentages may add up to more than 100%.

Does your teacher provide any recommended readings?

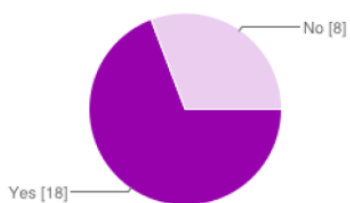


Yes	27	46%
No	32	54%

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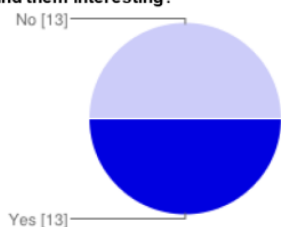
(if answered 'YES' on question 11)

If you answered yes... Do read them?



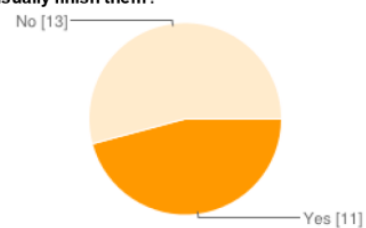
Yes	18	31%
No	8	14%

Do you find them interesting?



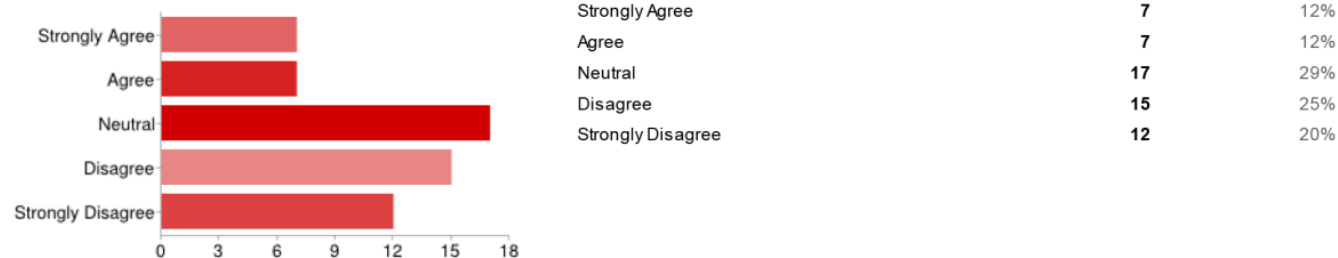
Yes	13	22%
No	13	22%

Do you usually finish them?

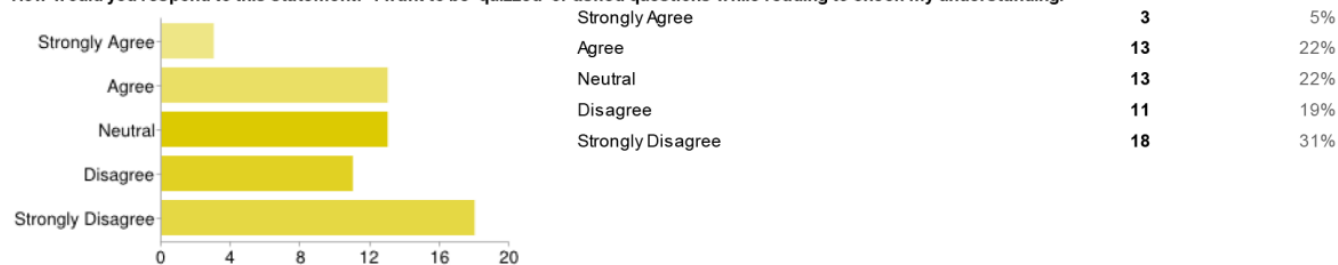


Yes	11	19%
No	13	22%

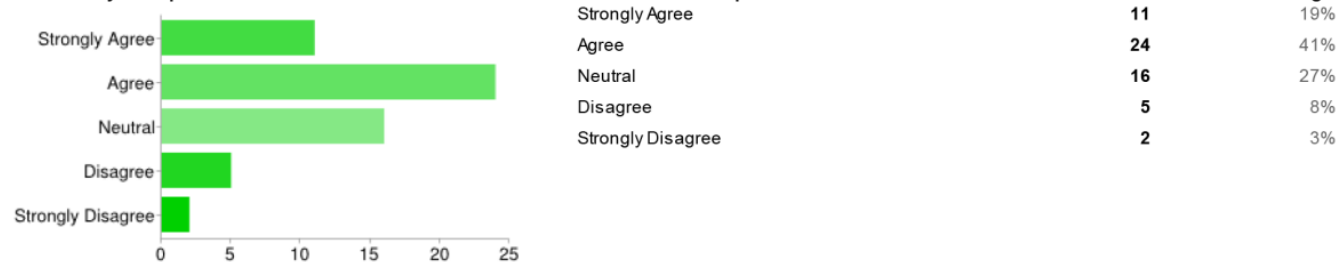
How would you respond to this statement: "It is hard to carry all the books I need at school as I travel between classes."



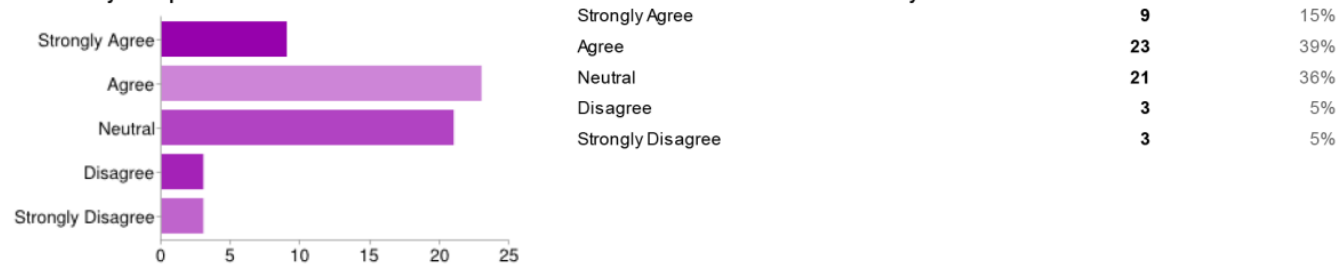
How would you respond to this statement: "I want to be 'quizzed' or asked questions while reading to check my understanding."



How would you respond to this statement: "I think it would be useful to be able to look up definitions of words I don't understand that I encounter while reading."

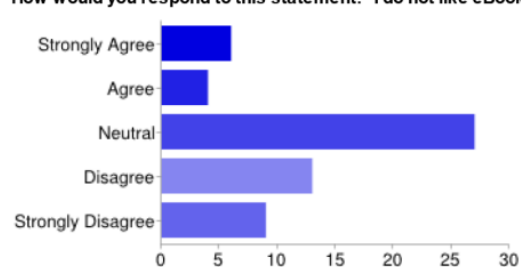


How would you respond to this statement: "I want to be recommended books to read based on what I already read."



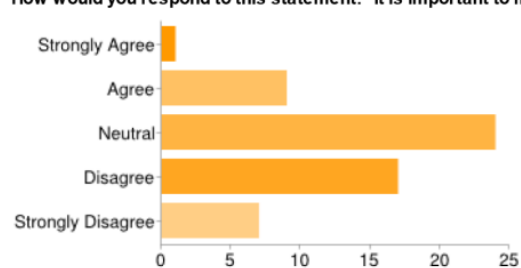


How would you respond to this statement: "I do not like eBooks because they do not provide the feeling of 'page flipping'."



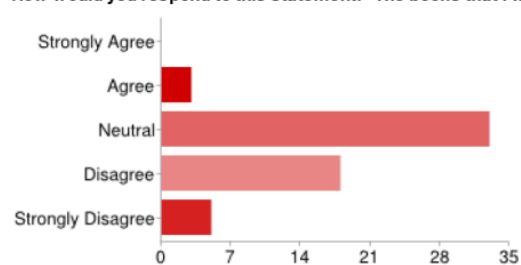
Strongly Agree	6	10%
Agree	4	7%
Neutral	27	46%
Disagree	13	22%
Strongly Disagree	9	15%

How would you respond to this statement: "It is important to me to be able to make notes on the thing I'm actually reading."



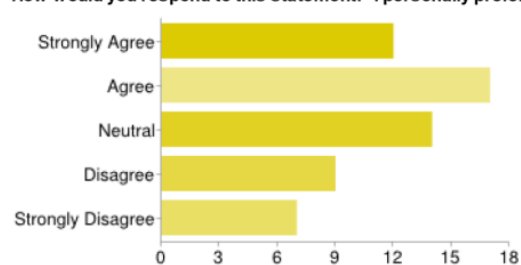
Strongly Agree	1	2%
Agree	9	15%
Neutral	24	41%
Disagree	17	29%
Strongly Disagree	7	12%

How would you respond to this statement: "The books that I want to read are not available as eBooks."



Strongly Agree	0	0%
Agree	3	5%
Neutral	33	56%
Disagree	18	31%
Strongly Disagree	5	8%

How would you respond to this statement: "I personally prefer reading on a computer or tablet than a physical book."



Strongly Agree	12	20%
Agree	17	29%
Neutral	14	24%
Disagree	9	15%
Strongly Disagree	7	12%

**v**



N

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**v**



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