

# Digital Textbooks

## International Publishers Association

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# 1. Background

## „Digital Textbooks“

- Infrastructure at schools
- Textbook characteristics
- Legal framework in Germany

- **Variety of devices**

- PC, Mac, Tablets (iPad or Android), Whiteboards

- **Infrastructure in schools**

- Students with own computers vs. computer-sharing
- Classrooms with or without internet access

- **Resulting requirements**

- Compatibility with variety of devices
- Support of many users on one device
- Access online and offline
- Synchronisation with different devices

- Graphically orientated structure: no continuous text
- Thus no compatibility with eReader (e.g. Amazon-Kindle)

**2** Visitors to London

**CD** **B5** a) Listen to the rap on the CD and say it.

I've never flown to the moon.  
I've never slept all afternoon.  
I've never sat in a boat.  
I've never worn a fur coat.  
Well, I've never ... but have you ever?

I've never worn the Queen's crown.  
I've never been a circus clown.  
I've never surfed the Internet.  
I've never fed a cyber pet.  
Well, I've never ... but have you ever?

**WB** **B4**

**LIF** **8**

b) Work in groups of five: who has or hasn't done these things in your group? Note down your answers in a grid.

Have you ever

seen Prince William played in a band  
read a book in English  
stayed in bed all day  
been to Australia  
eaten octopus

Yes, I have, but only on TV.

No, I haven't, but I would like to.

**c) Report to the class about your list.**

	never	once	twice	many times	more info
seen Prince William					Angela on TV
played ...	Tom				
...					

**B6** Imagine a friend from England wants to visit you. He/she has been to your area before but hasn't seen or done everything yet.

a) Before your friend arrives, plan things with him/her in an email chat.

- In pairs decide who is the visitor (A) and who is the host (B).
- Each of you makes a list of interesting places to visit or things to do in your area.

**A: Visitor**  
Imagine which things you have already done or haven't done yet. What would you like to see?

**B: Host**  
Imagine what you have planned and the information you have checked. Ask your friend what he/she would like to do.

b) Now you can start the chat:

- Work on the same piece of paper, but with two different colours.
- Use the phrases you have collected in B2 and the present perfect.
- When you have written down your question, suggestion or answer, pass the paper to your partner. He/she must go on.

You can use this example for help:

Hi A,  
It's great you're going to come to Cologne again. I've already made some plans. What about the Chocolate Museum in Cologne?

Dear B,  
Sounds great! I've been to Cologne before, but I've never been to the Chocolate Museum. And you know I LOVE chocolate.



## Schulbuch

## 6" eBook Reader

- **Data Protection Laws**
  - e.g. no hosting outside EU
- **Textbook Approval Regulations**
  - Digital textbook must be approvable
- **Textbook rental**
  - Comparable costs for one-year-use
- **Textbook tenders**
  - Integration of book traders must be possible

## 2. Project outline



# Industry platform „Digitale Schulbücher“

## What are the components?

- Digital Bookshelf
- ‚Viewer‘ for digital textbooks

## What are the advantages?

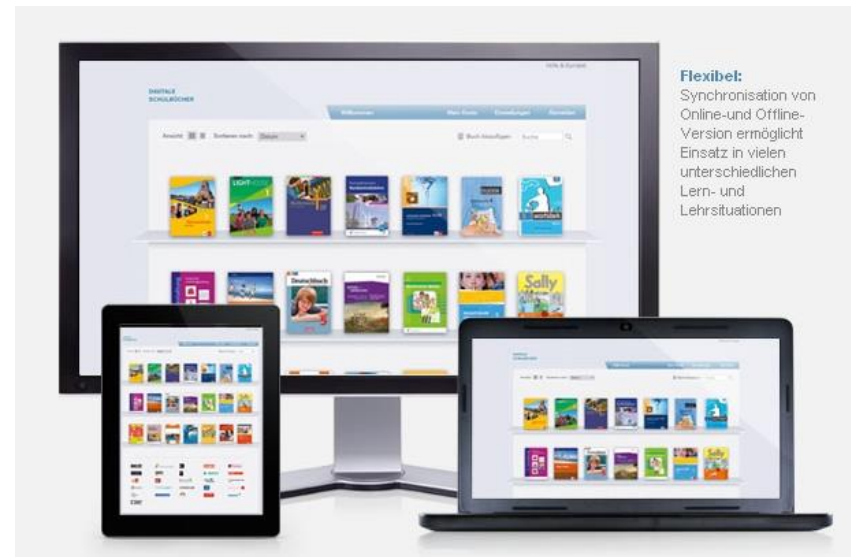
- One standard, one system
- Flexible: Online or offline
- Secure (Certification planned)
- Focussed on school reality
- Independent of certain software or hardware companies

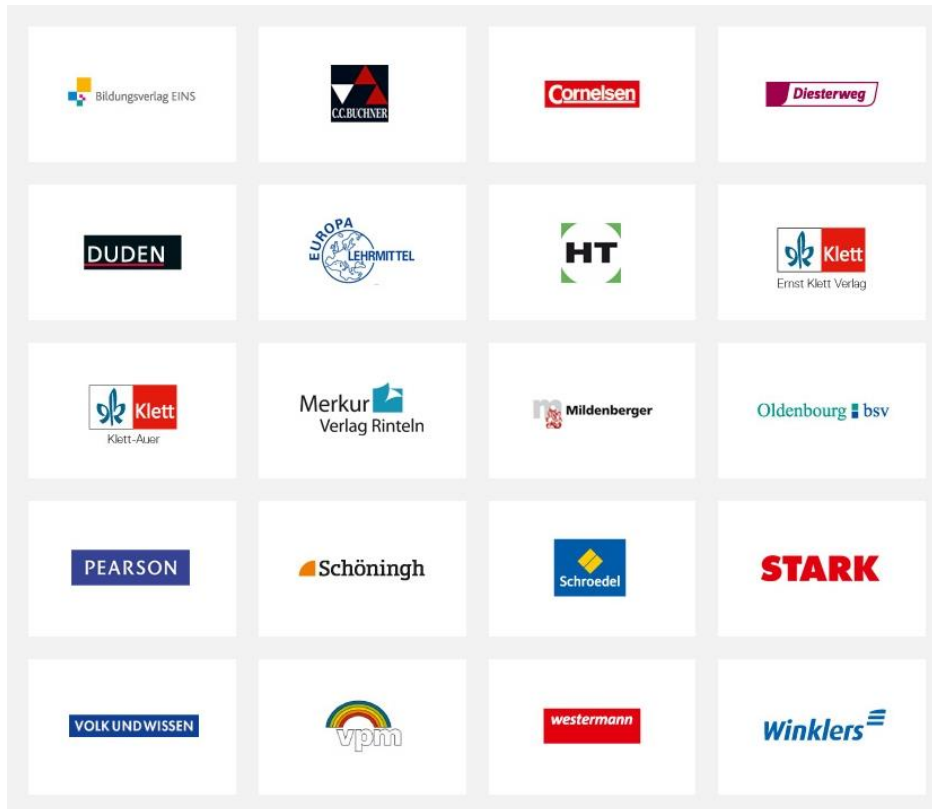
## Which devices can be used?

- PC, Mac, Whiteboards, Tablets

## Multimedia elements?

- can be integrated





## Milestones

- 2010 → Start of the project
- Juni 2011 → School testing
- didacta 2012 → Preview version
- 5. November 2012 → Going live

## Today

- 20 participating publishers
- 1.000 available titles
- 28.000 user registrations

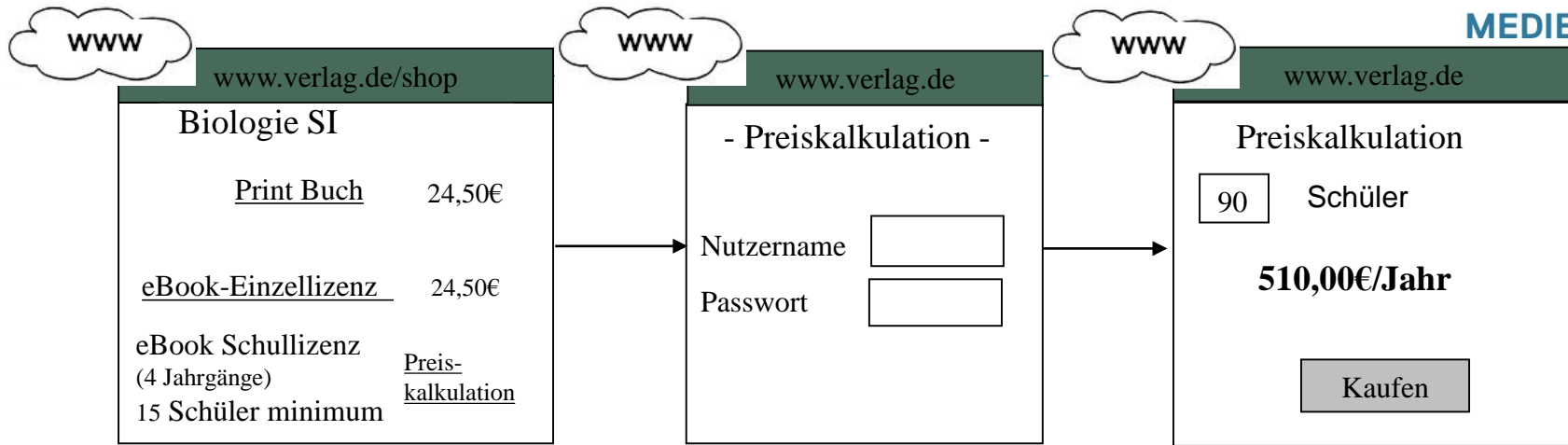
## Association

- Provision of a central user access and bookshelf: One software, one format,
- Lobbying and marketing the basic concept towards politicians, authorities and teachers

## Publishers

- Content Provider
- Creation of individual business, licencing and pricing models
- Sale of digital textbooks in webshops

# Sales process



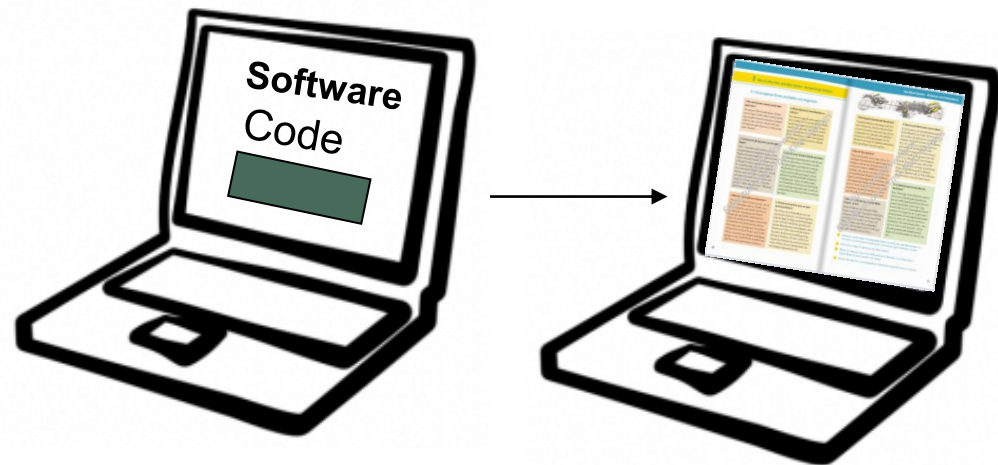
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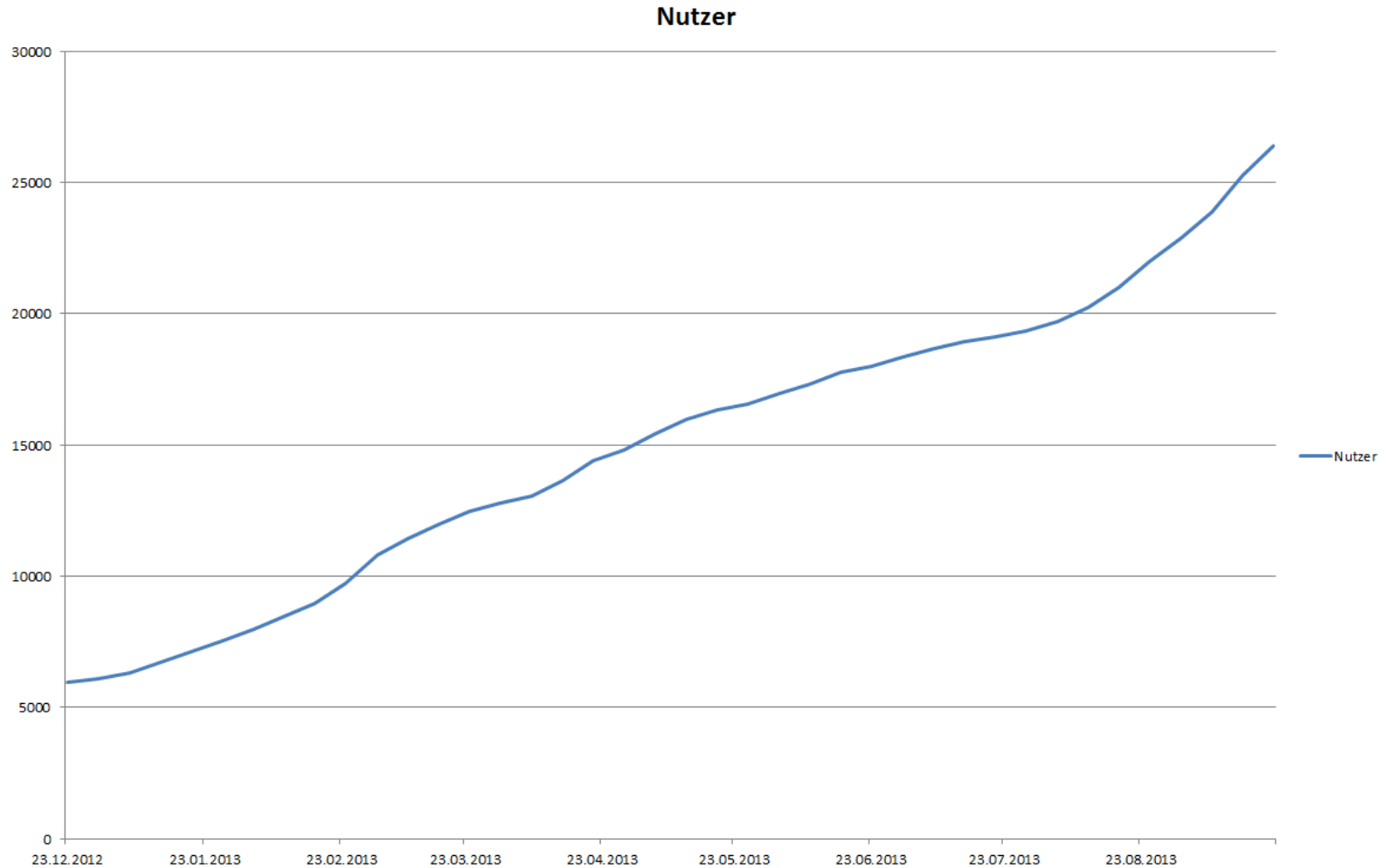
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- Digital textbooks are based on the print title
- Enhancements add value:
  - Annotations, bookmarks, marking tools, full text search
  - Additional material can be attributed precisely
  - Enrichement with multimedia elements (audio, video) is possible

## 3. Experiences so far

# Active users (accounts)



- Mainly positive
- Diverse Feedback
  - Schools with bad IT infrastructure wish restriction to essentials („pdf is enough!“)
  - Schools with good infrastructure demand more enrichments („Only books behind glass!“)
  - Requests for licence management in schools



- Rare: Digital textbook replaces printed book completely
- Frequent use as presentation tool by teachers
- Parents buy digital textbook as „backup textbook“ for home use
- Collective licenses for working groups and equipment of complete grades very rare

- Depending on publisher and his priorities as well as political situation (current reforms of curricula)
- Less titles for elementary schools
- Balanced coverage of different school types
- Languages and sciences well-balanced
- Currently 1.000 titles for 40 subjects and professions

- Publishers are solely responsible for business, licence and price models
- Currently different business models on the market

- Opening of the bookshelf for further products by publishers
- Simplification of licence handling
- Creating interfaces and single-sign-ons with other systems

Start Info Verlage FAQ News Impressum

DIGITALE SCHULBÜCHER

## DIGITALE SCHULBÜCHER



LOGIN



Jetzt ausprobieren: Hier gehts zum Login [weiterlesen ...](#)

FILM



Alle Infos im Überblick: Unser Film [weiterlesen ...](#)

FAQ



Sie haben Fragen? Hier sind die Antworten. [weiterlesen ...](#)

## 4. Live-Demo