Considering Teaching and Learning
(Excerpt from UHI & Edinburgh Napier's Year 2 Annual Report)

Did it meet the needs of your students? In comparison to commercial alternatives?
At this point, it is difficult to tell. The informal reviews, while largely positive, have been mixed. However, to gather this data, the evaluation team has designed a survey (***Fig.35)*** specifically for students who have purchased a copy of the first eTIPS eTextbook, and who are enrolled in a module relevant to the title's content. We have already began gathering participants, and this will continue on through the 2016-2017 academic year.

We will be gauging the title's relevance to the students' coursework, quality of design and content, as well as the functionality of the platform, and whether or not students chose to include it in their studies on their own initiative.

We will also be gauging how much the text (and its accompanying material) fits in with their existing course work as a learning resource and a piece of technology. This question is one of our most important. It's one of the few that is as relevant to teaching and learning as it is to the commercial aspirations of an eTIPS title, but most importantly, its one that cannot be honestly answered when the text in question has been assigned. It allows us to gauge how the product stands on its own terms as a pedagogical tool and a product. To that end, the evaluation team has designed a qualitative scale for measuring innovation to gauge how different aspects of the final product may or may not, given the chance, organically become part of the classroom and a student's life.

The replace/compliment/clutter/redundancy scale is applied to the text, the platform, and the website. From the view of higher education, we need to know just how ready students are for something like this, and from a commercial standpoint we might be better able to gauge the potential for actual market penetration of a text that results from the eTIPS process.

We'll also be looking at how a primary eTextbooks on this platform might facilitate engagement for students who are oversees, work part time, or student internationally.

Has it provided you with a promotional tool for the relevant courses delivered by your institution?
Given the broadness of the books' subject matter and the fact that it hasn't been assigned to a particular Module, this hasn't been one of the avenues of direct pursuit by the UHI team, or the Edinburgh Napier evaluation team. However, there were two incidents which occurred during the release of the book which gives us some insight into this question. First, as part of the title's communication, Edinburgh Napier University announced the book on its social media right before its free release week in November, and the download count was impressive. Second, shortly after the book's free release week, a particularly positive comment was posted to the Amazon page which grabbed our attention. Having recognised the name, we did a quick search, and our guess was confirmed - this comment was left by a high profile undergraduate researcher, who's had a well-documented career, and had recently won a prestigious award.

These two incidents speak to the connection that exists between subjects, knowledge, and communities. Targeted communities and active practitioners are where the connections are made between the text and the reader *outside* the classroom - this is where the promotional possibilities are brought to bear, likely within social media and industry in particular, depending on the depth of the subject-disciplinary focus.