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Abstract

This paper reports the findings of a study of undergraduate student use of, and attitudes toward, textbooks and other assigned reading. More than 1200 students of various subjects at three Swedish universities were surveyed. Most students said reading played an important role in learning generally and attributed positive characteristics to their textbooks. However, students' self-reported reading behaviour was at odds with these attitudes, with many students reporting some degree of non-compliance with reading assignments and a small group of students expressing active resistance to completing reading assignments. Although textbooks were perceived as valuable, students reported a preference for learning course content from other resources, such as lectures and lecture notes. Textbooks were perceived as alternatives, rather than complements, to attending class. Differences were found across academic disciplines. Implications of these findings for educational administration and classroom practice are discussed. (HRK / Abstract übernommen)