What is the Pew Internet Project?

.... “As it turns out, the vast majority of human beings tend to become depressed when they see the past five years of their life summarized right there in front of them in a sad little timeline,” said lead researcher John Elliott.
7 takeaways from our research

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2) Teens live in a different learning ecosystem
3) Teens’ reading levels match/exceed adult levels
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The super-tech-saturated teens

• 95% use internet / ~ three-quarters have broadband at home
  ~ 60%-70% access internet on mobile device

• 78% have cell phones / 47% have smartphones
  – 80% have desktop/laptop
  – 23% have tablet computers

• 81% use social networking sites
  – 24% use Twitter
  – Approx. from young adult data: a quarter of teens use Instagram; 1 in 7 use Pinterest; 1 in 10 use Tumblr
Other factoids

• Teens who play video games: 97%
• Young adults (YA) who own e-reader or tablet: 50%
• YA who prefer to get call rather than text: 45%
• YA who prefer to get text rather than call: 40%
• YA who have bumped into another person or object when they were concentrating on cell phone: 41%
• YA who have been bumped into by another person concentrating on her/his phone: 61%
The traits of networked information

- Pervasively generated
- Pervasively consumed
- Personal
- Participatory / social
- Linked
- Continually edited
- Multi-platformed
- Real-time / just-in-time
- Timeless / searchable
- Given meaning through social networks and “algorithmic authority”
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Online survey of 2,462 teachers with College Board and National Writing Project

- 77% of teachers surveyed say the internet and digital search tools have had a “mostly positive” impact on their students’ research work
- 87% agree these technologies are creating an “easily distracted generation with short attention spans”
Online survey of 2,462 teachers with College Board and National Writing Project

• 76% of the teachers in this study strongly agree “the internet enables students to access a wider range of resources than would otherwise be available”

• 76% strongly agree that internet search engines have conditioned students to expect to be able to find information quickly and easily
Online survey of 2,462 teachers with College Board and National Writing Project

- 65% agree to some extent that “the internet makes today’s students more self-sufficient researchers”

- 83% agree that the amount of information available online today is overwhelming to most students
Online survey of 2,462 teachers with College Board and National Writing Project

• 90% agree that the internet encourages learning by connecting students to resources about topics of interest to them

• 71% agree that today’s digital technologies discourage students from using a wide range of sources when conducting research
Grading students’ research skills

- **Ability to use appropriate and effective search terms and queries**: 6% Excellent, 20% Very good, 36% Good, 29% Fair, 9% Poor
- **Understanding how online search results are generated**: 5% Excellent, 19% Very good, 29% Good, 26% Fair, 21% Poor
- **Ability to use multiple sources to effectively support an argument**: 3% Excellent, 12% Very good, 26% Good, 39% Fair, 20% Poor
- **Ability to assess the quality and accuracy of information they find online**: 3% Excellent, 11% Very good, 26% Good, 37% Fair, 24% Poor
- **Patience and determination in looking for information that is hard to find**: 1% Excellent, 6% Very good, 15% Good, 35% Fair, 43% Poor
- **Ability to recognize bias in online content**: 1% Excellent, 7% Very good, 20% Good, 38% Fair, 33% Poor
“Today’s students are really no different from previous generations, they just have different tools through which to express themselves.”

Agree  Disagree

47%   52%
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### How many books Americans read

Among book readers, the mean and median number of books each group read in the past 12 months, among all Americans ages 16 and older

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Mean number of books read (average)</th>
<th>Median (midpoint)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All those 16 and older</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Ages 16-17 (n=144)</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Ages 18-24 (n=298)</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Ages 25-29 (n=186)</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Ages 30-39 (n=434)</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Ages 40-49 (n=449)</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Ages 50-64 (n=804)</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Ages 65+ (n=622)</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>
Reading on a “typical day” (among book readers)

- 57% (16-17, n=129)
- 39% (18-24, n=264)
- 49% (25-29, n=152)
- 39% (30-39, n=377)
- 38% (40-49, n=379)
- 48% (50-64, n=668)
- 53% (65+, n=473)
Young readers are instrumental readers

![Bar chart showing reading motivations and age groups](chart.png)

- **Read for work/school**: 81% (Ages 16-29) vs 49% (Ages 30+)
- **Read for pleasure**: 76% (Ages 16-29) vs 81% (Ages 30+)
- **Read to keep up with current events**: 73% (Ages 16-29) vs 79% (Ages 30+)
- **Read to research topics of interest**: 81% (Ages 16-29) vs 73% (Ages 30+)
Young e-book readers read on all kinds of devices

<table>
<thead>
<tr>
<th>Device</th>
<th>Ages 16-29 (n=166)</th>
<th>Ages 30+ (n=621)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell phone</td>
<td>41%</td>
<td>25%</td>
</tr>
<tr>
<td>Desktop or laptop</td>
<td>55%</td>
<td>38%</td>
</tr>
<tr>
<td>E-reader</td>
<td>46%</td>
<td>23%</td>
</tr>
<tr>
<td>Tablet</td>
<td>16%</td>
<td>26%</td>
</tr>
</tbody>
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Ages 16-29 (n=166)  Ages 30+ (n=621)
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Used library in past year

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>72%</td>
<td>(n=144)</td>
</tr>
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<td>18-24</td>
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Got help from a librarian (among library users)

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<tr>
<td>65+</td>
<td>11%</td>
<td>622</td>
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</table>
How important is the library?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total important</th>
<th>Total not important</th>
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<td>54%</td>
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Teens say they would likely use...

- Customized online services that give book recommendations based on your past library activity: 86% (Teens), 62% (Non-teens)
- Library kiosks or "redboxes" throughout the community to check out books, movies, music: 81% (Teens), 62% (Non-teens)
- Cell app that allows you to use library services: 80% (Teens), 63% (Non-teens)
- E-book readers loaded books you want to read: 74% (Teens), 57% (Non-teens)
- Cell GPS app that helps you locate material inside library: 70% (Teens), 62% (Non-teens)
- Classes on how to use e-book readers / tablets: 60% (Teens), 50% (Non-teens)
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How will hyperconnected Millennials live?

http://pewinternet.org/Reports/2012/Hyperconnected-lives.aspx
Vote for ...
Millennials’ future

- In 2020 the brains of multitasking teens and young adults are "wired" differently from those over age 35 and overall it yields helpful results. They do not suffer notable cognitive shortcomings as they multitask and cycle quickly through personal- and work-related tasks. Rather, they are learning more and they are more adept at finding answers to deep questions, in part because they can search effectively and access collective intelligence via the Internet. In sum, the changes in learning behavior and cognition among the young generally produce positive outcomes.
... or ...
Millennials’ future

• In 2020, the brains of multitasking teens and young adults are "wired" differently from those over age 35 and overall it yields baleful results. They do not retain information; they spend most of their energy sharing short social messages, being entertained, and being distracted away from deep engagement with people and knowledge. They lack deep-thinking capabilities; they lack face-to-face social skills; they depend in unhealthy ways on the Internet and mobile devices to function. In sum, the changes in behavior and cognition among the young are generally negative outcomes.
Millennials’ future

Change for the better  Change for the worse

52%  42%
Theme - Supertaskers
Theme – New winners/losers
Theme – Distracted
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Teachers press for literacy

• 57% spend class time helping students improve their search skills

• 35% devote class time to helping students understand how search engines work and how search results are generated

• Asked what curriculum changes might be necessary in middle and high schools today, 47% “strongly agree” and 44% “somewhat agree” that courses or content focusing on digital literacy must be incorporated into every school’s curriculum.
New literacies are being elevated

- navigation literacy
- connections and context literacy
- skepticism
- value of contemplative time
- how to create content
- personal information literacy
- ethical behavior in new world
Libraries.pewinternet.org

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