



a project of the
PewResearchCenter

Teens and Libraries

Lee Rainie

Director

Pew Research Center's Internet & American Life Project

Presented to: YALSA Teens and Libraries Summit

January 23, 2013

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

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have different priorities in library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens' use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

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”

7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) **Teens live in a different learning ecosystem**
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

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

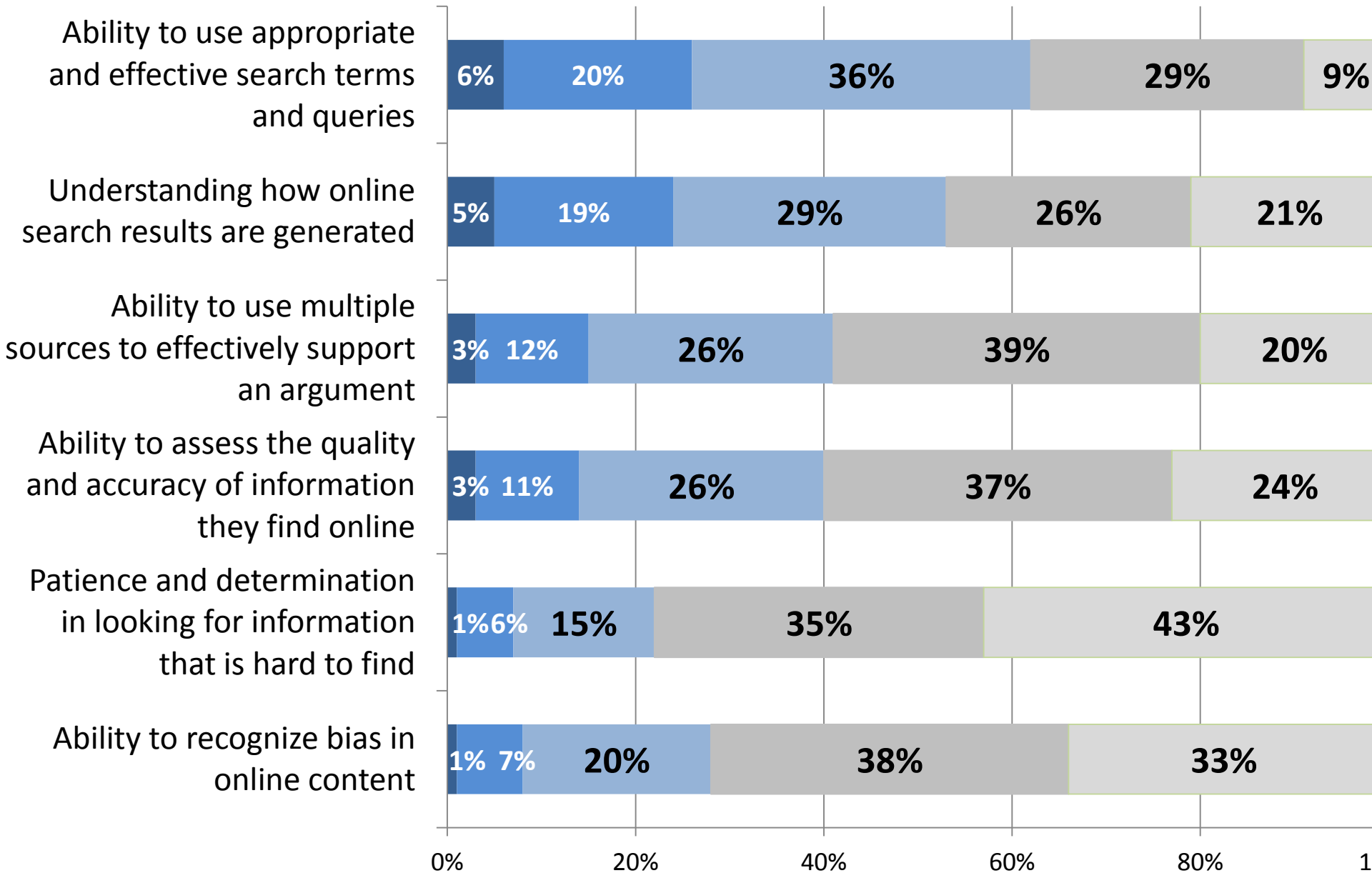
- 90% agree that the internet encourages learning by connecting students to resources about topics of interest to them



- 71% agree that today's digital technologies discourage students from using a wide range of sources when conducting research

Grading students' research skills

■ Excellent ■ Very good ■ Good ■ Fair ■ Poor



“Today’s students are really no different from previous generations, they just have different tools through which to express themselves.”

Agree

47%

Disagree

52%

7 takeaways from our research

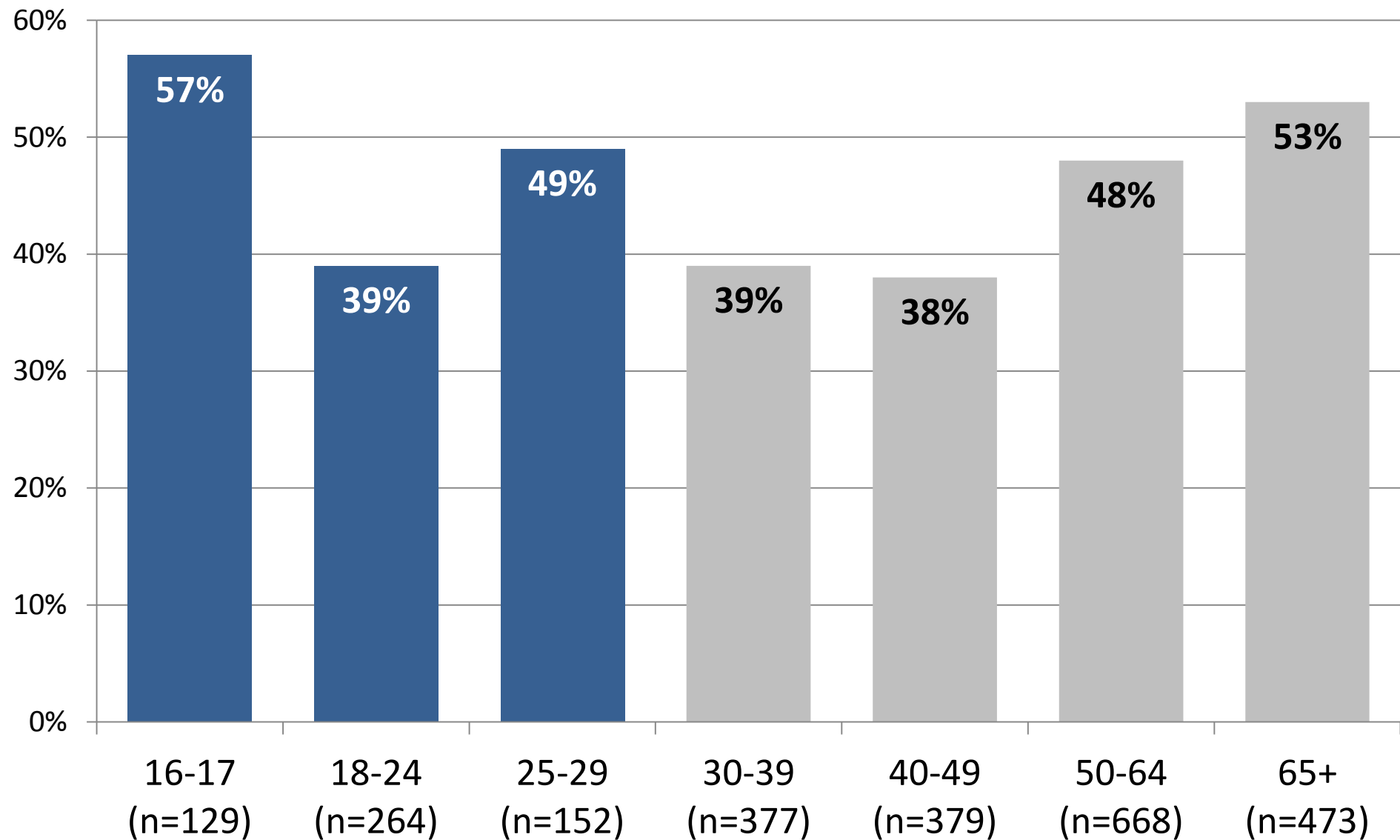
- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) **Teens' reading levels match/exceed adult levels**
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

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

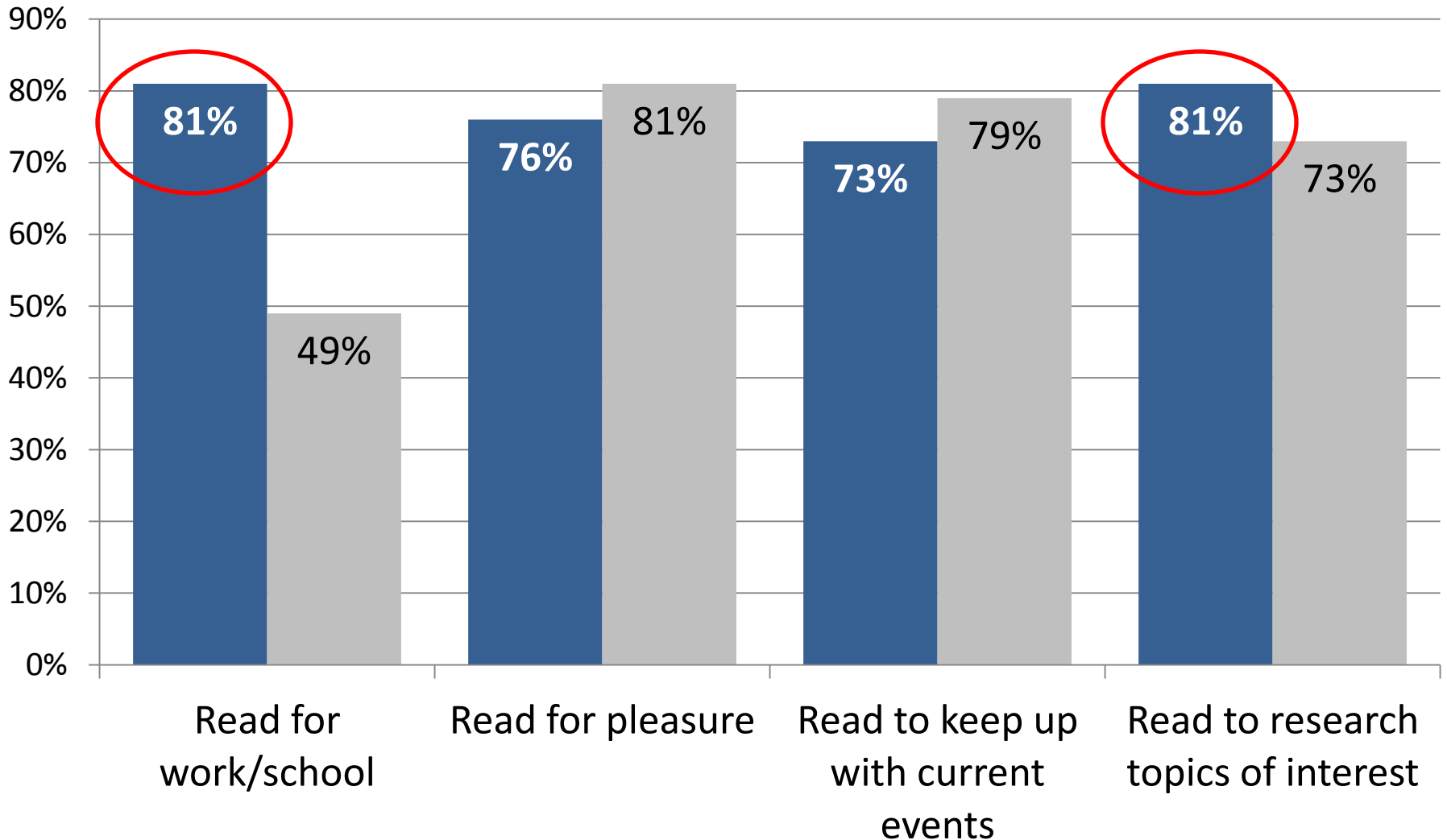
	Mean number of books read (average)	Median (midpoint)
All those 16 and older	17	8
Ages 16-17 (n=144)	18	10
Ages 18-24 (n=298)	17	7
Ages 25-29 (n=186)	17	6
Ages 30-39 (n=434)	14	6
Ages 40-49 (n=449)	15	6
Ages 50-64 (n=804)	18	8
Ages 65+ (n=622)	23	12

Reading on a “typical day” (among book readers)

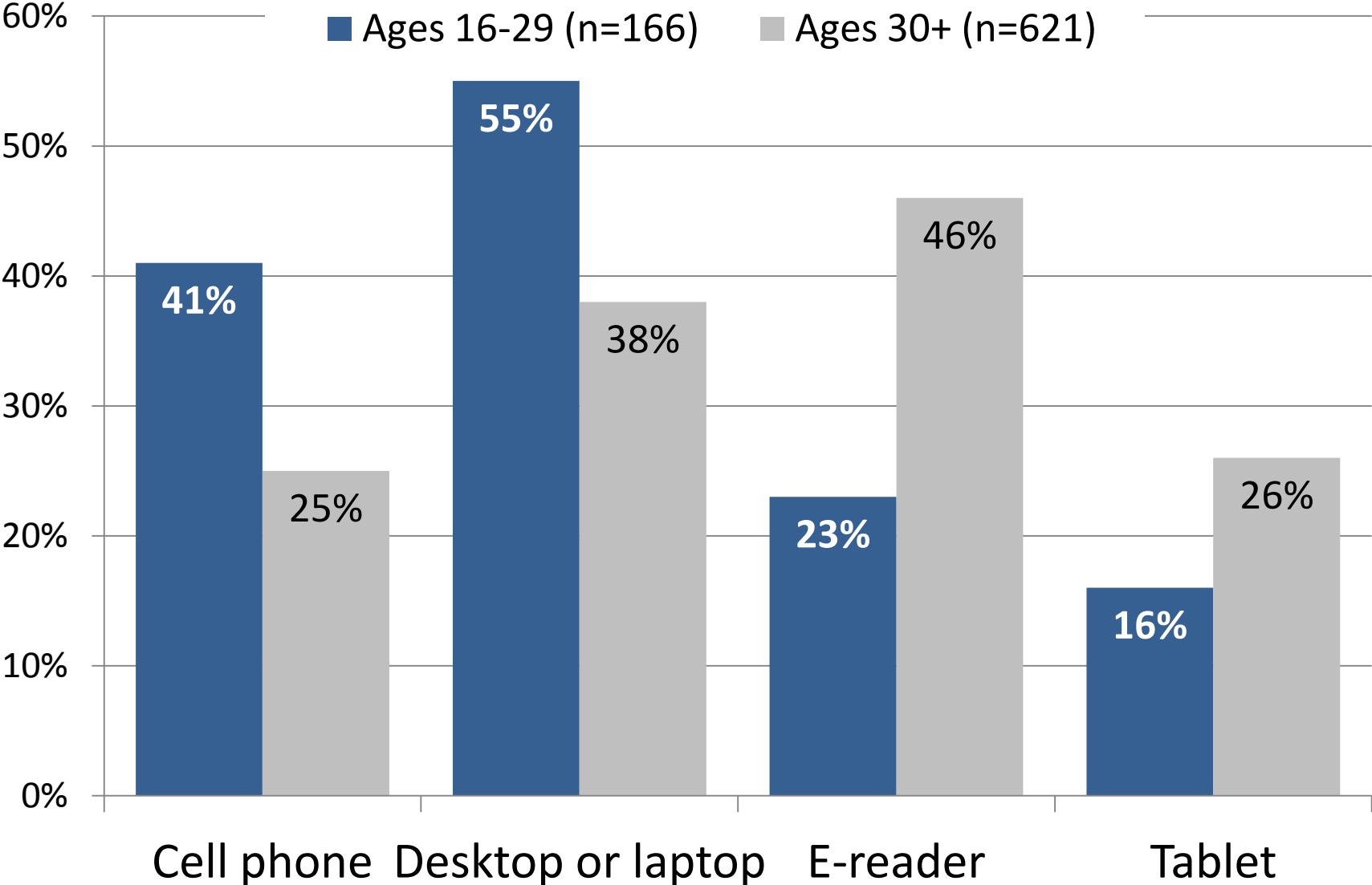


Young readers are instrumental readers

■ Ages 16-29 (n=628) ■ Ages 30+ (n=2,309)



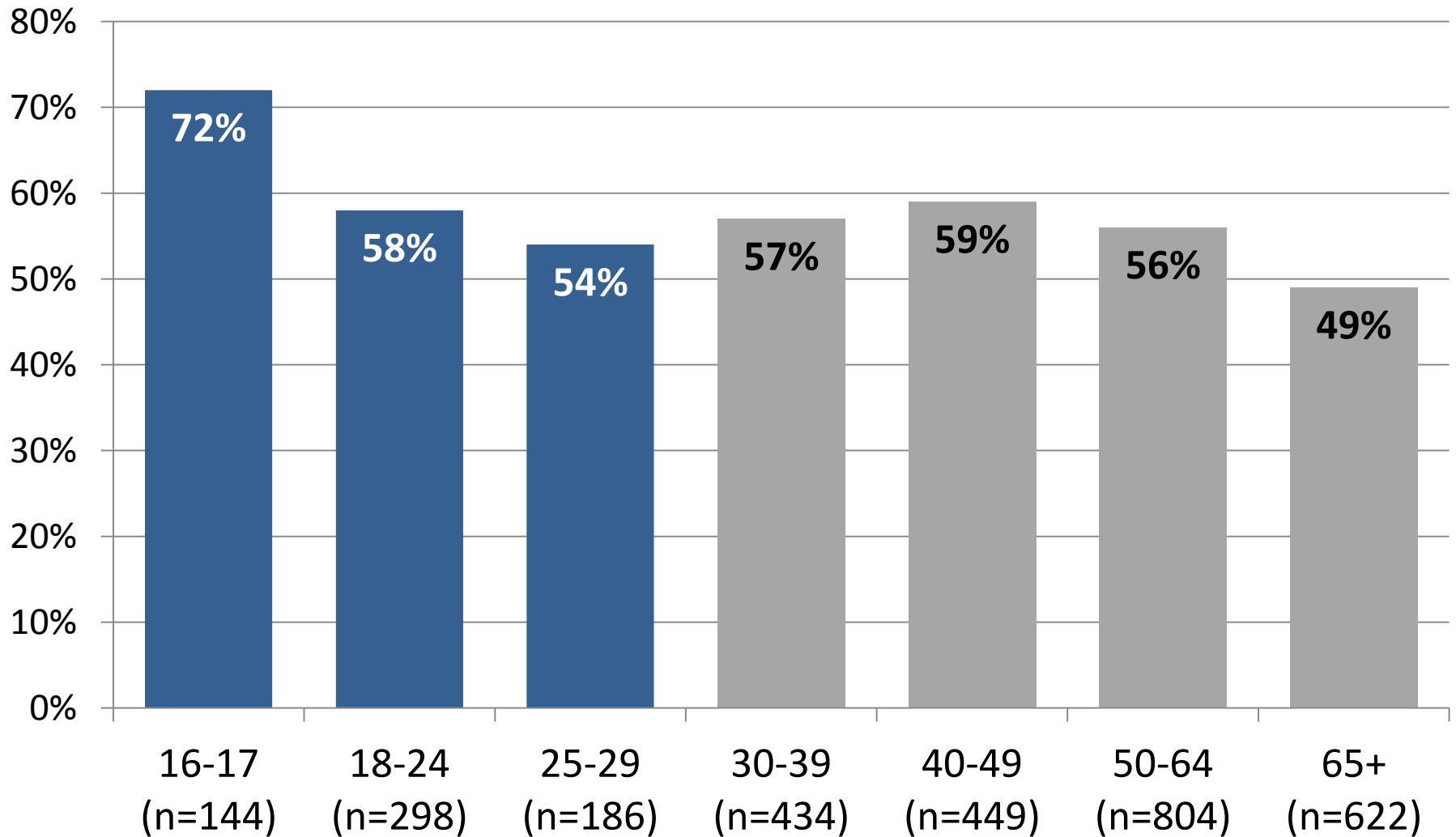
Young e-book readers read on all kinds of devices



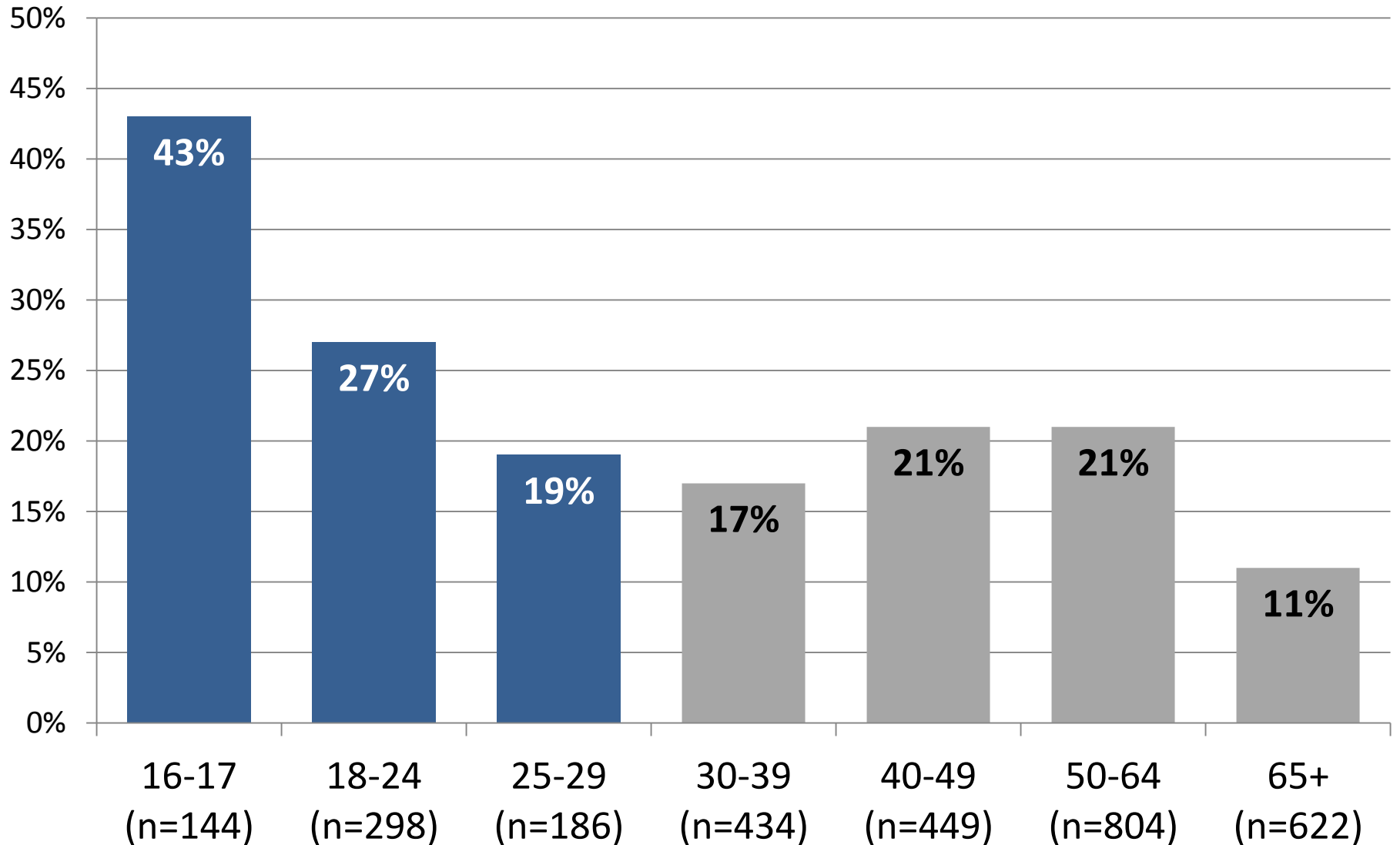
7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much**
- 5) Teens have their own priorities for library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

Used library in past year

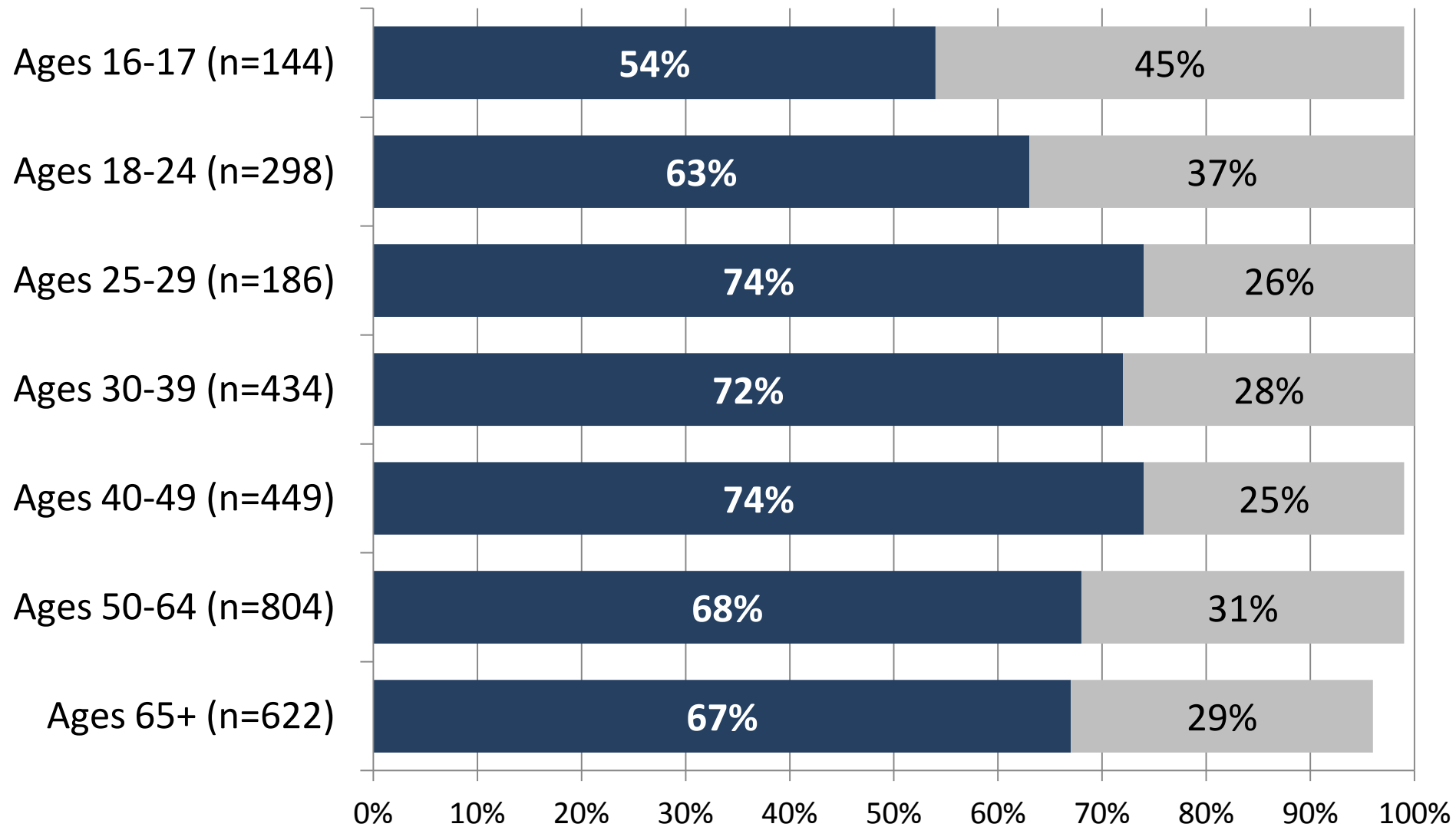


Got help from a librarian (among library users)



How important is the library?

■ Total important ■ Total not important

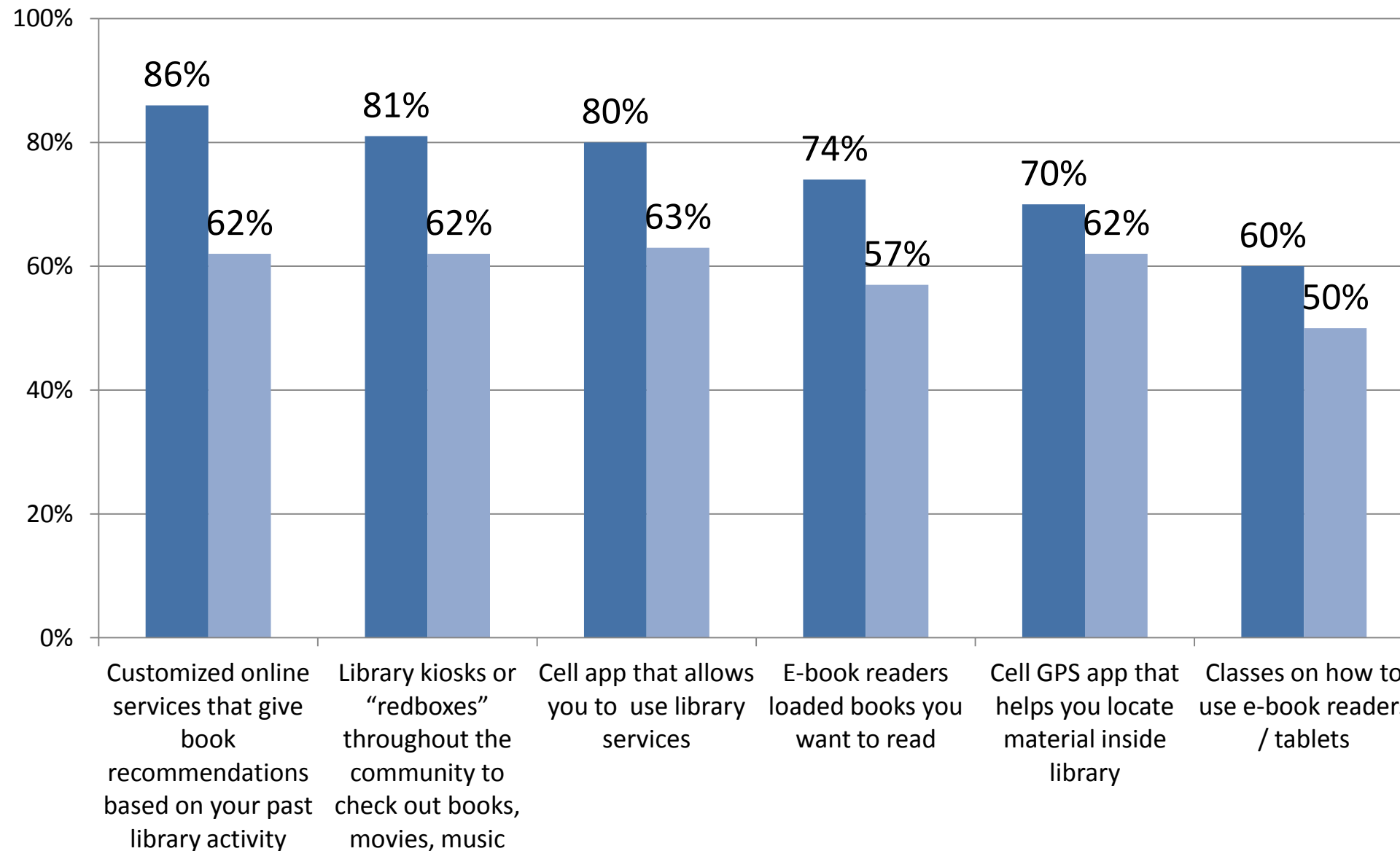


7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services**
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

Teens say they would likely use ...

■ Teens ■ Non-teens



7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services
- 6) **Teens will behave differently in the world to come**
- 7) The public and teachers recognize this and want libraries to adjust to it

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

52%

Change for the worse

42%

Theme - Supertaskers



Theme – New winners/losers



Theme – Distracted



7 takeaways from our research

- 1) Teens live in a different information ecosystem
- 2) Teens live in a different learning ecosystem
- 3) Teens' reading levels match/exceed adult levels
- 4) Teens use libraries and librarians more than others, but don't necessarily love libraries as much
- 5) Teens have their own priorities for library services
- 6) Teens will behave differently in the world to come
- 7) The public and teachers recognize this and want libraries to adjust to it

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

Lee Rainie

Email: lrainie@pewinternet.org

Twitter: @Lrainie

Kathryn Zickuhr

Email: kzickuhr@pewinternet.org

Twitter: @kzickuhr

Kristen Purcell

Email: @kpurcell@pewinternet.org

Twitter: @kristenpurcell