

„Digital natives“ and their media worlds: Starting points for promoting MIL

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Do we know this media generation?

Overview on current youth media research findings:

How and why use adolescents and young adults media?

Our MIL concept(s) and this target group:

Where are the starting points for promoting MIL in the light of these research findings?

How and why use adolescents and young adults media?



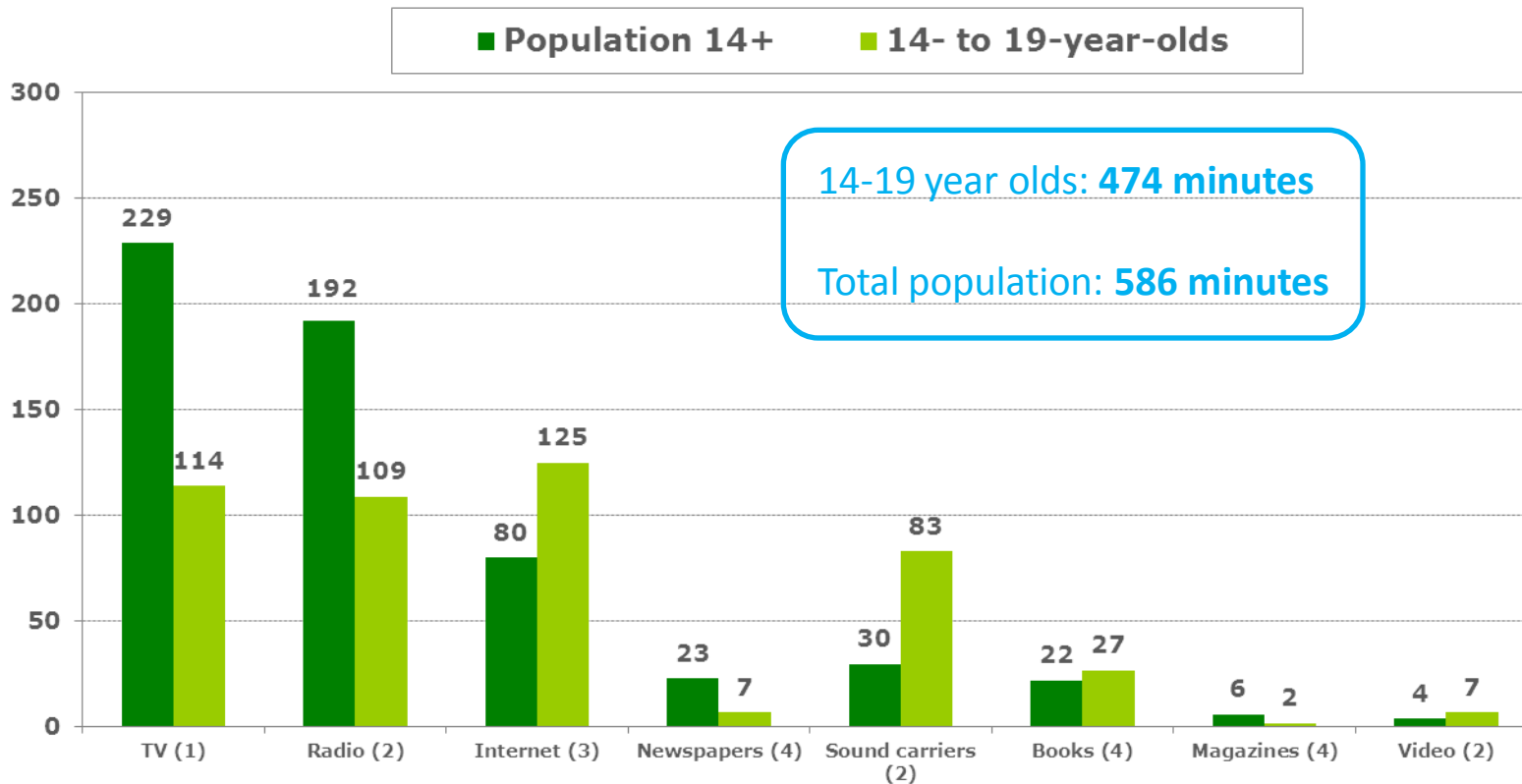
Do we know this media generation?

Common stereotypes on digital natives:

- “Digital natives are media maniacs”

Who spends how much time with media?

Time spent per day (minutes), by age groups



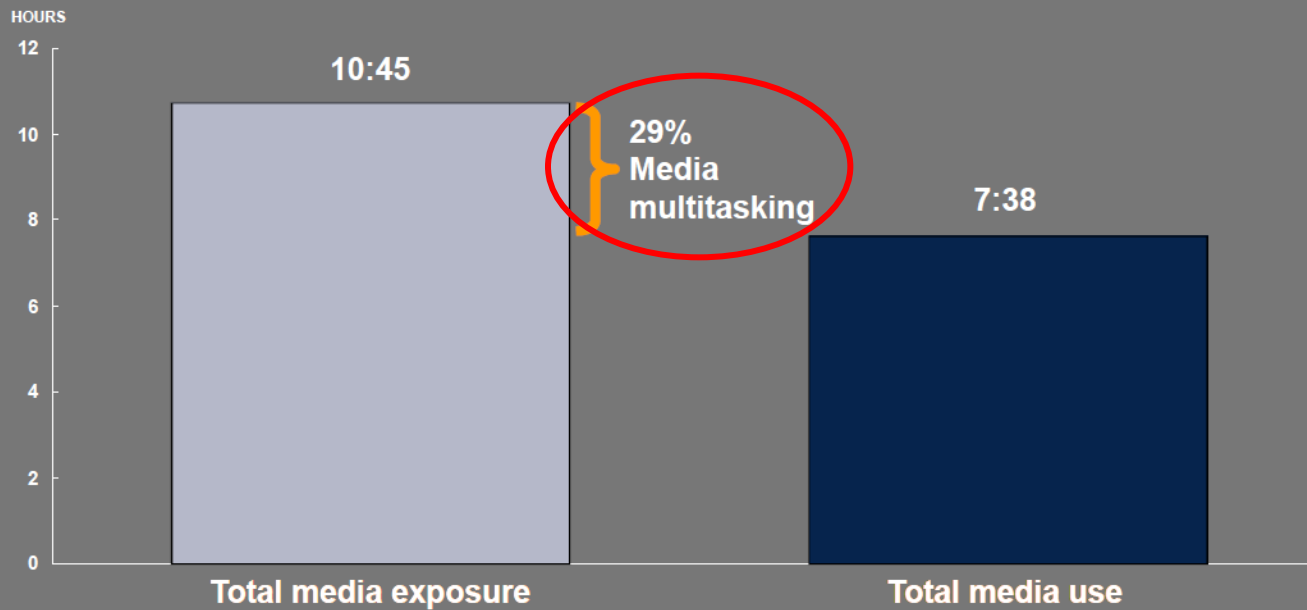
Basis: German population 14+,
monday to sunday

Sources: (1) AGF/GfK (1.1.-30.06.2011), (2)
ma 2011/I, (3) ARD-/ZDF-Online-Studie 2011,
(4) Massenkommunikation 2010

Media multitasking: a characteristic of youth media behaviour

Total Media Exposure and Use

Among all 8- to 18-year-olds, total amount of media exposure, multitasking and media use in a typical day, over time:

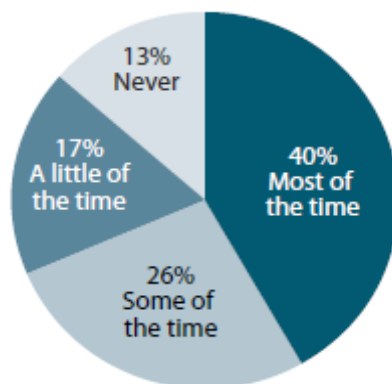


Source: Kaiser Family Foundation, *Generation M²: Media in the Lives of 8- to 18-Year-Olds*, 2010.

Media multitasking: a characteristic of youth media behaviour

Computer Multitasking

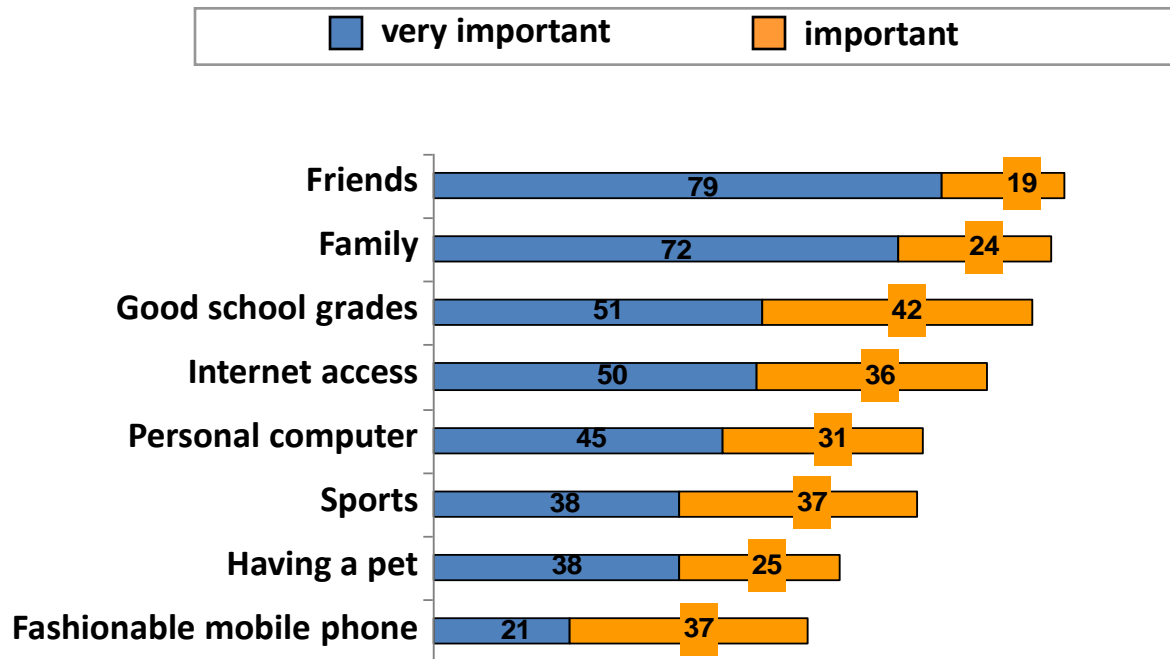
Percent of 7th–12th graders who say they do any of the following while using the computer: watch TV, read, play video games, text message or listen to music:



Source: Kaiser Family Foundation: Generation M2. Media in the Lives of 8- to 18-Year-Olds. 2010.
n= 2,002 3rd–12th grade students, ages 8–18

Nevertheless: media are not the most important part of young people's lives

At the moment, (very) important to me are/is ...



Basis: n=737, 10-18 years, percentages

Source: BITKOM: Jugend 2.0. Eine repräsentative Untersuchung zum Internetverhalten von 10- bis 18-Jährigen, p. 9.

How and why use adolescents and young adults media?



Do we know our target group?

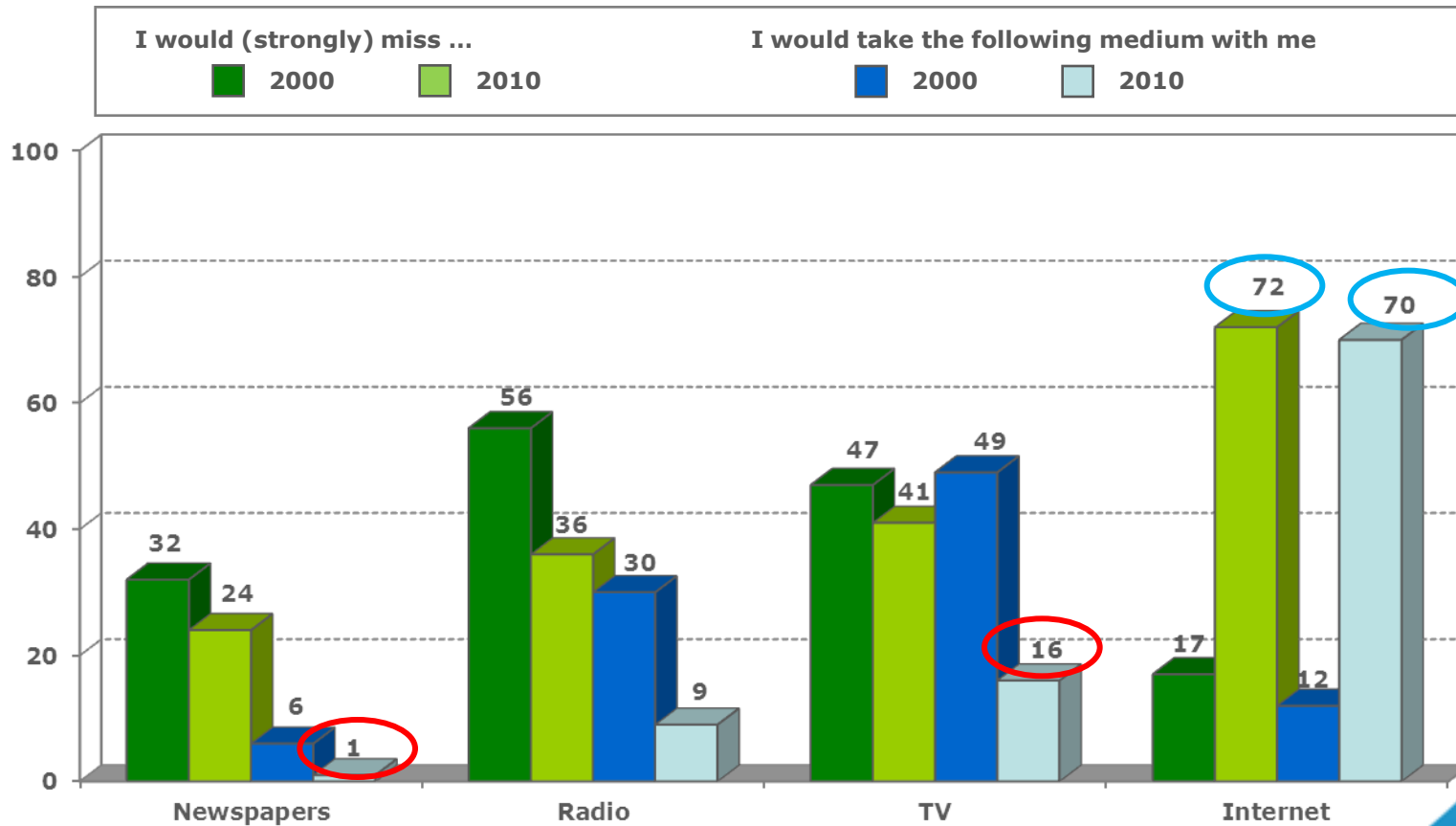
- “Digital natives are media maniacs”

NOT TRUE

- “Digital natives dislike traditional media – they prefer using digital media”

What types of media would you miss and take with you on a deserted island?

Percentages, comparison over time

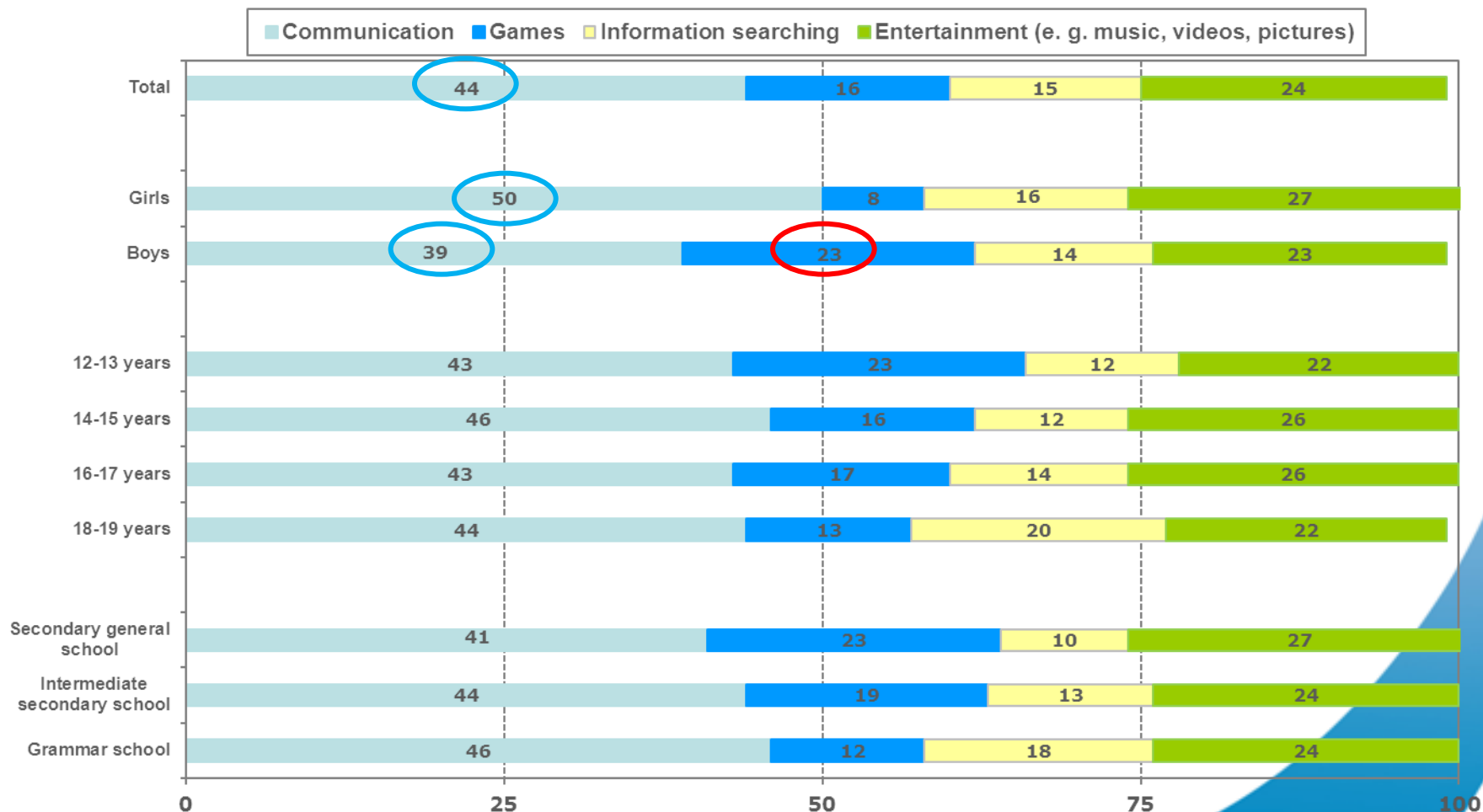


Basis: n=4.503, 14-29 years.

Source: ARD/ZDF-Langzeitstudie Massenkommunikation,
in: van Eimeren/Ridder 2011, p. 5.

What do adolescents use the Internet for?

Percentages



Basis: n=1.188, Internet users, 12-19 years, 2011.

Source: JIM-Studie 2011, p. 33.

The image of media perceived by 14- to 29-year-olds

„Which attribute is most likely true of ...“ (selection, percentages)

	... TV	... radio	... newspapers	... Internet
sophisticated	17	7	47	29
modern	16	4	1	78
entertaining	57	10	1	31
informative	14	10	28	48
credible	19	15	45	21
competent	17	12	39	32
critical	20	10	40	30

Basis: n=4.503, 14-29 years.

Source: ARD/ZDF-Langzeitstudie Massenkommunikation,
in: van Eimeren/Ridder 2011, p. 6.

How and why use adolescents and young adults media?



Do we know our target group?

“Digital natives dislike traditional media – they prefer using digital media”

PARTLY TRUE:

- They appreciate and use the web for communication purposes – the Internet is extensively used **to network and socialize**
- They use traditional media (TV, radio, print media) – but in a different way than former media generations (**multitasking, media convergence, nonlinear TV viewing**)
- They appreciate the credibility of traditional media but they consider them not entertaining.

How and why use adolescents and young adults media?



Do we know our target group?

- “Digital native or digital naïve: information seeking behaviour and use of web 2.0”

'Google Generation' research studies at UCL CIBER, UK



Main results of report “**Information Behaviour of the Researcher of the Future**”:

- **Information literacy of young people has not improved** with the widening access to, and greater familiarity with, information technology
- Their speed of web searching means that **little time is spent in evaluating information**, either for relevance, accuracy, or authority
- They have a **poor understanding of their information needs** and thus find it difficult to develop effective search strategies as a result

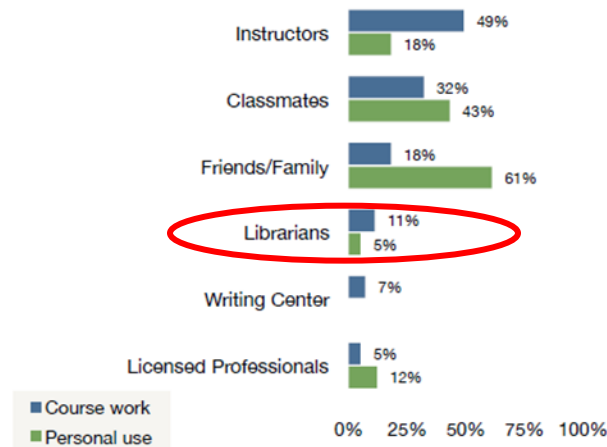
Source: Nicholas D., Rowlands, Ian, Clark, D., Williams, P. (2011): Google Generation II: web behaviour experiments with the BBC. In: Aslib Proceedings, vol. 63, No 1, p. 28-45.

Main results of “Information Literacy Progress Report”:

- For many of today’s undergraduates, **information seems to be as limitless as the universe.**
- Students actively look for strategies on how **to reduce the search options** and the majority prefer the **same search strategies**, regardless of the topic or the information needed.

Figure 7: Asking for Help with Evaluation

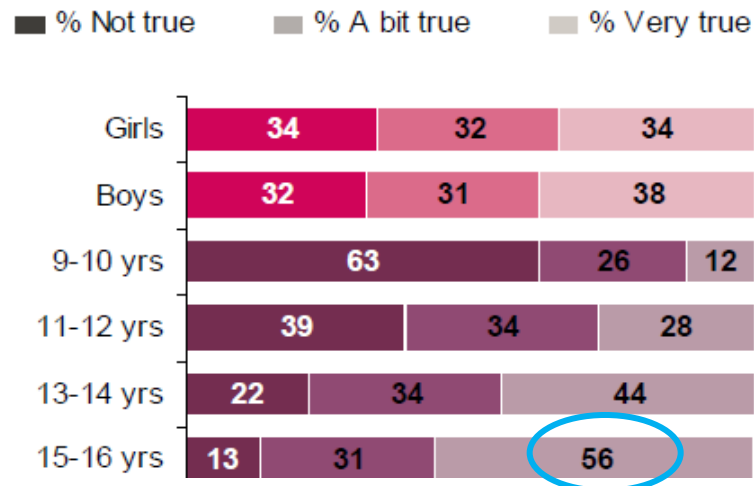
- Evaluating information is a **collaborative process:**



Source: Head, A.J. & Eisenberg, M.B. (2010): Truth to be told: How college students evaluate and use information in the digital age.

How children and adolescents self-assess their Internet literacy

Figure 15: "I know more about the internet than my parents"



Source:

Livingstone, Haddon et al. (2011):
Risks and safety on the internet:
The perspective of
European children. Full Findings.
LSE, London: EU Kids Online, p. 29

How and why use adolescents and young adults media?



Do we know our target group?

The assumption that “digital natives” have sophisticated knowledge and skills with information technologies is not supported by most research.

There is evidence that digital natives tend to believe that they are more digitally capable and information literate than they actually are.

Research suggests that young people predominantly **lack the capabilities to utilise social and digital media for their learning** (Trinder et al. 2008).

Experiences with Web 2.0 technologies are limited to passive use (Wikipedia, YouTube) and participation in the networking platforms (Facebook).

Trinder, K., Guiller, J., Margaryan, A., Littlejohn, A. and Nicol, D. Learning from digital natives: bridging formal and informal learning. Research project report: Final report for the Higher Education Academy, 2008

Where are the starting points for promoting MIL?



Teaching libraries?

Situation from librarians' perspective:

"They are asking questions, it is just not to us!"

We have to take a widening **gap between the learning culture** of the educational institutions / libraries **and the information culture** of young people into account.

Where are the starting points for promoting MIL?

Metacognition
reflection, organisation, self-analysis
‘learning how to learn’

Towards an capacity-
building and holistic
model of MIL



Promote digital natives’ skills in using social media in learning contexts

Support critical reading and critical production of media

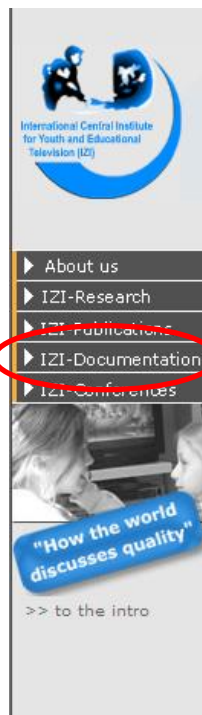
MIL: concept begging for contextualisation

Lau, Jesus (2010) *Conceptual Relationship of Information Literacy and Media Literacy*

Learning as collaboration and participation:
Librarians as facilitators of learning

Thank you for your attention!

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Children & Media 2011
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