Do you know *Generation Google*?
Using research findings to promote information literacy

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Overview

Do we know Generation Google, Digital Natives, iGeneration ...?
Stereotypes and facts

Conclusions for our work in the libraries
Principles of successful information literacy projects
in the light of research findings

Suggestions for best practices
No need to reinvent the wheel ...
**Generation Google: Stereotypes and facts**

Do we know the generation of young media users?

**Common stereotypes:**

- “Young people are media maniacs”
Who spends how much time with media?

Time spent per day (minutes), by age groups

- **14-19 year olds:** 474 minutes
- **Total population:** 586 minutes

**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:

- Total media exposure: 10:45
- Total media use: 7:38

29% Media multitasking

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:

- 13% Never
- 26% Some of the time
- 17% A little of the time
- 40% Most of the time

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

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

<table>
<thead>
<tr>
<th></th>
<th>very important</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>79</td>
<td>19</td>
</tr>
<tr>
<td>Family</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>Good school grades</td>
<td>51</td>
<td>42</td>
</tr>
<tr>
<td>Internet access</td>
<td>50</td>
<td>36</td>
</tr>
<tr>
<td>Personal computer</td>
<td>45</td>
<td>31</td>
</tr>
<tr>
<td>Sports</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Having a pet</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>Fashionable mobile phone</td>
<td>21</td>
<td>37</td>
</tr>
</tbody>
</table>

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

Do we know our target group?

• “Young people 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

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Radio</td>
<td>56</td>
<td>36</td>
</tr>
<tr>
<td>TV</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Internet</td>
<td>41</td>
<td>72</td>
</tr>
</tbody>
</table>

Basis: n=4.503, 14-29 years.

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

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

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TV</th>
<th>Radio</th>
<th>Newspapers</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>sophisticated</td>
<td>17</td>
<td>7</td>
<td>47</td>
<td>29</td>
</tr>
<tr>
<td>modern</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>78</td>
</tr>
<tr>
<td>entertaining</td>
<td>57</td>
<td>10</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>informative</td>
<td>14</td>
<td>10</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>credible</td>
<td>19</td>
<td>15</td>
<td>45</td>
<td>21</td>
</tr>
<tr>
<td>competent</td>
<td>17</td>
<td>12</td>
<td>39</td>
<td>32</td>
</tr>
<tr>
<td>critical</td>
<td>20</td>
<td>10</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

Basis: n=4,503, 14-29 years.

What do adolescents use the Internet for?

Percentages

<table>
<thead>
<tr>
<th>Category</th>
<th>Communication</th>
<th>Games</th>
<th>Information searching</th>
<th>Entertainment (e.g., music, videos, pictures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>44</td>
<td>16</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>8</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Boys</td>
<td>39</td>
<td>23</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>12-13 years</td>
<td>43</td>
<td>23</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>14-15 years</td>
<td>46</td>
<td>16</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>16-17 years</td>
<td>43</td>
<td>17</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>18-19 years</td>
<td>44</td>
<td>13</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Secondary general school</td>
<td>41</td>
<td>23</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Intermediate secondary school</td>
<td>44</td>
<td>19</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Grammar school</td>
<td>46</td>
<td>12</td>
<td>18</td>
<td>24</td>
</tr>
</tbody>
</table>

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 are aware of the credibility of traditional media but they do not consider them entertaining.
Generation Google: Stereotypes and facts

Do we know our target group?

• “Digital native or digital naïve? Are young people information literate?”
Information literacy in a nutshell

Information literacy (IL) means knowing **when** and **why** you need information, **where** to find it, **how** to evaluate, **use** and **communicate** it in an ethical manner.
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

University of Washington Information School  
“Information Literacy Progress Report”:  

Key results:  
• 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.  
• Evaluating information is a collaborative process:  

How children and adolescents self-assess their Internet literacy

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>% Not true</th>
<th>% A bit true</th>
<th>% Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>34</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Boys</td>
<td>32</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>9-10 yrs</td>
<td>63</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>11-12 yrs</td>
<td>39</td>
<td>34</td>
<td>28</td>
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<tr>
<td>13-14 yrs</td>
<td>22</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>15-16 yrs</td>
<td>13</td>
<td>31</td>
<td>56</td>
</tr>
</tbody>
</table>

Generation Google: Stereotypes and facts

Are digital natives *digital naïve*?
Yes – because they show little information literate behaviour
No – because they use the web in an experienced manner for communication, gaming and collaboration

**Problem:**
Overall they think their computer and information literacy skills are fine – and **do not consider teachers (or librarians) as experts**
Conclusions for our work in the library

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.
Principles of successful information literacy projects

Understand the media worlds of *Generation Google*  
... and use their media routines to foster their intrinsic motivation

Meet them on their own ground  
... and integrate their media preferences in authentic learning situations

Didactical approaches for successful IL projects  
... focus on collaboration, communication, gamification
Principles of successful information literacy projects

Understand their media worlds
... and use their media routines to foster their intrinsic motivation

How?
BYOD: Bring your own device
(mobile phone, smartphone, tablet PC, laptop)

Why?
- Benefits to the learners:
  download and save materials onto their own device,
  familiarity and comfort with their device,
  authenticity of experience
- Bridging the gap between formal and informal learning contexts
Principles of successful information literacy projects

Meet them on their own ground
... and integrate their media preferences in authentic learning situations

How?
Collaborate with a teacher or a course and
build a wiki with your users/students

Why?
- Wikipedia is the first choice information seeking tool for students
- Excellent forum to discuss and demonstrate the credibility of information
Principles of successful information literacy projects

Didactical approaches for successful IL projects
... focus on collaboration, communication, gamification

How?
For example with a simple card game:
SEEK! The search skills game

Source:
Walsh, Andrew (2012) SEEK! The search skills game. [Teaching Resource]
http://eprints.hud.ac.uk/15377/
Why is gamification working so well in information literacy instruction?

- Gamification (=using game mechanics) in IL instruction fosters learners’ motivation and engagement as they may feel that traditional training is irrelevant in the age of Google
- Games encourage collaboration among players/learners
- Games provide a context for peer-to-peer teaching
- Games are a playground for the safe exploration of ideas and skills

Instead of a „teaching library“
the library as learning centre
Sources


- Nicholas, David/Rowlands, Ian/Clark, David/Williams, Peter: Google Generation II. Web behaviour experiments with the BBC.


- Walsh, Andrew (2012): SEEK! The search skills game. [Teaching Resource]
  URL: http://eprints.hud.ac.uk/15377/ (last access: 28.10.2013).