



Net Gen Information Behaviour

by Meg Poore



NET GEN INFORMATION BEHAVIOUR

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- Web 2.0
- Statistics and expectations
- ICT proficiency and literacy
- Information behaviour
- Implications

- Web 2.0 is not a software package
- It is the **'read-write' web**

WEB 1.0	WEB 2.0
Ofoto	Flickr
Mp3.com	Napster
Britannica Online	Wikipedia
Personal websites	Blogging
Publishing	Participation
Content mgt systs.	Wikis
Directories (taxonomy)	Tagging ('folksonomy')
Stickiness	Syndication
Software as package	Software as service

O'Reilly, Tim. 2005. What Is Web 2.0. Design Patterns and Business Models for the Next Generation of Software.
<http://www.oreilly.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>.
Accessed 10 October 2007.

- Social networking
- Wikis
- MySpace, Face book
- Blogs
- Podcasting
- Tagging, RSS

2007	2008	2009
User-created content	Grassroots video	Mobiles
Social networking	Collaboration webs	Cloud computing
Mobile phones	Mobile broadband	Geo-everything
Virtual worlds	Data mashups	Personal web
New scholarship and forms of publication	Social operating systems	Semantic-aware applications
Educational gaming	Collective intelligence	Smart objects

EDUCAUSE. 2008. *The Horizon Report*. New Media Consortium and the EDUCAUSE Learning Initiative. www.nmc.org/pdf/2008-Horizon-Report.pdf. Accessed 21 October 2008.

<i>Mindset 1.0</i>	<i>Mindset 2.0</i>
The world is appropriately interpreted, understood and responded to in broadly physical industrial terms.	The world cannot adequately be interpreted, understood and responded to in physical-industrial terms only.
Value is a function of scarcity	Value is a function of dispersion
Products as material artifacts	Products as enabling services.
Tools for producing	Tools for mediating and relating
Focus on individual intelligence	Focus on collective intelligence
Expertise and authority 'located' in individuals and institutions	Expertise and authority are distributed and collective; hybrid experts
Space as enclosed and purpose specific	Space as open, continuous and fluid
Social relations of 'bookspace'; a stable 'textual order'	Social relations of emerging 'digital media space'; texts in change

Lankshear, Colin and Michele Knobel. 2006. Blogging as participation: the active sociality of a new literacy. <http://www.geocities.com/c.lankshear/bloggingparticipation.pdf>. Accessed 10 October 2007

- Also called '**millennials**',
'Digital Natives'

- **Parallel process** and multi-task
- Have '**hypertext minds**'
- Have *always* had Web 2.0 at home
- Have little patience for step-by-step logic (or reasoning?)

ky, Marc. 2001. Digital Natives, Digital Immigrants. *On the*

Some false assumptions

- 'Net Gen' are those born post-1980 (no! that's too old to describe people who were 'brought up' with Web 2.0)
- All young people are 'Net Gen'

- Characteristics
- Values

- **Information-rich**
- **Non-linear** and **associative**
- **Multi-media**, visual and graphical
- **Immediate**/instantaneous
- **Immersive** and abundant
- **Relevant** and meaningful

Pletka, Bob. 2007. *Educating the Net Generation. How to engage students in the 21st century.* Santa Monica Press.

- **Community-oriented** and **team-based**
- **Collaborative**, co-operative, participatory
- **Communication-rich**
- **Interactive** and dialogical
- **Customised**, personalised, individualised

Pletka, Bob. 2007. *Educating the Net Generation. How to engage students in the 21st century.* Santa Monica Press.

- Are **active processors** of information
- **Filter** info all the time
- Are used to **getting info immediately**
- Are used to **controlling info flows**

Veen, Wim and Ben Vrakking. 2007. *Homo Zappiens: Growing up in a digital age*. Continuum.

- **Get bored** if the information flow is poor or too slow
- Use **non-linear resources**
- Do not complain of information overload!

Veen, Wim and Ben Vrakking. 2007. *Homo Zappiens: Growing up in a digital age*. Continuum.



- Use their **networks**
- Are used to **controlling communication**

Veen, Wim and Ben Vrakking. 2007. *Homo Zappiens: Growing up in a digital age*. Continuum.



- Trust
- Openness
- Access

Veen, Wim and Ben Vrakking. 2007. *Homo Zappiens: Growing up in a digital age*. Continuum. p. 47

- Speak with an '**accent**' – or a different language entirely!
- **Misunderstand** the new ways in which the Net Gen learns

Prensky, Marc. 2001. Digital Natives, Digital Immigrants. *On the Horizon*, 9 (5): 1-6.

- Work in a **linear** fashion
- Read the **instructions** first before using
- Are used to working **alone**
- Believe in doing things '**right**'
- Believe in doing things **one thing at a time**

Veen, Wim and Ben Vrakking. 2007. *Homo Zappiens: Growing up in a digital age*. Continuum. p. 32

Instead, let's think of a 'generation'
as describing a set of behaviours,
rather than an age-specific
demographic

“What truly continues to
separate the generations is
not technological skill but
how the generations
perceive the digital world”

Pletka, Bob. 2007. *Educating the Net Generation. How to engage students in the 21st century.* Santa Monica Press. p. 42

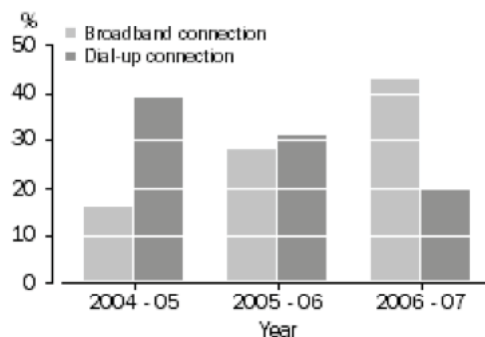
- Students are feeling as though they are '**powering down**' when they enter the school gates

Vision. 2005. The future of mobile technology: learning 'on the run'?
Vision 1: 11-3.

http://www.futurelab.org.uk/resources/documents/vision/VISION_01.pdf. Accessed 10 October 2007.

Broadband, 2006-7

- 1/2 - 2/3 of all internet connections are broadband

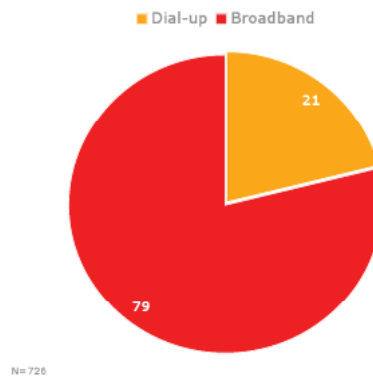


Australian Bureau of Statistics. 2008. Internet access at home.
Available at

http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Chapter1_0002008. Accessed on 7 Feb 2009.

Broadband, 2008

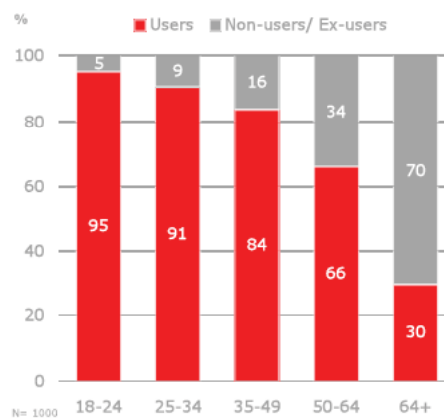
- 79%
- Broadband is linked with increased internet use



Ewing, Scott, Julain Thomas and Julianne Schiessl. 2008. The Internet in Australia. Available at <http://cci.edu.au/publications/digital-futures>. Accessed on 7 Feb 2009. p. 1.

Use by age

- 18 - 24: 95.1%
- 24 - 24: 90.6%
- 35 - 49: 83.7%
- 50 - 64: 66.1%
- 64+:29.8%



Ewing, Scott, Julain Thomas and Julianne Schiessl. 2008. The Internet in Australia. Available at <http://cci.edu.au/publications/digital-futures>. Accessed on 7 Feb 2009. p. 2.

QuickTime™ and a
decompressor
are needed to see this picture.



- Expectations
- Experiences
- ICT proficiency and literacy
- Information behaviour

- **International students** use more tech
- **Engineering students** more likely to use tech than Arts students
- Reasons for use: **convenience** and **control** – not learning

University of Melbourne. 2006. First year students' experiences with technology: Are they really Digital Natives?
http://www.bmu.unimelb.edu.au/research/munatives/natives_r

- **Preference** for using technology
- **Ubiquitous** internet is normal
- **Cautious** about publishing their work for public scrutiny
- Tech is **not an end** in itself
- **Face-to-face** is seen as core

JISC. 2007. Student expectations study: Findings from preliminary research. (Joint Information Systems Committee)
<http://www.jisc.ac.uk/publications/publications/studentexpectationsbp.aspx>. Accessed 12 February 2008.

- Uncertain about how to map **current learning experience** onto uni study
- Cannot see how **ICT and learning** can work together outside of school

JISC. 2007. Student expectations study: Findings from preliminary research. (Joint Information Systems Committee)
<http://www.jisc.ac.uk/publications/publications/studentexpectationsbp.aspx>. Accessed 12 February 2008.

- ICT is seen either as a platform for admin or content delivery

Joint Information Systems Committee. 2008. Great expectations of ICT: How Higher Education institutions are measuring up. Available at <http://www.jisc.ac.uk/publications/publications/greatexpectations>. Accessed on 7 Feb 2009. p. 24, p. 28.

- ECAR study shows that students think they are more ICT proficient than they are

Salaway, Gail and Caruso, Judith B., with Mark R. Nelson. 2008. [The ECAR Study of Undergraduate Students and Information Technology, 2008 \(Research Study, Vol. 8\)](#). Boulder, CO: EDUCAUSE Center for Applied Research. Accessed on 9 July 2009.

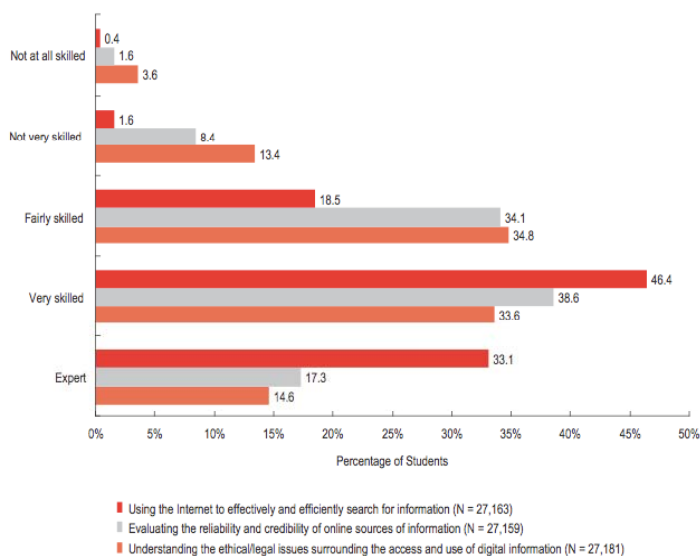


Figure 4-7.
Student
Information
Literacy Self-
Assessment

1. **Working** with info
2. **Creating** and sharing info
3. Using ICT **responsibly**

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release.22065.html . Accessed on 21 October 2008.

1. **Accessing** info (identification, retrieval)
2. **Managing** info (organising, storing)
3. **Evaluating** info (integrity, relevance, usefulness)

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release.22065.html . Accessed on 21 October 2008.

4. **New understandings** (creating knowledge, authoring)
5. **Communicating** with others (sharing; creating products)
6. **Using ICT appropriately** (critical, reflective, strategy, ethics and legals)

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release.22065.html . Accessed on 21 October 2008.

- **'Challenging but reasonable'** expectation
 - Year 6: 49%
 - Year 10: 61%

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release.22065.html . Accessed on 21 October 2008.

- Patterns:
 - **Low socio-economic** bkgnd
 - **Indigeneity**
 - **Remote** locality
 - Gender not an issue

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release_22065.html . Accessed on 21 October 2008.

- Findings
 - **Communication** is a frequent use

BUT

 - Less use of applications for **creating, analysing, transforming** information

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release_22065.html . Accessed on 21 October 2008.

- Younger users
- Older people and ICTs

- Increase in **full-phrase searching**
- Satisfied with **basic forms of searching**
- Good parallel processing skills, but sequential for reading?

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/googlegen.pdf. Accessed 21 October 2008.

- No evidence that information literacy is worse than before
- **Not expert searchers** –
Youngsters have always had trouble evaluating info
- Behaviour is now more public

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/annaleen.pdf. Accessed 21

- **Skills gap** between using media to create and how to create **meaningful** content

EDUCAUSE. 2007. *The Horizon Report*. New Media Consortium and the EDUCAUSE Learning Initiative. <http://www.educause.edu/ir/library/pdf/ESD4781.pdf>. Accessed

- Spend **little time evaluating for accuracy, relevance, authority** (but this is also pre-web)

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/googlegen.pdf. Accessed 21 October 2008.

- Young people are concerned about the '**unmanageable scale**' of the Web.
- They find it **difficult to prioritise and evaluate** search results.

Green, Hannah, and Celia Hannon. 2007. Their Space. Education for a digital generation. Available at <http://www.demos.co.uk/publications/theirspace>. Accessed 21 October 2008.

- Fit between search engines and student lifestyles is **'almost perfect'**

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/googlegen.pdf. Accessed 21 October 2008.

- Older users are **catching up** fast
- All have **increasing intolerance for information delay**
- More people are **'powerbrowsing'**

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/googlegen.pdf. Accessed 21 October 2008.



- **Individual and personality** backgrounds more important than generation
- Looking for '**the answer**' rather than **particular format**
- Lots of **pre-publishing** (blogs, wikis, websites)

CIBER. 2008. Information Behaviour of the Researcher of the Future. Available from www.bl.uk/news/pdf/googlegen.pdf. Accessed 21 October 2008.



- The new digital divide
- Implications and points for consideration

- Is about **access to knowledge, not PCs**
- It needs to be about **relationships and networks: not hardware**

Green, Hannah, and Celia Hannon. 2007. Their Space. Education for a digital generation. Available at <http://www.demos.co.uk/publications/theirspace>. Accessed 21 October 2008. pp. 59-60.

" ... Students who do not have the economic, cultural and social capital to achieve meaningful and effective engagement with ICTs out of school ... may find themselves disadvantaged as a new literacies paradigm becomes increasingly important for participation in social routines."

Grant, Lyndsay. 2007. "Learning to be part of the knowledge economy: digital divides and media literacy." Available at <http://www.futurelab.org.uk/resources/publications-reports-articles/discussion-papers/Discussion-Paper816>. Accessed on 9 July 2009.

- **Facility** does not mean ICT literacy
- Need to be careful about **assumptions** we make

MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release_22065.html . Accessed on 21 October 2008.

- Competent or just **confident**?
- How to find the *right* info, then assess, validate, interpret, analyse, synthesise, critique, evaluate, put in context
- The need to apply **problem-solving** and **critical** thinking skills

Oblinger, Diana G. and Brian L. Hawkins. 2006. The myth about student competency: Our students are technically competent. *EDUCAUSE Review* 41(2): 12-13. Available at <http://connect.educause.edu/Library/EDUCAUSE+Review/TheMythAboutStudentCompet/40622>. Accessed on 7 February 2009.

“ [T]he mindset of central network planners and administrators is often **at odds with the increasingly user-centric nature of Internet applications** and tools, limiting innovation.”

Johnson, Laurence F., Rachel Smith and Alan Levine. 2008. 2008 Horizon Report. Australia-New Zealand Edition. Available at <http://connect.educause.edu/Library/Abstract/TakingtheHorizonProjectDo/47984>. Accessed on 7 Feb 2009.

“Universities could benefit from delivering training which **highlights the way students think about information**, rather than the way they use technology itself.”

Joint Information Systems Committee. 2008. Great expectations of ICT: How Higher Education institutions are measuring up. Available at <http://www.jisc.ac.uk/publications/publications/greatexpectations>. Accessed on 7 Feb 2009. p. 12.


- Need to build ICT literacy through “**systematic teaching** rather than **incidental use**”
- More **personalised** assessment


MCEETYA. 2007. National Assessment Program – ICT Literacy Years 6 & 10. Report 2005. Available at http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release,22065.html . Accessed on 21 October 2008.



- **You** need to be ICT literate, too.

The main point is to seize the opportunity to use this technology in the service of our users and clients.





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