

Born Digital: Looking at Information Literacy Instruction Through a Generational Lens

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Presented at Annual Meeting of
the Washington Library
Association, April 20, 2005

Studying Generations

- Provides a theoretical perspective for the study of students as a group, rather than as individuals
- Allows us to examine both peer influences and the interactions between members of different generations in the school, workplace, or community
- Importance of the “cycle of generations”
 - Youth (Age 0-21)
 - Rising Adulthood (Age 22-43)
 - Midlife (Age 44-65)
 - Elderhood (Age 66-87)
- Importance of the generational “biography” and “peer personality”

Source: Howe & Strauss (2003); Strauss & Howe (1991)

Generations on Campus Today

- Silents (b. 1925-1942)
- Boomers (b. 1943-1960)
- Thirteeners (Generation X) (b. 1961-1981)
- Millennials (Generation Y) (b. 1982-2002)

Source: Howe & Strauss (2000)

Millennials Are . . .

- Special
- Sheltered
- **Confident**
- Conventional
- **Team-Oriented**
- **Achieving**
- **Pressured**

Source: Howe & Strauss (2000)

Millennials Are . . .

- The **largest** generation in history
 - 80,000,000+
 - 33% larger than the Boomer generation (*)
- The most **diverse** generation in history
- The most **educationally ambitious** generation in history
 - 75% of first-year students surveyed in 2002 reported that they expect to earn a graduate degree

Source: Howe & Strauss (2003); Sax (2003); Sax, et al. (2002)



“One of the defining characteristics of the Millennial generation is its technological literacy.”

Source: Coomes (2004)

The Information Age Mindset

- **Computers Aren't Technology**
- Internet Better than TV
- Reality No Longer Real
- **Doing Rather than Knowing**
- **Nintendo Over Logic**
- Multitasking Way of Life
- Typing Rather than Handwriting
- **Staying Connected**
- **Zero Tolerance for Delays**
- **Consumer/Creator Blurring**

Source: Frand (2000)

The Digital Disconnect

- Millennials assume that technology is part of their natural environment (always accessible; preferably free)
- Millennials make use of a variety of new communication technologies for communication, socialization, community
- Millennials believe themselves to be more “Internet-savvy” than their teachers and find many classroom applications of technology uninspiring

Source: Jones (2002); Levin & Arafah (2002); Oblinger (2003)

The Digital Divide

- 85.7% of first-year students report using a computer frequently in the last year (vs. 27.3% in 1985)
- The difference between reported computer use between different racial/ethnic groups, however, continues to increase (with a 15% difference in reported frequent use between African-American students and Asian-American students in 2004)

Source: Sax, et al. (2004)

The Digital Disappointment

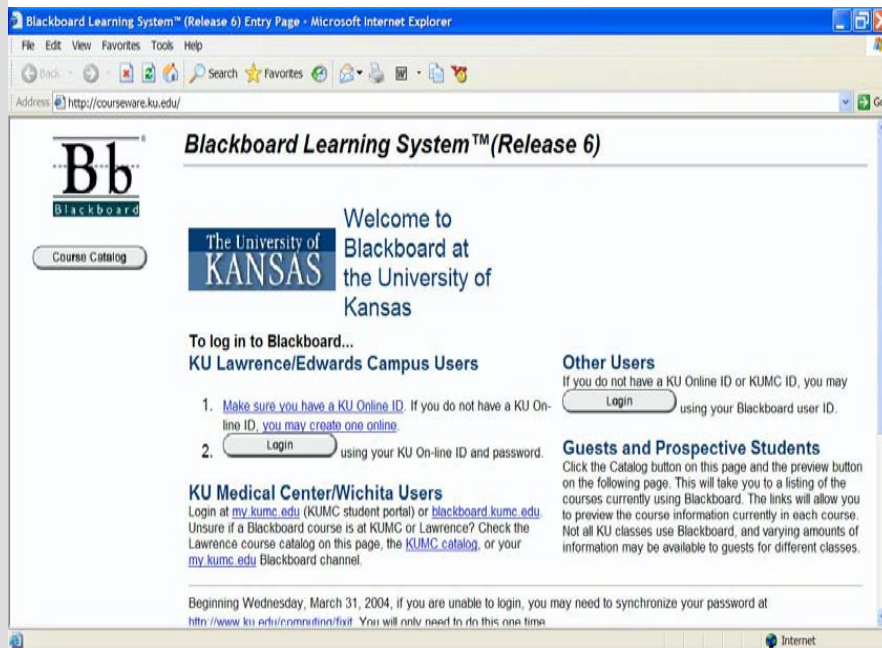
- Familiarity with Web searching and/or Web-based communication is not the same as:
 - Critical Thinking
 - Familiarity with Technology Tools or Web Resources Needed for Academic Work
 - Understanding of Appropriate Use of Technology for Academic Purposes
- Experience with file sharing, freeware, and availability of music/video files all lead to the assumption that “if something is digital, it is everyone’s property” (Oblinger 2003)

- “[Widespread] use of the Internet may be shaping a new generation of students’ conception of ‘fair use,’ leading them to view the mass of information so freely shared in cyberspace as public knowledge For a generation raised on Napster, as well as for many others who regularly work and play within online communities, questions of ownership on the Web have become deeply problematic” (Scanlon 2003).

- 41% of college students surveyed in 2001 reported engaging in “cut-and-paste plagiarism” (up from 10% in 1999) (Center for Academic Integrity 2003)



Bridging the Gap in the College Curriculum: Online Course Environments

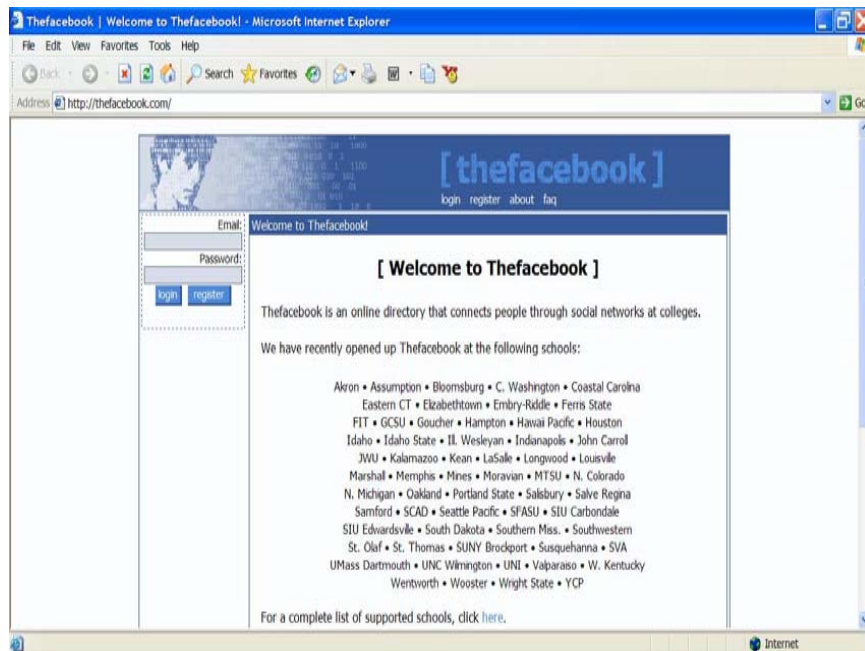


Blackboard (University of Kansas)

<http://courseware.ku.edu/>

- Facilitates communication with students and faculty
- Provides class resources 24/7
- Integrates technology into coursework
- Supports collaboration

Bridging the Gap in Student Life: Online Communities



The Facebook <http://thefacebook.com/>

- Builds social networks within and across campuses
- Provides access to students with similar academic and social interests
- Provides a model for building academic community

Bridging the Gap in the Library: Digital Reference

HawkHelp @ KU Libraries

email | chat | phone | walk-up

www.lib.ku.edu/hawkhelp/



I need to do a literature review about why families need access to resources I have problem with logging into my KU Libraries account.Hi! I'm trying to locate some articles that I found in ERIC, and I'm wondering where can I find information about infidelity in the 1920's? I am in Watsonville, CA and I'm wondering if there is a way for me to get a copy of a book in a database and KU has the original Special Collections? Hi, I am trying to write a case study about Nike and I'm wondering how much money on my KUID so I can print. I need to get some articles on the topic of Evolution Vs. modern medicine and Anthropology. Can you give me some ideas as to where I can find information on the success of a college? How do I get a hold of the Journal of Pragmatics? Hi- could you tell me how to use a laptop? Just wondering: what do I need to do to "check out" a laptop for use in the library? I need to find a journal called Developmental Science. I am trying to cite an article in a book about events of the 1960s that have happened on my campus. Yeah, I need help finding a book about events of the 1960s that have happened on my campus. Do the KU libraries have Kansas state income tax return forms? And if not do you know where I might procure some? Where can I get information on how technology has enabled Imperialism? I requested a journal article from library not at the library, it came to me but I can't print it out right- the text is half-cut off. Suggestions for reference materials?

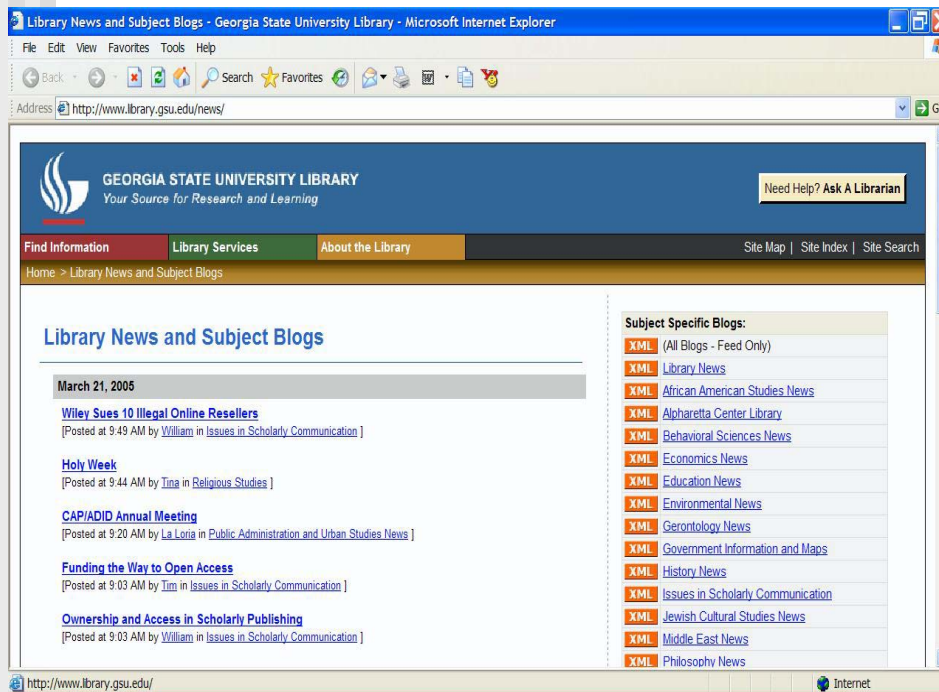
Helping you navigate the best resources.

HawkHelp (University of Kansas)

<http://www.lib.ku.edu/hawkhelp/>

- Multiple opportunities for help at the point of need
- Integrates library service into online course (or other) environments

Bridging the Gap in the Library: RSS and Blogs



Library News & Subject
Blogs (Georgia State
University)

<http://www.library.gsu.edu/news/>

- Customized information service
- Regular updates
- Integrates academic information into existing network for communication

Implications for Instruction

- Provide instruction at the point-of-need
 - Make use of existing electronic communication and course environments
 - Stay “connected”
- Focus on active learning
 - Millennials have a “bias toward action” (Brown 2000)
 - Knowledge is constructed through interaction, rather than acquired from lectures
- Allow opportunities for collaboration
 - Apply collaborative learning techniques to information problems (Barkley, Cross, & Major 2005)

Collaborative Learning Techniques – Major Categories

- Discussion
 - Think-Pair-Share
- Reciprocal Peer Teaching
 - Jigsaw
- Problem Solving
 - Case Study
- Graphic Information Organizers
 - Word Webs
- Writing
 - Dialogue Journals

Source: Barkley, Cross, & Major (2005)

Implications for Instruction

- Focus on process skills rather than knowledge of specific tools
 - Information Navigation
 - Partner with Similar Campus Programs
 - Preparation for Lifelong Learning
- Gaming as meta-narrative for instructional design
 - Help Screens/Pathfinders/Bibliographies Are Secondary
 - Problem-Based Learning
- Need for Instruction in Information Ethics

Information Ethics Across the Curriculum

- New Student Orientation
 - Introduce Campus Policies Related to “Responsible Use” of Information Technology
- Discussions of Academic Dishonesty in the Classroom
 - Review Recent Cases of Plagiarism in the News and the Discipline
 - Review Campus Sanctions for Academic Dishonesty
- Instruction for Ethical Use of Information in the Library
 - ACRL – Standard 5
http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolits_tandards/stnd5/standardfive.htm
 - Writing and Citing Print and Electronic Resources

Source: Fyffe & Walter (2005)

Questions?



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