

Expectations of the Screenager Generation



Presented by

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Libraries

- Provide systems and services to meet the information needs of differing groups



Largest Demographic Groups

- **Baby boomers (1945-1964)**
 - **Cohort #1 (Born 1946 – 1954)**
 - **Cohort #2 (Born 1955 – 1964)**
- **Millennials (1979 – 1994)**
 - **Screenagers (Born 1988 - 1994)**

Who Are The Millennials?

- NetGens/EchoBoomers/
Gen Y
- Born 1979 - 1994
- 75 – 80 Million
- Generational divide
- 13-28 year olds
- By 2010 will outnumber
Baby Boomers



Screenagers

- Youngest members of “Millennial Generation”
- Term coined in 1996 by Rushkoff
- Used here for 12-18 year olds
- Affinity for electronic communication
- Collaborative



Their Information Perspectives

- Information is information
- Media formats don't matter
- Visual learners
- Process immediately
- Different research skills
- Multi-task



How They Meet Information Needs

- The Internet
 - Google
 - Wikipedia
 - Amazon.com
- Personal libraries



How They Meet Information Needs

- People
 - Family members
 - Friends
 - Teachers/Professors



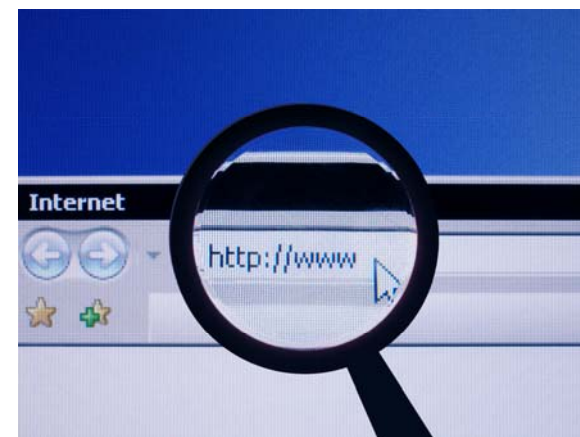
What Attracts Them to Resources

- Convenience, convenience, convenience
 - Available 24/7
 - Working from home
 - At night or on weekends
 - Immediate answers
 - Lack of cost
 - Efficient



What Attracts Them to Resources

- Independence
 - Prefer to do own search
 - Use the Internet
 - No librarian necessary
- Privacy



Why They Do Not Use Libraries

Do not know...

- Service availability
- Librarian can help
- 24/7 availability

Satisfied with other information sources

Intimidated by library and librarian

- Too difficult to use
- Takes too long
- Stereotypes



Why They *DO* Use Libraries

- Databases
 - EBSCO
 - Lexis-Nexis
 - JSTOR
- Online journals and abstracts
 - BUT ...

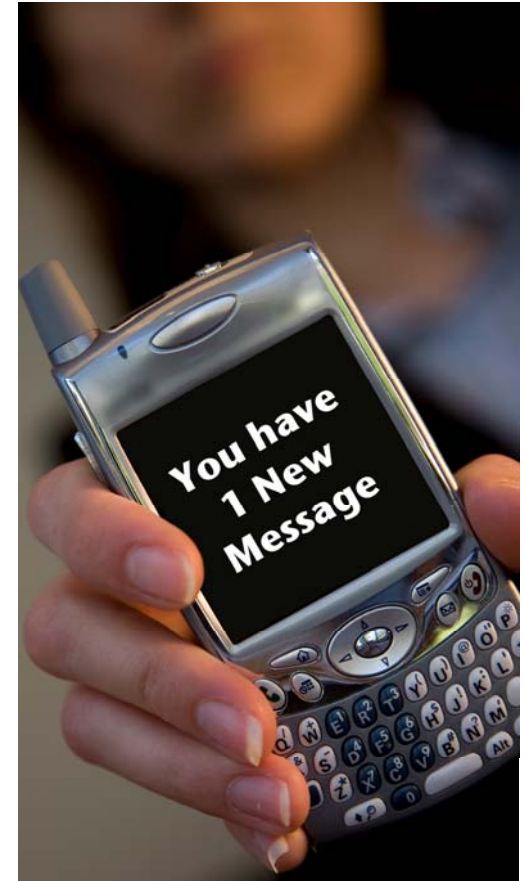




- Do not know these resources are provided by the library

Ideal Information Systems & Services

- “Make library catalogs more like search engines...”
- “Make a universal library card that would work in all libraries.”
- “Space in the library to interact and collaborate - group study areas and areas to spread stuff out.”
- “Make the library like a coffee house.”



Facilitators – Differences

Screenagers (n=146) vs. Others (n=235)

- Screenagers demonstrated these behaviors **less often** than Adults
- On average (per transcript):
 - Thanks
 - Self Disclosure
 - Closing Ritual
- On average (per occurrence):
 - Seeking reassurance
 - Polite expressions

Facilitators – Differences

Screenagers (n=146) vs. Others (n=235)

- Screenagers demonstrated these behaviors **less often** than Adults
- On Average (per occurrence)
 - Agree to suggestion
 - Admit lack knowledge
 - Lower case
- Screenagers demonstrated these behaviors **more often** than Adults
- On average (per occurrence)
 - Interjections/Hedges
 - Slang

Barriers – Differences

Screenagers (n=146) vs. Others (n=235)

- Screenagers demonstrated these behaviors **more often** than Adults
- On average (per transcript)
 - Abrupt Endings
 - Disconfirming
 - Impatience
 - Rude or Insulting
 - Inappropriate language
 - Goofing around

What We Learned

- The image of libraries is...
 - BOOKS
- People do not think of the library as an important source of electronic information!



What We Learned

- Books aren't **convenient** to retrieve from the library
- Libraries are *QUIET*
 - For studying



What We Learned

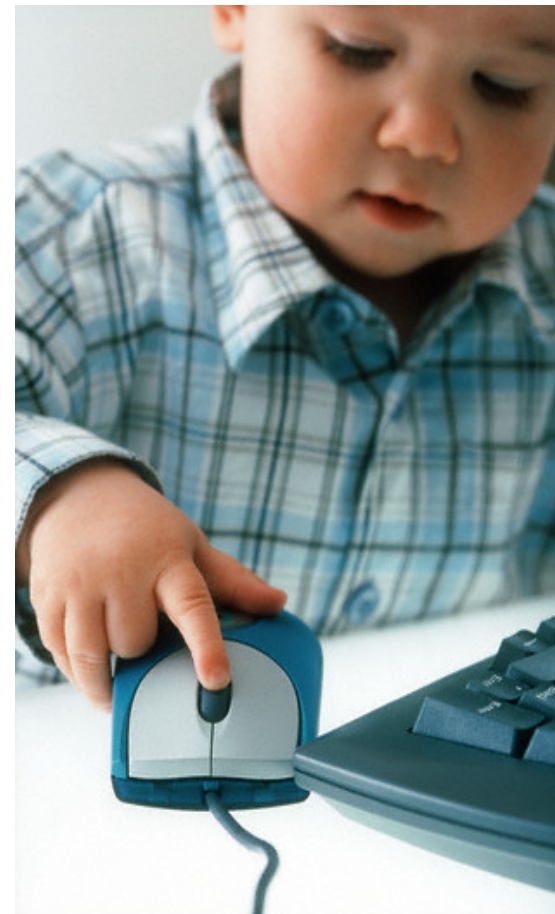
Traditional Library Environment	Millennial Preferences
Logical, linear learning	Multi-tasking
Largely text based	Visual, audio, multi-media
Learn from the expert	Figure it out for myself
Requires patience	Want it now
Metasearch	Full text
Complexity	Simplicity

What We Learned

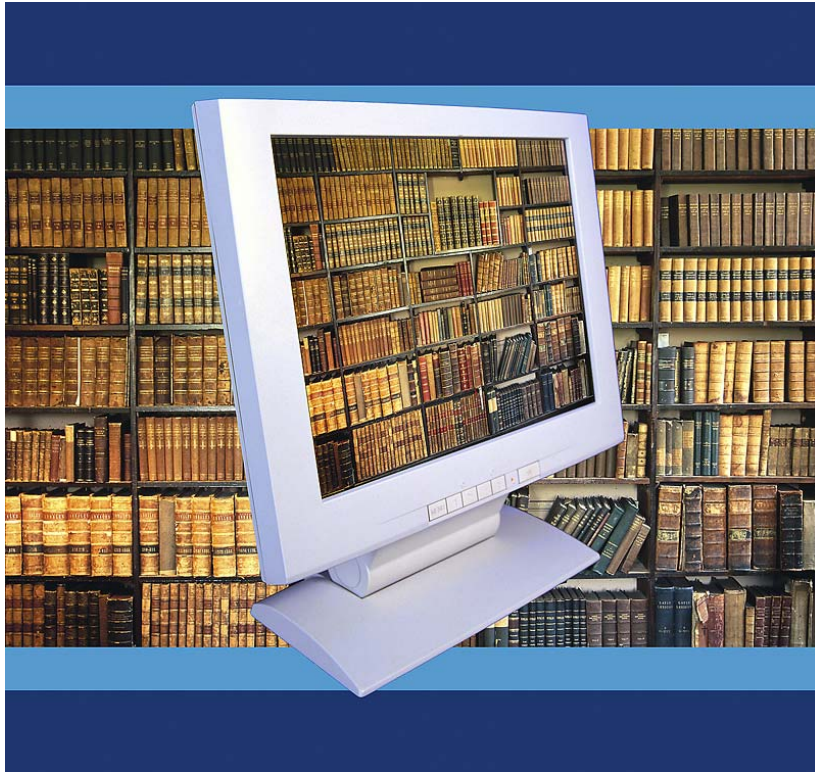
- Libraries are trusted sources of information
- Search engines are trusted about the same
- Screenagers
 - Lack patience to wade through content silos and indexing and abstracting databases
 - Like convenience and speed
 - Do not view paid information as more accurate than free information

What We Learned

- Communication critically important!
 - Difficult process
 - Generational differences add to complexity!
- Need user education for more realistic expectations



Yes, libraries!



A library
experience
like the
experience
available on
the web

Implications for Library Services

- Libraries should be “...providing patrons with what they want when and how they want it, and providing patrons with the means to uncover what they want when they aren’t sure what exactly that may be.”
 - Good search and discovery tools
 - Recommender Services
 - Reviews
 - Social Networking
 - IM
 - Text Messaging
 - Better meta-discovery tools than currently offered by federated technology

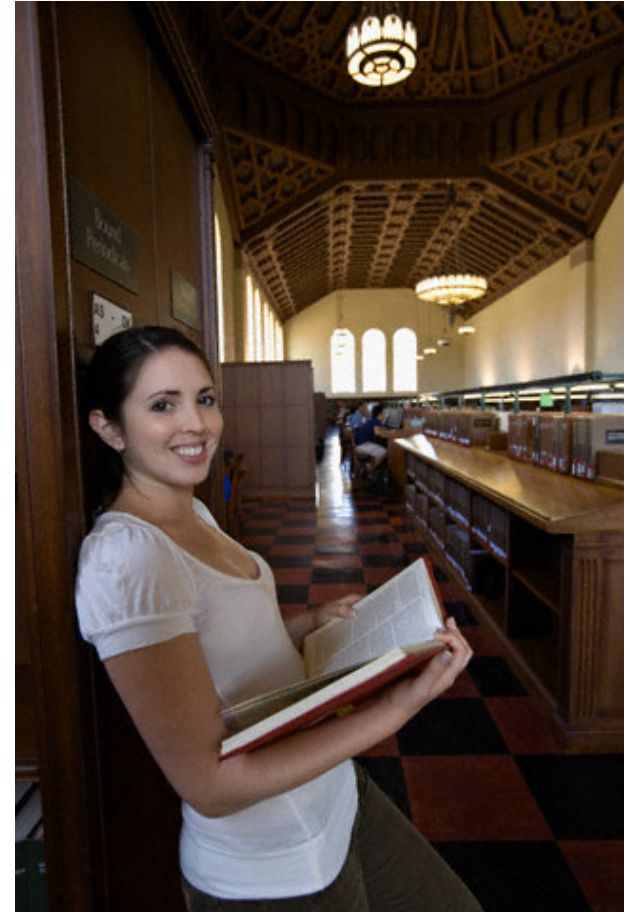
(Pace, 2006)

What We Can Do

- Encourage & entice them to use libraries
- Creative marketing
 - Promote full range of services and systems
- Build positive relationships
 - Regardless of format
 - Face-to-Face
 - Phone
 - Online

What We Can Do

Understand them to
better serve their
information needs



Additional Resources

- *Boomer Nation: The Largest and Richest Generation Ever and how it Changed America*, S. Gillon. New York: Free Press, 2004.
- *College Student Perceptions of Libraries and Information Resources*, OCLC, Dublin: OH, 2005.
<http://www.oclc.org/reports/perceptionscollege.htm>
- *Generations: The History of America's Future, 1584-2069*, N. Strauss & W. Howe. New York: Morrow, 1991.
- *Generations at Work*, S. Luck, 2006.
<http://dps.dgs.virginia.gov/Forum2006/Presentations/S201%20OPPSLuck%20Generations.ppt>
- *The Google Generation: The Information Behaviour of the Researcher of the Future*, I. Rowlands, et al., 2008. *Aslib Proceedings*, 60(4), 290-310.
<http://www.emeraldinsight.com/10.1108/00012530810887953>

Additional Resources

- *Growing Up Digital*, D. Tapscott. www.growingupdigital.com
- *HS senior explains why she doesn't use the school library*, D.L. Whelan. *School Library Journal* (October 30, 2007)
<http://www.schoollibraryjournal.com/article/CA6495685.html>
- *I hear the train a comin'*, A. Pace. Presentation at the Charleston Conference. Charleston, SC, Nov. 1, 2006.
- *Millennial Behaviors and Demographics*, R. Sweeney, 2006.
<http://library1.njit.edu/staff-folders/sweeney/Millennials/Article-Millennial-Behaviors.doc>
- *Millennial Net Values: Disconnects between Libraries and the Information Age Mindset*, R. McDonald & C. Thomas, 2005.
<http://dscholarship.lib.fsu.edu/general/4/>
- *Millennials Rising: The Next Great Generation*, W. Howe & N. Strauss. New York: Random House, 2000.

Additional Resources

- *Mountains, Valleys, and Pathways: Serials Users' Needs and Steps to Meet Them. Part I: Identifying Serials Users' Needs: Preliminary Analysis of Focus Group and Semi-structured Interviews at Colleges and Universities*, L.S. Connaway, *Serials Librarian*, 52(1/2), 223-236, 2007.
- *Net Generation Students and Libraries*, J. Lippincott. In *Educating the Net Generation*, Educase, 2005.
<http://net.educause.edu/ir/library/pdf/pub7101m.pdf>
- *Perceptions of Libraries and Information Resources*, OCLC Dublin: OH, 2005.
<http://www.oclc.org/reports/2005perceptions.htm>
- *Playing the Future: How Kids' Culture Can Teach Us to Thrive in an Age of Chaos*, D. Rushkoff. New York: HarperCollins, 1996.

Additional Resources

- *Sense-making the Information Confluence: The Hows and the Whys of College and University User Satisficing of Information Needs*, Brenda Dervin, Ohio State University, Principal Investigator; Lynn Silipigni Connaway and Chandra Prabha, Co-Investigators. Institute for Museums and Library Services Research Grant, 2003-2005.
<http://www.oclc.org/research/projects/imls/default.htm>
- *"Screenagers" and Live Chat Reference: Living Up to the Promise*, M.L. Radford & L.S. Connaway. *Scan*, 26(6), 31-39. February, 2007.
www.oclc.org/research/publications/archive/2007/connaway-scan.pdf
- *Studying Students: The Undergraduate Research Project at the University of Rochester*, N. Foster & S. Gibbons, Chicago: Association of College and Research Libraries, 2007.
- *Youth Health and Wellness: Core Issues and Views on Existing Resources*, Ypulse, ISIS, Inc., & YouthNoise, 2008. www.isis-inc.org/in-print/Youth Health and Wellness Report 2008.php

End Notes

- This presentation is one of the outcomes from the project **"Seeking Synchronicity: Evaluating Virtual Reference Services from User, Non-User, & Librarian Perspectives,"** Marie L. Radford & Lynn Silipigni Connaway, Co-Principal Investigators. Funded by IMLS, Rutgers University and OCLC, Online Computer Library Center, Inc. Project website: <http://www.oclc.org/research/projects/synchronicity/>
- This presentation is one of the outcomes from the project **"Sense-Making the Information Confluence: The Whys and Hows of College and University User Satisficing of Information Needs."** Funded by the Institute of Museum and Library Services, Ohio State University, and OCLC Online Computer Library Center, Inc., the project is being implemented by Brenda Dervin (Professor of Communication and Joan N. Huber Fellow of Social & Behavioral Science, Ohio State University) as Principal Investigator; and Lynn Silipigni Connaway (OCLC Consulting Research Scientist III) and Chandra Prahba (OCLC Senior Research Scientist), as Co-Investigators. More information can be obtained at: <http://imlsosuoclcproject.jcomm.ohio-state.edu/>

Questions & Comments

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