Mobile Media and "Google Generation"
Significance and Challenges for Information Professionals

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Overview

The future is flat

- Mobile media access and “Google Generation”
- Mobile learning and ”Google Generation”

And what about the library?

- Implications for information professionals
- Chances and challenges for libraries

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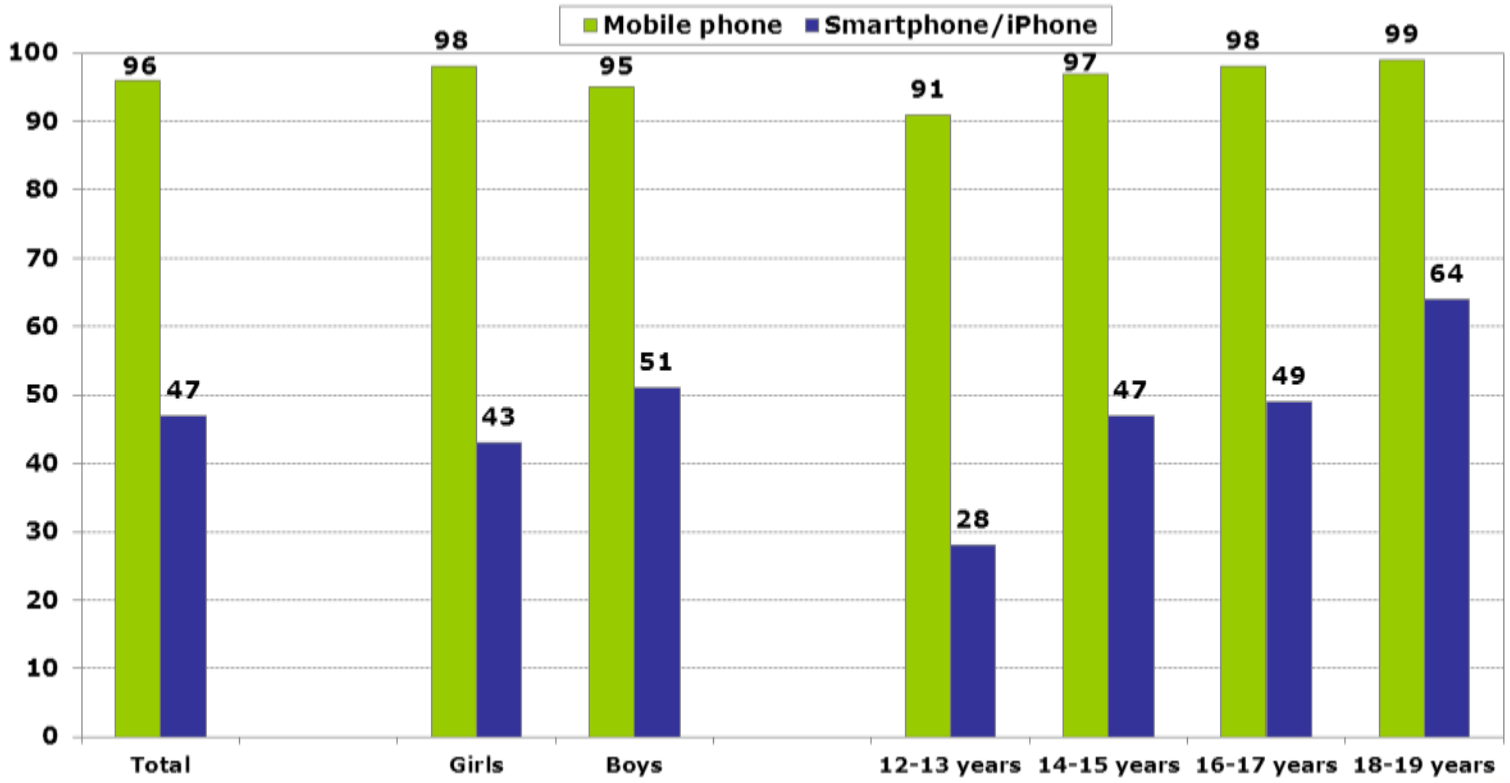
"Google Generation": Owners of mobile phones 2012

By age and gender, percentages



Basis: n=1.201, 12-19 years.

Source: JIM-Studie 2012, p. 52.

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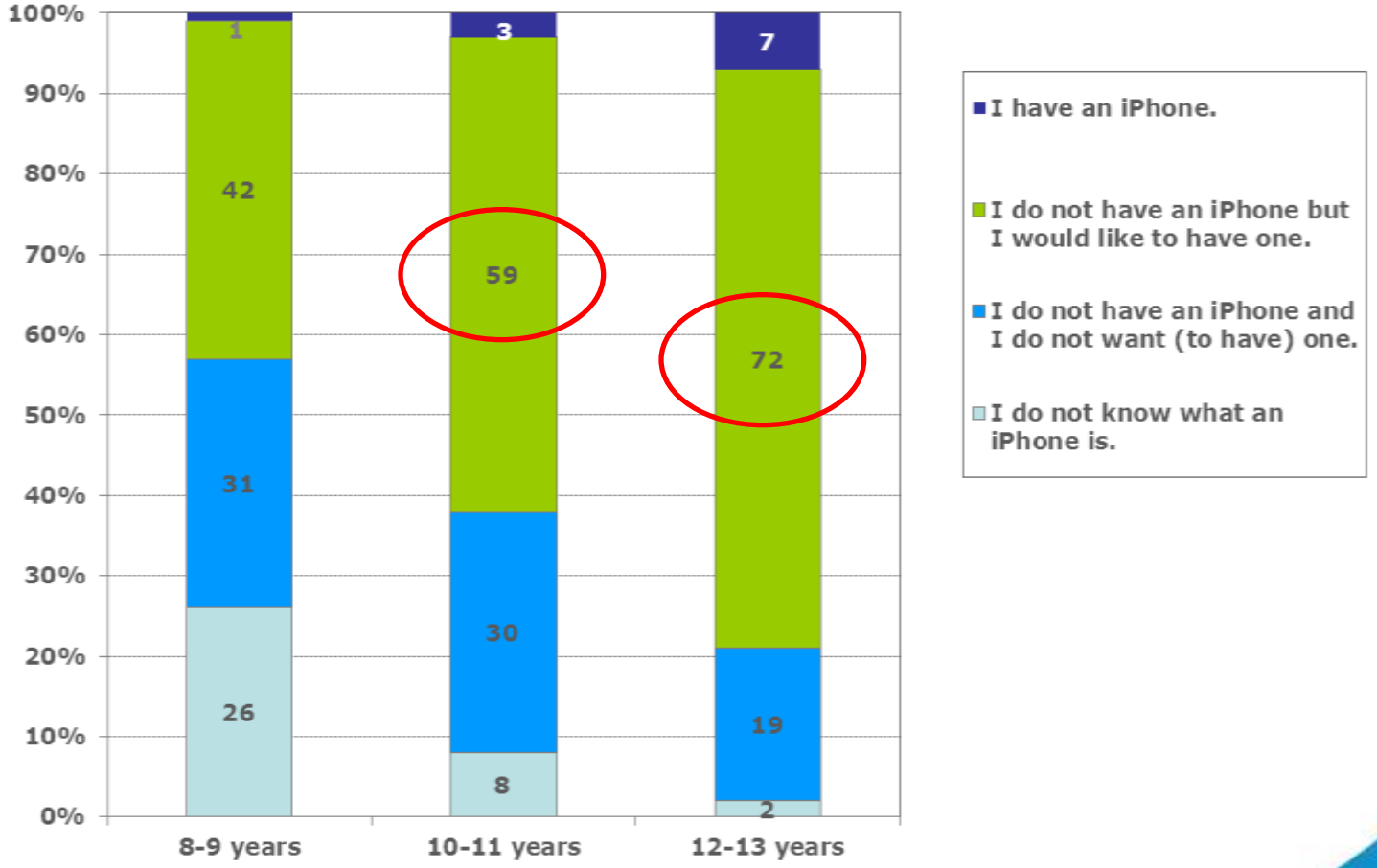
iPhone and children: Ownership and desire for ownership

By age, 2012, percentages



Basis: n=1.468, 6-19 years.

Source: Trend Tracking Kids 2012, p. 144.

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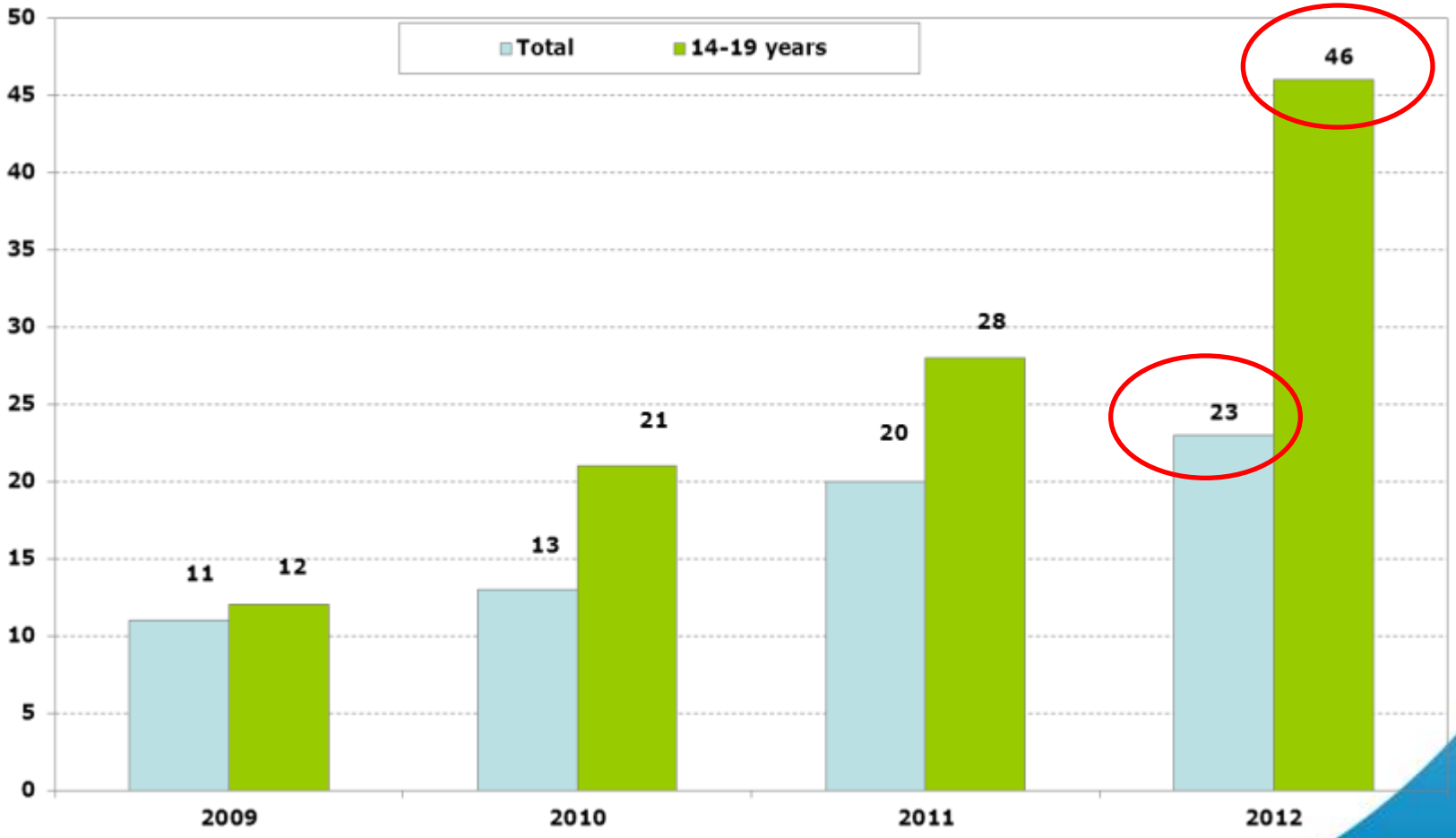
Mobile Internet:
Total population vs. 14- to 19-year-olds

By age, percentages



Basis: Internet users, 14 years and older.

Source: ARD/ZDF-Onlinestudien 2009-2012, in: van Eimeren/Frees 2012, p. 368.

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Mobile Internet use among 11- to 19-year-olds is growing fast

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Going online using different devices, percentages

Basis: Trend Tracking Kids 2011: n=995 11- to 19-year-olds; 2012: n=965 11- to 19-year-olds.

Source: Trend Tracking Kids 2011 and 2012, in: elements of art / iconkids & youth, p. 6.

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Use of Mobile Media

Not only **internet access** is shifting

Mobiles also **turn into media**

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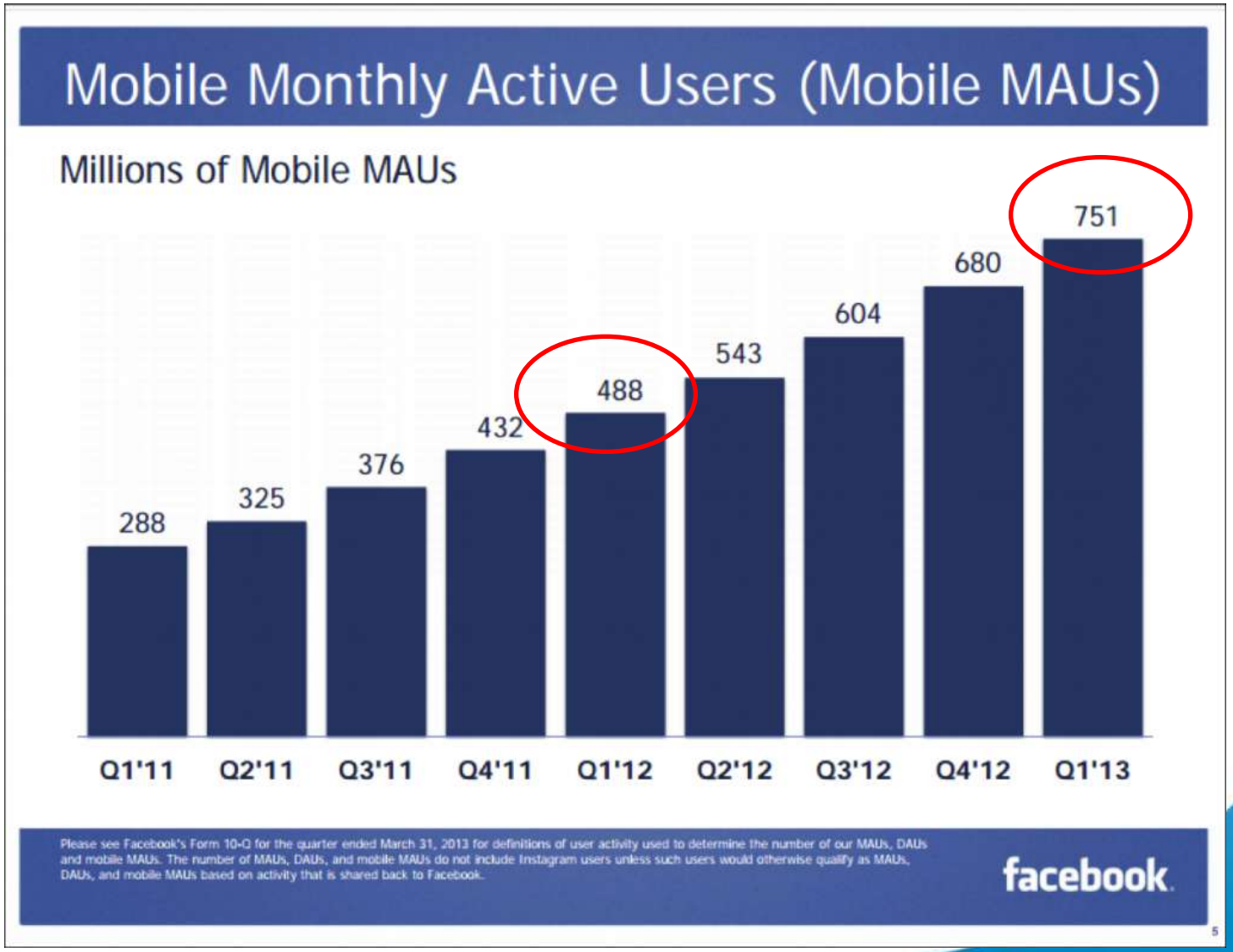
Why smart phones will make facebook rich(er)



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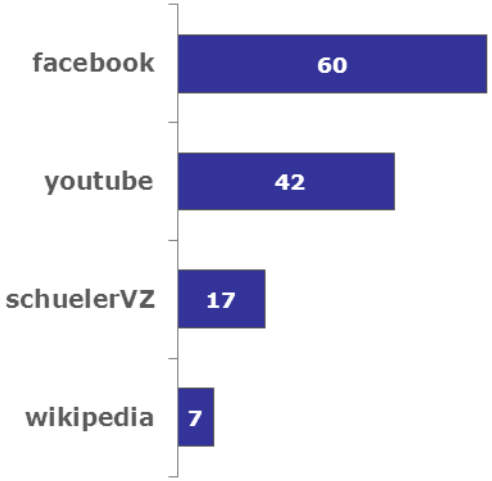
Most used apps of 11- to 19-year-olds

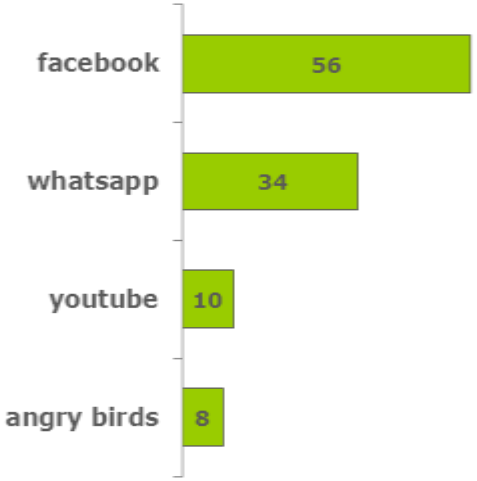
Which website is your **favourite website** and which **apps** do you currently use the most?

Percentages

Favourite websites



Apps (mostly used)



Basis: n=955 11- to 19-year-old Internet users; n= 443 11- to 19-year-old app users.

Source: elements of art / iconkids & youth 2012, p. 7.

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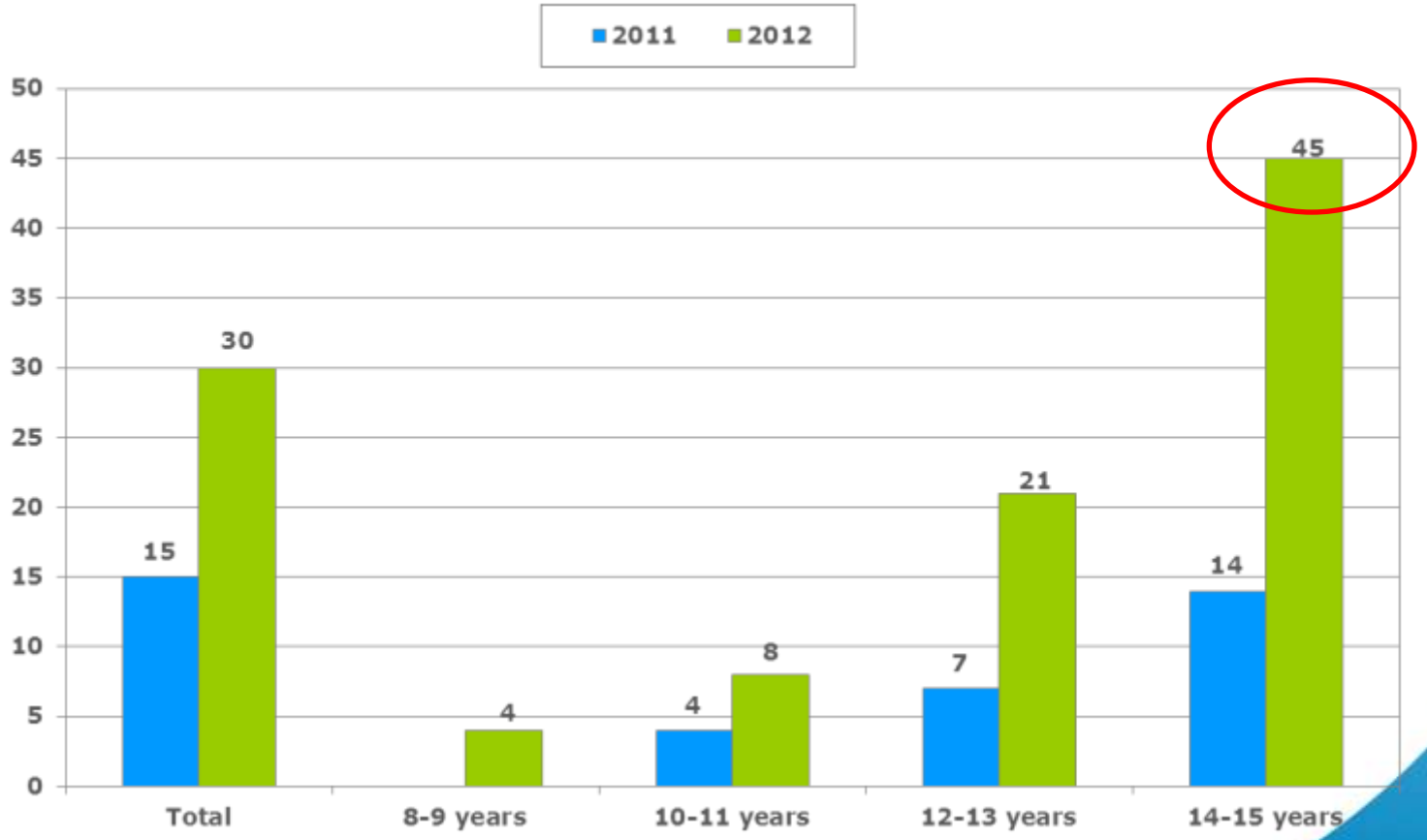
How many young people download apps?

Have you ever downloaded apps for your mobile phone/iPod touch/iPad?

By age, percentages



Basis: 2011: n=1.502; 2012: n=1.468, 6-19 years.

Source: Trend Tracking Kinds 2012, p. 149.

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Comparison of internet use on PC and smartphone: "slow food" vs. "fast food"

Desktop computer/stationary internet = "slow food"

- Low frequency of use
- Longer sequences of use
- Use of complex / extensive contents / functions
- High emotional involvement

Smartphone / mobile internet = "fast food"

- Higher frequency of use
- Shorter sequences of use
- Focused use
- Low emotional involvement

Basis: 8 group discussions with 11- to 19-year-olds.

Source: Elements of Art/iconkids & youth: Die mobile Internetnutzung der jungen Zielgruppe, p. 8.

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Mobile learning and "Google Generation"

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Mobile learning =
individualized learning experience,
accessible **anytime** and **anywhere**

Mobile media offer a **didactic advantage:**
Tablets and smart phones **close the gap** between
formal and informal learning environments

They facilitate **self-directed and self-organized learning:**
alone or in groups, at home, at school or in the library.

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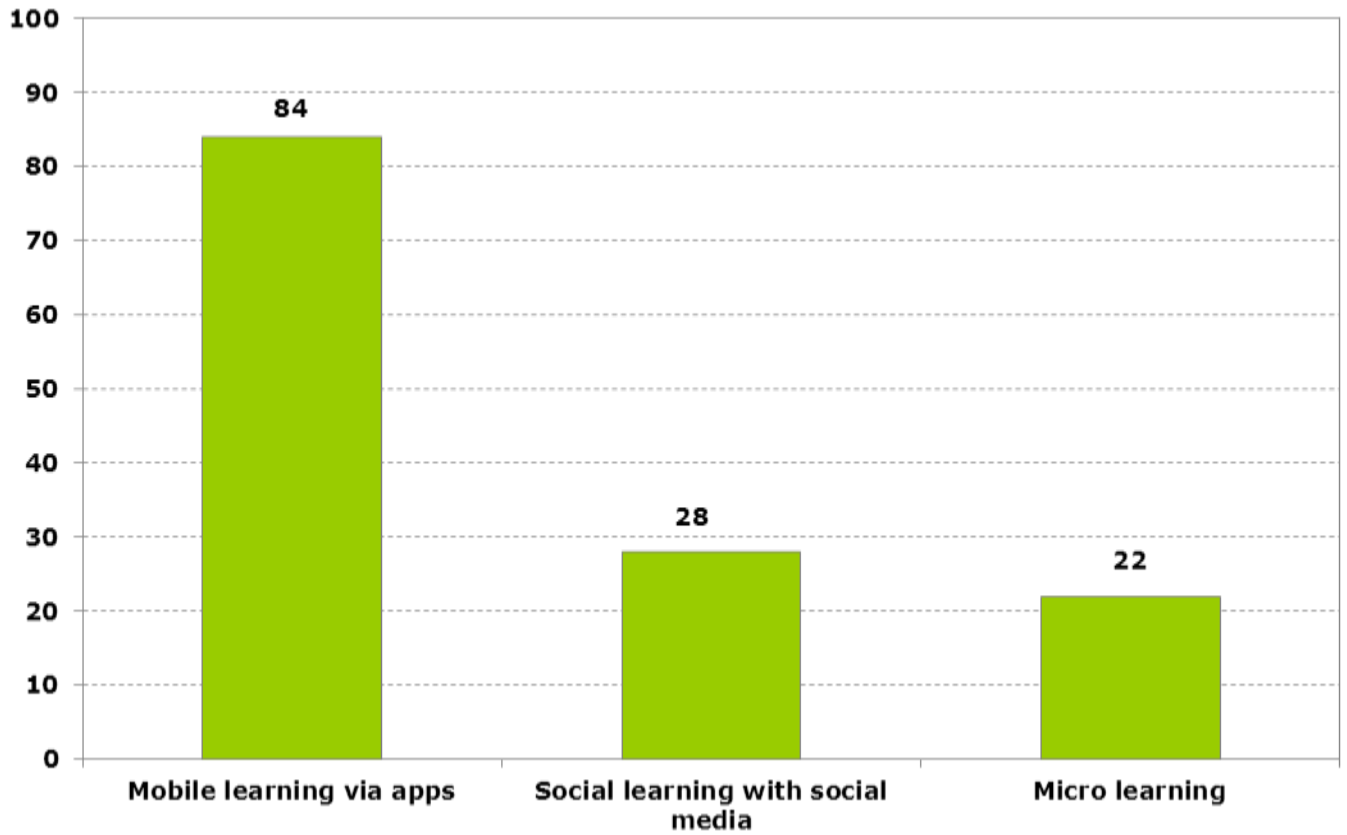
Learning with apps: The e-learning trend

"Which types of e-learning will gain importance in the next three years?"

Experts survey, percentages



Basis: n=64.

Source: MMB Learning Delphi 2012.

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And what about the library?

Libraries wanting to be recognized and taken seriously as partners **in lifelong learning** must **acknowledge** this potential and
integrate the benefits of mobile media devices in their daily work.

Mobile media are not only
much appreciated devices for “Google Generation”
but do also offer **huge learning potential**.

Libraries have to integrate their services within **young users' media routines**.
Thus they can **attract** “Google Generation “ and
connect with it anywhere and anytime.

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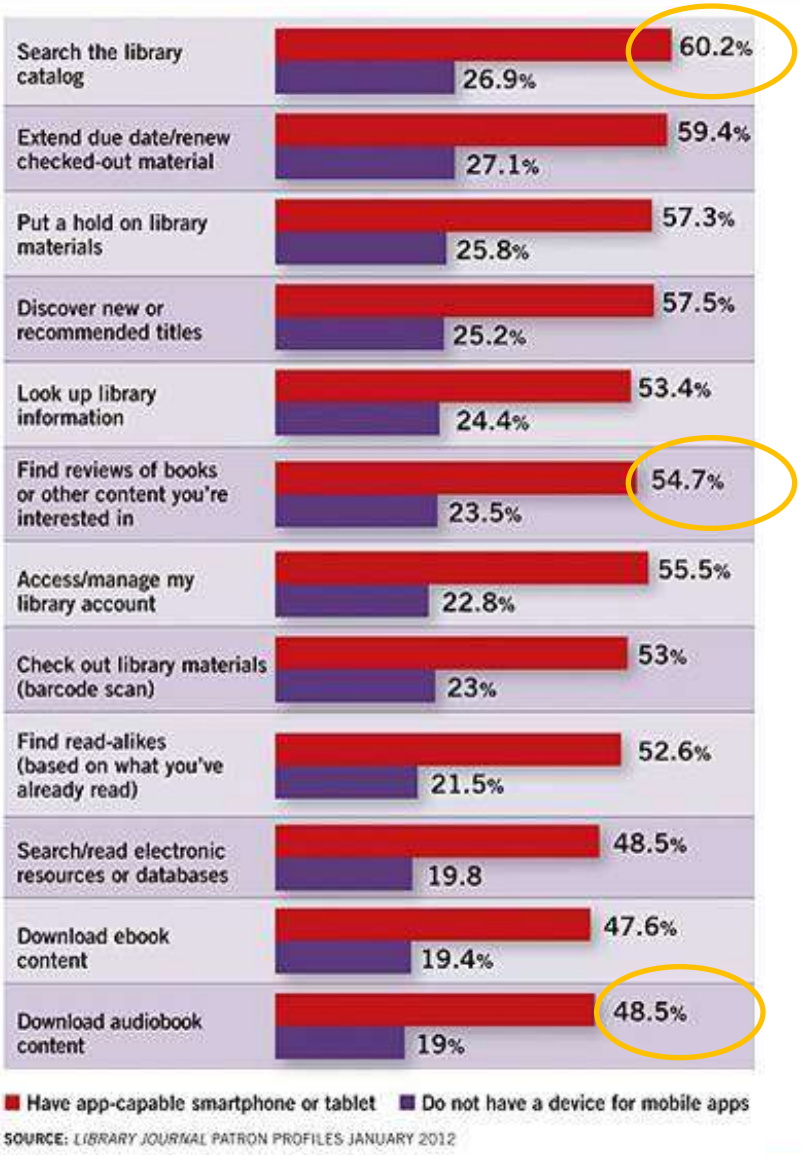
Just ask your clients …



"What services do you want most from your library apps?"

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Mobile library services and activities to benefit „Google Generation“

Mobile library instruction (“fast food”)

Getting in touch with users who do not want to attend an on-site training
Librarians can distribute their expertise via podcasts or video files

Recommended:
Best Practices Wiki
www.libsuccess.org

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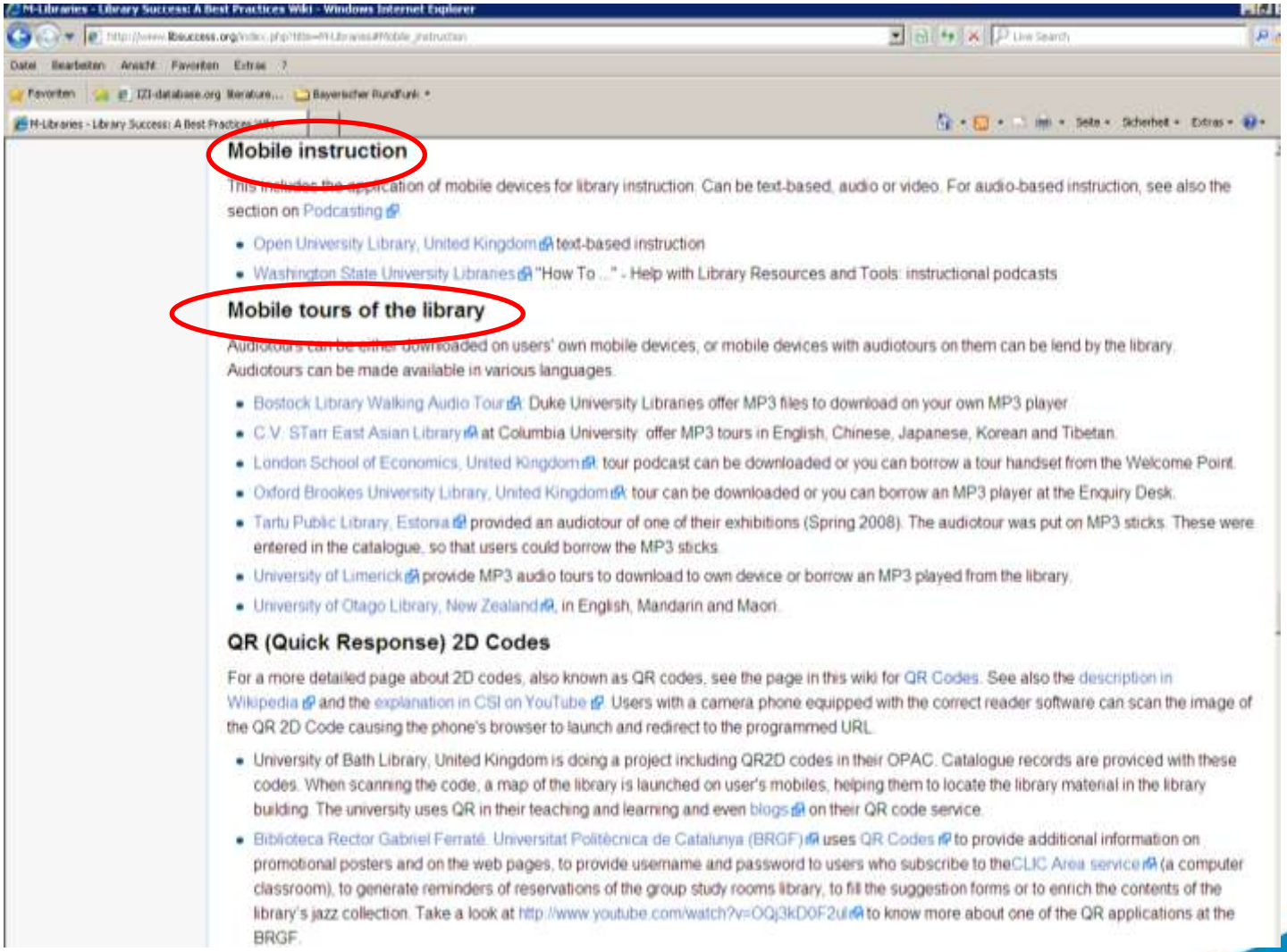
A Best Practices Wiki: www.libsuccess.org



Mobile instruction

This includes the application of mobile devices for library instruction. Can be text-based, audio or video. For audio-based instruction, see also the section on Podcasting

- Open University Library, United Kingdom text-based instruction
- Washington State University Libraries "How To ..." - Help with Library Resources and Tools: instructional podcasts

Mobile tours of the library

Audiotours can be either downloaded on users' own mobile devices, or mobile devices with audiotours on them can be lend by the library. Audiotours can be made available in various languages.

- Bostock Library Walking Audio Tour: Duke University Libraries offer MP3 files to download on your own MP3 player
- C.V. STarr East Asian Library at Columbia University: offer MP3 tours in English, Chinese, Japanese, Korean and Tibetan.
- London School of Economics, United Kingdom: tour podcast can be downloaded or you can borrow a tour handset from the Welcome Point.
- Oxford Brookes University Library, United Kingdom: tour can be downloaded or you can borrow an MP3 player at the Enquiry Desk.
- Tartu Public Library, Estonia provided an audiotour of one of their exhibitions (Spring 2008). The audiotour was put on MP3 sticks. These were entered in the catalogue, so that users could borrow the MP3 sticks.
- University of Limerick provide MP3 audio tours to download to own device or borrow an MP3 played from the library.
- University of Otago Library, New Zealand, in English, Mandarin and Maori.

QR (Quick Response) 2D Codes

For a more detailed page about 2D codes, also known as QR codes, see the page in this wiki for QR Codes. See also the description in Wikipedia and the explanation in CSI on YouTube. Users with a camera phone equipped with the correct reader software can scan the image of the QR 2D Code causing the phone's browser to launch and redirect to the programmed URL.

- University of Bath Library, United Kingdom is doing a project including QR2D codes in their OPAC. Catalogue records are provided with these codes. When scanning the code, a map of the library is launched on user's mobiles, helping them to locate the library material in the library building. The university uses QR in their teaching and learning and even blogs on their QR code service.
- Biblioteca Rector Gabriel Ferraté, Universitat Politècnica de Catalunya (BRGF) uses QR Codes to provide additional information on promotional posters and on the web pages, to provide username and password to users who subscribe to theCLIC Area service (a computer classroom), to generate reminders of reservations of the group study rooms library, to fill the suggestion forms or to enrich the contents of the library's jazz collection. Take a look at http://www.youtube.com/watch?v=OQj3kD0F2ul to know more about one of the QR applications at the BRGF.

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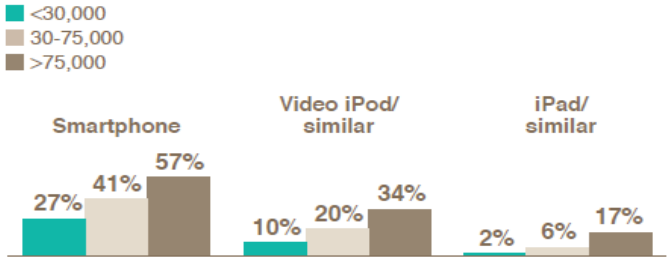
Mobile learning:
Learning centre library

"App Gap"
has developed among children in disadvantaged families

(Source: Zero to Eight, Children's Media Use in America, 2011)

Mobile Media Access, by Income

Among children ages 0-8, percent with mobile media devices in their household:



Downloading Apps, by Income

Among children ages 0-8, percent whose parents have downloaded any apps for their children to use:

Using New Mobile Media, by Income

Among children ages 0-8, percent who have ever used a cell phone, iPod, iPad, or similar device for playing games, watching videos, or using apps:

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Mobile Media:
Our mission – our benefits

Our mission:
We should not only **provide access** to mobiles and apps but also

support the educational use of mobile media to socially disadvantaged library users.

Our benefits:
Mobile media services and activities strengthen the libraries' role as **learning centres and partners in the lifelong learning** process

and
might be the key **to stay relevant in a mobile digital world**.

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Thank you for your attention!

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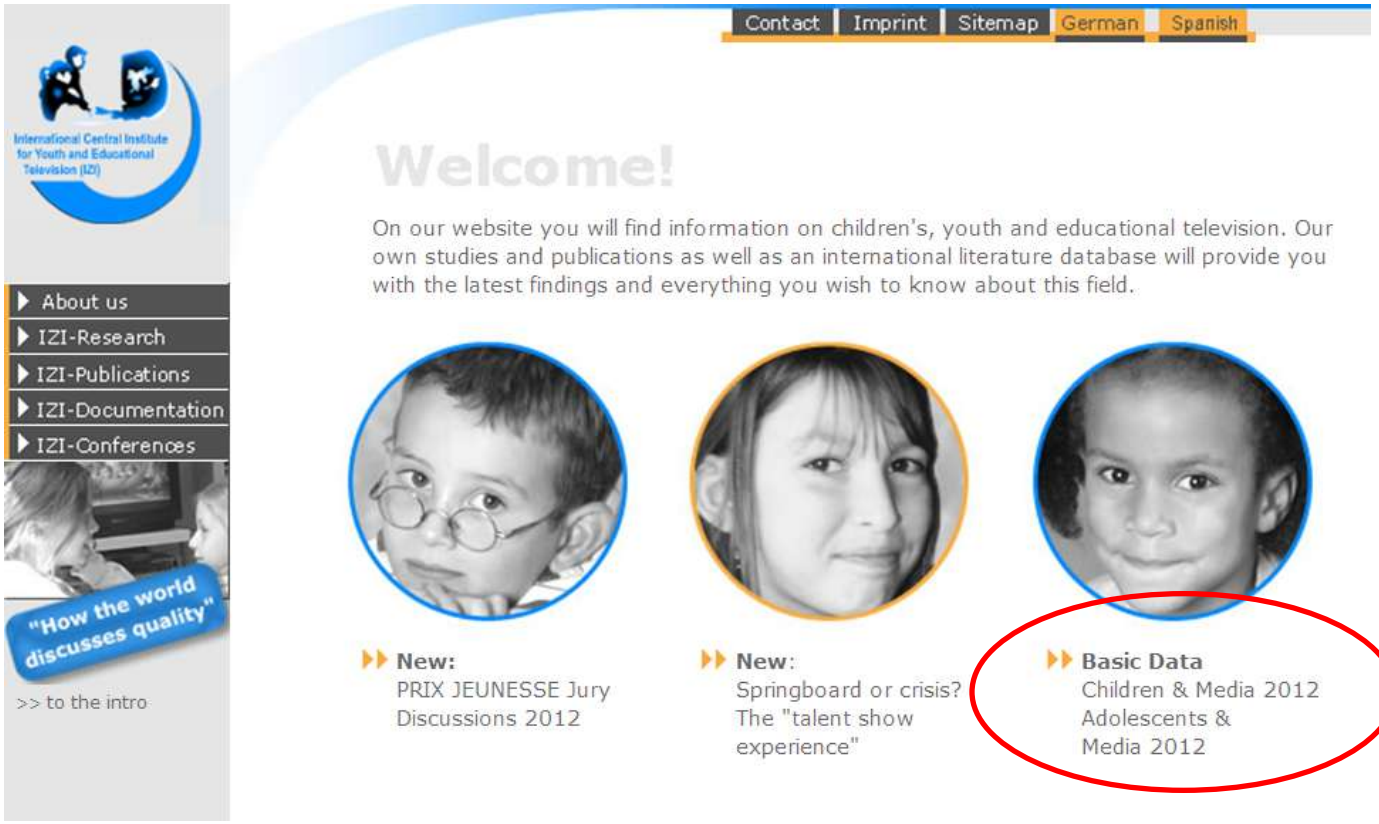
Basic Data on Google Generation needed?
Please visit our website www.izi.de



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