



# Understanding Recent Trends in Young People's Use of Digital Media

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Young Americans  
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# THE YOUNG & THE DIGITAL

What the Migration to Social  
Network Sites, Games, and  
Anytime, Anywhere Media  
Means for Our Future

**S. CRAIG WATKINS**



## From Argentina to...

A photograph of a classroom or computer lab. In the foreground, a young Black male in a white shirt is pointing at a computer monitor. The monitor displays a red grid pattern. Behind him, two other students, a boy in a blue plaid shirt and a boy in a blue polo shirt, are looking at the same screen. In the background, several other people, including a woman in a purple top and a man in a light blue shirt, are standing and talking. There are multiple computer monitors on desks. A red banner with white text is visible on the wall in the background. A semi-transparent text box is overlaid on the left side of the image.

Austin, TX educators are looking to reinvent learning.

I

# RETHINKING THE DIGITAL DIVIDE

# MAPPING DIGITAL DIVIDES

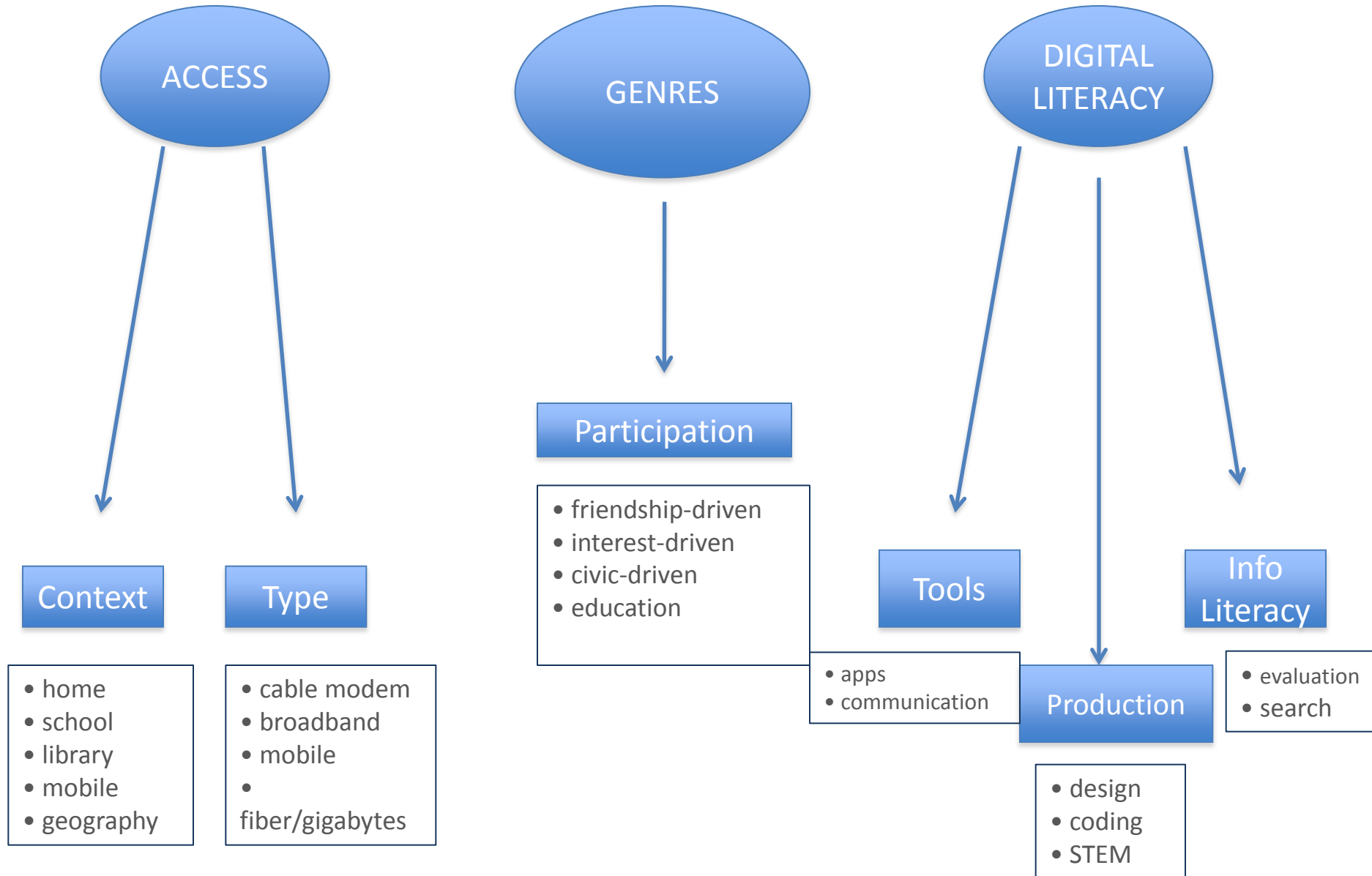
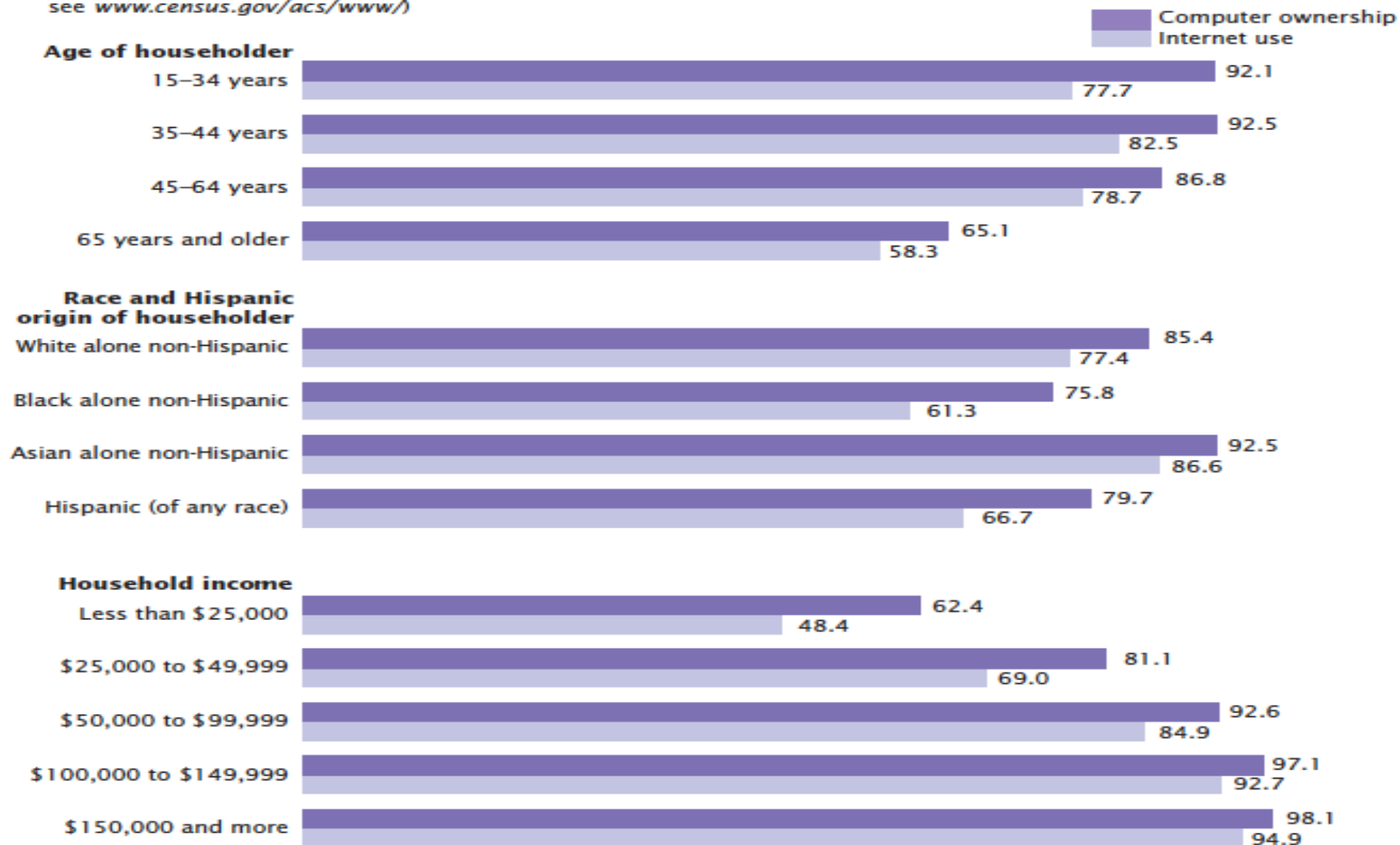




Figure 2.

## Percentage of Households With Computers and Internet Use: 2013

(Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/acs/www/](http://www.census.gov/acs/www/))



Note: About 4.2 percent of all households reported household Internet use without a paid subscription. These households are not included in this figure.

Source: U.S. Census Bureau, 2013 American Community Survey.



# MOBILE



II

# SOCIAL & MOBILE MEDIA PRACTICES

# Teen Cell Phone and Smartphone Ownership Demographics

% of teens in each demographic group

		Own a Cell Phone (any kind)	Own a Smartphone
<b>All teens, ages 12-17 (n=802)</b>		<b>78%</b>	<b>37%</b>
<b>Teen Gender</b>			
a	Boys (n=405)	77	36
b	Girls (n=397)	78	38
<b>Age of Teen</b>			
a	12-13 (n=246)	68	23
b	14-17 (n=556)	83 <sup>a</sup>	44 <sup>a</sup>
<b>Teen Gender and Age</b>			
a	Boys, 12-13 (n=122)	65	20
b	Boys, 14-17 (n=283)	83 <sup>ac</sup>	43 <sup>ac</sup>
c	Girls, 12-13 (n=124)	71	26
d	Girls, 14-17 (n=273)	82 <sup>a</sup>	44 <sup>ac</sup>
<b>Parent Race/ethnicity</b>			
a	White, Non-Hispanic (n=542)	81 <sup>c</sup>	35
b	Black, Non-Hispanic (n=122)	72	40
c	Hispanic (n=92)	64	43
<b>Parent Education</b>			
a	Less Than High School/High school grad (n=244)	71	35
b	Some College (n=192)	79	35
c	College + (n=363)	87 <sup>ab</sup>	41
<b>Parent Household Income</b>			
a	Less than \$30,000/yr (n=154)	69	39 <sup>b</sup>
b	\$30,000-\$49,999 (n=155)	74	24
c	\$50,000-\$74,999 (n=110)	81	38
d	\$75,000+ (n=335)	86 <sup>ab</sup>	43 <sup>b</sup>
<b>Urbanity</b>			
a	Urban (n=278)	76	42 <sup>c</sup>
b	Suburban (n=410)	81	39 <sup>c</sup>
c	Rural (n=101)	73	19

Age 14: a **tipping point** in the ownership of smartphones

Source: Pew Internet Teens and Privacy Management Survey, July 26-September 30, 2012. N=802 parents of teens ages 12-17 and 802 teens ages 12-17. Margin of error is +/- 4.5 percentage points.

Note: Columns marked with a superscript letter (<sup>a</sup>) or another letter indicate a statistically significant difference between that row and the row designated by that superscript letter. Statistical significance is determined inside the specific section covering each demographic trait.

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Adoption of mobile  
defies typical **diffusion of  
Innovation** patterns



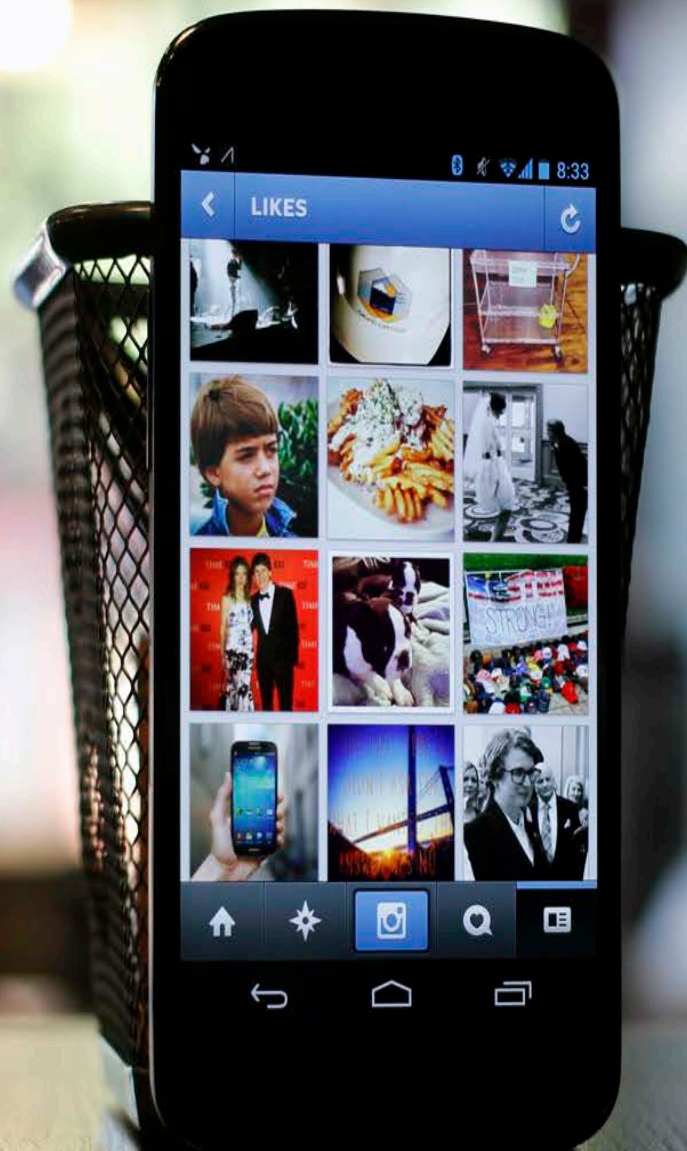
# Race and the changing mobile and online landscape

## Going online with a handheld by race

% in each group with a handheld

	White		Black		Hispanic	
	2007	2009	2007	2009	2007	2009
Percent of those who have ever gone online with a handheld	29%	33%	41%	58%	45%	53%
Percent of those who on a typical day go online with a handheld	12	20	17	35	21	33

Source: Pew Internet & American Life April survey conducted from March 26-April 19, 2009. N=2,253. Margin of error is +/- 2. Survey conducted in English.



More mobile,  
More visual

# Social Networking on Mobile Phones

% of cell phone owners who use a social networking site on their phone

	All cell phone owners (n=1,954)	40%
a	Men (n=895)	39
b	Women (n=1,059)	41
Age		
a	18-29 (n=340)	67 <sup>bcd</sup>
b	30-49 (n=562)	50 <sup>cd</sup>
c	50-64 (n=587)	18 <sup>d</sup>
d	65+ (n=429)	5
Race/ethnicity		
a	White, Non-Hispanic (n=1,404)	36
b	Black, Non-Hispanic (n=234)	48 <sup>a</sup>
c	Hispanic (n=180)	49 <sup>a</sup>
Annual household income		
a	Less than \$30,000/yr (n=447)	38
b	\$30,000-\$49,999 (n=316)	40
c	\$50,000-\$74,999 (n=272)	48 <sup>a</sup>
d	\$75,000+ (n=538)	45 <sup>a</sup>
Education level		
a	No high school diploma (n=156)	33
b	High school grad (n=542)	37
c	Some College (n=490)	42 <sup>a</sup>
d	College + (n=752)	43 <sup>ab</sup>

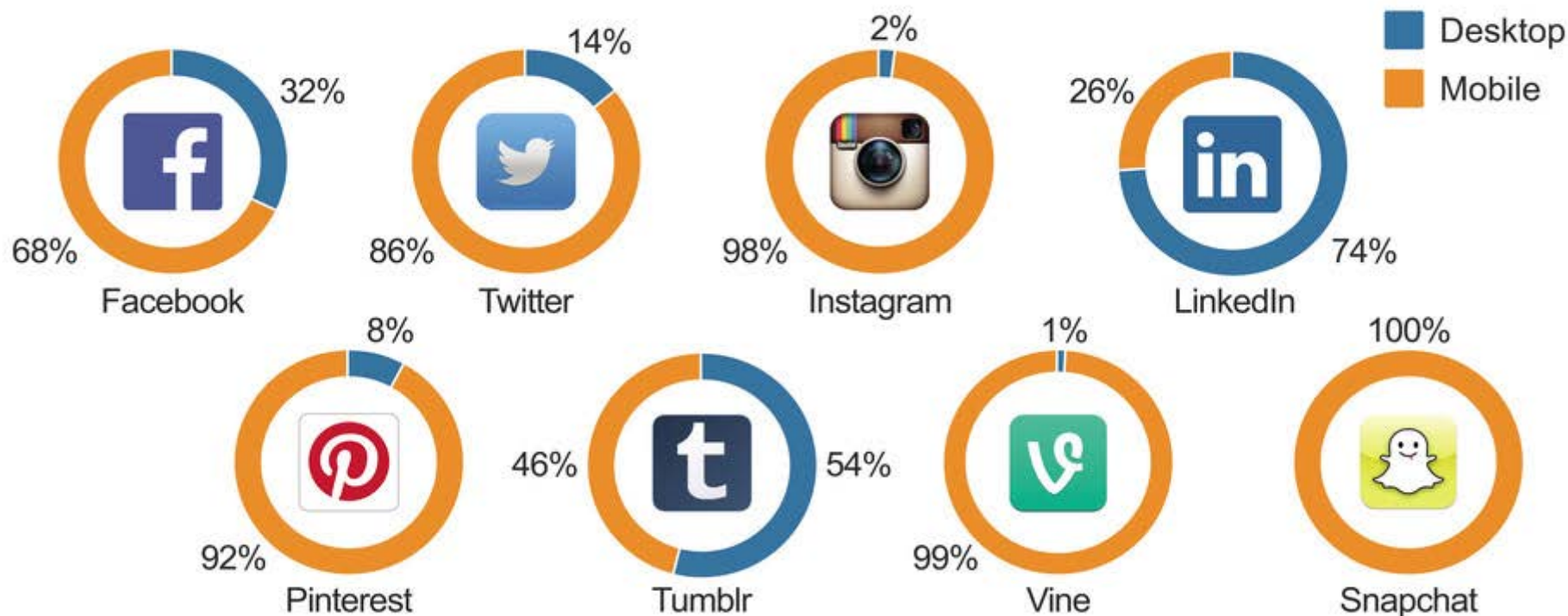
Source: Pew Internet Spring Tracking Survey, March 15 – April 3, 2012.  
N=2,254 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. Margin of error is +/- 3 percentage points for results based on cell phone owners.

Note: Percentages marked with a superscript letter (e.g., <sup>a</sup>) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).



# Social Network Activity: Mobile vs. Desktop

% of time spent on social networks in the United States, by platform\*





# Instagram Statistics

## Engagement Levels

**150 Million Active Users**

55 Million Photos Uploaded Every Day

43% of Accounts Post More Than Once a Day

8500 Likes per Second

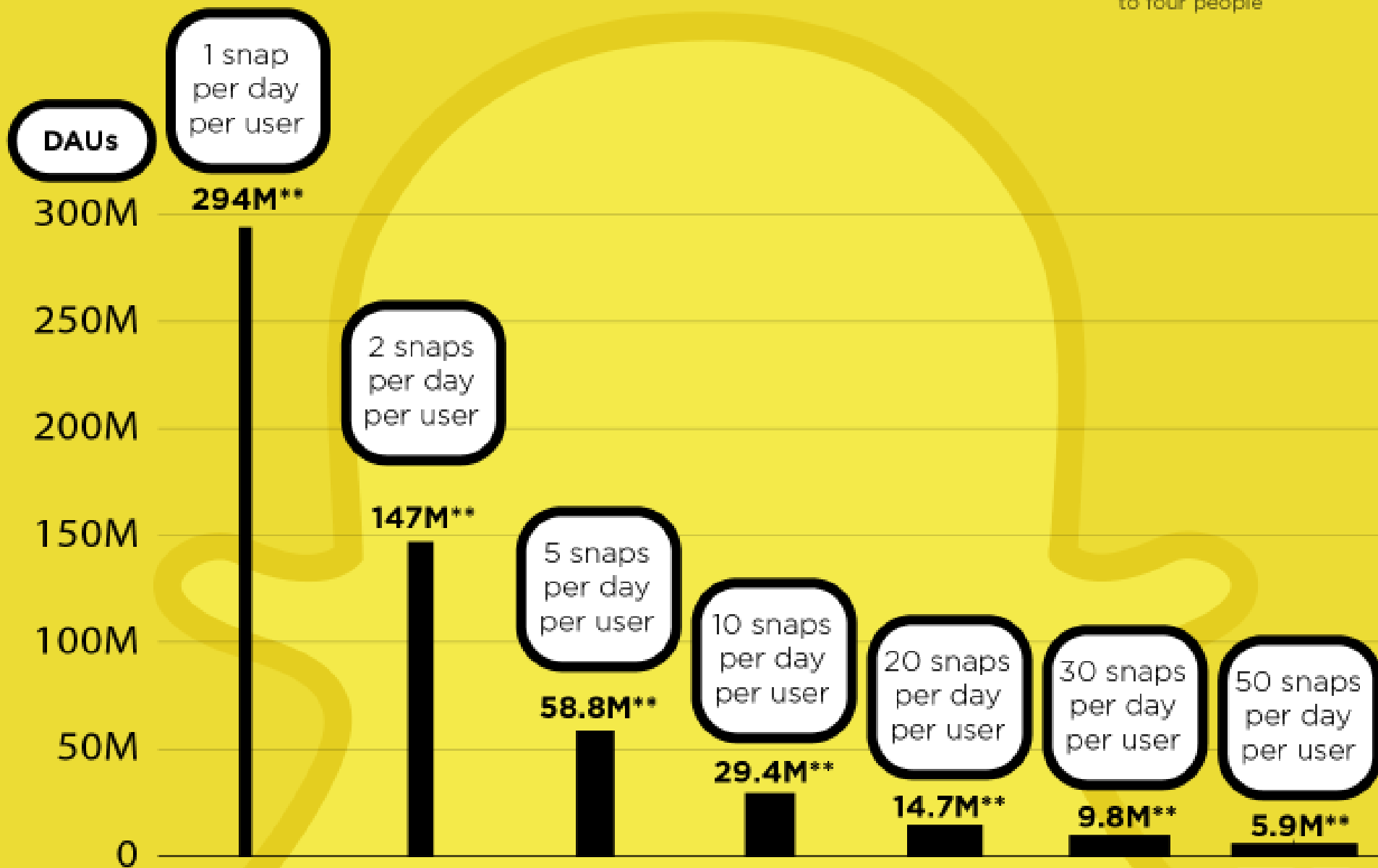
1.2 Billion Likes Daily

1000 Comments per Second

**Instagram Engagement is 15X  
Greater than Facebook**

# Estimated Snapchat Daily Users\*

\* Assuming the average snap that is sent to more than one person is sent to four people



Wednesday, Nov. 20, 2013





# III

## IMPLICATIONS FOR LEARNING



# CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

## PRODUCTION CENTERED

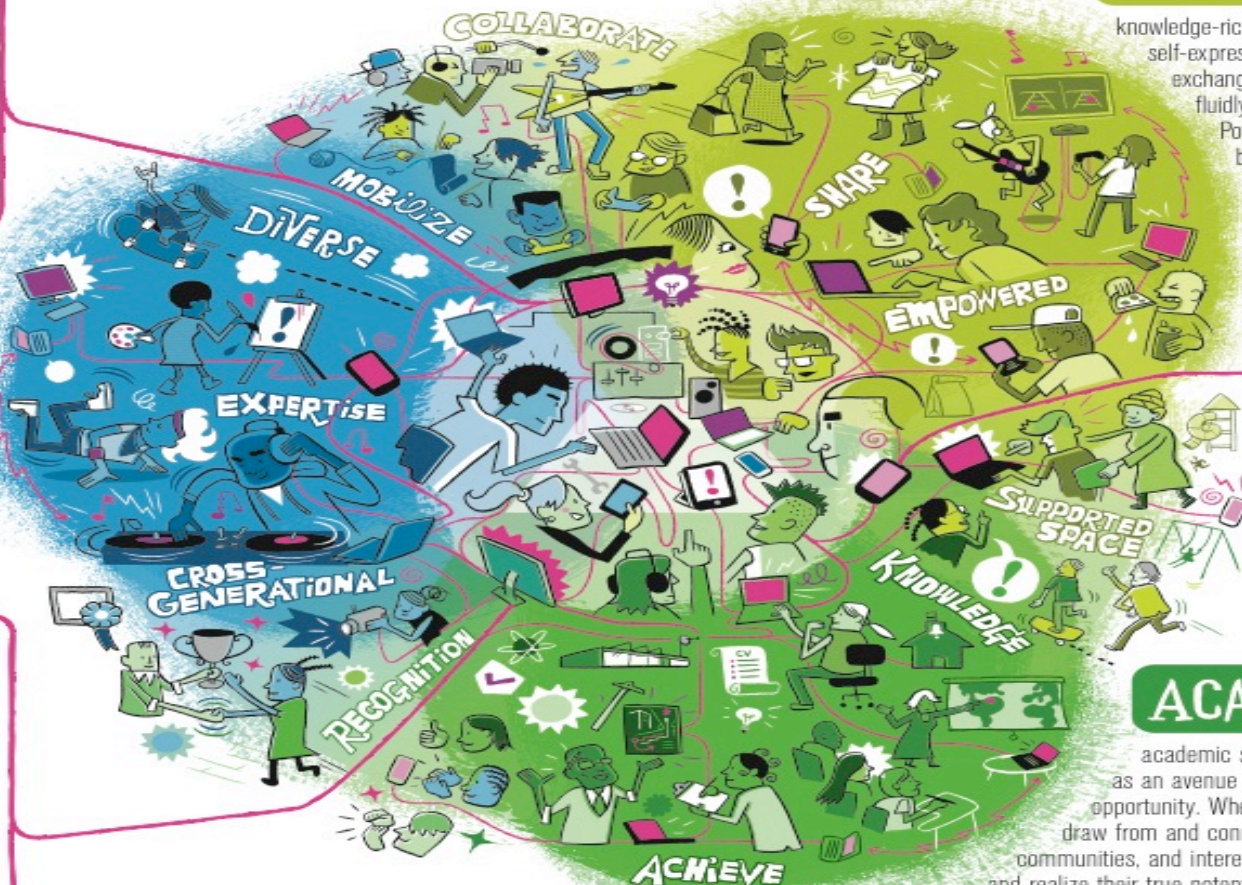
Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

## INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

## SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.



## PEER CULTURE

Connected learning thrives in a **knowledge-rich ecology of ongoing participation, self-expression, and recognition**. In their every exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

## OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

## ACADEMIC

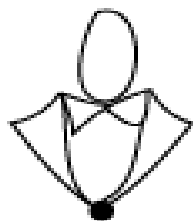
Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.

ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON  
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE



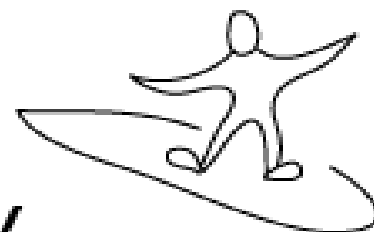
# IV

## SUGGESTIONS TO THE FINANCIAL CAPABILITIES FIELD



Classes  
eLearning  
Meetings

**Formal**



Self-study  
Social Media  
Internet Surfing  
**Unexpected**

**Intentional**

Reading  
Coaching  
Mentoring

**Informal**

Community  
Exploring  
Playing



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