



Understanding “Digital Youth”: A Rule Set for the Future

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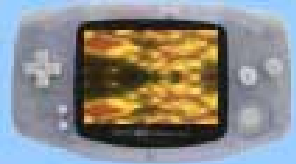
“[T]hanks to science, the whole world is now aflame. Time and space are practically annihilated: night is turned into day; social life is almost revolutionized, and scores of things which only a few years ago would have been . . . impossible are being accomplished daily.”



“The stage is being set for a communications revolution...there can come into homes and business places audio, video and [other] transmissions that will provide newspapers, mail service, banking and shopping facilities, data from libraries . . . , school curricula and other forms of information too numerous to specify. In short, every home and office will contain a communications center of a breadth and flexibility to influence every aspect of private and community life.”



“Today in our cities, most learning occurs outside the classroom. The sheer quantity of information conveyed by [the new media] far exceeds the quantity of information conveyed by school instruction and texts. This challenge has destroyed the monopoly of the book as a teaching aid and cracked the very walls of the classroom so suddenly, we’re confused, baffled. . . . [M]any teachers naturally view the offerings of the new media as entertainment, rather than education. But this carries no conviction to the student.”



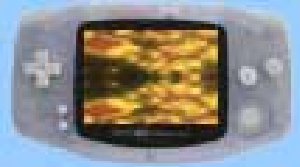
Youth + Digital Media

- Young people in the U.S. today spend an average of almost 6.5 hours a day with media (Rideout et al, 2005).
- Eighty-seven percent of U.S. teens (ages 12 to 17) now use the Internet, a threefold increase since only 2000. One-half of these teen Internet users go online daily (Lenhart et al., 2005).
- The typical 8–18-year-old in the US lives in a home with 3.6 CD or tape players, 3.5 TVs, 3.3 radios, 2.9 VCRs/DVD players, 2.1 video game consoles, and 1.5 computers, according to a 2005 study by the Kaiser Family Foundation (Rideout et al., 2005).
- Nearly 60% of online teens use social networking sites such as MySpace or Facebook.



MacArthur's Guiding Questions:

- **How, if at all, are young people changing as a result of digital media?**
- **How are (or should) young people's learning environments change (if at all) as a result of digital media?**
- **How are (or should) social and civic institutions change (if at all) as a result of digital media?**
- **How should the new interdisciplinary and cross-sector field of digital media and learning be created and sustained ?**

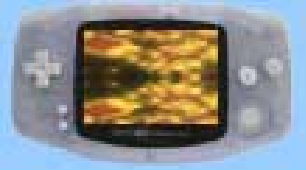


Long Tail of Participatory Learning: Connie Yowell, MacArthur

**1. Standardized
Education System
(learning thru
consumption)**

**2. Hybrid Learning
Environments
(participatory
learning)**

**3. Informal Niche
Communities
(participatory
learning)**



Rule One: Remember History

“social life is revolutionized”

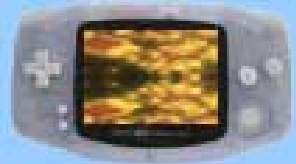
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**“most learning occurs outside
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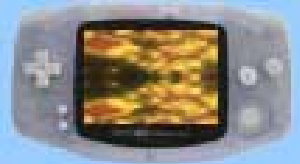
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Marshall McLuhan, “Classroom without Walls,” 1957



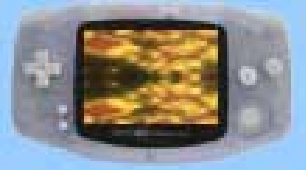
Rule Two: Consider Context

- We must study young people's technology use not just cognitively or quantitatively but also culturally
- Technology changes culture but culture also shapes technology
- We also need culturally-sensitive and culturally-diverse technological design
- There is no single "digital generation"



Rule Three: Make the Future (Hands-on)

- Digital media can encourage revision, iteration and remixing
- Digital media can heighten a sense of purpose and of audience
- Digital media can encourage social and participatory learning
- Not all making is equal



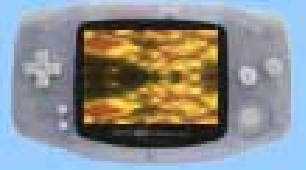
Rule Four: Broaden Participation

- Digital media for youth are often tightly tied to consumer media
- We need to create compelling media for young people that extend beyond shopping
- We need new forms of public engagement for youth that take advantage of their deep interests in the digital



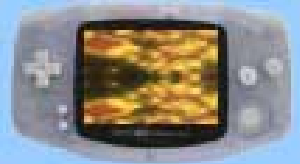
Rule Five: Foster Literacies

- We need to meld media literacy, design literacy, and information literacy with traditional literacies
- We need to learn from young people's own practices with diverse media
- We need curriculum for teaching with popular media and for new emerging tools
- We need better supports for teachers and parents who want to learn with and from young people



Rule Six: Learn to Toggle

- We need to balance the ‘big picture’ with finely-grained case studies
- We need new hybrid methodologies that bring together many fields
- We need hybrid teams that appreciate each member’s expertise
- We need to advocate for digital culture that is open, diverse and democratic



SITES FROM TALK:

MacArthur DML site

<http://digitalllearning.macfound.org/>

Tropical America

<http://www.tropicalamerica.com/>

Ron Eglash's tool

<http://www.rpi.edu/~eglash/csdt.html>

Juan Devis' projects

<http://www.kcet.org/explore-ca/webstories/ritesofpassage/maps/index.php>

<http://iml.usc.edu/laproject/pages/games.html>

Global Kids

<http://www.globalkids.org/?id=30>



Thank You.

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