

Adolescents' activities online and how their notions of learning shape strategies and expectations

Kristen Kereluik & Punya Mishra

Adolescents spend
almost 11 hours
every day engaged
with media

(Rideout, Foehr, & Roberts, 2010)

This includes...
(but is not limited to)



The Average school
day is only about 6
hours long

Compelling argument
for adolescents as
savvy technology
users

But the numbers
don't tell us
everything...

How & Why

Research Questions

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Question 1: What are adolescents' typical use patterns? How do they compare to large national studies and can we categorize participants based on patterns of use?

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Question 2: How do adolescents' notions of formal and informal learning impact their use of SRL strategies online?

Sample

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Fourteen Adolescents (12-17yrs)

Sources of Data

Sources of Data

Adolescent Interviews

Sources of Data

Adolescent Interviews

1. History of Experience
2. Current Experience
3. Reflection on Experience

Sources of Data

Adolescent Interviews

Parent Interviews

Sources of Data

Parent Interviews

1. Children's online activities
2. Educational merit of children's activities

Sources of Data

Adolescent Interviews

Parent Interviews

Adolescent Online Journal

Data Analysis

05 Reene

Interviewer: OK. So, do you have a computer in your house right now?

Reene: Yes.

Interviewer: Is it the first computer that you've had? Or, have you had others?

Reene: We've had others.

Interviewer: What was your first computer?

Reene: I honestly think we've had a computer ever since I was born.

Interviewer: Yes.

Interviewer: What's the first one that you remember having?

Reene: The one that we had before this. It was like...

Interviewer: Do you remember anything about it?

Reene: It had one of the big screens. It was like well hidden [?] .

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AHT

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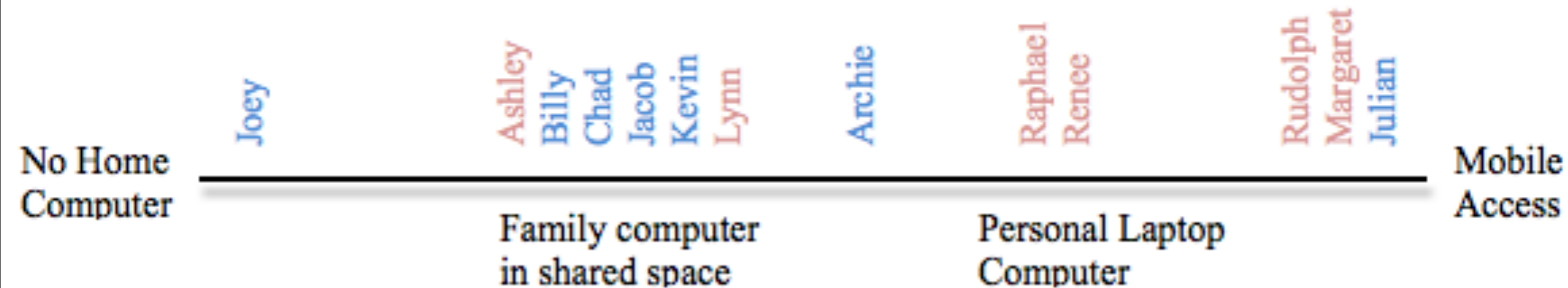
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<u>Code</u>	<u>Color</u>	<u>Explanation</u>
AHT	Pink	Always had technology; can't remember a time without it; raised on it
GEE		Games as earliest experience
SMC		School/academics motivation a change in the way computers were used; more sophisticated use
AL		Apprenticed learning from older relative
PPA	Orange	Computer is the primary point of access, main portal to web
SNFA	Yellow	Social networking is favorite or significant activity
CI	Green	Communication with friends is a valuable activity; motivated change in web-behavior (See DDC)
CPSR	Cyan	Computer/Internet as a problem solving resource
CAR	Pink	Computer/Internet as an academic resource
CMS	Yellow	Consult multiple web sources; if contradictory or to verify information
IWC	Orange	Informed web choices; uses paragraphs/appropriate keywords in searches
NL	Green	Non-linear progress
PP	Cyan	Pre-planning of time online; setting explicit goals for time online (See -PP for negative instances)
OFD	Orange	Computer/Internet offers an opportunity for distractions; from plans/homework
LR	Yellow	Learning as remembering
UL	Yellow	Unconfined learning; learning can happen anywhere
CIC	Green	Confident in computer competence/ability
NHC	Cyan	No home computer
DOO	Pink	Disconnect between online learning as compared to offline learning (See -DOO for negative instances)
PLO	Orange	Possible to learn online
SPLS	Green	School as primary learning space or other formal institution; library
GFA	Yellow	Games as favorite activity; significant activity
FL	Pink	Friend learning; learned web protocol from friends

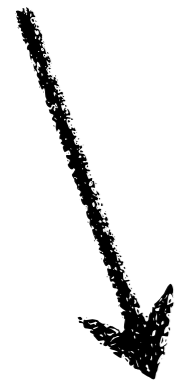
Question 1: What are adolescents' typical use patterns?

Nature of Access

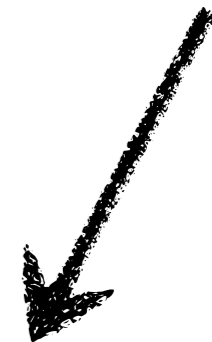


Question 1: What are adolescents' typical use patterns?

Breadth/Depth of Activity



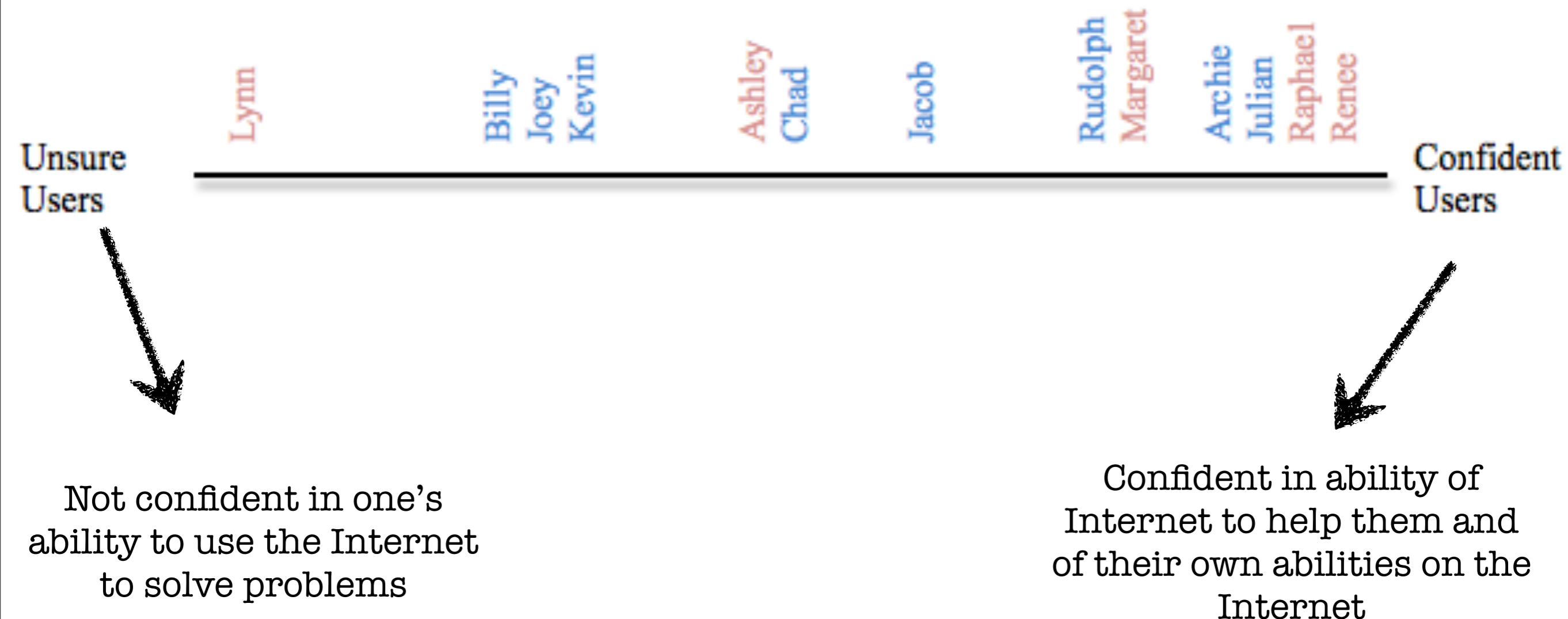
Wide breadth of activities online, little depth



Activities generally within a specific domain, little breadth and great depth

Question 1: What are adolescents' typical use patterns?

Confidence and Self-Efficacy



Lynn

Interviewer: OK. If your friend had a problem and they asked you to help them by looking up information, what would you do?

Lynn: Well, what kind of information would they?

Interviewer: Like if say were trying to ... they wanted to buy a new computer or something, would you know how to help them or...?

Lynn: No, probably. [laughs]

Interviewer: OK, what do you do when you can't really find what you're looking for?

Lynn: [laughs] I don't know. I usually just keep searching until I find it.

Question 1: What are adolescents' typical use patterns?

Nature of Learning



↓
Guided completely
by academic tasks

↓
Self-directed
learning of non-
academic topics

Margaret

Margaret: Mostly Facebook or adding pictures, because I like photography.

Interviewer: OK.

Margaret: I find editing sites and stuff.

Interviewer: OK. Adding or editing?

Margaret: Editing.

Interviewer: With websites?

Margaret: Yeah.

Interviewer: OK. So, who taught you how to do that kind of stuff?

Margaret: I think I Googled picture editing sites, and I found a site called Picnik.

Interviewer: OK.

Margaret: It's almost like Photoshop, and it has some things you can pay for to get. Some things, there's a lot of stuff you can do without paying for it. It's just like, if you really get into it, you can do a lot of things with pictures. Or, you can do just like simple things.

Interviewer: OK. So, did you... I mean. Because I've used Photoshop, and it's pretty complicated...

Margaret: Yeah.

Interviewer: And hard to understand. How do you learn the right...

Margaret: They have this simple tutorial, when you first join it, and you can go back through it any time.

Interviewer: OK.

Question 1: What are adolescents' typical use patterns? How do they compare to large national studies and can we categorize participants based on patterns of use?



≈ Our Sample



≈ Our Sample

Question 2: How do adolescents' notions of formal and informal learning impact their use of SRL strategies online?

What is learning?

Learning as Remembering

Learning as Remembering

Learning as Gaining More
Knowledge

Learning as Remembering

Learning as Gaining More
Knowledge

Learning as Successful
Independent Action

More than anything else...

Learning was an academic
activity

Remember Margaret?

She had this to say about learning online...

Interviewer: OK, and where would you say that people learn?

Margaret: I'd say people learn over the Internet for school. But I think people learn more over the Internet because there's just so much information and you may not realize it, but little things you'll read on sidebars, it will teach you things.

Interviewer: Like what kind of stuff would you say?

Margaret: I know they have like stuff. I don't know how to explain it, they just have different things, like something, sometimes there's a fact, and even though this is really important, like car insurance stuff, it's just simple facts.

She had this to say about her own learning online...

Interviewer: And has the Internet helped you learn in a way you can remember?

Margaret: Definitely a lot more helpful than going to get a dictionary and looking up words page by page.

Much more than academic
learning was going on

Interviewer: Ok, tell me about the computer you have now.

Julian: I just stepped up my game to a Macbook Pro. About 3 weeks ago, so there is a lot to learn on that. And I'm trying to learn how to do some graphic design on that, and some video editing.

Interviewer: And how are you learning that stuff?

Julian: There is...It kind of ties in with where I work. My dad does graphic design, that kind of stuff. So I go to them and they tell me some things to do here and there. I also take online lessons off a website call Lynda.com and those are just step by step tutorials how to get that stuff.

Truly educational activities were not identified by adolescents as learning activities.

Strict definition of learning
changed

So what?

Academic tasks

Intrinsically
motivated tasks



Strict definition of learning
changed

Goals

Academic goals were more
explicit than intrinsic goals

Strict definition of learning
changed

Goals

Expectations

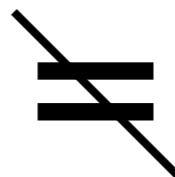
For intrinsically motivated activities the Internet was a tool of exploration, an open-ended resource

What this tells us...

All tasks online are not created
equal

Looking ahead

Using Technology



Using Technology for learning or
learning school subjects