A chi ci rivolgiamo?

DESTINATARI

Quale strumento possiamo usare per la formazione?

lezione e libro hanno un futuro?
l'e-book byod, smartphone, mobile…

La lezione e i libro vanno adattati ai nostri utenti?
Messi online? Accorciati? Si può leggere e apprendere da smartphone?

Si sente dire che i nativi digitali
sono più intelligenti, più distratti, più tecnologici
Ma è vero?

Prossimi 20 anni avremo 3,4 diversi utenti.

- Baby boomers
- Gen. X (Digital Immigrants)
- Gen. Y
- Gen. Z (Digital Natives)
- Gen. Alfa

I baby boomer

- Nati dopo la guerra, tra 1946 e 1964.
- Amano i libri, studiano da manuali e grammatiche, riluttante usare le nuove tecnologie e gli ebook.
- Hanno **imparato** a usare il web

PROSPETTO 2. PERSONE DI 6 ANNI E PIÙ CHE HANNO USATO INTERNET NEGLI ULTIMI 12 MESI PER SESSO, CLASSE DI ETÀ, TERRITORIO E CONDIZIONE OCCUPAZIONALE . Anni 2010-2015, valori per 100 persone di 6 anni e più con le stesse caratteristiche.

SESSO, CLASSI DI ETÀ, RIPARTIZIONI GEOGRAFICHE E CONDIZIONE OCCUPAZIONALE	Uso di Internet (a)					
	2010	2011	2012	2013	2014	2015
Maschi	54.6	56.7	58.3	60.3	62.4	65.0
Femmine	43.6	46.7	47.1	49.8	52.8	55.8
Totale	**48.9**	**51.5**	**52.5**	**54.9**	**57.5**	**60.2**
6-10	36.7	38.3	40.8	45.1	44.6	43.8
11-14	75.7	78.1	76.5	80.8	80.9	80.4
15-17	87.2	89.1	88.5	89.7	91.2	92.0
18-19	90.4	88.8	88.8	90.0	93.9	92.0
20-24	82.1	85.8	86.0	85.7	89.3	90.7
25-34	73.3	77.5	79.2	80.3	83.9	85.1
35-44	64.6	69.7	69.1	73.5	76.1	80.1
45-54	53.0	56.2	58.7	61.7	66.1	70.0
55-59	41.0	42.2	45.3	48.5	52.0	60.4
60-64	25.2	28.6	31.0	36.0	41.1	45.9
65-74	12.1	13.8	16.4	19.0	21.2	25.6
75 e più	2.0	2.7	3.3	3.5	4.4	6.7
Totale	**48.9**	**51.5**	**52.5**	**54.9**	**57.5**	**60.2**
Nord-ovest	53.6	56.4	57.3	58.3	61.5	64.6
Nord-est	51.3	55.9	57.7	60.1	61.5	65.2
Centro	51.3	54.5	55.1	57.8	60.4	61.6
Sud	41.9	43.6	43.3	46.6	49.2	53.1
Isole	44.5	43.9	47.3	49.8	53.0	53.8

file:///C:/Users/Gisella/Downloads/Cittadini,%20imprese%20e%20ICT%20-%2021-dic-2015%20-%20Testo%20integrale%20e%20nota%20metodologica.pdf

byod

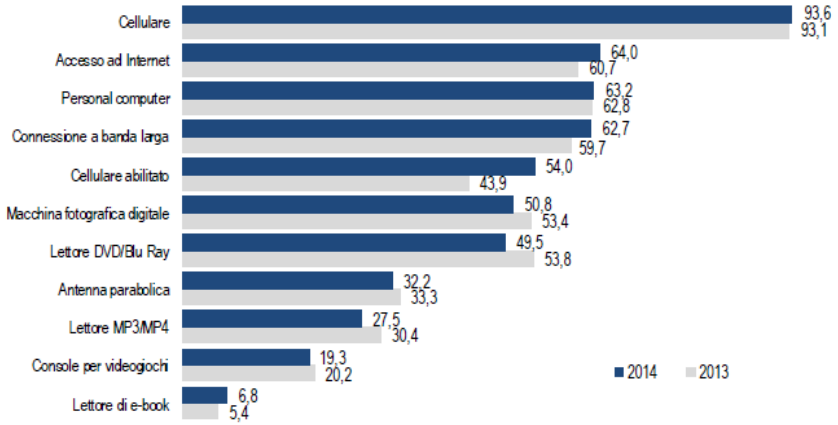
- BYOD: La tendenza ad utilizzare il computer o dispositivo mobile personale sul posto di lavoro, detta BYOD (bring your own device), è diventata talmente diffusa che da opzione volontaria, autorizzata dalle aziende, si sta trasformando in una scelta obbligata, indirizzata dai datori di lavoro.

Cittadini e nuove tecnologie - 18-dic-2014 - Testo integrale.pdf - Adobe Acrobat Reader DC
File Modifica Vista Finestra ?
Home Strumenti Cittadini, imprese e... Cittadini e nuove te... Accedi
2 / 15 113%

utilizzando come modem una scheda SIM, una chiavetta USB, un telefono cellulare o uno smartphone (dal 20,8% al 28%) (Tavola 1.3 in allegato). Nell'ultimo anno risulta in decisa crescita, dal 43,9% al 54%, la quota di famiglie che possiedono un cellulare abilitato alla connettività. In crescita anche la diffusione degli e-book (dal 5,4% al 6,8%).

Diminuiscono invece le famiglie che possiedono il lettore DVD/Blu Ray (dal 53,8% al 49,5%), il lettore MP3/MP4 (dal 30,4% al 27,5%), la macchina fotografica digitale (53,4% al 50,8%) (Figura 1).

FIGURA 1. FAMIGLIE PER BENI E SERVIZI TECNOLOGICI DISPONIBILI. Anni 2013 e 2014, valori per 100 famiglie



Tecnologicamente più avanzate le famiglie con minorenni

Tra le famiglie si osserva un forte divario tecnologico, da ricondurre a fattori di tipo generazionale,

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Microsoft Word (*.docx)
Lingua documento:
Italiano Cambia
Converti
Crea PDF
Archiviazione e condivisione di file in Document Cloud
Ulteriori informazioni
11:21
12/01/2016

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File Modifica Vista Finestra ?
Home Strumenti Cittadini, imprese e... Cittadini e nuove te... Accedi
3 / 15 113%

ampiamente diffuso in questa tipologia di famiglie è il cellulare, il cui possesso è comunque molto inferiore alla media nazionale (il 76,8% rispetto al 93,6%) (Prospetto 1).
Complessivamente, rispetto al 2013, rimane ampio il divario nel possesso di beni tecnologici tra le famiglie composte da soli anziani e quelle in cui è presente almeno un minorenne, per tutti i beni considerati.

PROSPETTO 1. FAMIGLIE PER BENI E SERVIZI TECNOLOGICI DISPONIBILI, ANNO E TIPOLOGIA FAMILIARE. Anni 2013 e 2014, valori per 100 famiglie con le stesse caratteristiche

	Antenna parabolica	Lettore DVD/Blu Ray	Lettore MP3/Mp4	Cellulare	Cellulare abilitato	Console per videogiochi	Personal computer	Accesso ad Internet	Connessione a banda larga	Macchina fotografica digitale	Lettore di e-book
FAMIGLIE CON ALMENO UN MINORENNE											
2013	43,4	74,5	48,2	99,9	63,5	46,4	87,8	85,7	84,8	77,9	8,0
2014	41,7	69,1	44,7	99,9	78,6	45,1	87,1	89,0	87,2	73,7	9,5
FAMIGLIE DI SOLI ANZIANI DI 65 ANNI E PIÙ											
2013	19,4	20,1	1,5	74,5	6,0	0,5	14,8	12,7	12,2	14,9	0,7
2014	18,8	18,4	1,5	76,8	9,3	0,5	17,8	16,3	15,6	15,9	0,7
ALTRE FAMIGLIE											
2013	34,7	59,3	35,0	98,6	52,0	15,8	72,9	70,8	69,6	59,2	6,3
2014	33,8	54,3	31,2	98,6	63,0	14,9	72,9	74,3	72,8	55,9	8,3
TOTALE											
2013	33,3	53,8	30,4	93,1	43,9	20,2	62,8	60,7	59,7	53,4	5,4
2014	32,2	49,5	27,5	93,6	54,0	19,3	63,2	64,0	62,7	50,8	6,8

Si riduce il divario tecnologico per alcuni beni e servizi

Le famiglie più tecnologiche sono quelle in cui il capofamiglia[1] è un dirigente, un imprenditore o un

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Selezionare il file PDF
Cittadini e nuove t...Testo integrale.pdf
Converti in
Microsoft Word (*.docx)
Lingua documento:
Italiano Cambia
Converti
Crea PDF
Archiviazione e condivisione di file in Document Cloud
Ulteriori informazioni
Aggiornamento Java disponibile
11:23
12/01/2016

- decadimento cognitivo,
- ma possesso di schemi, expertise, competenze che possono trasmettere ad altri nell'azienda
- differenze nel modo di apprendere (per problemi, nel contesto, bisogno di segnalare collegamenti a conoscenze possedute)
- bassa literacy
- in parte non sanno usare il computer (non ce l'hanno, non lo usano al lavoro)
- chi ha perso il lavoro, rientra e deve riqualificarsi…

Gen. X, Y

- Gen-X, nati tra il 1960 e il 1980 Digital Immigrants, contribuiscono alla diffusione di internet

- Gen-Y, Nati tra 1980 e 2000 (anche **Millennial Generation**, **Generation Next** o **Net Generation**)
- *Millennials* - persone nate tra gli anni ottanta e i primi anni duemila nel mondo occidentale .

- Dal 1985 Nativi digitali

Gen-Z

- nati dopo il 2000 (fino al…)
- completamente connessi.

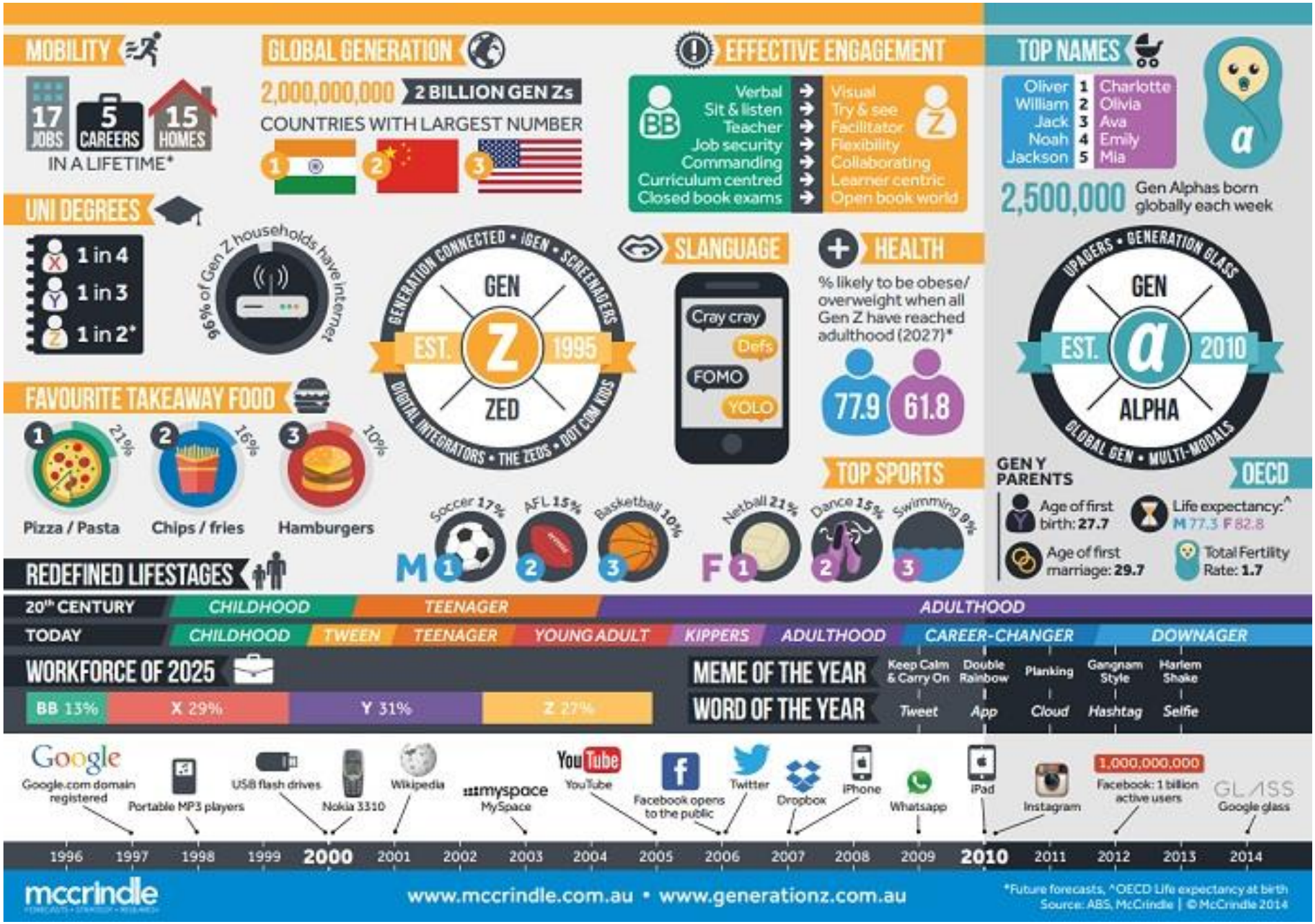
usano i cell per ogni attività

- This group will drive the market, not the other way around, and it’s this customer we need to get in front of (if we can.)

WHAT COMES AFTER GENERATION Z? INTRODUCING GENERATION ALPHA

GEN ALPHA

- The launch of the iPad in 2010 coincided with the beginning of our current generation of children,
- there are now 2.5 million Gen Alphas being born around the globe each week.
- They were born into a world of iPhones (in fact the word of the year in 2010 when they were first born was “app”),
- YouTube (there are now 100 hours of YouTube videos uploaded every minute, and in this environment they are more influenced by the visual and the video than the written and the verbal),
- and Instagram (where life is photographed and shared instantly and globally).


MOBILITY
17 JOBS
5 CAREERS
15 HOMES
IN A LIFETIME*
GLOBAL GENERATION
2,000,000,000
2 BILLION GEN Zs
COUNTRIES WITH LARGEST NUMBER
1
2
3
EFFECTIVE ENGAGEMENT
BB
Verbal
Sit & listen
Teacher
Job security
Commanding
Curriculum centred
Closed book exams
Visual
Try & see
Facilitator
Flexibility
Collaborating
Learner centric
Open book world
Z
TOP NAMES
Oliver 1 Charlotte
William 2 Olivia
Jack 3 Ava
Noah 4 Emily
Jackson 5 Mia
2,500,000 Gen Alphas born globally each week
UNI DEGREES
X 1 in 4
Y 1 in 3
Z 1 in 2*
96% of Gen Z households have internet
GENERATION CONNECTED • iGEN • SCREENAGERS
GEN
EST. Z 1995
ZED
DIGITAL INTEGRATORS • THE ZEDS • DOT COM KIDS
SLANGUAGE
Cray cray
Defs
FOMO
YOLO
HEALTH
% likely to be obese/ overweight when all Gen Z have reached adulthood (2027)*
77.9
61.8
UPAGERS • GENERATION GLASS
GEN
EST. α 2010
ALPHA
GLOBAL GEN • MULTI-MODALS
FAVOURITE TAKEAWAY FOOD
1 21% Pizza / Pasta
2 16% Chips / fries
3 10% Hamburgers
TOP SPORTS
M 1 Soccer 17%
2 AFL 15%
3 Basketball 10%
F 1 Netball 21%
2 Dance 15%
3 Swimming 9%
GEN Y PARENTS
Age of first birth: 27.7
Age of first marriage: 29.7
OECD
Life expectancy:^ M 77.3 F 82.8
Total Fertility Rate: 1.7
REDEFINED LIFESTAGES
20th CENTURY
CHILDHOOD
TEENAGER
ADULTHOOD
TODAY
CHILDHOOD
TWEEN
TEENAGER
YOUNG ADULT
KIPPERS
ADULTHOOD
CAREER-CHANGER
DOWNAGER
WORKFORCE OF 2025
BB 13%
X 29%
Y 31%
Z 27%
MEME OF THE YEAR
Keep Calm & Carry On
Double Rainbow
Planking
Gangnam Style
Harlem Shake
WORD OF THE YEAR
Tweet
App
Cloud
Hashtag
Selfie
Google
Google.com domain registered
Portable MP3 players
USB flash drives
Nokia 3310
Wikipedia
myspace
MySpace
YouTube
YouTube
Facebook opens to the public
Twitter
Dropbox
iPhone
Whatsapp
iPad
Instagram
1,000,000,000
Facebook: 1 billion active users
GLASS
Google glass
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
mccrindle
www.mccrindle.com.au • www.generationz.com.au
*Future forecasts, ^OECD Life expectancy at birth
Source: ABS, McCrindle | © McCrindle 2014

TECHNOLOGY TIMELINE 1995 TO 2014

- 1997: Google.com is registered as a domain
- 1998: Portable MP3 players enter the market
- 2000: USB flash drives become available, Nokia 3310 launched
- 2001: Wikipedia is launched
- 2003: MySpace is launched
- 2005: YouTube is launched
- 2006: Facebook opens to the public
- 2006: Twitter is launched
- 2007: Dropbox founded
- 2007: First iPhone released
- 2009: Whatsapp founded
- 2010: iPad is launched
- 2010: Instagram launched
- 2012: Facebook has 1 billion active users
- 2014: Google Glass launched

I nostri destinatari più probabili?

Millennials? (*adulti nel 2000*)

- Nel 2015 la generazione piu' presente nel mondo del lavoro (35%)
- Nel 2020 il 50% della forza lavoro

- KATE MEYER on January 3, 2016 Millennials as Digital Natives: Myths and Realities
- https://www.nngroup.com/articles/millennials-digital-natives/?utm_source=Alertbox&utm_campaign=e8d3c2d3ed-Deliverable_Collaborate_Millennials_01_03_2016&utm_medium=email&utm_term=0_7f29a2b335-e8d3c2d3ed-24390673

Kate Mayer (2016)

- MYTH 1: “Digital natives possess inferior social skills
- MYTH 2: “much better at multitasking
- MYTH 3: “natural instincts about how to use or fix computers

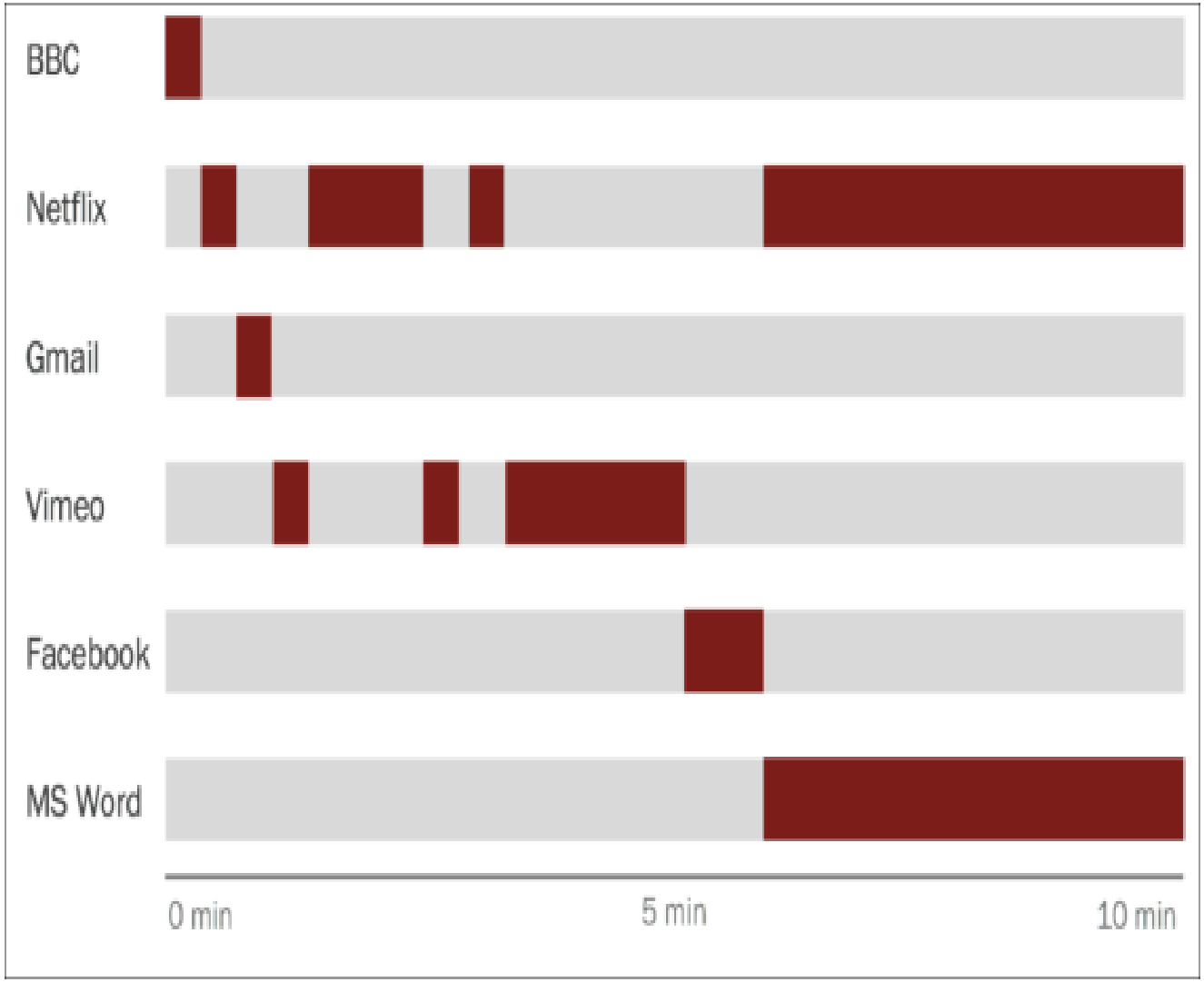
MYTH 1: “Digital natives possess inferior social skills……

- Pew Research Center: spediscono più text messages, fanno lo stesso numero di chiamate vocali quindi c’è un aumento delle interazioni.
- Pew Internet. U.S. Smartphone Use in 2015 (2015). http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015/

MYTH 2: “Digital natives are much better at multitasking than digital immigrants.”

- **choosing to multitask** — that is, purposefully engaging in multiple activities at apparently the same time, and
- **multitasking proficiency** — that is, the ability to process multiple sources of information at the same time efficiently.

Esempio multitasking



Più intelligenti?

- Patricia M. Greenfield JANUARY 2009Technology and Informal Education:What Is Taught, What Is Learned ww.sciencemag.org SCIENCE VOL 323 2

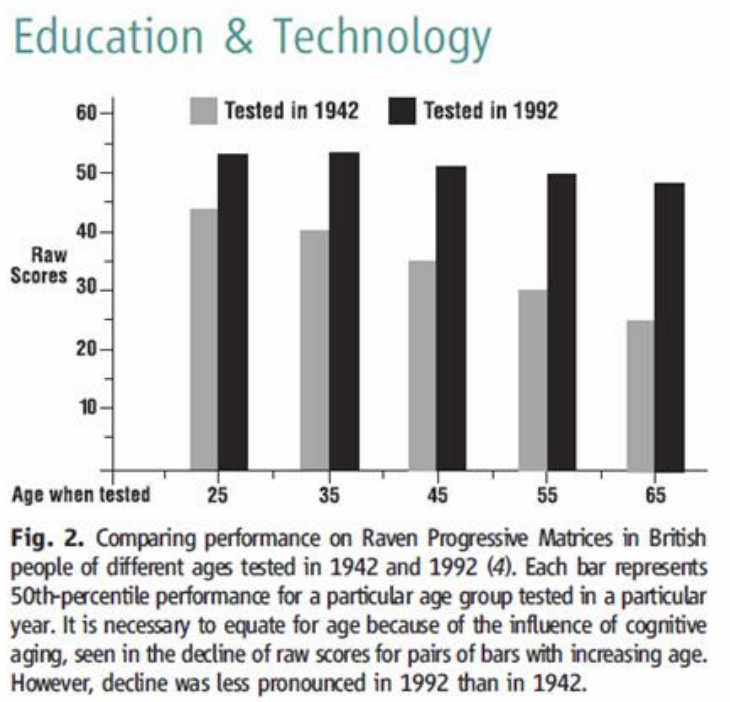


Fig. 2. Comparing performance on Raven Progressive Matrices in British people of different ages tested in 1942 and 1992 (*4*). Each bar represents 50th-percentile performance for a particular age group tested in a particular year. It is necessary to equate for age because of the influence of cognitive aging, seen in the decline of raw scores for pairs of bars with increasing age. However, decline was less pronounced in 1992 than in 1942.

Crescita performance intellettiva da 100 anni
Test non verbali, visivi ma non solo
Per alimentazione, educazione, ecc.

- http://www.queendom.com/tests/access_page/index.htm?idRegTest=1118

- (test intelligenza visio-spaziale)

Come? Perché?

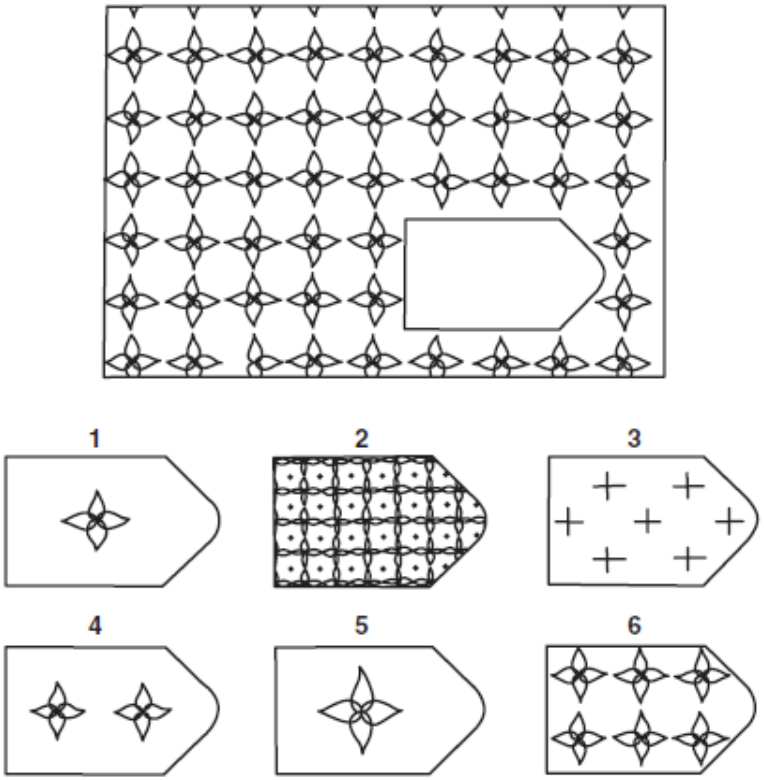


Fig. 1. A simple item from Raven Standard Progressive Matrices. From the six inserts at the bottom of the figure, the participant selects the one that logically fits in the matrix above. [Figure A5 of the Raven Standard Progressive Matrices, by J. C. Raven. Copyright 1938, 1976 by J. C. Raven

Matrici di Raven 1942 – 1992

Sviluppo intelligenza visiva, spaziale

Greenfield, 2009

- Ambienti informali, tecnologie, tv e videogame
- Aumenta la capacità di dividere l'attenzione, di fare multitasking
- MT: Effetti positivi e negativi
- Dal testo critical thinking, riflessione…

Più distratti?

Esposizione giornaliera a cinque media elettronici e esposizione totale media						
	Televisione	Video/film	Audio	Videogame	Computer	Esposizione totale
8-10 anni	3,17	1,24	0,59	1,05	0,37	7,21
11-14 anni	3,16	1,09	1,42	0,52	1,02	8,00
15-18 anni	2,36	1,05	2,24	0,33	1,22	7,5

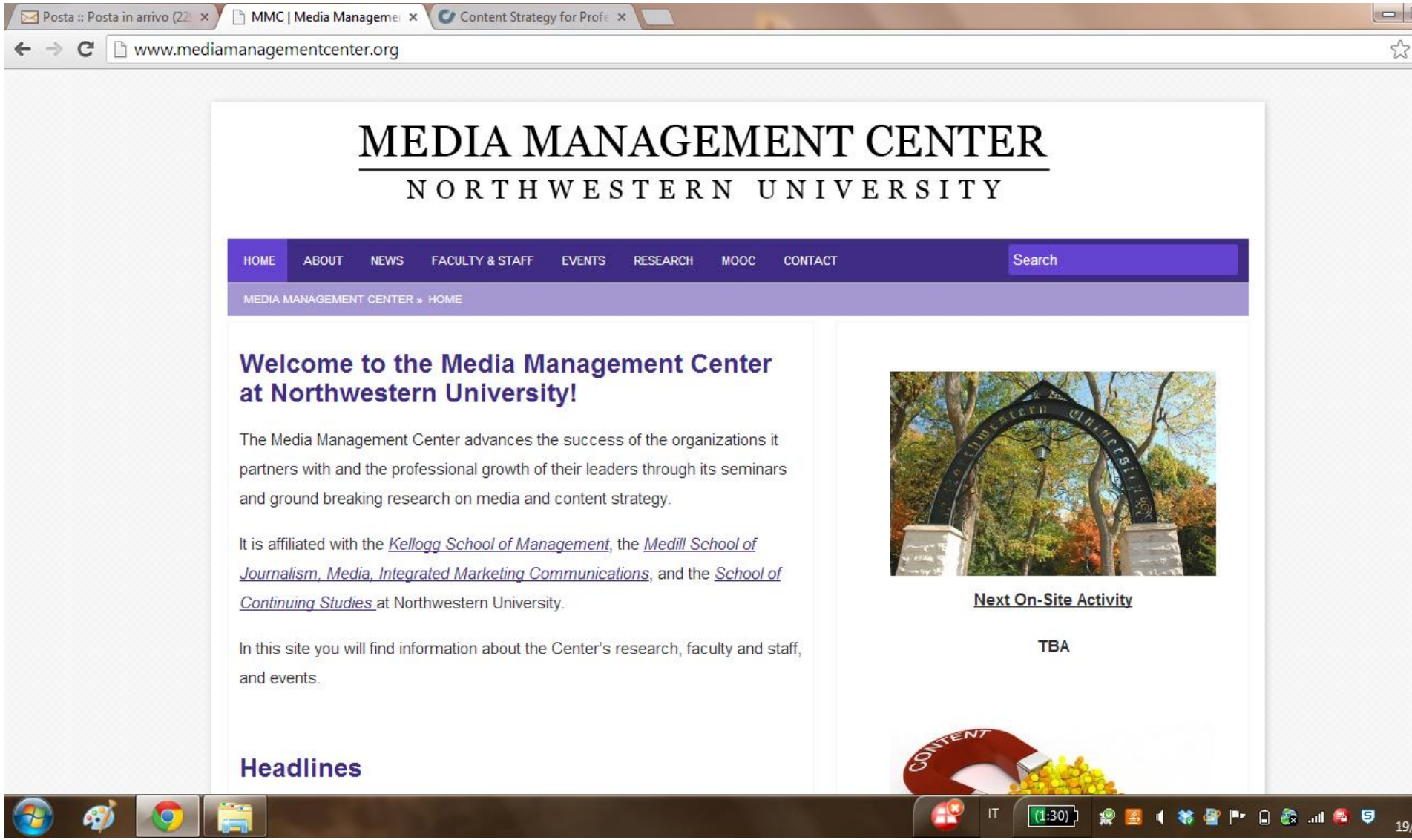
Tabella 1 Dieta mediale dei giovani (Fonte: Donald F. Roberts e Ulla G. Foehr, 2008)

Come dicono Roberts e Foher, i ragazzi hanno la televisione nelle loro camera, il computer a casa e music player e telefonini dello zaino. Stanno più tempo con questi media che svolgendo ogni altra attività, a parte dormire: più di 6 ore al giorno. Il fenomeno crescente del multitasking, e cioè l'uso di più media nello stesso tempo, moltiplica l'esposizione a 8 ore e mezzo.

Digital divide

- Anziani
- Provenienza sociale
- Provenienza geografica

Cosa vogliono i teen?



MEDIA MENAGEMENT CENTER
Università del Northwestern, Illinois
2009

TEENS KNOW WHAT THEY WANT FROM ONLINE NEWS: DO YOU?

Dati da una ricerca con ragazzi dai 13 ai 18 anni.

PROBLEMA

Gli adolescenti:

- Usano molto i media;
- Leggono meno le news
- Non sviluppano in seguito interesse per le news.
- Se usano molto i media hanno voti più bassi e più problemi di comportamento.

SOLUZIONI

- Occorre aumentare il contatto con le news:
- Usare cellulare, mp3, consolle per le news online;
- Modificare le pagine online.

METODO

- SOGGETTI
  - 96 ragazzi dai 13 ai 18 anni, 12 focus group, 6 città U.S.A.

- MATERIALE
  - Creazione di un sito di notizie fittizio
  - Home page e pagine interne ad hoc:
    - Poche notizie, brevi, visive, gerarchizzate.

- PROCEDURA
  - interviste e focus group per testare il sito migliore.

RISULTATI: 10 LEZIONI CHIAVE

1. Don’t overload: poche storie/eventi, più spazio alle visualizzazioni;
2. Home page soddisfacenti;
3. Attirare l’attenzione;
4. Un riassunto di ogni notizia nell’home page;
5. Una foto per ogni riassunto;
6. Mostrare la gerarchia di importanza delle notizie;
7. Notizie brevi, senza link;
8. Fornire notizie di background;
9. Tagliare le informazioni in segmenti;
10. Eliminare gli elementi non pertinenti.

DailyNews.com
Obama's tax plan is really a welfare plan
Built-in everything.

DailyNews.com
Your guide to learning more about today's top stories
Understanding the conflict in Gaza
THE BASICS
How the dispute started, what's at stake
NEWS ANALYSIS
Israel sends clear message about its goals
FIRES STORM
Gaza combat tolls of life under fire
How bully has Israeli assault injured Hamas?
Doctor's diary: Medical teams overwhelmed
THE BACKGROUND
Gaza Strip has a long history of conflict
DIPLOMACY
Frees Jerusalem Post: Israel's strategic incongruence
MORE:

CONCLUSIONI

Costruzione di un nuovo sito di notizie, caratteristiche:

- Home page con 6 notizie;
- Ogni notizia con foto e riassunto;
- Chiara gerarchia
- Eliminazione elementi non pertinenti;
- Tagliata la lunghezza della pagina;
- Template per spezzare testi lunghi;
- Etichetta per le notizie aggiuntive.

Solo i teens?

hhttp://erictremblay.blogspot.it/2013/11/6-to-7-minutes-of-instructional-video.html

ttp://www.nngroup.com/articles/website-reading/

E-LEARNING ACUPUNCTURE

ERIC'S RAMBLINGS, EXPERIENCES AND RANDOM THOUGHTS ABOUT E-LEARNING, DISTANCE EDUCATION AND EDUCATIONAL TECHNOLOGY.

TUESDAY, NOVEMBER 19, 2013

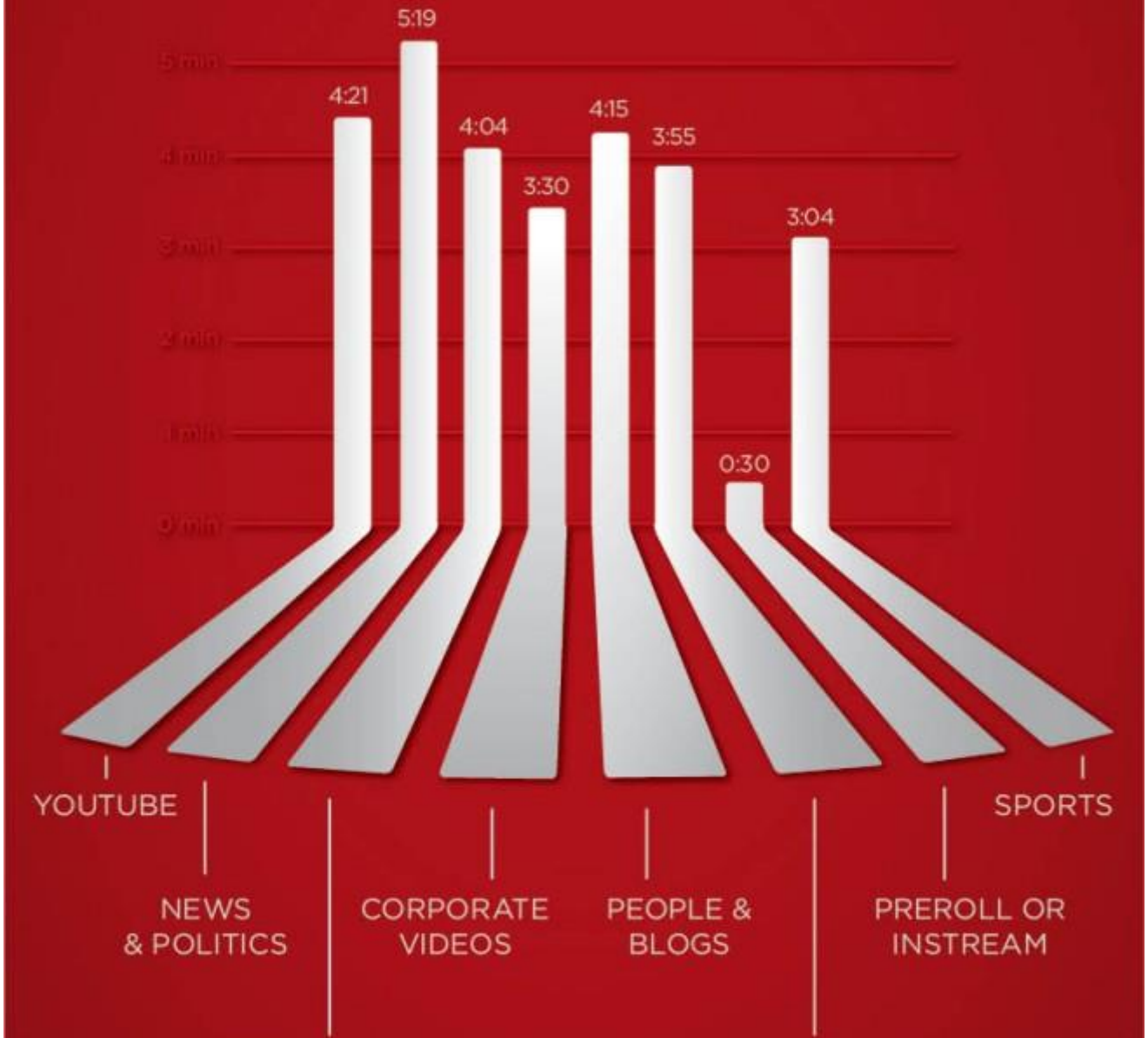
6 to 7 minutes of instructional video - that's the sweet spot!

I have sat through many 50 minute lectures in my life. Notice how I wrote that sentence "sat through"... was I always engaged? Probably not. Is it realistic to be engaged for a full 50 minute block? Probably not. So how does one go about maximizing engagement in a distance course with video. Well, is the best strategy to record a 50 minute lecture video? Probably not.

First, let's consider how people typically "consume" video online on a daily basis. Most of us watch trailers for new movies, we watch our favourite sitcom the day after the live broadcast, we watch funny videos that we see posted on Facebook, we watch sports highlights from last night's hockey game, we watch music videos, we watch news segments that include interviews, we watch Ted Talks, we watch some movies on Netflix, we watch some commercials (mainly because we are forced to!), we watch a how-to video on YouTube, we watch a funny segment from a late night talk show comedy, etc. If you assembled all this video consumption together to try to describe the average length of the videos that we watch online, then I think you would agree that the length of the average video that most of us watch online is short. The nice people at One Productions have built this infographic that illustrates this point. Short is the average. So we are most accustomed to short videos when we are consuming videos

Eric A. Trembla
Educational De
Kingston, Onta
eric.tremblay@

ONLINE VIDEOS



http://www.ted.com/playlists/182/talks_from_inspiring_teachers?utm_source=newsletter_weekly_2015-09-26&utm_campaign=newsletter_weekly&utm_medium=email&utm_content=playlist_button

Playlist (9 talks)

Talks from inspiring teachers

A great teacher can change the trajectory of your life. Here, talks from teachers you'll wish you had.

Watch now | Watch later | Favorite

Share this playlist

Playlist (9 talks): Talks from inspiring teachers

Rita F. Pierson
Every kid needs a champion

Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like.'" A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Watch later · 521 comments >

Christopher Emdin
Teach teachers how to create magic

What do rap shows, barbershop banter and Sunday services have in common? As Christopher Emdin says, they all hold the secret magic to enthrall and teach at the same time — and it's a skill we often don't teach to educators. A longtime teacher himself, now a science advocate and cofounder of Science Genius B.A.T.T.L.E.S. with the GZA of the Wu-Tang Clan, Emdin offers a vision to make

TED Talks are free thanks to support from

Playlists to watch...

https://scholar.google.com/citations?view_op=view_citation&hl=en&user=CKXeqHoAAAAJ&citation_for_view=CK

Web Images More...

Google

Scholar

Export

Philip Guo

How video production affects student engagement: An empirical study of mooc videos

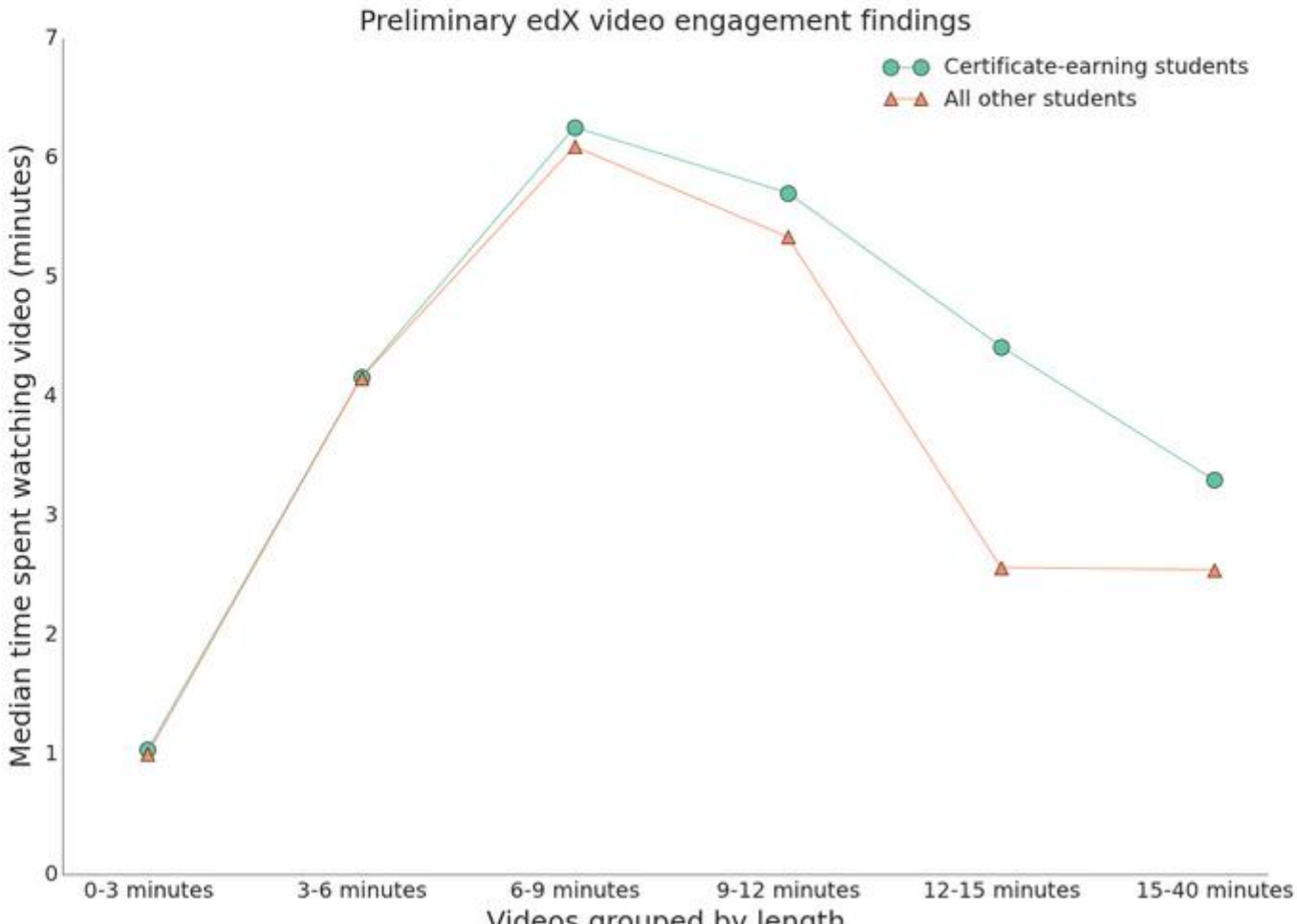
[PDF] from r

Authors	Philip J Guo, Juho Kim, Rob Rubin
Publication date	2014/3/4
Conference	Proceedings of the first ACM conference on Learning@ scale conference
Pages	41-50
Publisher	ACM
Description	Abstract Videos are a widely-used kind of resource for online learning. This paper presents an empirical study of how video production decisions affect student engagement in online educational videos. To our knowledge, ours is the largest-scale study of video engagement to date, using data from 6.9 million video watching sessions across four courses on the edX MOOC platform. We measure engagement by how long students are watching each video, and whether they attempt to answer post-video assessment problems.
Total citations	Cited by 109

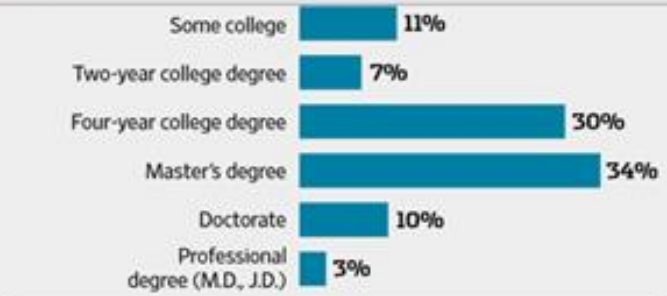
Scholar articles

How video production affects student engagement: An empirical study of mooc videos
PJ Guo, J Kim, R Rubin - Proceedings of the first ACM conference on Learning@ ..., 2014
Cited by 109 - Related articles - All 13 versions

and science courses. Unsurprisingly, students engaged more with shorter videos. Traditional in-perso
last an hour, but students have much shorter attention spans when watching educational videos onli
below shows median engagement times versus video length, aggregated over several million video wa

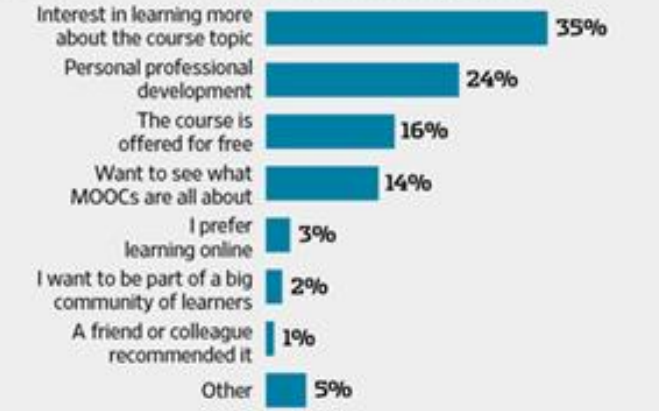


NN Website Reading: It (Some | e-Learning Acupuncture: | MOOCs promise to chang | One Productions Average
sj.com/news/interactive/MOOCchrtPRINT?ref=SB10001424052702303759604579093400834738972



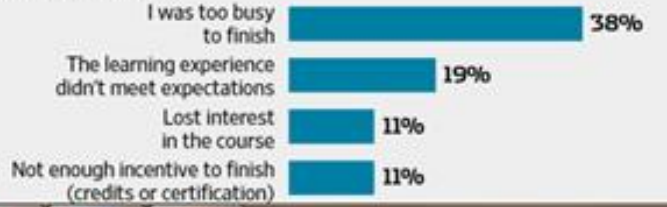
Signing On

Surveyed students said their main reason for taking a course was:



Logging Off

Forty-four percent of those surveyed said they didn't finish their course. The biggest reason:



to a question posted in an edX course forum

55%: Pass rate for a traditional intro engineering class at San Jose State

91%: Pass rate for the same class taught with online MOOC component

Midnight to 2 a.m.: Peak hours for viewing edX lecture videos

52%: Among students who earned pass certificates in an edX course, the share who were active in discussion forums

2.2 pts: Increase in final course scores vs. comparable students, on a 100-point scale, from spending one more hour on homework in the edX course

In one hybrid MIT class, most students said they played lectures at **1.5 x** the recorded speed while tracking the transcripts

1.3: Total number of edX students to date, in millions; includes 158,000 from India and 117,000 from Africa

College algebra	25%	73%	65%
Elementary statistics	50%	83%	76%

*Based on past six semesters

Note: Some students in the spring math and algebra MOOCs had previously failed the campus-based versions of the courses. The overall completion rate for MOOCs fell to 60% in the summer from 83% in the spring.

Source: San Jose State University

Keep It Short

The median amount of time certificate-earning students spent watching a video vs. video length (in minutes) in four math/science MOOCs from edX

Source: Philip Guo, University of Rochester/edX

Newbies and Old Hands

Courses from the MOOC provider Coursera with the youngest and oldest students

YOUNGEST	AVERAGE AGE
Probability	28.9
Computer Architecture	30.0
Contraception: Choices, Culture and Consequences	30.3
Introduction to Tissue Engineering	30.3
C++ for C Programmers	30.4

OLDEST	AVERAGE AGE
Health Policy and the Affordable Care Act	45.1

SMI Eye Tracking Glasses

F-Shaped Pattern For Reading Web Content

by **JAKOB NIELSEN** on April 17, 2006

http://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/

www.useit.com

Heatmaps from user eyetracking studies of three websites. The areas where users looked the most are colored red; the yellow areas indicate fewer views, followed by the least-viewed blue areas. Gray areas didn't attract any

prioritize content that leads the user down the page, content that makes the extra effort pay off.

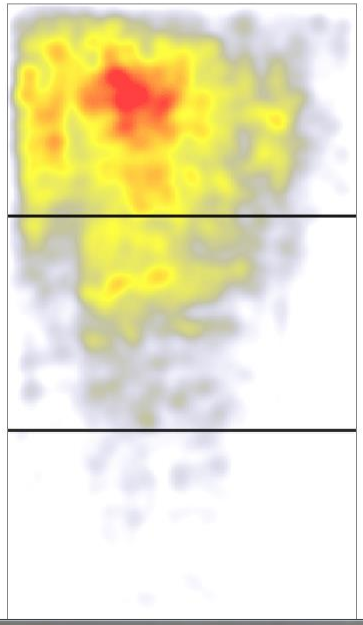
Evidence for the Fold's Impact

In interface design dilemmas, it's common to have arguments both ways, requiring the user experience team to estimate which argument is the strongest. In this case, the theory is unusually clear-cut: the interaction costs are substantially different for material above vs. below the fold, so these two areas will be treated differently by users.

Still, it's nice when there's **empirical data to support a theory**. And that evidence is abundantly available in the case of the page fold. We have observed countless users in qualitative usability studies having their behaviors impacted by the fold — often for the worse, because websites didn't prioritize above-the-fold content appropriately. Users stopped scrolling before finding the information they needed or worse, didn't realize that there was more information waiting for them below the fold.

There's also quantitative evidence: in an analysis of 57,453 eyetracking fixations, we found that there was a dramatic drop-off in user attention at the position of the page fold. Elements above the fold were seen more than elements below the fold: the 100 pixels just above the fold were **viewed 102% more** than the 100 pixels just below the fold.

The following heatmap aggregates all the sites in our study (excluding search engines and search pages). Content below the fold does gather some looks, but not nearly as much as the content above the fold.



Topics
E-commerce
Intranets
Mobile & Tablet
User Testing
Web Usability
See all topics...

Author
Jakob Nielsen
Don Norman
Bruce "Tog" Tognazzini
See all authors...

Recent Articles
Filters vs. Facets: Definitions
Availability in the Cross-Channel User Experience
Writing Hyperlinks: Salient, Descriptive, Start with Keyword
Define Micro Conversions to Measure Incremental UX Improvements

Website Reading: It (Sometimes) Does Happen

by **JAKOB NIELSEN** on June 24, 2013

Topics: Writing for the Web

Summary: When web content helps users focus on sections of in
scanning to actually reading the copy.

Putting aside direct transactions (such as online banking), user behavior in relat
paradoxical:

- Users go to websites for **information**.
- Users **scarcely read anything** during an average website visit.

This second point has been well-supported by tons of research over the years:

- In 1997, the world's first study of how users read web content summarized
don't. Instead of carefully reading information, users typically scan it.
- In 2006, eyetracking research found that users frequently scan website pr
words at the top or left side of the page, while barely glancing at words tha
- Recent research quantified this finding: given the duration of an average
read at most 28% of the words on the page.

Such research findings have led us to study **nanocontent** issues, such as how
the first two words of headlines and links.

Being concise and frontloading keywords with high information scent remain key
users sometimes do read more than the bare minimum, and we wanted to find

- Ben strutturato
- Buon layout
- Titoletti come summary

L’importanza di essere primi…

Position from the start of the text	Users who looked at the paragraph
1	81%
2	71%
3	63%
4	32%

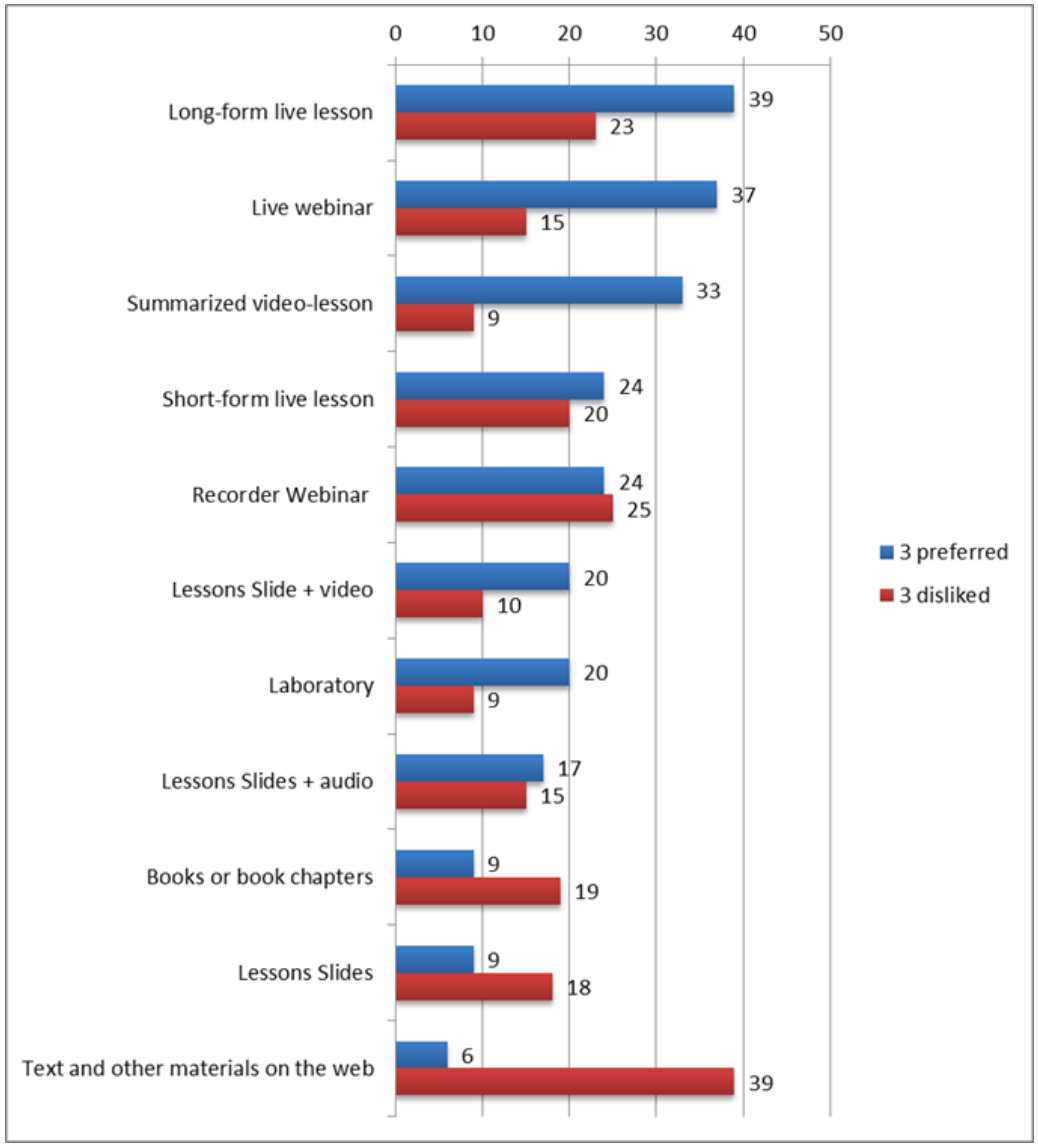
Teenage Usability: Designing Teen-Targeted Websites by **HOA LORANGER** and **JAKOB NIELSEN** on February 4, 2013

- Conferma da Nielsen (per i teen poco testo, chiaro, grande…)

- http://www.nngroup.com/articles/usability-of-websites-for-teenagers/

	Children	Adults
First reactions	Quick to judge site (and to leave if no good)	Quick to judge site (and to leave if no good)
Willingness to wait	Want instant gratification	Limited patience
Exploratory behavior	Like to try many options Mine-sweeping the screen	Stick to main path
Multiple/redundant navigation	Very confusing	Slightly confusing
Reading	Not at all (youngest kids) Tentative (young kids) Scanning (older kids)	Scanning
Font size	14 point (young kids) 12 point (older kids)	10 point (up to 14 point for seniors)
Physical limitations	Slow typists Poor mouse control	None (unless disabled)
Scrolling	Avoid (young kids) Some (older kids)	Some

Generazione X,Y (PAS)



Generazione di mezzo, ama la lezione

- https://prezi.com/c2dn7lls4rsc/paperless-living/?rc=bl0eng0preziofthemonth

- Senza carta?

- https://www.youtube.com/watch?v=aXV-yaFmQNk
- Non funziona?

LA LETTURA IN ITALIA

Istat
Istituto Nazionale di Statistica

Anno 2015

Nel 2015 si stima che il 42% delle persone di 6 anni e più (circa 24 milioni) abbia letto almeno un libro nei 12 mesi precedenti l'intervista per motivi non strettamente scolastici o professionali.

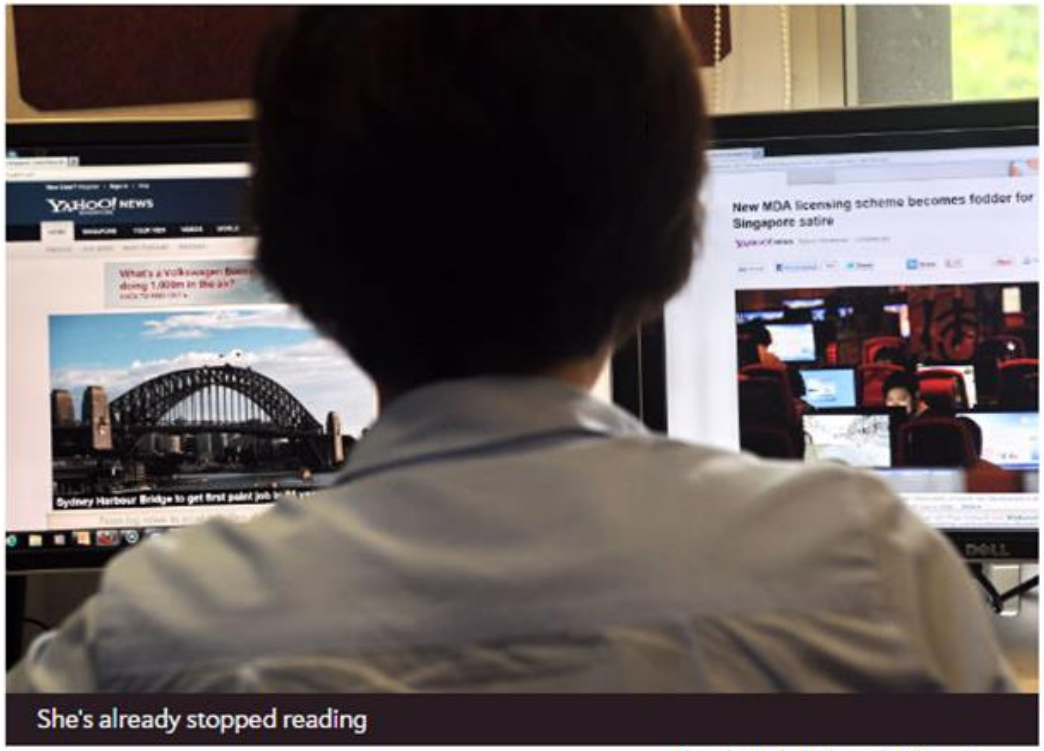
Il dato appare stabile rispetto al 2014, dopo la diminuzione iniziata nel 2011.

You Won't Finish This Article

Why people online don't read to the end.

By Farhad Manjoo

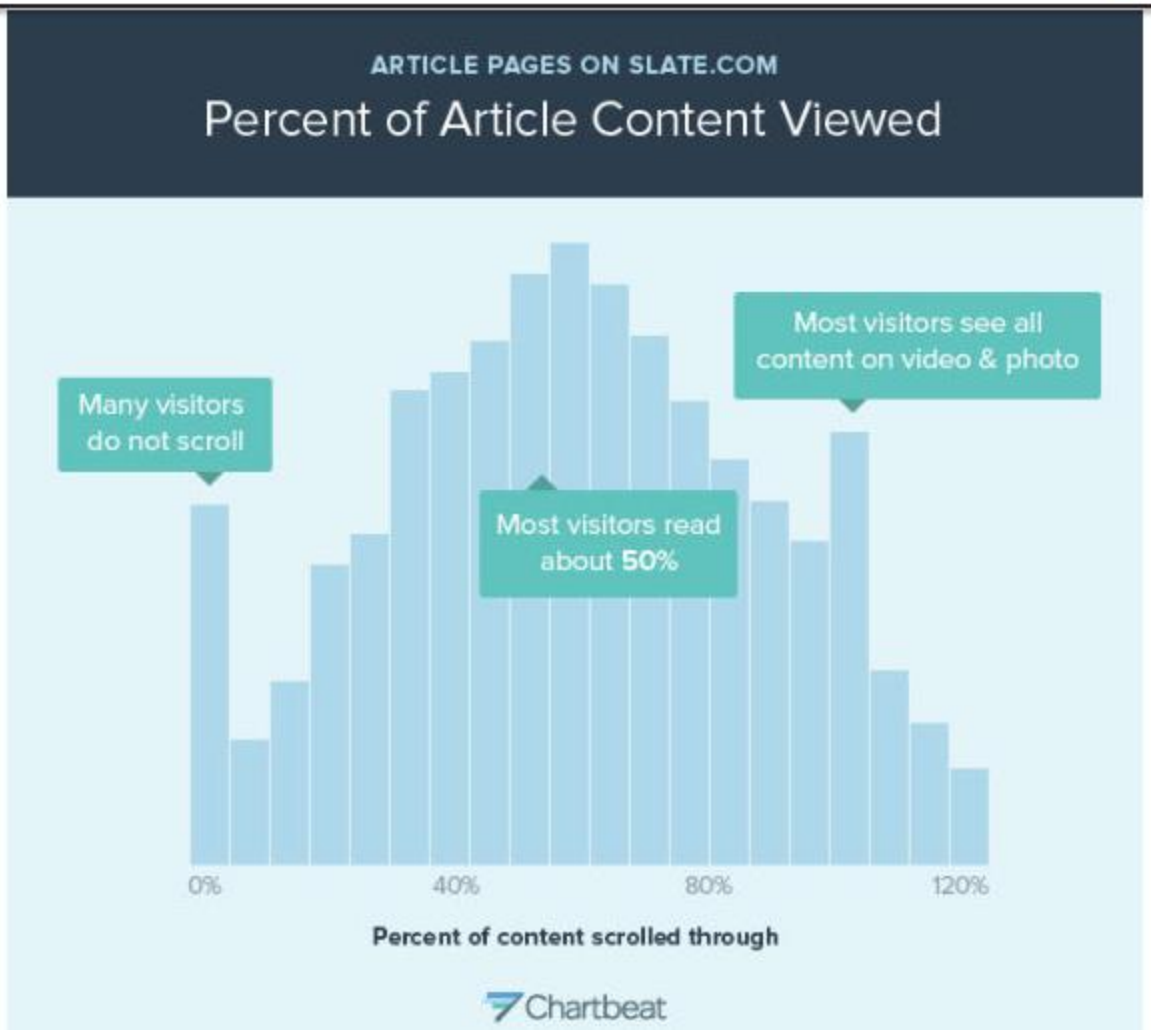
12.2k



She's already stopped reading

http://www.slate.com/articles/technology/technology/2013/06/how_people_read_online_why_you_won_t_finish_this_article.html

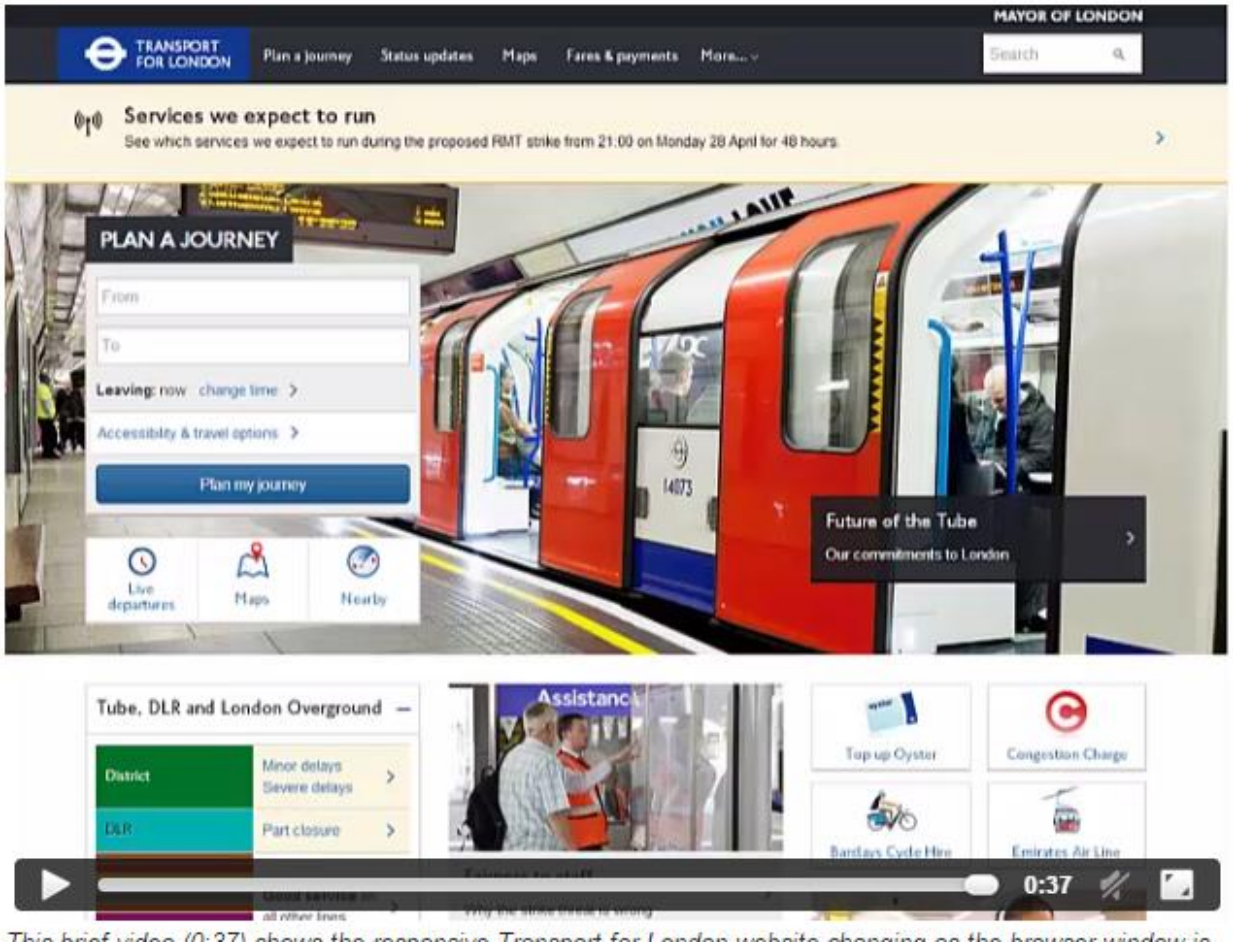
YOU WON'T FINISH THIS ARTICLE



Leggiamo prima di condividere?

Finder File Edit View Go Window Help
Mon 10:50 AM
GAMES
kindle
SAMSUNG
4:32

Responsive Web Design (RWD)



This brief video (0:37) shows the responsive Transport for London website changing as the browser window is

https://s3.amazonaws.com/media.nngroup.com/media/editor/2014/04/25/london_700_2.mp4