

A chi ci rivolgiamo?

# I prossimi 20 anni avremo 3 diversi consumatori/utenti.

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

# Baby boomers



- Gente nata dopo la guerra, tra 1946 and 1964.
- amano i libri,
- Studiano da manuali e grammatiche,
- riluttanti usare le nuove tecnologie e gli ebook.

# Gen. X, Y

<b>Generation X</b>	<b>Generation Y</b>
Born 1965-1976	Born 1977-1998
51 million	75 million
Accept diversity	Celebrate diversity
Pragmatic/practical	Optimistic/realistic
Self-reliant/individualistic	Self-inventive/individualistic
Reject rules	Rewrite the rules
Killer life – living on the edge	Killer lifestyle – pursuing luxury
Mistrust institutions	Irrelevance of institutions
PC	Internet
Use technology	Assume technology
Multitask	Multitask fast
Latch-key kids	Nurtured
Friend = not family	Friends = family
<b>Mentoring Dos</b>	<b>Mentoring Dos</b>
■ Casual, friendly work environment	■ Structured, supportive work environment
■ Involvement	■ Personalized work
■ Flexibility and freedom	■ Interactive relationships
■ A place to learn	■ Be prepared for demands, high expectations

- 1965-1999
- gruppo di transizione,
- Digital Immigrants,
- leggono libri, hanno i computer, blackberries, sono connessi.
- Usano le nuove tecnologie senza buttare le vecchie

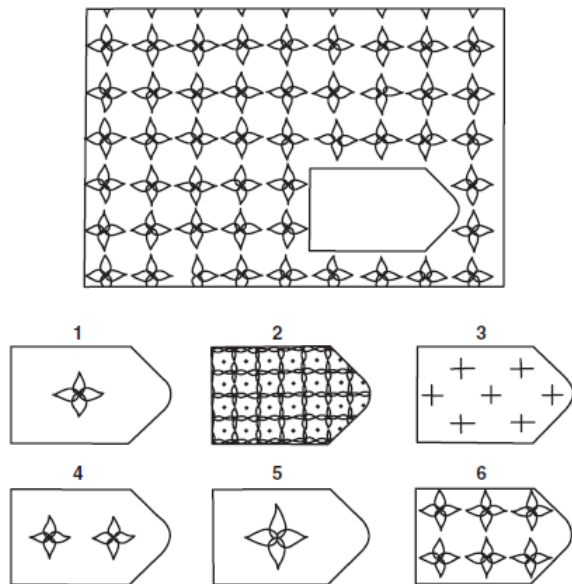
# Gen-Z

- nati dopo il 2000
- completamente connessi.
- Digital Natives.
- 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.)



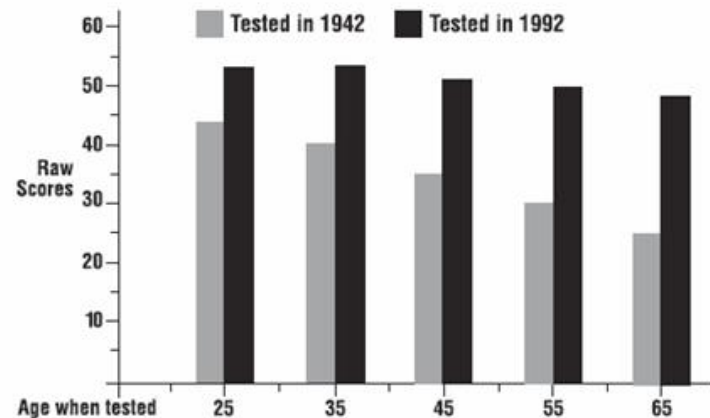
# Più intelligenti?

- Patricia M. Greenfield JANUARY 2009 Technology and Informal Education: What Is Taught, What Is Learned  
[www.sciencemag.org](http://www.sciencemag.org) SCIENCE VOL 323 2



**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

## Education & Technology



**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.

# Greenfield, 2009

- Crescita dell'intelligenza visiva, spaziale
- 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 Foehr, 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.



# Più tecnologici?

ISTAT, 2012

## PROSPETTO 1. FAMIGLIE PER BENI E SERVIZI TECNOLOGICI DISPONIBILI E TIPOLOGIA FAMILIARE

Anni 2011 e 2012, valori per 100 famiglie con le stesse caratteristiche

Tipologia di famiglia	Antenna parabolica	Letto DVD	Cellulare	Cellulare abilitato	Console per videogiochi	Personal computer	Accesso ad Internet	Connessione a banda stretta	Connessione a banda larga	Videocamera
<b>FAMIGLIE CON ALMENO UN MINORENNE</b>										
2011	46,7	86,4	99,7	48,0	48,0	84,4	78,9	8,3	68,0	52,1
2012	43,4	81,5	99,9	49,7	46,5	83,9	79,0	5,6	70,8	45,0
<b>FAMIGLIE DI SOLI ANZIANI DI 65 ANNI E PIÙ</b>										
2011	19,6	22,9	68,2	4,3	0,4	11,3	9,4	1,7	7,6	5,5
2012	19,4	22,4	70,9	4,9	0,5	13,9	11,8	1,6	9,9	5,5
<b>ALTRE FAMIGLIE</b>										
2011	38,6	69,2	98,0	38,2	16,1	66,6	62,0	7,7	51,2	26,1
2012	35,6	65,0	98,6	40,7	15,6	67,7	63,6	5,4	55,0	23,9

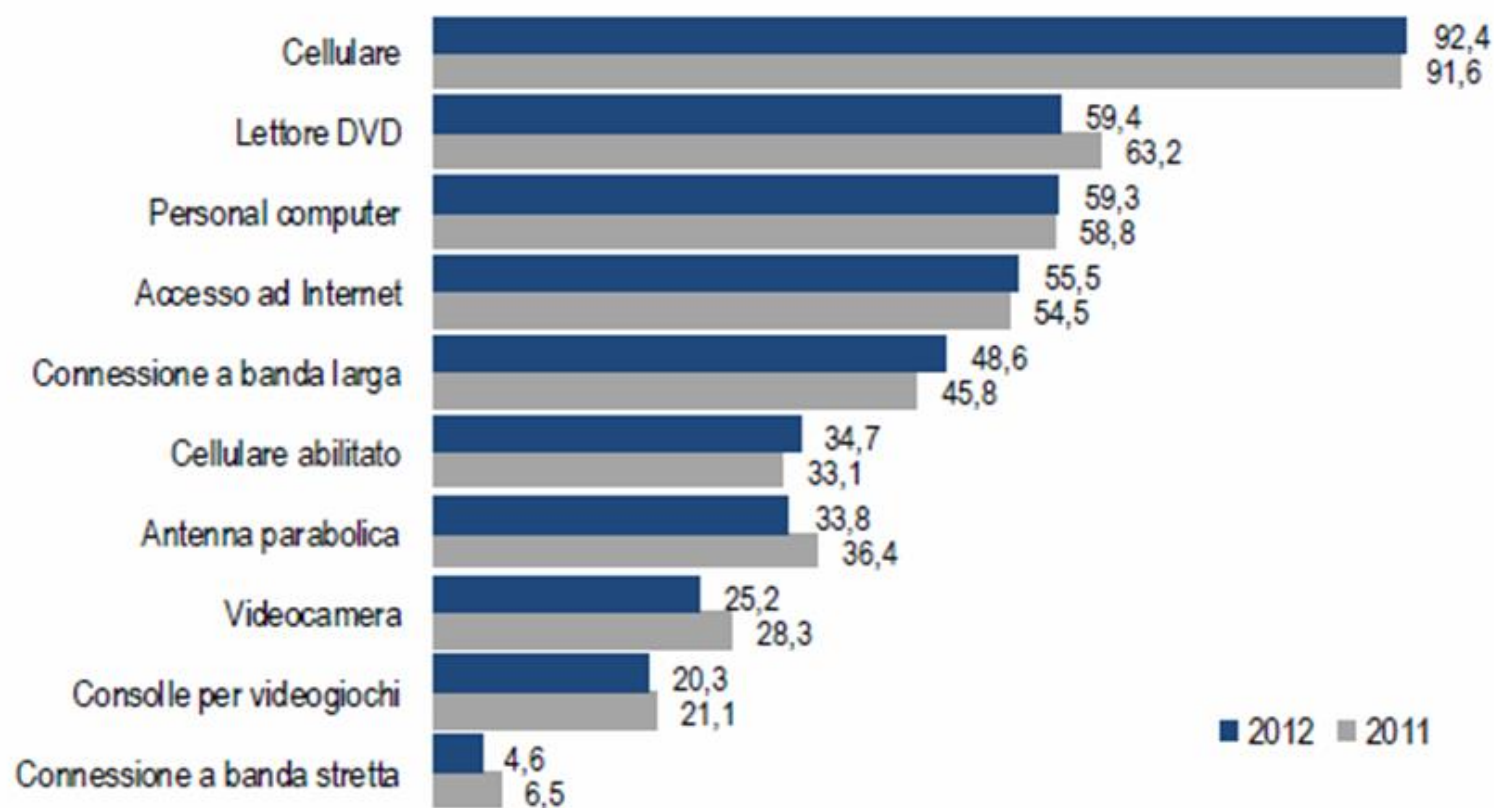
# Digital divide



- Anziani
- Provenienza sociale
- Provenienza geografica

# Cosa usiamo?

FIGURA 1. FAMIGLIE PER BENI E SERVIZI TECNOLOGICI DISPONIBILI. Anni 2011 e 2012, valori per 100 famiglie



# Cosa vogliono i teen?

The image shows a browser window displaying the website for the Media Management Center at Northwestern University. The browser tabs include 'Posta :: Posta in arrivo (22)', 'MMC | Media Management Center', and 'Content Strategy for Professionals'. The address bar shows 'www.mediamanagementcenter.org'. The website header features the title 'MEDIA MANAGEMENT CENTER' and 'NORTHWESTERN UNIVERSITY'. A navigation menu includes 'HOME', 'ABOUT', 'NEWS', 'FACULTY & STAFF', 'EVENTS', 'RESEARCH', 'MOOC', and 'CONTACT', along with a search bar. The main content area has a purple banner with 'MEDIA MANAGEMENT CENTER > HOME'. Below this, a section titled 'Welcome to the Media Management Center at Northwestern University!' contains a paragraph about the center's mission and a list of affiliated schools: Kellogg School of Management, Medill School of Journalism, Media, Integrated Marketing Communications, and School of Continuing Studies. A 'Next On-Site Activity' section shows a photo of the Northwestern University archway and the text 'TBA'. At the bottom, there is a 'Headlines' section and a decorative graphic of a red ring labeled 'CONTENT' with yellow coins.

Posta :: Posta in arrivo (22) x MMC | Media Management Center x Content Strategy for Professionals x

www.mediamanagementcenter.org

## MEDIA MANAGEMENT CENTER

### NORTHWESTERN UNIVERSITY

HOME ABOUT NEWS FACULTY & STAFF EVENTS RESEARCH MOOC CONTACT Search

MEDIA MANAGEMENT CENTER > HOME


### Welcome to the Media Management Center at Northwestern University!

The Media Management Center advances the success of the organizations it partners with and the professional growth of their leaders through its seminars and ground breaking research on media and content strategy.

It is affiliated with the [Kellogg School of Management](#), the [Medill School of Journalism, Media, Integrated Marketing Communications](#), and the [School of Continuing Studies](#) at Northwestern University.


In this site you will find information about the Center's research, faculty and staff, and events.

### Headlines



Next On-Site Activity

TBA



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.

# Rideout et al. (2010)

## Consumo Dei Media Giornaliero

- Dal 2004 al 2009 aumento del tempo di consumo dei media al giorno;
- Ma dipende dal media utilizzato:
  - Aumentano audio, tv, computer, video game, lettura di libri
  - Diminuisce la lettura di notizie (online o giornali stampati)



# I DIFETTI: IPOTESI

Due studi precedenti indicano i problemi:

1. Internet presenta troppe notizie;
2. Sono interessati alle notizie solo vagamente;
3. Non è facile per loro capire le notizie;
4. Molte notizie li preoccupano;
5. Raramente cercano le news;
6. Apprezzano di venire attratti da una notizia.

# UN ESEMPIO DI LAYOUT SCORRETTO

Esempio di sito di news online che fornisce testi troppo lunghi.



# 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.

# LAYOUT CORRETTO



# 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?

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

<http://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

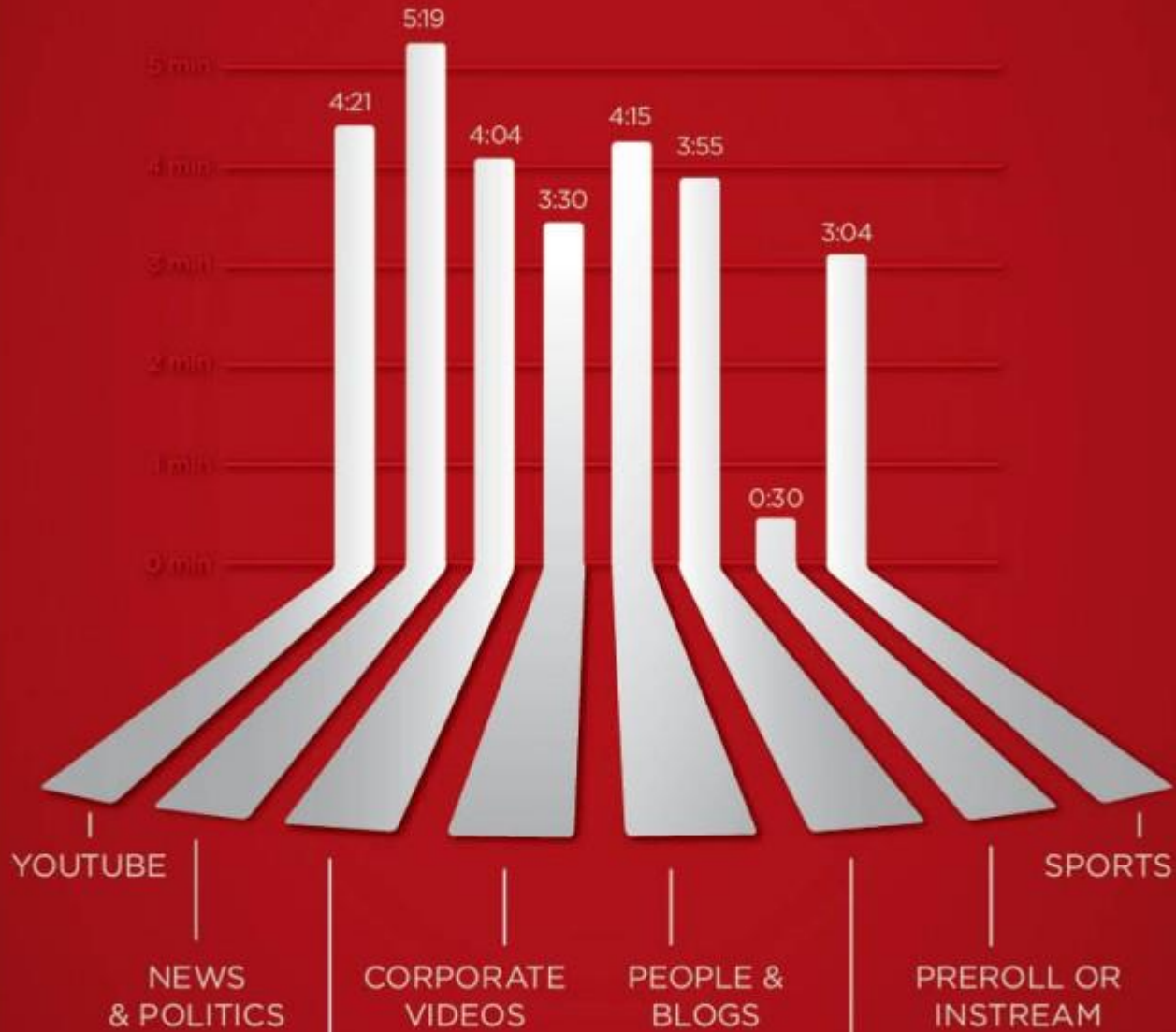


Eric A. Tremblay  
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Kingston, Ontar  
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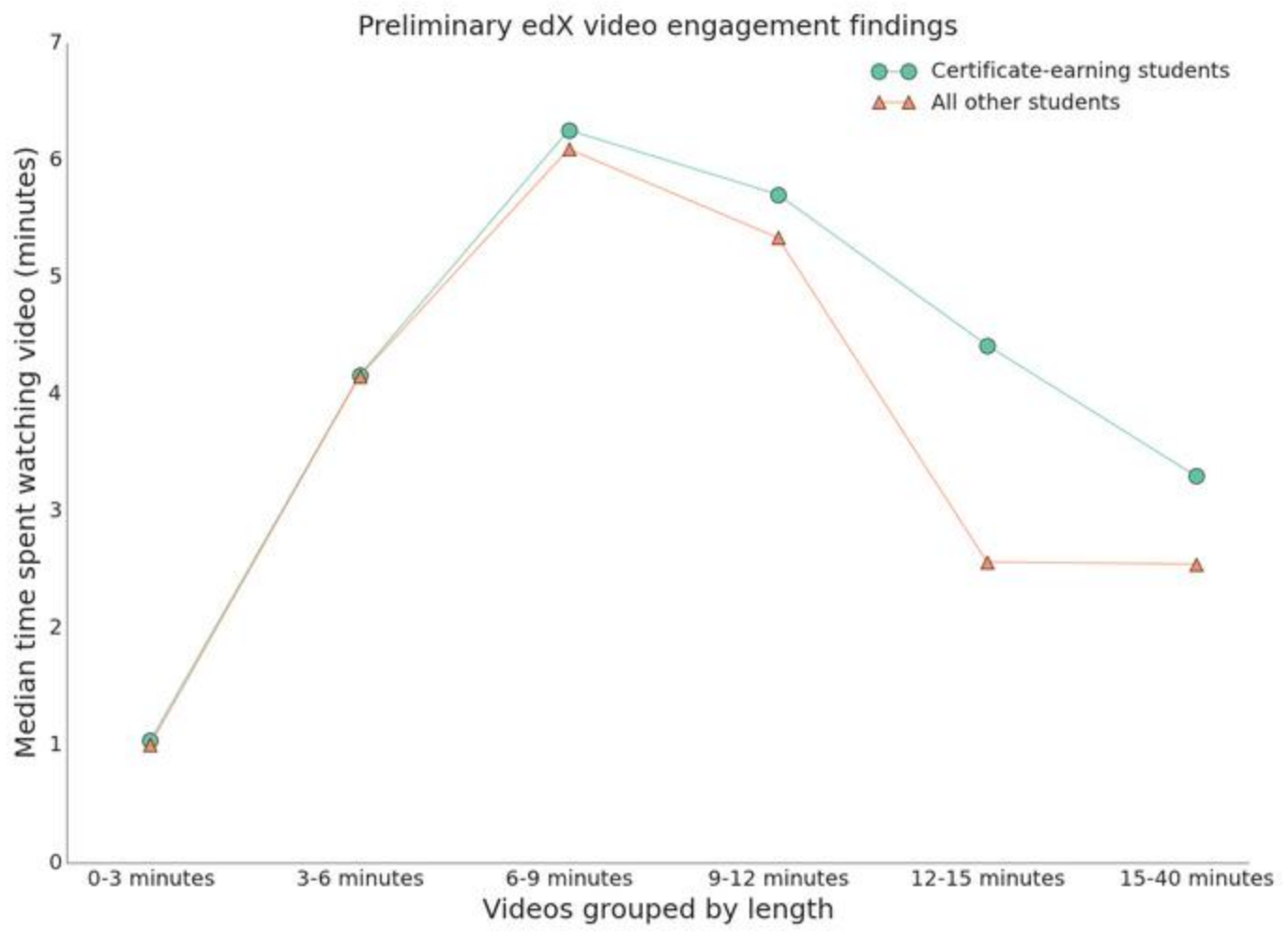


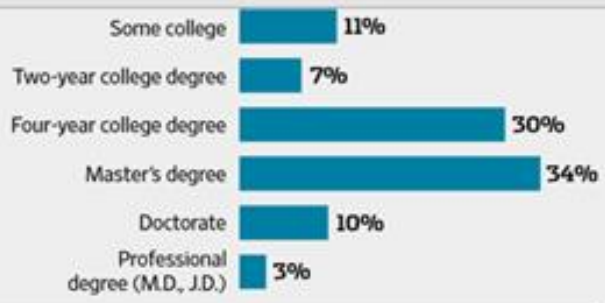


# average length of ONLINE VIDEOS



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





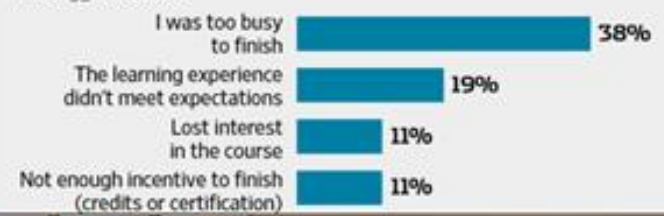
### Signing On

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

# 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

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[Jakob Nielsen](#)

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[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 information, it encourages them to move from scanning to actually reading the copy.

Putting aside direct transactions (such as online banking), user behavior in relation to website reading is 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 that users **don't**. Instead of carefully reading information, users typically scan it.
- In 2006, eyetracking research found that users frequently [scan website pages](#) for keywords at the top or left side of the page, while barely glancing at words that are further down.
- Recent research quantified this finding: given the duration of an average page visit, users read at most [28% of the words on the page](#).

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

Being concise and frontloading keywords with high [information scent](#) remain key to success. **Users sometimes do read** more than the bare minimum, and we wanted to find out

- Ben strutturato
- Buon layout
- Titolo come summary

**Animals**  
3400 Zionsville Avenue, Salt Lake City, Utah 84106 | Phone: (801) 982-8431

**Hogle Zoo**  
 • ANIMALS  
 • EDUCATION  
 • MEMBERSHIP  
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**Mallard Duck**  
*Anas platyrhynchos*

**Range:** Abundant everywhere in the northern hemisphere.

**Habitat:** Lakes and ponds, fresh water.

**Weight:** 10-15 lbs

**Male:** A dark green neck and head with a white neck band and a brown breast. The body is gray. The female is brown and completely covered with darker brown spots. The Mallard's bill is black. The 3 front toes are webbed. The tail is flat and wide.

**Range Map:** A world map showing the distribution of the Mallard Duck across the northern hemisphere.

**Wild Diet:** Fresh water mollusks, snails, slugs, aquatic insects, fish eggs, grasshoppers and a wide variety of other animal and plant food including sea-weed and stems.

**Pro-Gabars:** Fish, worms, and man.

**USFWS Status:** Stable  
**CITES Status:** Stable

**Where at the Zoo?** Wetland pond

Learn about more [birds](#) from [North America](#) or [grass](#) [reptiles](#) the best!

Search for an animal by name or genus:  Search

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Wednesday, March 14th, 2007

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- **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/>