

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

Generation X	Generation Y
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
Mentoring Dos	Mentoring Dos
■ 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 SCIENCE VOL 323 2

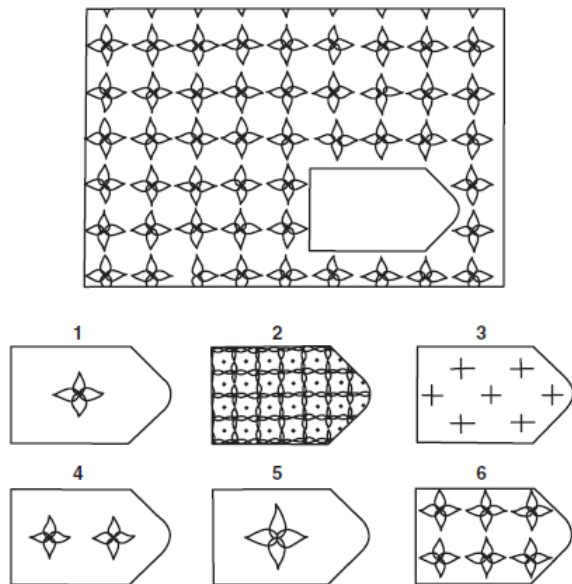


Fig. 1. A simple item from Raven Standard Progressive Matrices. From the six inserts at the bottom of the figure, the participant selects the one that logically fits in the matrix above. [Figure A5 of the Raven Standard Progressive Matrices, by], C. Raven. Copyright 1938, 1976 by]. C. Raven

Education & Technology

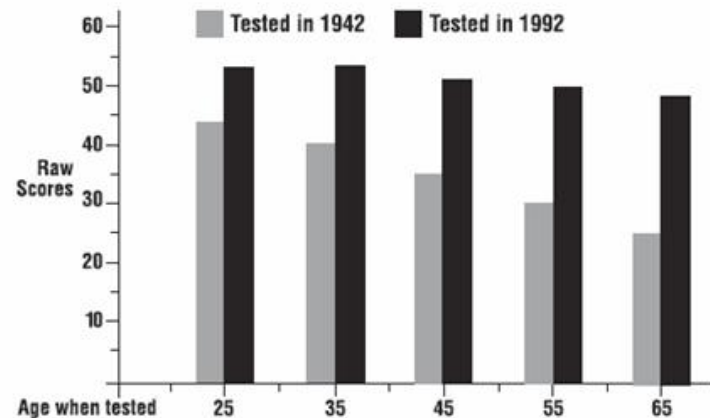


Fig. 2. Comparing performance on Raven Progressive Matrices in British people of different ages tested in 1942 and 1992 (4). Each bar represents 50th-percentile performance for a particular age group tested in a particular year. It is necessary to equate for age because of the influence of cognitive 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
FAMIGLIE CON ALMENO UN MINORENNE										
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
FAMIGLIE DI SOLI ANZIANI DI 65 ANNI E PIÙ										
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
ALTRE FAMIGLIE										
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

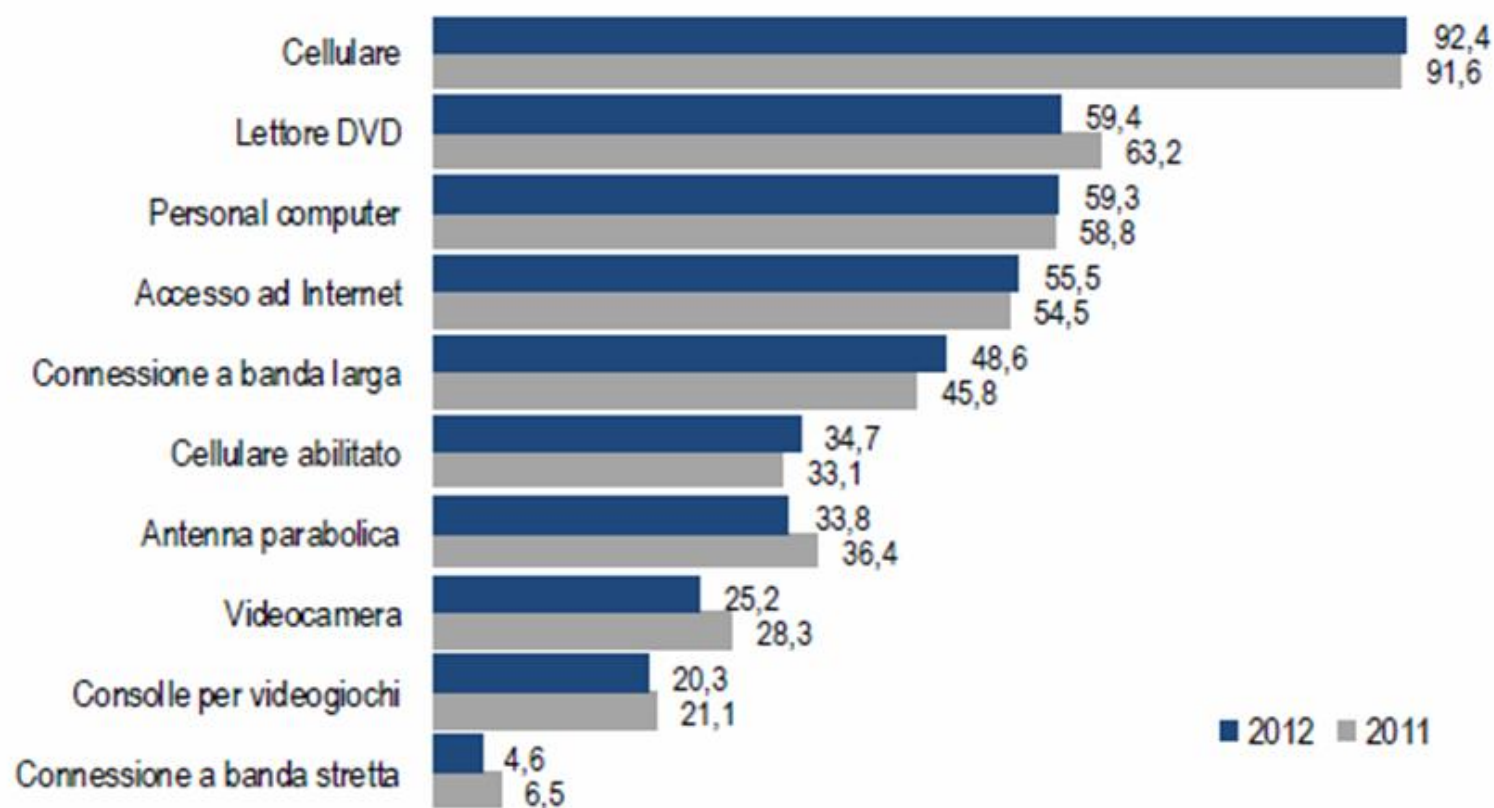
Digital divide



- 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's address bar shows the URL www.mediamanagementcenter.org. The website header features the text "MEDIA MANAGEMENT CENTER" in a large, bold, serif font, with "NORTHWESTERN UNIVERSITY" in a smaller, all-caps serif font below it. A dark blue navigation bar contains the following menu items: HOME, ABOUT, NEWS, FACULTY & STAFF, EVENTS, RESEARCH, MOOC, and CONTACT. A search box is located on the right side of this bar. Below the navigation bar, a breadcrumb trail reads "MEDIA MANAGEMENT CENTER > HOME". The main content area is divided into two columns. The left column has a heading "Welcome to the Media Management Center at Northwestern University!" followed by a paragraph: "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." Below this is another paragraph: "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." The right column features a photograph of a stone archway with the text "NORTHWESTERN UNIVERSITY" on it, set against a background of trees with autumn foliage. Below the photo is the text "Next On-Site Activity" and "TBA". At the bottom of the page, there is a graphic of a red ring with the word "CONTENT" written on it, surrounded by yellow coins. The Windows taskbar is visible at the bottom of the screen, showing icons for Internet Explorer, Google Chrome, and other applications, along with system tray icons and the time 1:30.

Posta :: Posta in arrivo (22) x MMC | Media Managemen Content Strategy for Profe 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.

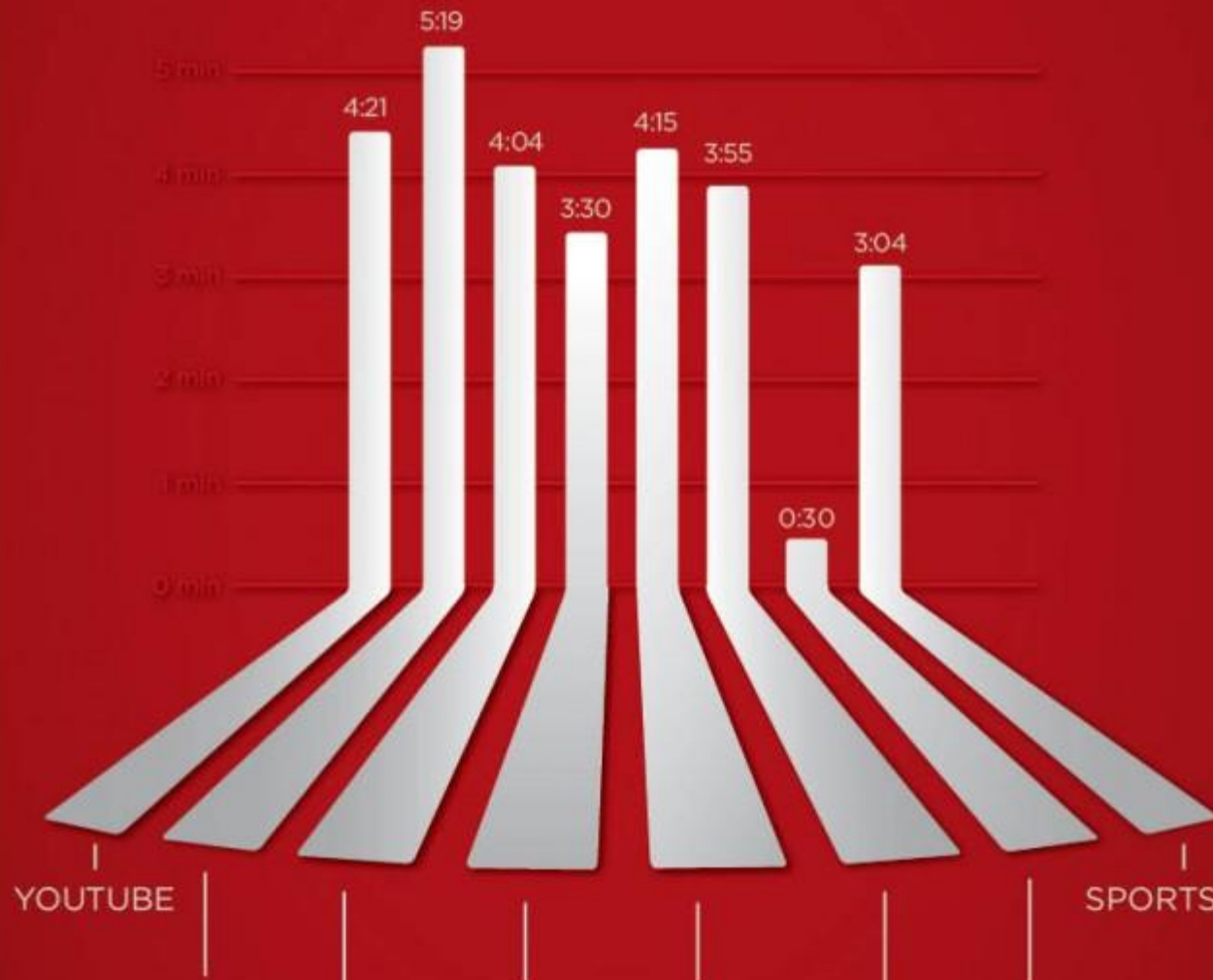
First, let's consider how people typically "consume" video online on a daily basis. Most of us watch trailers for new movies, we watch our favourite sitcom the day after the live broadcast, we watch funny videos that we see posted on Facebook, we watch sports highlights from last night's hockey game, 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



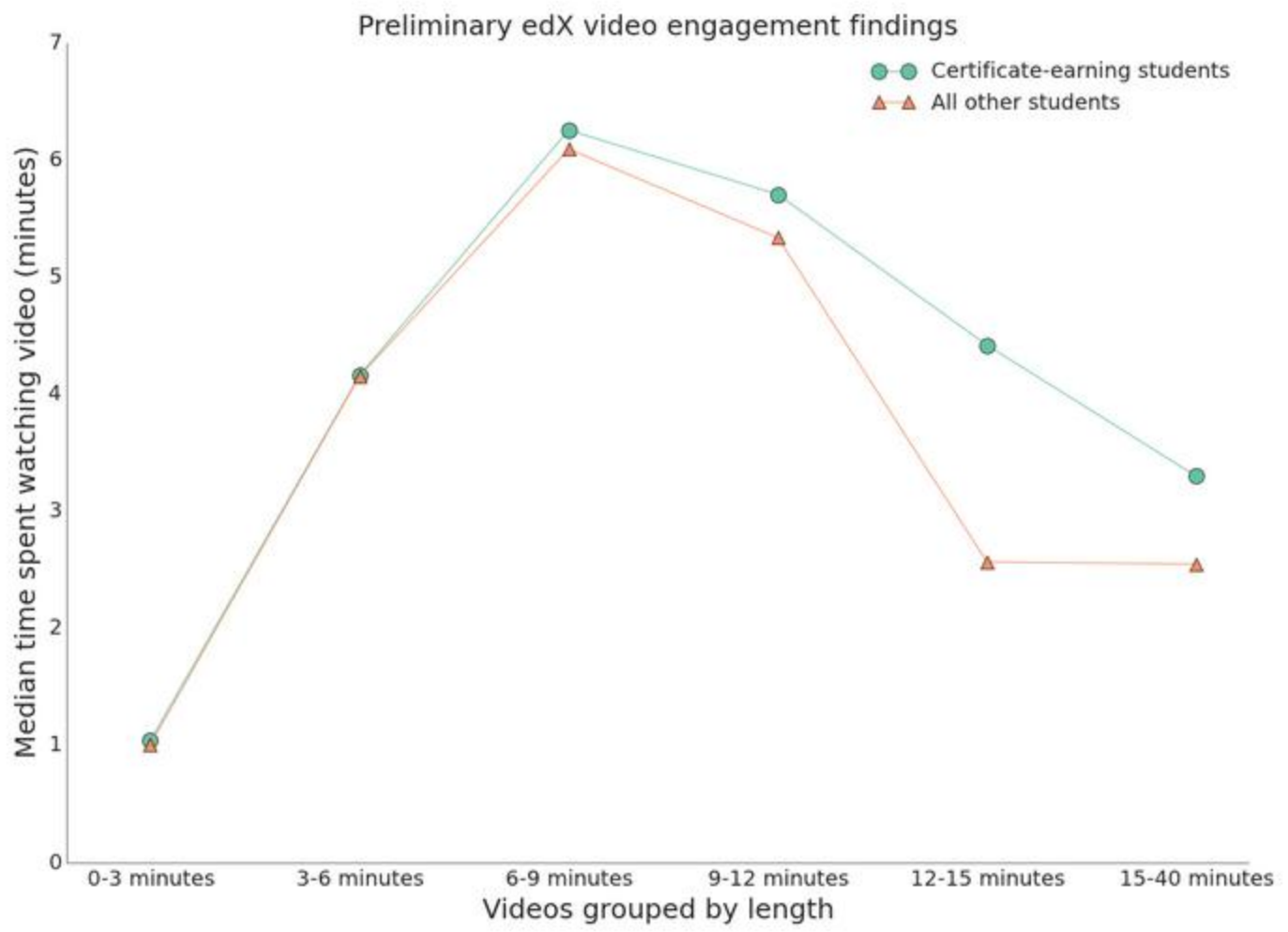
Eric A. Tremblay
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average length of **ONLINE VIDEOS**



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.



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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 scan rather than 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 primarily for the first two words](#) at the top or left side of the page, while barely glancing at words that follow.
- 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 structure content to highlight [the first two words](#) of headlines and links.

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

Define Micro Conversions to Measure Incremental UX Improvements

First Principles of Interaction Design (Revised & Expanded)

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Usability 101: Introduction to Usability

Top 10 Mistakes in Web Design

How Users Read on the Web

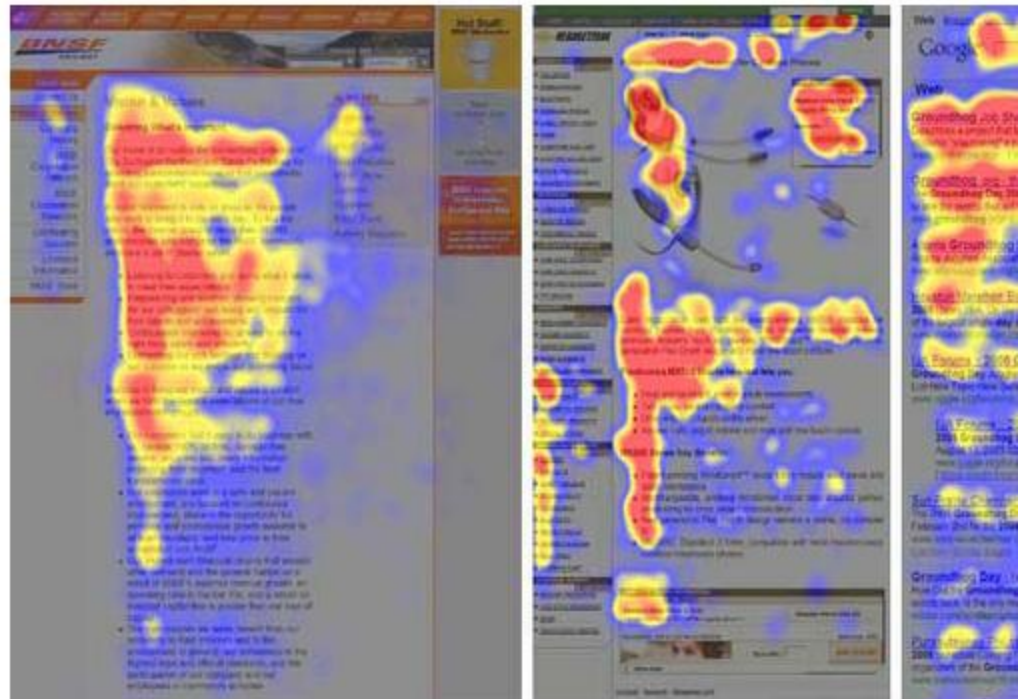
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Bruce "Tog" Tognazzini's Asktog.com

Obviously, users' scan patterns are not always comprised of exactly three parts. Some users skip a third part of the content, making the pattern look more like an E than an F. Other users skip the top part, making the pattern look like an inverted L (with the crossbar at the top). Generally, however, users' scan patterns roughly resemble an F, though the distance between the top and lower



Heatmaps from user eyetracking studies of three websites. The areas where users fixate most are shown in red; the yellow areas indicate fewer views, followed by the least-viewed blue areas.

The above heatmaps show how users read three different types of Web pages:

- an article in the "about us" section of a corporate website (far left),
- a product page on an e-commerce site (center), and
- a search engine results page (SERP; far right).

If you squint and focus on the red (most-viewed) areas, all three heatmaps show a similar pattern. Of course, there are some differences. The F viewing pattern is a rough, general guideline, not a pixel-perfect behavior.

- Ben strutturato
- Buon layout
- Tioletti come summary

Hogle Zoo
34th Street, Salt Lake City, Utah 84143 | Phone: (801) 982-8431

Animals

Mallard Duck
anas platyrhynchos

Range: Almost everywhere in the northern hemisphere.

Habitat: Lakes and ponds, fresh water.

Why add this?
The male has a dark green neck and head with a white neck band making the neck look like a brown breast. The body is gray. The female is brown and completely covered with darker brown spots. The Mallard's legs are webbed. The 3 front toes are webbed. The tail is flat and wide.

Populations:
The Mallard is a domesticated form of the wild duck, *Anas platyrhynchos*, which is native to the region of the Tiber in Italy. It is a hybrid of the wild duck and the mallard. It is a hybrid of the wild duck and the mallard. It is a hybrid of the wild duck and the mallard.

Populations:
The Mallard normally nests in dense reeds or grass close to fresh water. The nest is usually a hole lined with grass or reeds and filled with sticks. However, it may nest in a variety of other situations on or off the ground. Mallard ducks in captivity will sometimes hybridize with other females.

Range Map: A world map showing the distribution of the Mallard Duck, with a red outline indicating its range across the northern hemisphere.

Class: Aves
Genus: *Anas*
Species: *platyrhynchos*

Length: 18 inches, wing span: 26 inches
Average Lifespan: Up to 15 years
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, leaves and stems.
Prey/Grazes: Fish, snails, turtles, and man.

USFWS Status: ⓘ
CITES Status: ⓘ

Where at the Zoo? (Map icon)
Learn about more [96](#) of [North America's](#) [Ornithology](#) [Ornithology](#) [Ornithology](#) the best.

Search for an animal by name or genus: Search

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