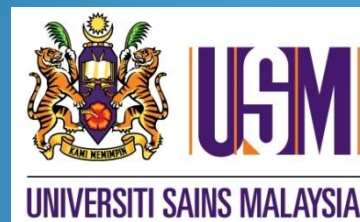


YOUNG PEOPLE AND NEW MEDIA - SOCIAL USES, SOCIAL SHAPING AND SOCIAL CONSEQUENCES

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Introduction



New Media Landscape



New Media Culture



Contributes to New Meanings, Messages,
Norms, Values, Interactions Practices, Social
Relations



Project Objectives

- To chart young people's current access and use for new media
- To examine young people's uses and consequences of new media
- To explore young people's perception to issues on new media and safety, dangers, risks
- To provide a baseline data that can be used to measure future changes and to determine implications for regulation

Research Approach

Year of Study: 2010

- Quantitative:
Survey - 14 & 16 age groups (1200 respondents)
- Qualitative:
Focus Group Interview- 24 groups (152 persons)



What do young people do?



Understanding the iGeneration

- Born between 1990 and 2009
- Little outdoor activities
- A lot of time on study related activities
- Watching television and listening to music are top leisure activities
- Talking to parents and friends are important in building their relationships
- Popular media activities include phoning and texting, social networking and playing new media games



Understanding the iGeneration

A fast moving world

Telephone

Radio

Television

Video

www



IM



iPods

PSP



Mobile phones

Facebook

You tube

Twitter



Blogs

Myspace



iPad

Wifi

Bluetooth

Skype



Xbox

Google

Firefox



3D Movies



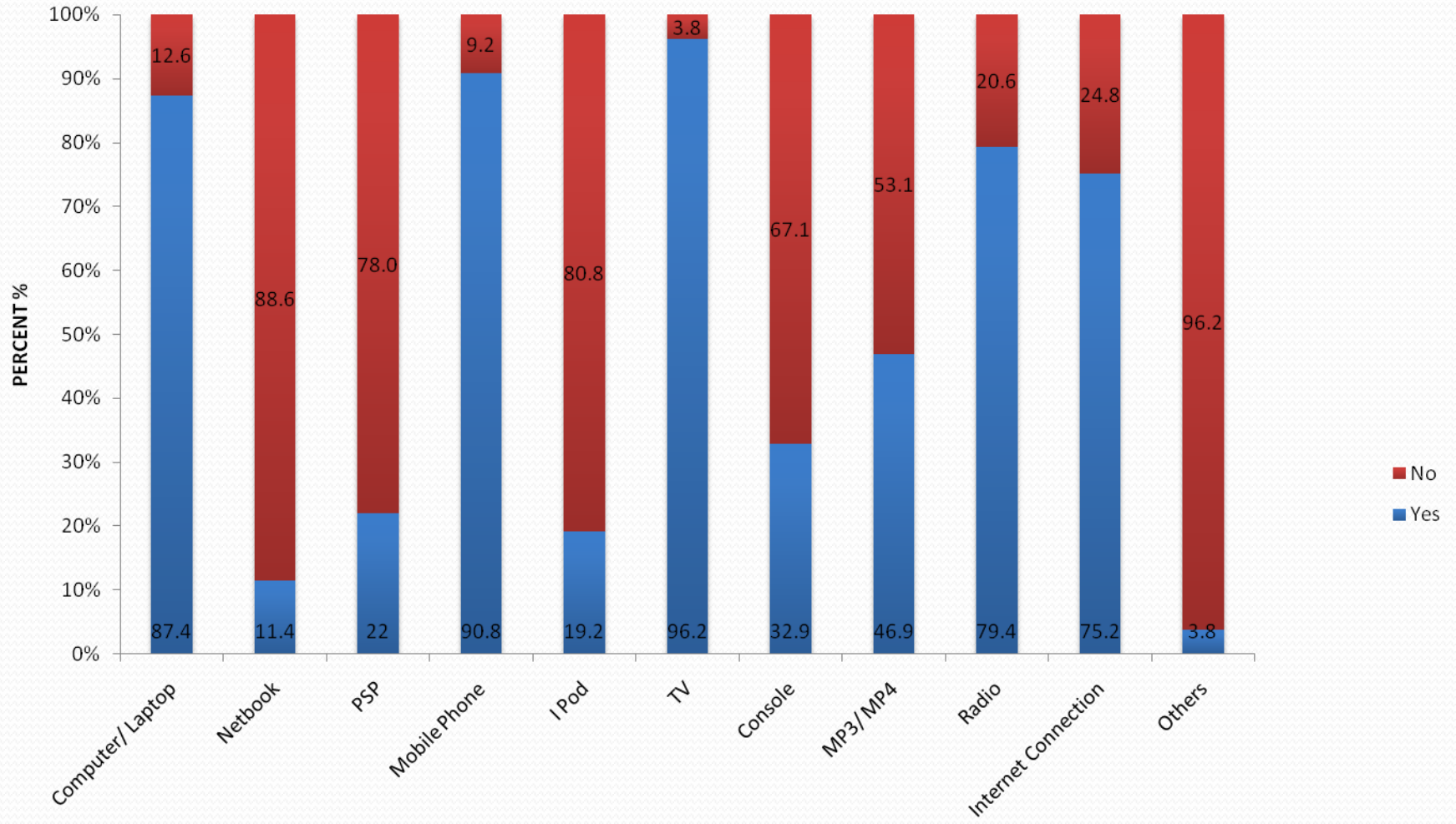
Young People & New Media



Findings

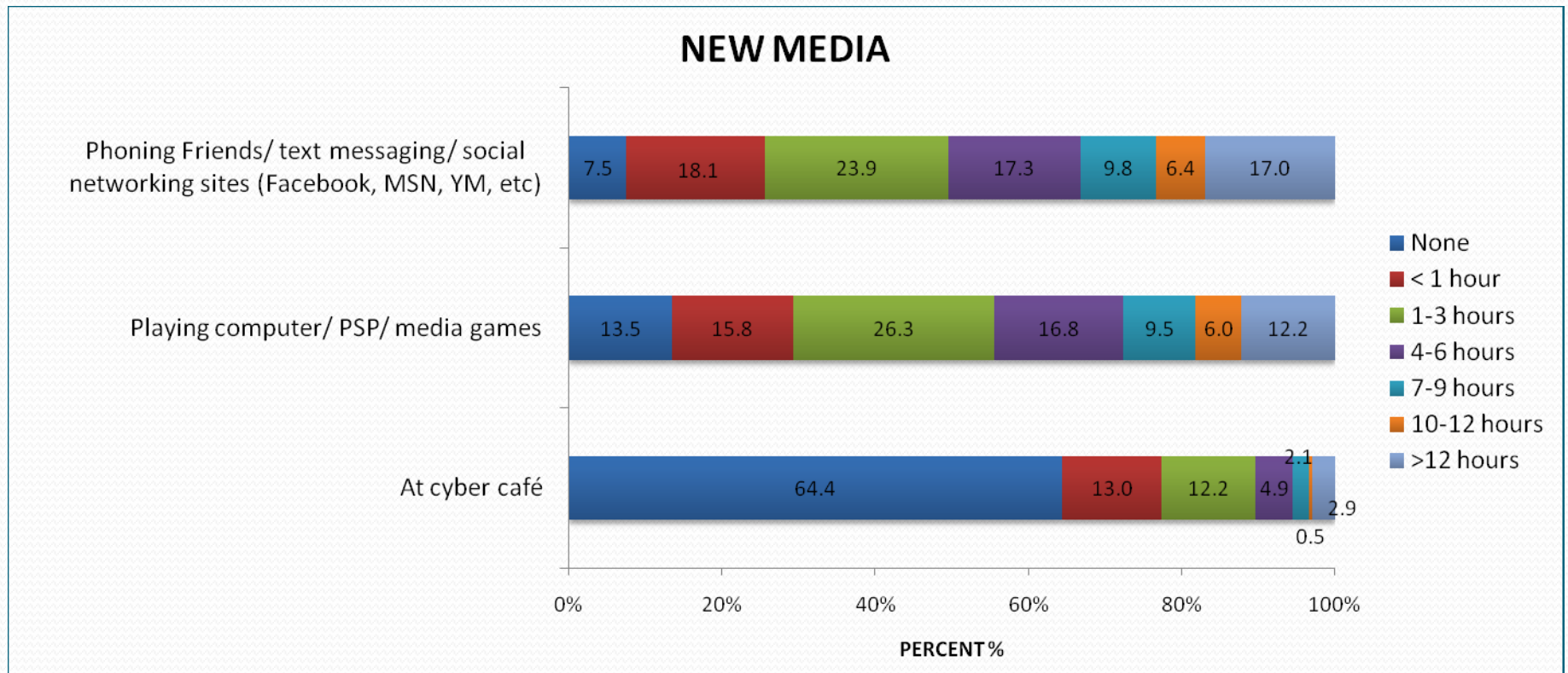
- **Social Uses - Patterns of new media use**
- Media tools that can be found in most of the respondents' home are TV, mobile phone & computer/laptops
- High access to Internet connection
- Mobile phone is seen as the most important tool in young people's lives
- Time spent on media games increases during weekends while usage of the Internet and mobile phones is higher during the weekdays

TOOLS THAT YOU HAVE IN YOUR HOME



Social Uses - Patterns of new media use

Popular media activities include phoning and texting, social networking and playing new media games (weekly)

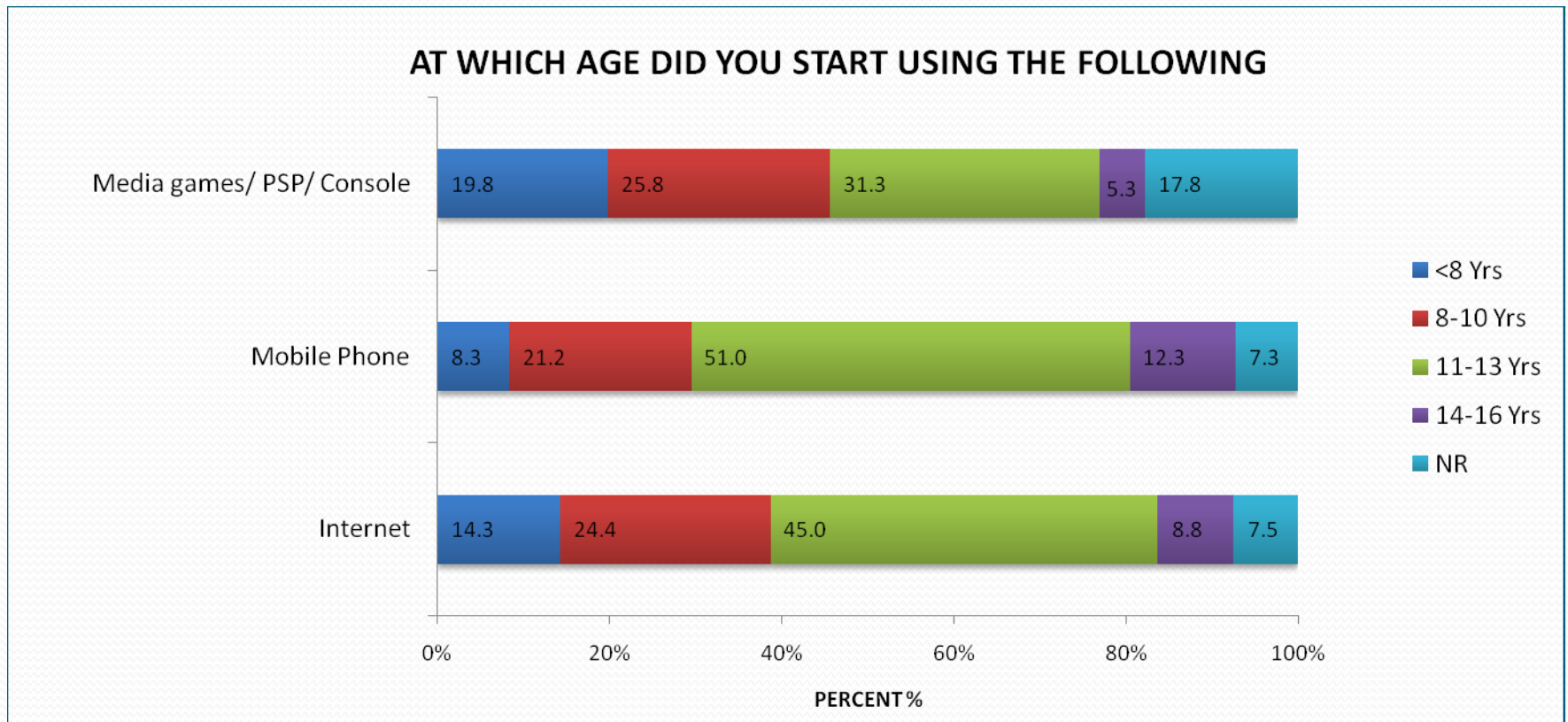


Findings

- **Social Uses - Patterns of new media use**
- Parents/guardians are more likely to pay the bills for new media use
- Most of the Internet use, gaming and mobile phone usage take place at the home
- Self-learning is the most popular way of learning to use new media tools
- First started using new media games, mobile phone and Internet at the age of 11-13 years

Findings

First started using new media games, mobile phone and Internet at the age of 11-13 years



Young People & Internet



Findings

- **Social Shaping - Internet uses and experiences**
- Internet use among young people is closely related to interests in education, social networking, self-expression and creative work
- Frequent uses of Internet are watching videos, using search engines for finding new knowledge and information, and downloading or uploading music or videos
- Working on their own web-sites or blogs, designing creative content and reading online news for participation in social and civic issues are less popular

Findings

- **Social Shaping - Internet uses and experiences**
- Young people are not often experiencing online gambling or receiving violent / harmful content
- Being bullied, harassed or stalked is not an issue
- Playing games (action,adventure,racing): killing/ shooting/ destroying/ bombing
- Receiving online information, jokes and advice that appear biased or racist
- Receiving promotions, adverts, spam encountered in their online activities

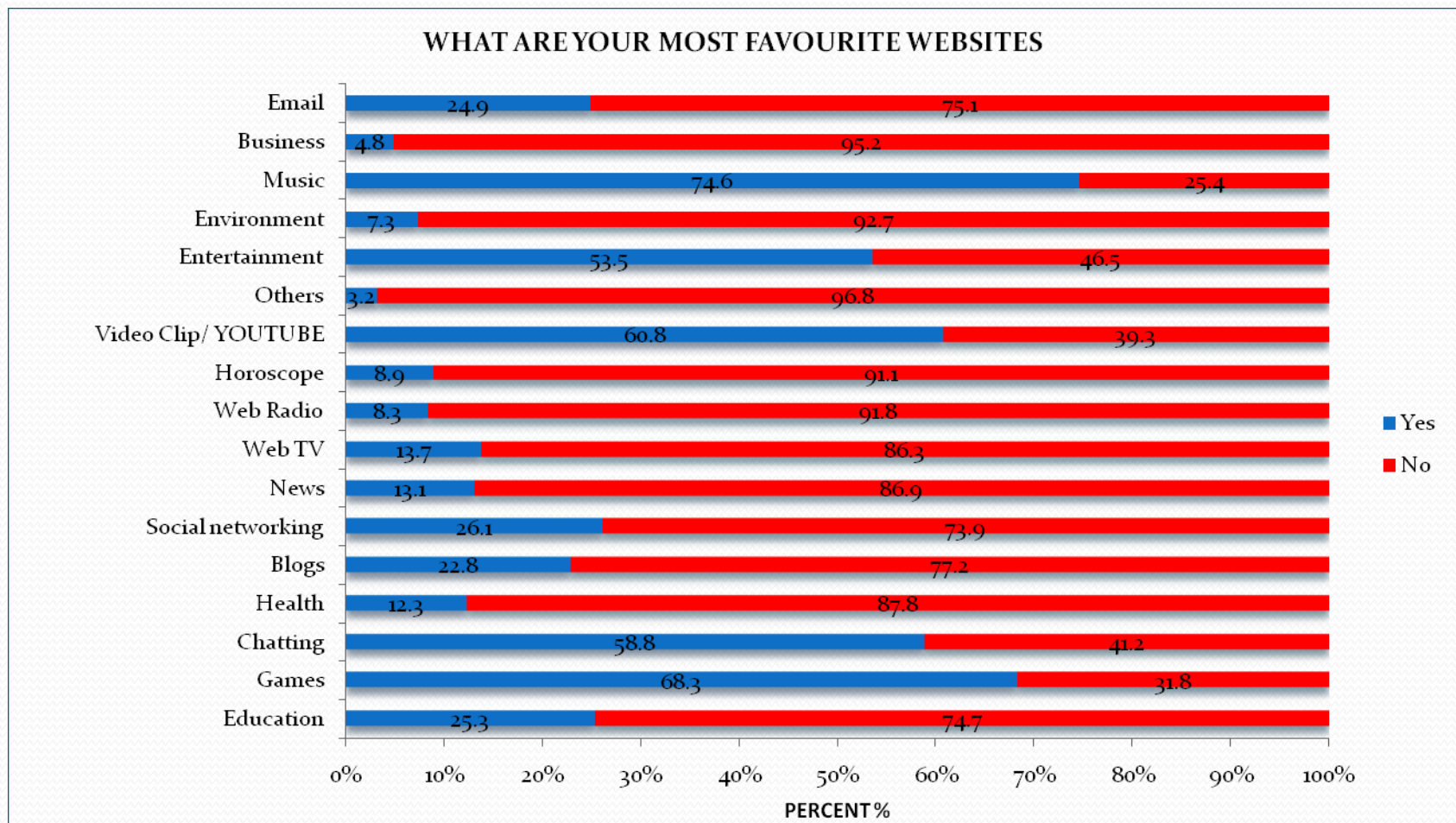
Findings

- **Social Shaping - Internet uses and experiences**
- Most of the respondents indicate that they belong to Facebook, making it the most popular cyber community, followed by Friendster
- Most favourite websites suggested by respondents are related to music, games, video clip/ You Tube and chatting
- Respondents rarely refer to cyber security websites for issues on online safety and risks



Findings

Most favourite websites suggested by respondents are related to music, games, video clip/ You Tube and chatting



Young People & Mobile phone

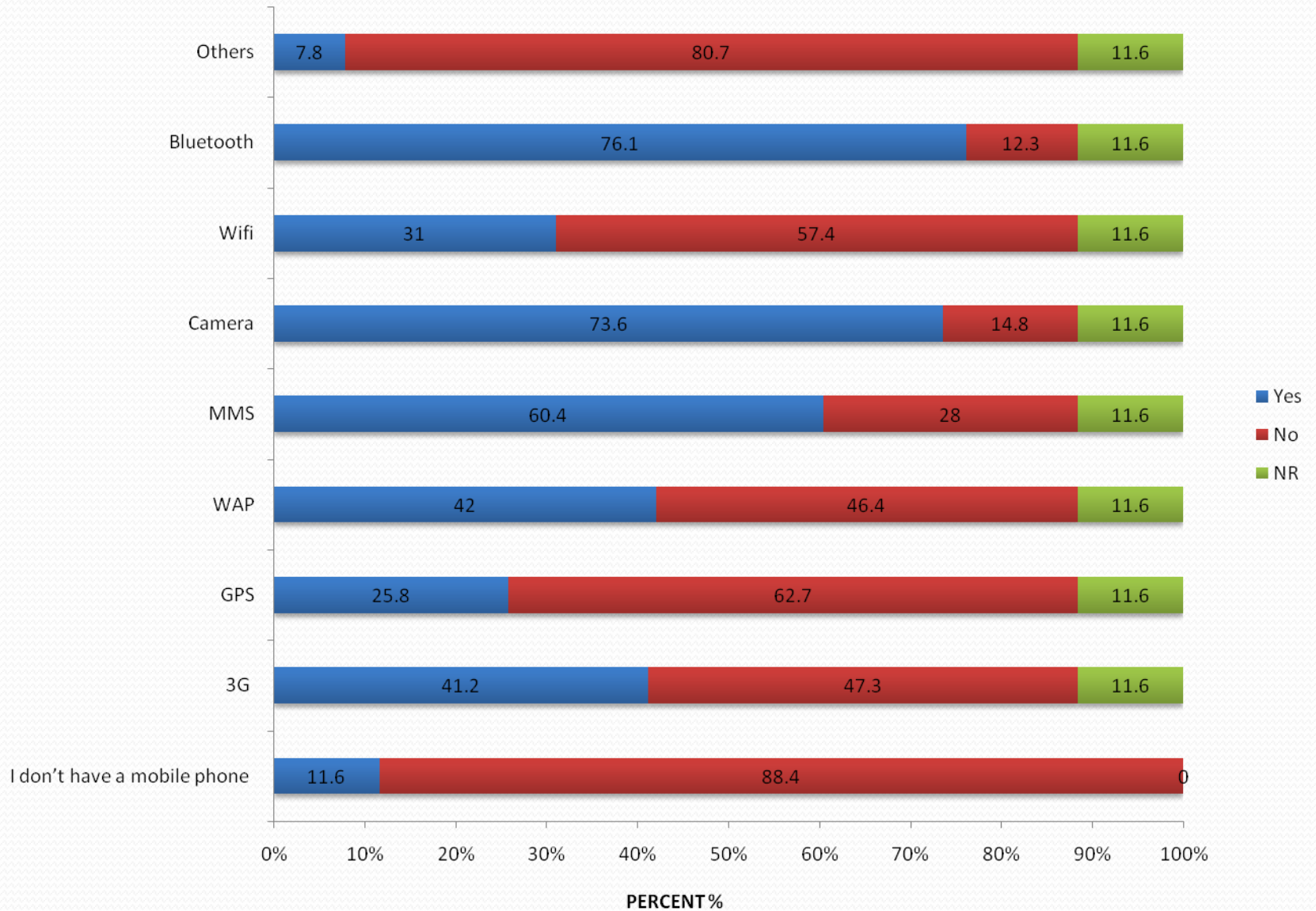


Findings

- **Social Shaping – Mobile phone uses and experiences**
- High ownership of mobile phones among respondents
- Camera and Bluetooth are important features in the use of mobile phone
- Mobile phone usage is linked closely to purposes of keeping in touch and making arrangements with friends; for entertainment – listening to music/radio, playing games and for recording, sharing and keeping images, music, video and contact details



FEATURES IN MY MOBILE PHONE



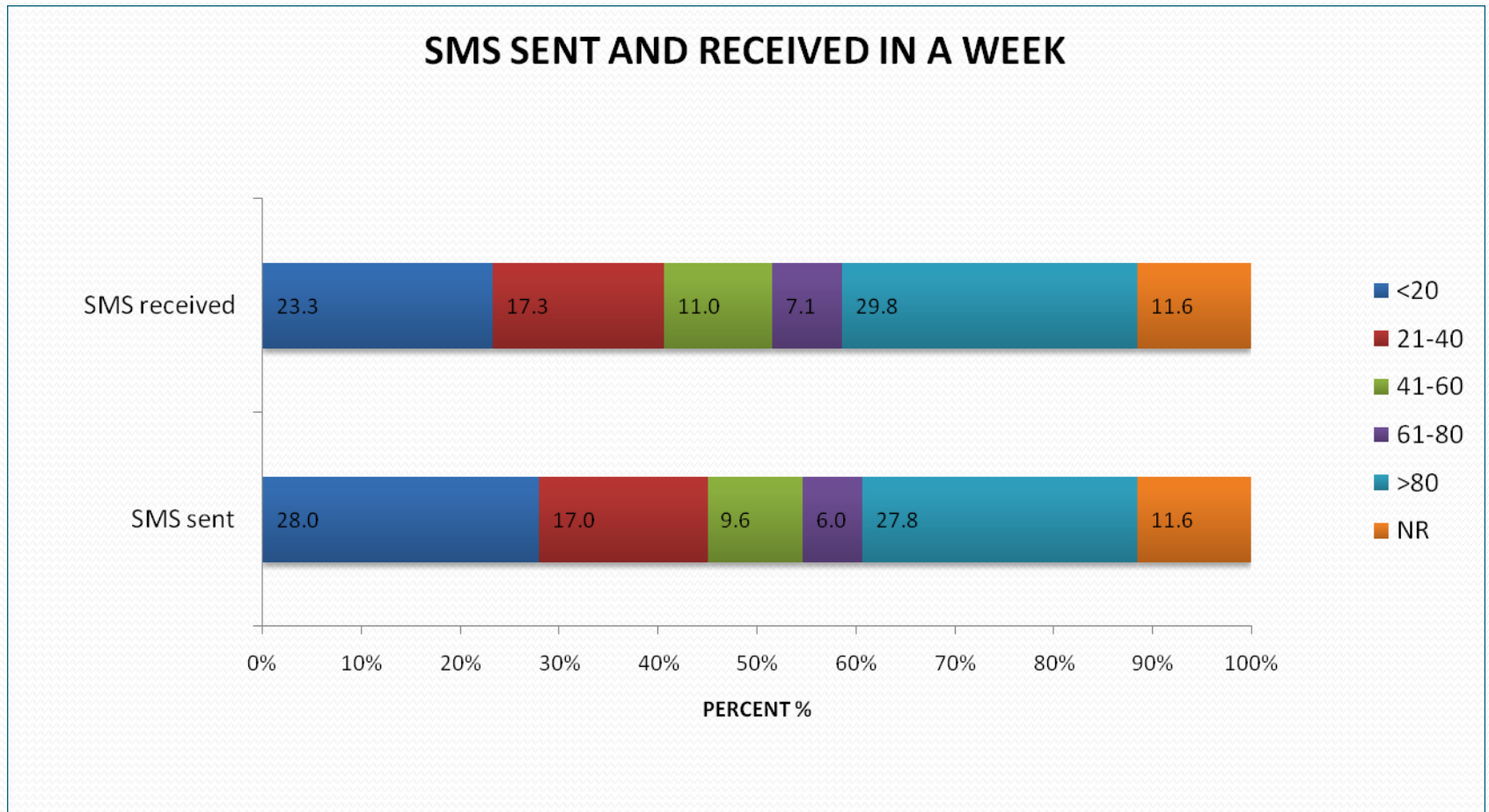
Findings

- **Social Shaping – Mobile phone uses and experiences**
- Mobile phones are important for respondents to allow parents to know about their whereabouts at all times
- Subscribing to games and caller ring tones popular among respondents
- Respondents who have access to online facilities on mobile phone use it for entertainment, social networking and for searching information
- Respondents send and receive more than 80 SMS in a week

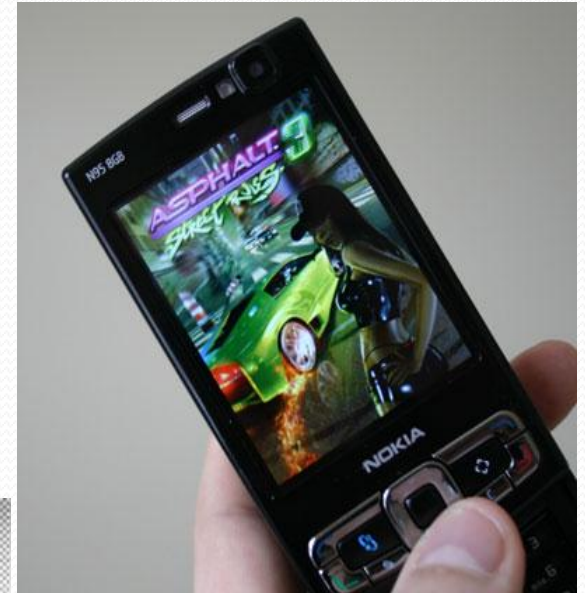


Findings

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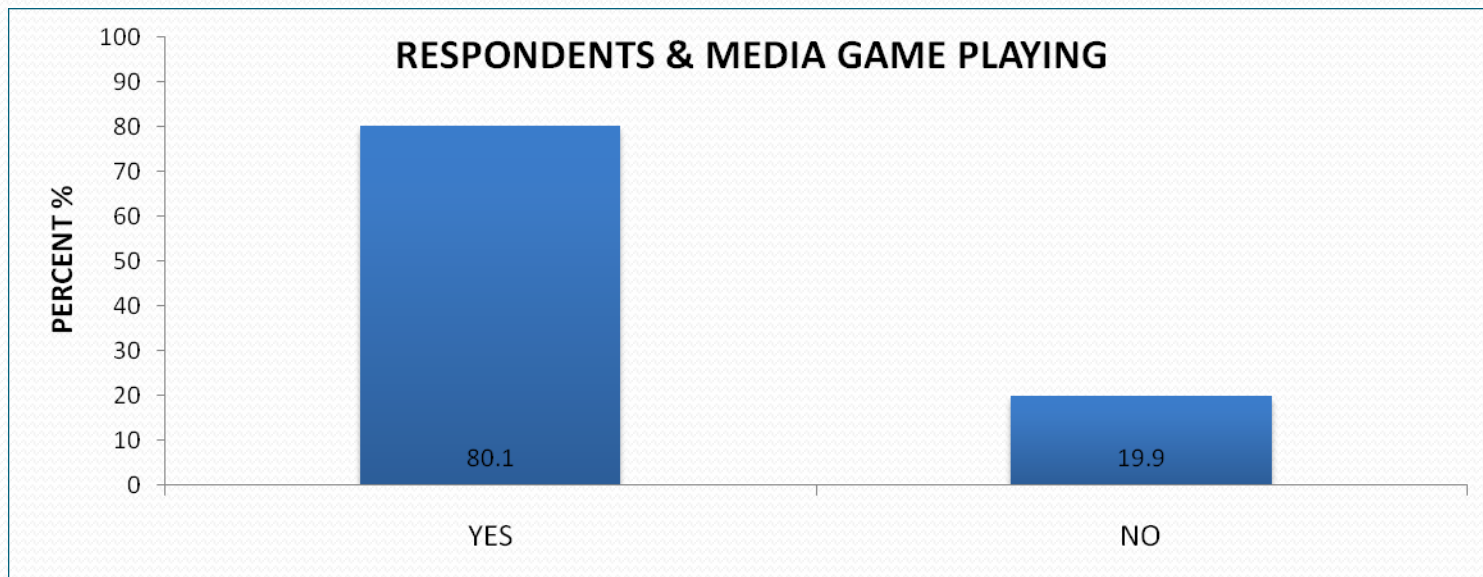


Young People & Media Gaming

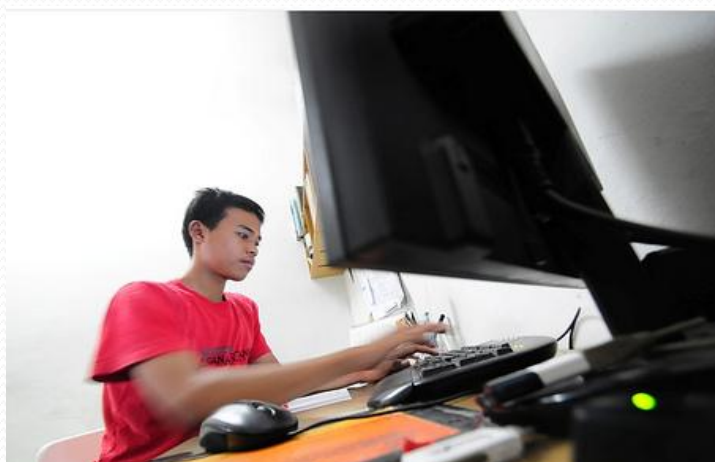


Findings

- **Social Shaping – Media gaming uses and experiences**
- Media games popular among respondents
- Online games most popular among respondents
- Popular media games include racing, adventure and fighting
- Playing games for fun
- Playing games for educational purposes is not popular



Media literacy and digital skills



Findings

- **Social Consequences – Media literacy and digital skills**
 - Able to use CD-ROM and Multimedia and are able to put charts and tables in their school reports
 - Able to send and receive email
 - Know how to collect and retrieve information and are able to prepare a basic spreadsheet using MS Excel



Findings

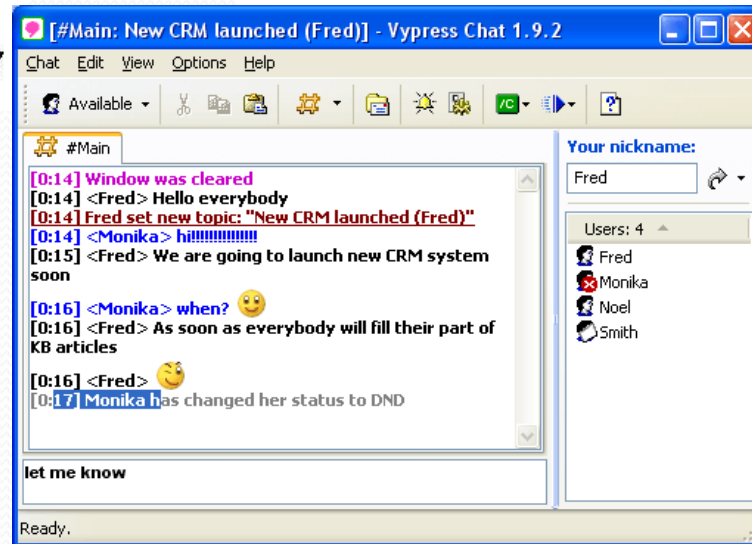
- **Social Consequences – Media literacy and digital skills**
- Only a moderate number of respondents say that they are able to post on a blog but most are able to use social media to interact with others
- Able to upload pictures and videos and are able to download music, songs and movies
- Not able to use the spam alert
- Little knowledge on phishing scam; malware, stolen password and ID; cyber bullying and privacy features for online games

Findings

- **Social Consequences – Media literacy and digital skills**
- Lack of knowledge on information that is posted in terms of its permanence and the possibility of the information being saved and used for other purposes
- Little knowledge on the role of Malaysian Communication and Multimedia Commission (MCMC)
- Only a moderate number of the respondents say that they can evaluate the quality, relevance on accuracy of information



Security and privacy issues



Findings

- **Social Consequences – Security and privacy issues**
- Never or rarely change their passwords regularly
- Always and often protect their computer with firewalls
- Disconnected from the Internet when they are not in use
- Respondents tend to post party pictures in *Facebook* and other social media sites
- Will never put their home address and phone number in personal websites



Findings

- **Social Consequences – Security and privacy issues**
- Many respondents are cautious and will not meet online contacts that they do not know
- Mostly not a victim of an online scam
- Often encountering sexual images online
- Avoiding websites that contain horror and porn
- Not reporting to parents or teachers when receiving hateful content or when someone threatens in a chat room
- Most parents do not control the use of their children's mobile phones or pose rules and conditions for using the Internet

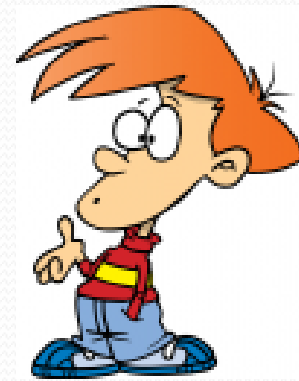
Findings

- **Social Consequences – Security and privacy issues**
- Most parents of respondents not invited to join their children's social networking sites
- Young people do not play media games with their parents
- Parents do not always talk about online security, risks and challenges and media violence at home
- Teachers do not always talk about online security, risks and challenges and media violence at school

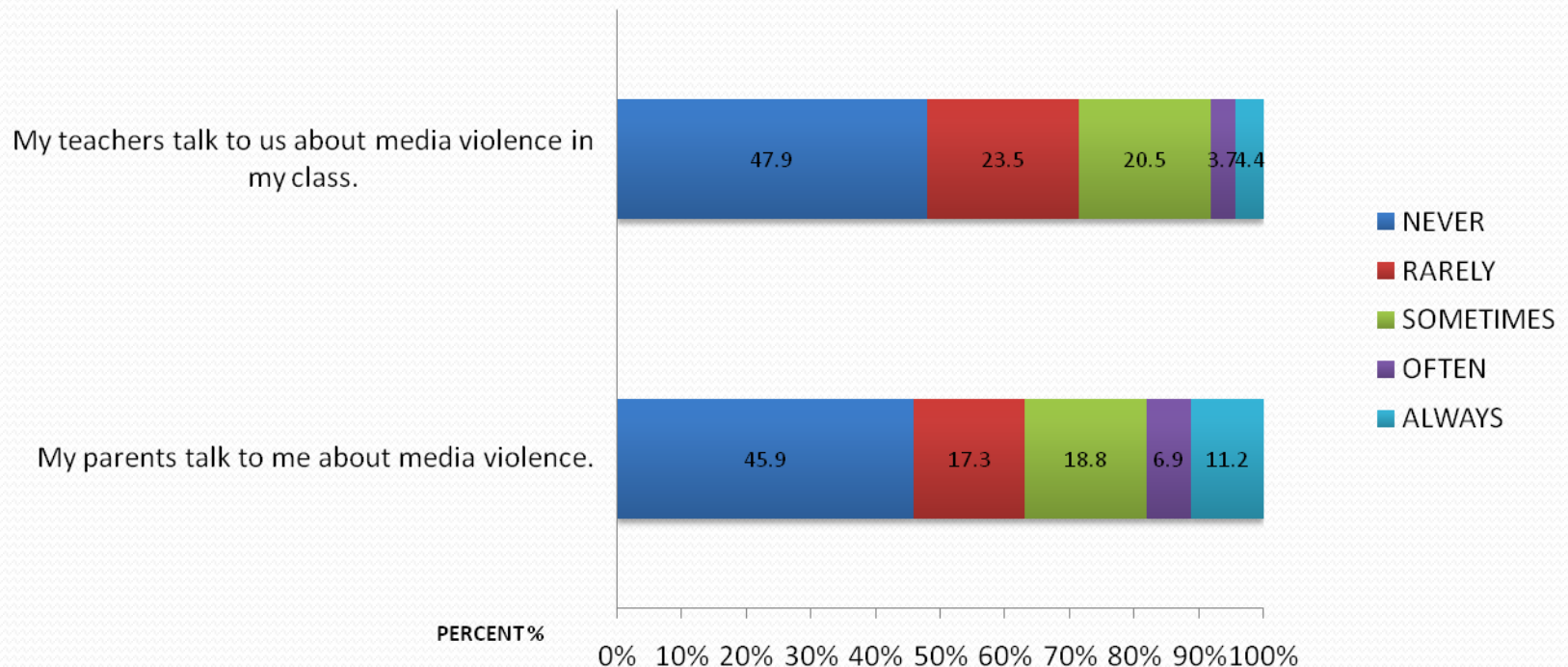


Findings

Parents do not always talk about online security, risks and challenges and media violence at home



RESPONDENT'S NEW MEDIA PRACTICES



Addiction to new media



Findings

- **Social consequences – Addiction to new media**
 - Difficult to do everyday activities without a mobile phone
 - New Media do not affect quality time with the family
 - Mostly not addicted to online gambling
 - Feeling like a freak without doing *Facebook*

Focus Group Discussion



Focus group discussion

Young people today are frequently engaged in the following activities—and thus assume a number of different roles—through the new media:

- 1. Self-expression and identity experimentation:**
 - Creating and sharing content (video, music)
 - Do role-playing games and express identity through social media and vlogs (YouTube)
 - less creation of content, including blogs

Focus group discussion

2. Social networking:

- chatting with friends (makes them happy, tell friends what happened after being scolded by parents);
- Facebook is very popular (keeping in touch, flirting & gossiping)
- pursue new online friendships
- reaching out to people with shared interests

3. Gaming :

- single player and multi-player, role-playing games
- Facebook games - get to send gifts on the spot
- Releases stress

Focus group discussion

4. Consumption and entertainment:

- chatting with friends about popular culture
- enjoy entertainment stories
- pursue new online friendships through games and social media

5. Learning :

- teaching and mentoring others (technical skills, online game strategies).
- easy to search information compared to books
- language learning
- online tuition

Focus group discussion

6. Knowledge-building:

- do research, school work, news and other information gathering (Wikipedia, Google).
- cut & paste
- download video, music & images (multi-modal)
- most creative work taken from Internet
- less Facebook to discuss projects

7. Safety Issues :

- mobile phones important for young people to inform their whereabouts to parents (especially girls)
- important in case of emergency

Focus group discussion

8. Privacy, bullying & harassment:

- Highly prevalent
- Indifferent to possible dangers
- Rather cool about joining gossip & rumours, (like to campur)
- Risky behavior: play & joke with strangers
- Uncertainty in privacy and moral issues
- Not seen as a serious issue
- Perception of risks is low
- Unsure & confused

Focus group discussion

9. **Addiction to new media:**

- Yes (cannot control, a lot of time wasted –like a drug)
- No (aware of time management)
- Gap between parents and young people: control time but don't know types of content and materials; online acquaintances

10. **Unwanted sexual comments and pornography**

- Prevalent in Internet & phone calls
- Most young people choose not to report

Focus group discussion

11. New Media Literacy:

- Less awareness on opportunities for meaningful participation
- Less mindful of the potential dangers and risks
- Tend to believe most of what is put on internet or mobile phones
- Lack of critical thinking and judgment
- If parents are receptive, young people talk to them
- Teachers seen as less relevant because they do not have new media knowledge nor capacity to understand what young people want to tell and express.

Focus group discussion

12. Dialogue and Civic Engagement :

- less interest engaging in public discourse,
- less discussion on key social issues,
- little civic engagement and activism online.



Recommendations

Professionals

Governments/
Politicians

NGOs

Industries/
Organisations



Parents

Institutions of
Higher Learning

Schools

Future Directions

- To stimulate conversations about new media
- To establish a research agenda on new media
- To provide outreach efforts - engaging in good practices of learning, communication and play
- To give emphasis to ethics, productive practices (civic engagement) and risks (deception and plagiarism)



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