Internet Use of young people and its challenges for social participation and education

Jugendliche Internetnutzung und ihre Herausforderungen für gesellschaftliche Teilhabechancen und Bildung
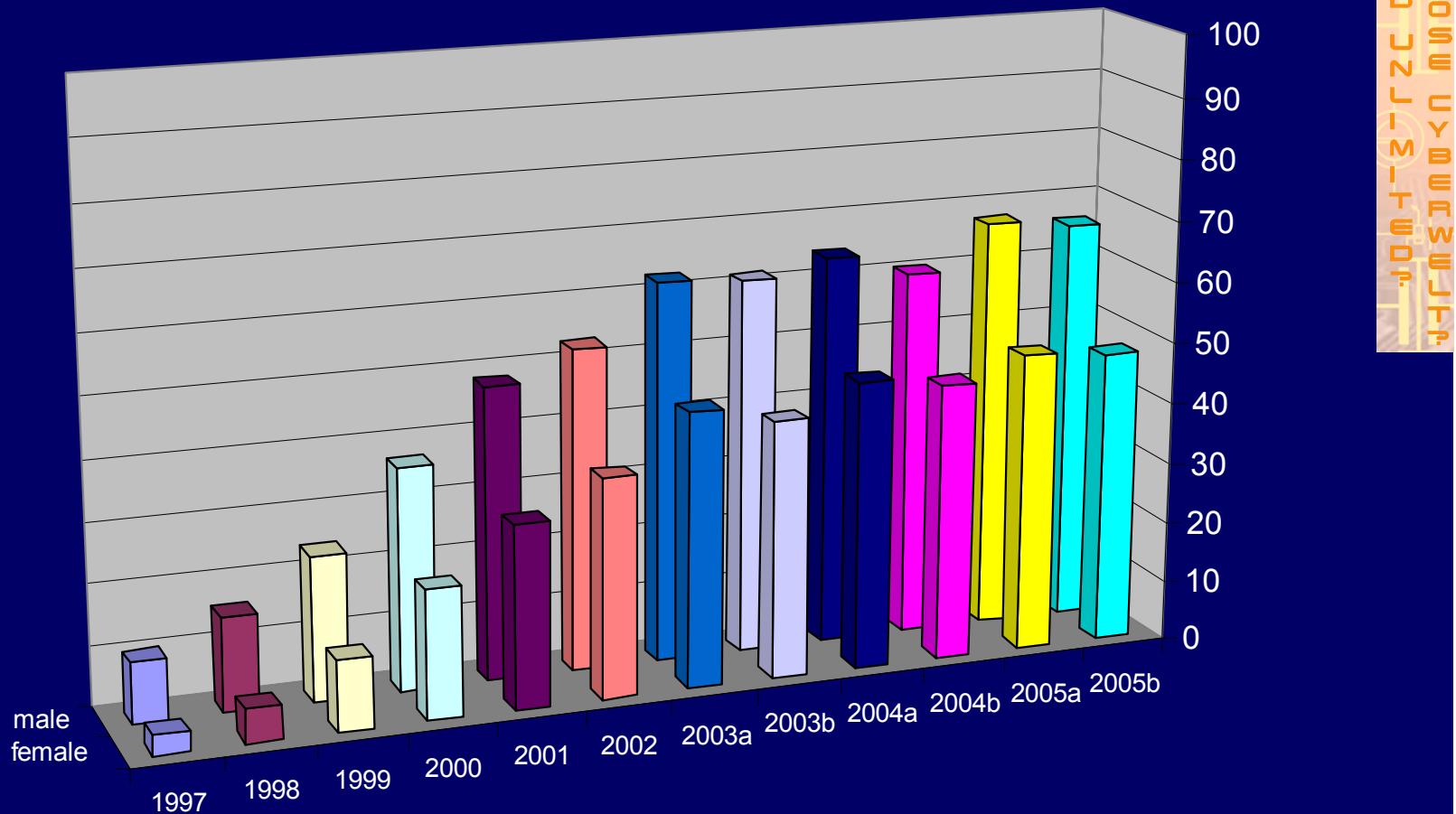
Nadia Kutscher & Hans-Uwe Otto
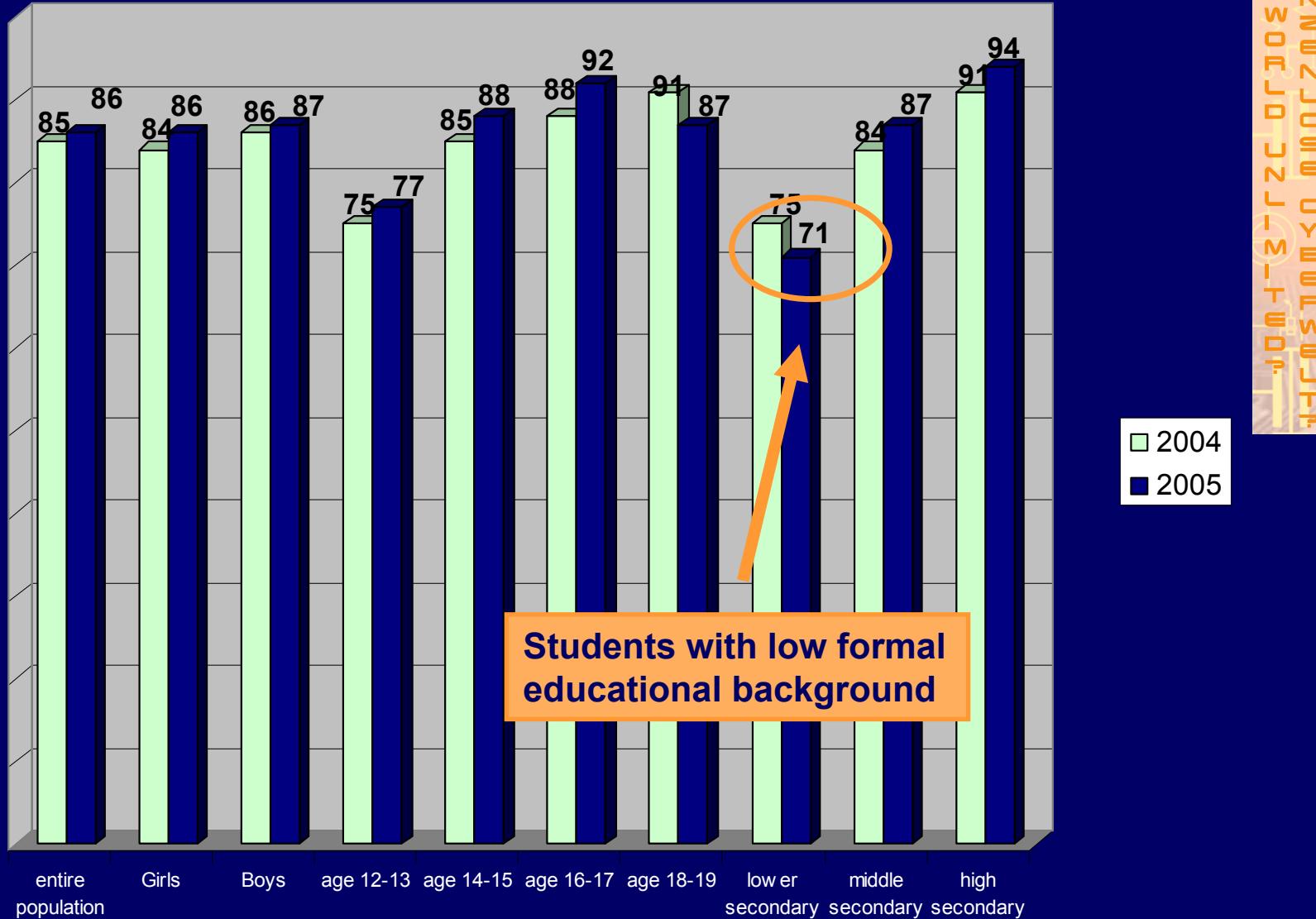
Online Use in Germany 1997-2005
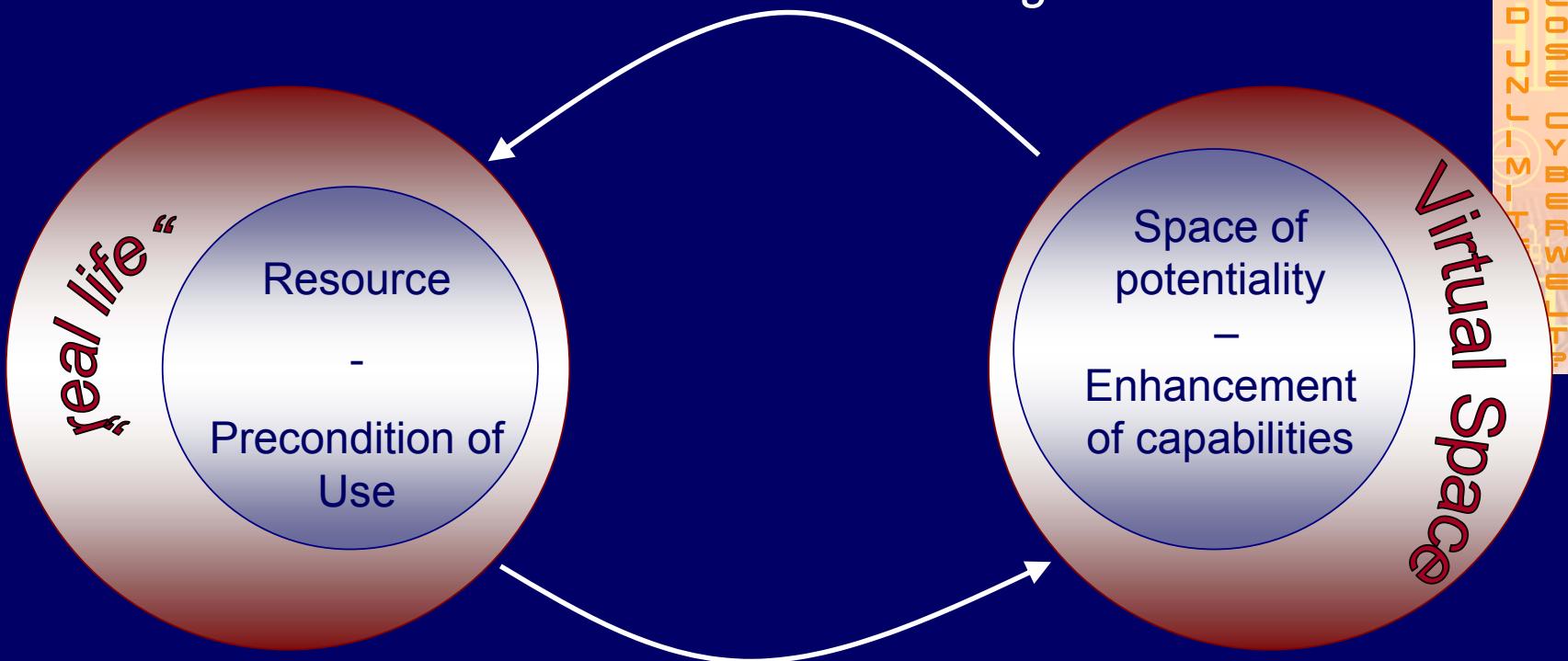
Online Use in Germany (Gender)

Internet Use of Young People in Germany (JIM 2005)

Legend:
- 2004
- 2005

Category	2004	2005
entire population	85	86
Girls	84	86
Boys	86	87
age 12-13	75	77
age 14-15	85	88
age 16-17	88	92
age 18-19	91	87
lower secondary	75	71
middle secondary	84	87
high secondary	91	94

Students with low formal educational background

Potential:
Enhancement of dispositional and orientational knowledge

"real life"

Resource
-
Precondition of Use

Space of potentiality
–
Enhancement of capabilities

Virtual Space

CYBERWORLD UNLIMITED

GRENZENLOSE CYBERWELT?
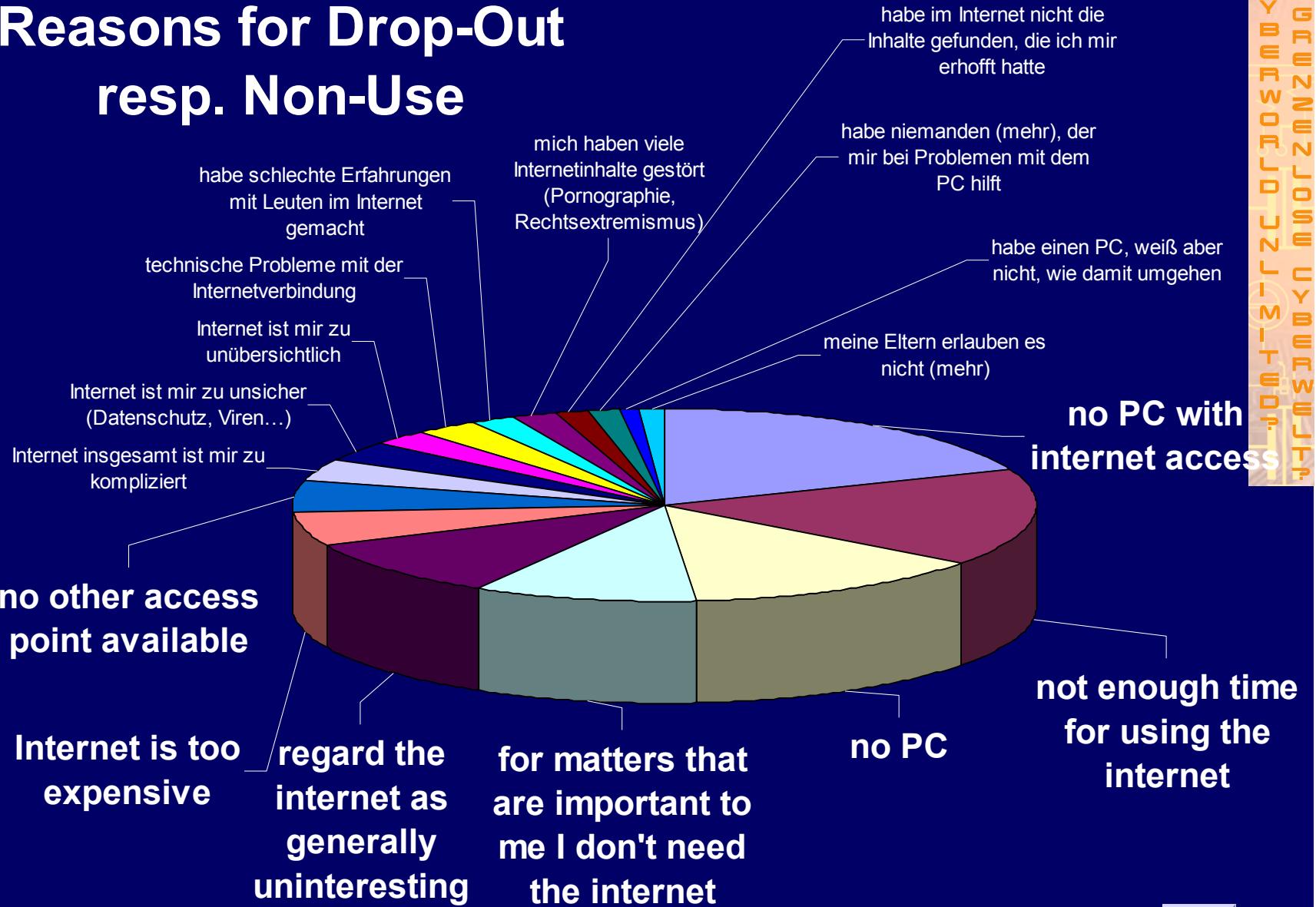
Observation:
ways of use differing according to resources

CATI-Survey (KIB/CCIE)

- 1024 CATI interviews, Time: ca. 15 min

- Collected between 15th November and 14th December 2005

- Random Sample from data from registration offices of 16 local authorities (Sample-Point Method, disproportional spread according to Germany east and west)

- Sample: n= 1.024

- male: 558
  female: 466

- Germany east: 252
  Germany west: 763

- students: 457
  non-students: 561

- Age: 14-23

- „Onliners": 965 /
  „Offliners": 59, these include
  Drop-Outs: 39
  „Real Offliners": 20

Reasons for Drop-Out resp. Non-Use

habe im Internet nicht die Inhalte gefunden, die ich mir erhofft hatte

habe niemanden (mehr), der mir bei Problemen mit dem PC hilft

habe schlechte Erfahrungen mit Leuten im Internet gemacht

mich haben viele Internetinhalte gestört (Pornographie, Rechtsextremismus)

technische Probleme mit der Internetverbindung

habe einen PC, weiß aber nicht, wie damit umgehen

Internet ist mir zu unübersichtlich

meine Eltern erlauben es nicht (mehr)

Internet ist mir zu unsicher (Datenschutz, Viren…)

Internet insgesamt ist mir zu kompliziert

no PC with internet access

no other access point available

not enough time for using the internet

Internet is too expensive

regard the internet as generally uninteresting

for matters that are important to me I don't need the internet

no PC

Observations

- Formal hoher Bildungsgrad hängt mit Internet als wichtigem Begleiter, Wikis. Emails und gezielter Informationssuche zusammen

- Teilnahme an Abstimmungen korreliert hoch mit häufig: Emailnutzung, Online-Spiele, selbst Online-Artikel schreiben, Registrierung auf Internetseiten, Besuchen von Internetforen und Kontaktaufnahme mit Betreibern anderer Websites

- Formal high educational status correlates with internet as important attendant, using wikis, email and target oriented information search

- Participation in votings correlates with frequent using email, online games, writing online articles, registration on websites, visiting forums and taking up contact with other sites' owners
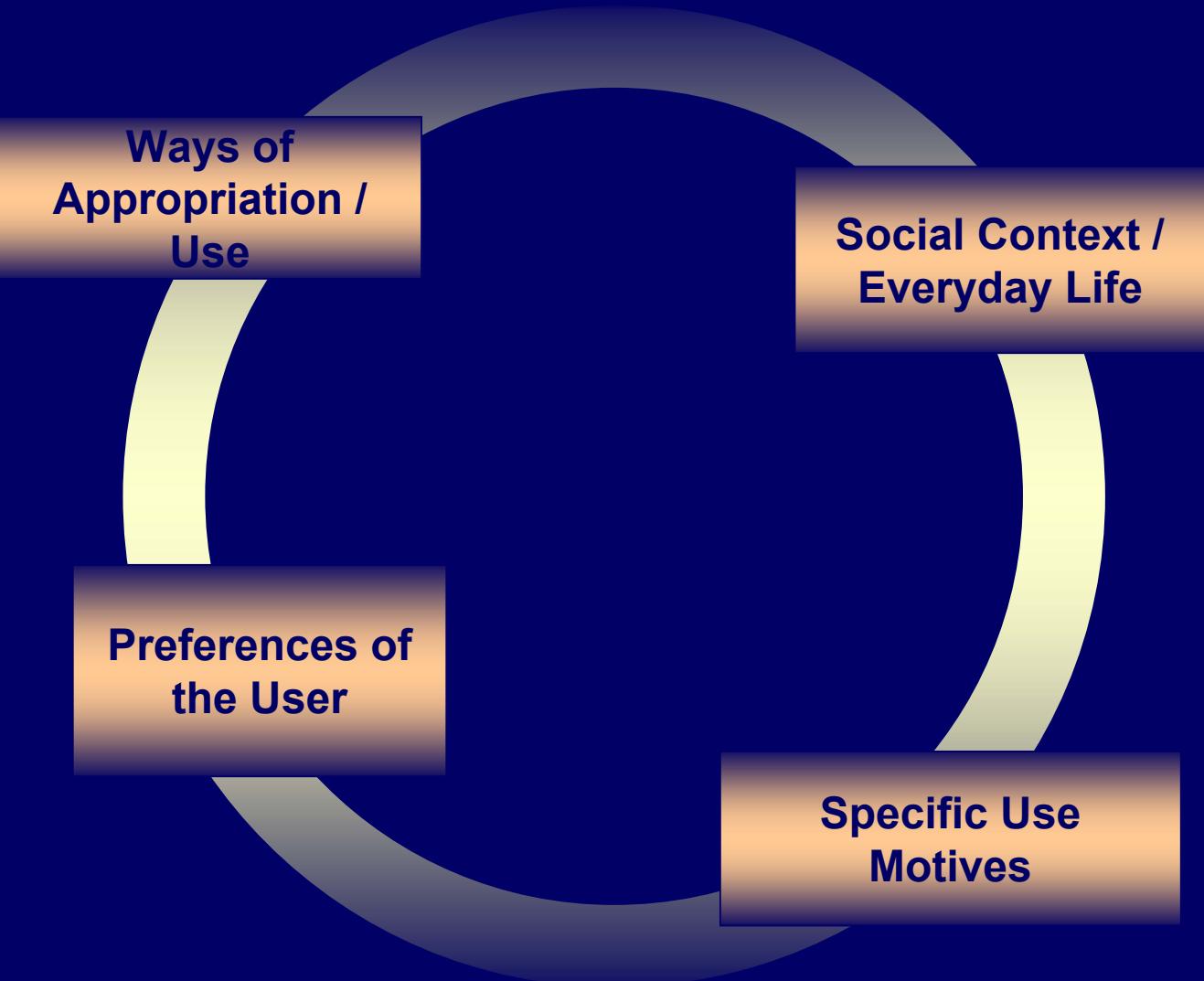
Appropriation
(Deinet/Reutlinger 2004):

Constitution of social spaces by the acting subject

appropriating physical-material and symbolic, social and subjective, real and virtual spaces

Use Praxes are being…
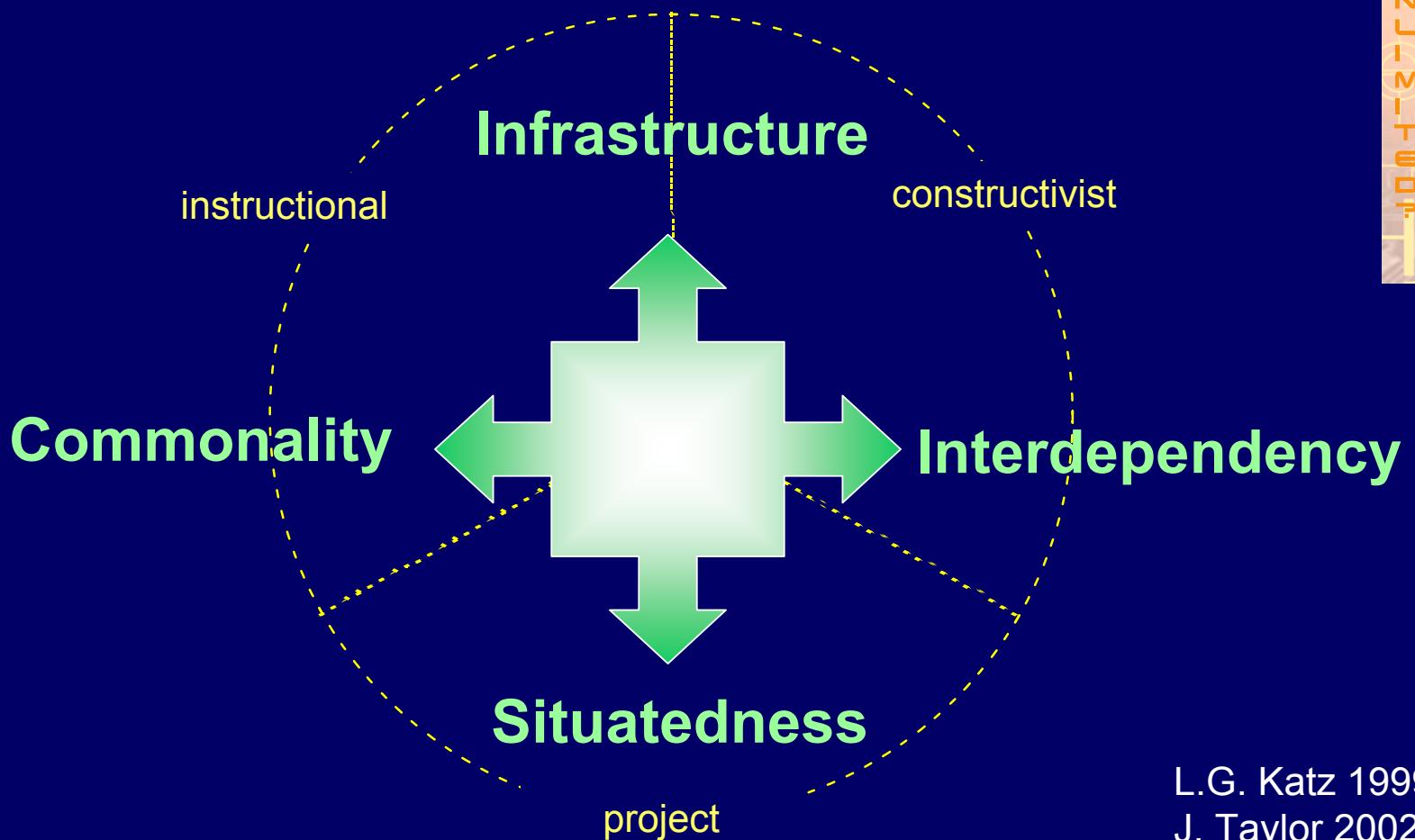
- …influenced by use/users and interactions between user groups
  „Learning practices are both *differentiated* and *differentiating*" (Sawchuk 2003, 221)

- … pre-structured by the potential of the internet site – its content and medial structures

Appropriation in the virtual space between subject and society

	User	„Knowledge" Society
Aim	Realization of subjective use motives	Social participation of the user
Point of Reference	Interests/ Preferences/ Capabilities	Competences
Resources	Utilizing resources available	Enhancing resources by intervention
Mode of education	Informal appropriation	Non-formal intervention

Structural Dimensions enhancing Appropriation on the Internet

Infrastructure

instructional

constructivist

Commonality

Interdependency

Situatedness

project

L.G. Katz 1999
J. Taylor 2002

Thank you very much for listening!

Vielen Dank für Ihre Aufmerksamkeit!