

# → **Fast Facts**

## → **Information literacy of the young**

A UK study of online information-seeking behavior among people born after 1993 finds that the information literacy of young people has not improved with increasing access to technology. Furthermore, research shows that the speed of young people's Web searching means that little time is spent evaluating information for relevance, accuracy, or authority. Many young people do not have sophisticated mental maps of what the Internet is, often failing to appreciate that it is a collection of networked resources from divergent providers.

School of Library, Archive and Information Studies, University College London, "Information Behaviour of the Researcher of the Future," January 11, 2008, [www.ucl.ac.uk/slais/research/ciber/downloads/](http://www.ucl.ac.uk/slais/research/ciber/downloads/). Accessed February 8, 2008.

## → **Library usage**

The Pew Internet and American Life Project in partnership with the University of Illinois at Urbana-Champaign published survey results challenging the assumption that libraries are losing relevance in the Internet age. Libraries drew visits by 53 percent of Americans in the past year. Compared with their elders, Generation Y members (age 18 to 30) were the most likely to use libraries for problem-solving information as well as general usage for any purpose. Young adults are the most likely to say they will use libraries in the future when they encounter information-related problems. Forty percent of Generation Y individuals say they would go to a library, compared with 20 percent of those above age 30 who say they would do so.

Leigh Estabrook, Evans Witt, and Lee Rainie, "Information searches that solve problems: How people use the internet, libraries, and government agencies when they need help," Pew Internet & American Life Project, December 30, 2007, [www.pewinternet.org/pdfs/Pew\\_UI\\_LibrariesReport.pdf](http://www.pewinternet.org/pdfs/Pew_UI_LibrariesReport.pdf). Accessed February 8, 2008.

## → **Academic freedom?**

Cary Nelson, president of the American Association of University Professors, says, "It's broadly recognized, certainly by contingent faculty themselves, that they really don't possess academic freedom in the way that the American academy has assumed for basically half a century. . . . Marc Bousquet, who interviewed Nelson writes, 'Instead of intellectual freedom, many of the majority contingent faculty can be reprimanded for contradicting the administration, can't choose course texts or create syllabi, and are afraid to challenge students to think and learn, or raise controversial issues.' Nelson continues, 'It's a question of teaching in a climate of fear, versus teaching in a climate of freedom and honest interchange with your students... The American academy has shifted from a place where there is a great deal of reinforcement for intellectual independence for its faculty, to a place where there is very little.'

Marc Bousquet, "Brainstorm: The Twilight of Academic Freedom?" Chronicle.com, February 11, 2008, [chronicle.com/review/brainstorm/bousquet/the-twilight-of-academic-freedom](http://chronicle.com/review/brainstorm/bousquet/the-twilight-of-academic-freedom). Accessed February 11, 2008.

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