What’s Next for Libraries

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“Tweckle (twek’ul) vt. To abuse a speaker to Twitter followers in the audience while he/she is speaking.”
we need a tshirt, "I survived the keynote disaster of 09"

it's awesome in the "I don't want to turn away from the accident because I might see a severed head" way

too bad they took my utensils away w/ my plate. I could have jammed the butter knife into my temple.

Your 6 big puzzles to solve

1. What’s the future of personal enrichment, entertainment, and knowledge?
2. What’s the future of pathways to knowledge (reference expertise)?
3. What’s the future of public technology and community anchor institutions?
4. What’s the future of learning “spaces”?
5. What’s the future of attention (and its structural holes)?
Q6: Where do you fit on the continuum?
ALA’s “Confronting the Future”

Totally physical \(\rightarrow\) Totally virtual
(facilities and media) \(\rightarrow\) (facilities and media)

Individual focus \(\rightarrow\) Community focus

Collection library \(\rightarrow\) Creation library
(physical and virtual) \(\rightarrow\) (social, maker space)

Archive \(\rightarrow\) Portal
Everything for everyone \(\rightarrow\) Specialized niche
Starting point:
Your foundation is pretty solid
Our previous findings
libraries.pewinternet.org

• People think libraries are important, especially for communities
• People like and trust librarians
• People think libraries level of the playing field for those without vast resources
• People think libraries provide services that are hard to get elsewhere
• People believe libraries have rebranded themselves as tech hubs
Capstone: Library User (and Non-User) Typology

- Info Omnivores: 20%
- Solid Center: 30%
- High Engagement (30%)
- Medium Engagement (39%)
- Low Engagement (17%)
- No personal library use (14%)

By level of engagement with public libraries:

Data source:

http://www.pewinternet.org/2014/03/13/library-engagement-typology/
Q1: What is the future of enrichment / knowledge?
• **Created differently:** New scientific method (and citizen scientists) ... Big data ... Niches and argument ... Simulations and models

• **Illustrated differently:** New displays ... Networked data/info ... Gamified environments

• **Disseminated differently:** Social networks and media ... Flipped schools
Learning as identity (% of those ages 18+)

Describes me very well

- I think of myself as a lifelong learner: 73%
- I like to gather as much information as I can when I come across something that I am not familiar with: 61%
- I often find myself looking for new opportunities to grow as a person: 58%
74% of all adults are personal enrichment learners
% of those ages 18+

- Read publications related to personal interest: 58%
- Attended meeting where learned new info such as book club or arts club: 35%
- Attend convention/conference tied to personal interest: 30%
- Taken course related to interest/hobby: 25%
- Taken online course: 16%
The motives of personal learners
% of those ages 18+

- Learn something to make my life more interesting: 80%
- Learn something that would allow me to help others: 64%
- Extra time on my hands: 60%
- Wanted to turn a hobby into extra income: 36%
- Learn something to help with my children's or other kids' school work: 33%
63% of the employed are work-related learners – i.e. gotten training or taken courses (% of those ages 18+)

- To maintain or improve my job skills: 55%
- For a license or certification for my job: 36%
- To help get a raise/promotion: 24%
- To help get a new job: 13%
- Because I am worried about losing job: 7%
Q2: What is the future of pathways to knowledge (reference expertise)?
## What is the future of learning?


<table>
<thead>
<tr>
<th>Old:</th>
<th>New:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning as transaction</td>
<td>Learning as a process</td>
</tr>
<tr>
<td>Knowledge is objective and certain</td>
<td>Knowledge is subjective and provisional</td>
</tr>
</tbody>
</table>
What is the future of learning?

Old:
Learning as a transaction
Learners receive knowledge

New:
Learning as a process
Learners create knowledge
What is the future of learning?

Old:
Learning as transaction
Knowledge is organized in stable, hierarchical structures that can be treated independently of one another

New:
Learning as a process
Knowledge is organized “ecologically”-disciplines are integrative and interactive
What is the future of learning?

Old:
Learning as transaction
We learn best passively, by listening and watching

New:
Learning as a process
We learn best actively doing and managing our own learning
What is the future of learning?

Old:
Learning as transaction
Our “intelligence” is based on our individual abilities

New:
Learning as a process
Our “intelligence” is based on our networks
Search for it differently: Bigger, better search for everything … New interfaces … “Semantic web” … Bots … Predictive analytics

Curate it differently: Key attribute of a helpful network “node” … “Do what you do best and link to the rest”

Capacities for learning are different: Searching … Evaluating … Pattern recognition and critical thinking … Coding and media production skills
Q3: What is the future of public technology and community anchor institutions?
Knowledge access points are different:
   Pervasive … Perpetual … Secure … On call
Local still matters: Huge for libraries
Divides persist and need attention: Access …
   competence … Quality of your network
Access models are changing:
   Subscription … Freemium … Platform for performance and discovery (local authors / creators) … Maker spaces
Should libraries move some print books and stacks OUT OF public locations to free up more space for things such as tech centers, reading rooms, meetings rooms, and cultural events? % of those ages 16+

- Should definitely not do: Nov-12 = 36, Apr-15 = 25, Apr-16 = 31
- Should maybe do: Nov-12 = 39, Apr-15 = 40, Apr-16 = 40
- Should definitely do: Nov-12 = 20, Apr-15 = 24, Apr-16 = 30

Survey dates: Nov-12, Apr-15, Apr-16
The clear public mandate: Do something for education ....

Large majorities of Americans see libraries as part of the educational ecosystem and as resources for promoting digital and information literacy.
Should libraries **coordinate more closely with local schools** in providing resources to kids?  
% of those ages 16+

- Should definitely do: 85
- Should maybe do: 11
- Should definitely not do: 2
Should libraries offer free early literacy programs to help young children prepare for school? 

% of those ages 16+

- Should definitely do: 85%
- Should maybe do: 12%
- Should definitely not do: 2%
Should libraries offer programs to teach people, including kids and senior citizens, **how to use digital tools such as computers, smartphones and apps?**

% of those ages 16+

- **Should definitely do**: 80
- **Should maybe do**: 16
- **Should definitely not do**: 4
How well, if at all, do your local public libraries serve the learning and educational needs of your local community – not just children at schools, but all those of any age who want to learn? 

% of those ages 18+

Very well: 37
Pretty well: 39
Not too well: 6
Not well at all: 4
Don't know: 12
How well, if at all, do your local public libraries serve the learning and educational needs of you and your family? (% of those ages 18+)

- Very well: 34
- Pretty well: 36
- Not too well: 9
- Not well at all: 12
- Don't know: 8
What the library contributes to my community
Helping people decide what information they can trust

A lot 37
Somewhat 37
A little 15
Not at all 7
Don't know 4
What the library contributes to my community
Helping people when they seek health information

A lot
Somewhat
A little
Not at all
Don’t know

33 38 15 8 6
What the library contributes to my community
Helping people find jobs or pursue job training

- A lot: 22
- Somewhat: 34
- A little: 21
- Not at all: 14
- Don’t know: 10
What the library contributes to my community
Helping people when a natural disaster or major problem strikes the community

- A lot: 19
- Somewhat: 37
- A little: 17
- Not at all: 17
- Don’t know: 10
Q4: What is the future of learning spaces?
Where personal learners did their learning
(% of adults who did personal learning in past 12 months)

- On the internet: 52%
- At educational facility: 35%
- At a community center or museum: 29%
- At a church, temple, or synagogue: 26%
- At a library: 23%
- At some other place: 31%
Where professional learners got their training
(% of employed who got job training in past 12 months)

- At your workplace: 75%
- On the internet: 55%
- At offsite facility: 48%
- At a convention, conference: 43%
- At home: 37%
- At a government agency: 21%
- At a library: 9%
- Some other place: 14%
New kinds of enrichment/entertainment are networked and aimed at networked individuals

- Can be DIY and self-paced
- Can be experiential, participatory
- Can be just-in time, real time
- Can draw on peers and their networks
- Can be place-agnostic
- Can exploit augmented reality
- Can have gaming sensibilities
- Can exploit feedback and analytics
Should libraries offer programs to teach patrons about protecting their privacy and security online?

% of those ages 16+

- Should definitely do: 76%
- Should maybe do: 18%
- Should definitely not do: 4%
Should libraries have more comfortable spaces for reading, working, and relaxing at the library? % of those ages 16+

- Should definitely do: 57%
- Should maybe do: 30%
- Should definitely not do: 9%
Q5: What is the future of attention?
STREAMS: USER SPENDS HER LUNCH BREAK DIPPING INTO A VARIETY OF MEDIA “STREAMS”
SIGNS: USER HAS SET UP ALERTS ON HER SMARTPHONE AND REGULARLY CHECKS HER HOME SCREEN TO SEE NEWS HEADLINES
SNACKS: USER ACCESSES HER MOBILE DEVICE WHEN SHE HAS A SMALL AMOUNT OF TIME TO KILL
People: Serve and Learn

- Tech experts
- Master teachers in age of lifelong learning
- Visionaries for the knowledge economy and the jobs it produces
- Experts in sense-making, context, and curation
- Monitors of algorithms
Place: Reconfigured and Repurposed

- Artifacts are connected and data-rich
- Nodes for “system of systems” with databases and media
- Test beds – maker masters
- Community information and media stewards
Platform: Community Resource

- Trusted institution and privacy watchdog
- Advocates for free and open
- Advocates for closing digital divides
- Data and collections repositories
- Civic specialists – esp. in learning realms
Be not afraid