

Trends & the Evolving Environment: Identifying Implications for Our Strategies

Pre-work

October 3, 2011

It is critical for libraries to be aware of the environment in which they are working today and will be working tomorrow. While we can't always predict exactly what that environment will look like – and unforeseen circumstances certainly arise – we can identify trends and developments that may impact the University and YUL. The Working Groups have been interviewing key stakeholders and exploring the literature to identify trends. Our discussions on October 3rd will be to explore what these trends mean for the Libraries.

This pre-work is designed to help you prepare for the October 3rd Strategizing Session. There are 4 parts:

- Part I:** Review summaries of stakeholder interviews and identify key themes.
- Part II:** Prompts you to consider the environment – the issues & trends that may impact YUL during the next few years and the implications for YUL's future & strategies; we'll discuss these on October 3rd
- Part III:** Asks you to do identify YUL's strengths as they relate to those trends & implications
- Part IV:** Asks, "Given the environment evolving and the implications for YUL, and YUL's strengths, what are 3 key things YUL must continue to do and 3 key things must change during the next 3 – 5 years?"

Please take the time to consider this pre-work & come prepared to fully participate. Please bring the pre-work to the session; no one will look at your work, but it will be very helpful for you to refer to it. If you have any questions, please contact me at rebecca@dysartjones.com or 905.731.5836, or Catherine or Mark. I look forward to the session!

Thanks!

Rebecca

Strategizing Session

October 3, 2011

Agenda

1:00 – 4:00 p.m. Senate Chamber

Session Objectives:

1. Develop a common understanding of:
 - Environment surrounding the Libraries during the next 3-5 years, & the implications of these impacts for the Libraries' future & strategies
 - Key issues, trends & implications to be factored into the Libraries' strategies
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| 1:00 | Introductions, Objectives, Roles, Ground Rules |
| 1:10 | PT I: Discuss Stakeholder Interview highlights |
| 1:45 | P. Monahan, Vice-President Academic & Provost |
| 2:00 | PT II: Evolving Environment: Impacts & Implications of the Trends? |
| 3:15 | PT III: YUL's Strengths Relevant to This Environment |
| 3:30 | PT IV: Given these trends & their implications, and our strengths, in the next 5 years we must continue and we must change: |
| 3:55 | Thank you & Next Steps |
| 4:00 | Close |

Part I: HIGHLIGHTS FROM THE STAKEHOLDER INTERVIEW SUMMARIES

It is critical for libraries to be aware of the environment in which they are working today and will be working tomorrow. While we can't always predict exactly what that environment will look like – and unforeseen circumstances certainly arise – we can identify trends and developments that may impact the University and YUL. The Working Groups have been interviewing key stakeholders and exploring the literature to identify trends. Our discussions on October 3rd will be to explore what these trends mean for the Libraries.

Start with the Interviews: Please review the interview summaries in Moodle at Library Strategic Planning: Forums: YUL Stratplan Forum. (<https://moodle11.yorku.ca/moodle/mod/forum/view.php?f=19464>)

As you read through the Interview Summaries, jot down your thought on these questions: What are the implications for YUL as it considers its future priorities? OR What does this mean for YUL during the next 3-5 years?

Part II: THE ENVIRONMENTAL SCAN: THE TRENDS & THEIR IMPLICATIONS

Working Groups explored 9 areas of the environment surrounding the University and YUL to identify key trends. Everyone has done a terrific job! **Their work is attached to this pre-work (pages E1-E15)**

The Working Groups each identified the Key Trends for their topic area; each group worked through it in their own way – some have highlighted a few trends for you while others have included narrative and sources. Which is great! The environment surrounding the University and the Libraries is as varied as the Key Trends identified here for you. Read what your colleagues have identified in each topic area. As you do, please note your thoughts regarding these questions:

What surprises you about the trends? What interests you? How do the trends in each topic area impact YUL? What do the trends mean for the library?

Global Academic Research: Implications for YUL?

Teaching: Implications for YUL?

Student Learning & Achievement: Implications for YUL?

Student Experience: Implications for YUL?

Government Funding & the Business of Education: Implications for YUL?

Demographics & the Broader Community: Implications for YUL?

Technology: Implications for YUL?

Secondary School Student Behaviours: Implications for YUL?

Content & Images: Implications for YUL?

Any other thoughts on the trends? Anything that's missing?

Part III: What are YUL's strengths that relate to those trends & implications?

What are YUL's strengths – and how do these relate to the trends you've just read through? What does YUL do really well? What do you feel students, faculty and the University value about YUL?

Part IV: “Given the environment evolving and the implications for YUL, and YUL’s strengths, what are 3 key things YUL must continue to do during the next 3 – 5 years, and what must it change?”

First, given YUL’s strengths, and the environment and the trends impacting the University and YUL what are 3 key things YUL MUST CONTINUE TO DO during the next 3-5 years?

And, given the environment and the trends impacting the University and YUL what are 3 key things YUL MUST CHANGE during the next 3-5 years?

Content/Scholarly Communications: Key Trends from our Environmental Scan

Alt-metrics:

With the rise of the Web, scholars have more ways to communicate and disseminate research than ever before, such as through Open Access archives, blogs, Facebook, Twitter, social bookmarking tools, etc. Traditional research impact evaluation tools, e.g. peer review, bibliometrics, have failed to capture the totality of ways in which cognitive influence is exercised and exhibited within and across specialty groups on the Web. The new emerging scholarly tools are promising for research evaluation and filtering purposes.

Collection Development (General):

Libraries primary role is to preserve the record of academic scholarship, regardless of format, and to ensure ongoing access to that content.

- the collaborative nature of collection development -- with patrons, faculty, research institutes and other universities
- a redefinition of how material is collected: new types of often web-based material which are dynamic & unstable, continued commercialization of journal and monograph content.

We need to move towards a truly collaborative collection development process to continue our important role of tracking and making accessible role of academic scholarship while acknowledging the significant input requires faculty and students and our peer institutions.

Digital Humanities:

The digital humanities are often falsely equated with digitization. While often instrumental to the work of digital humanists, digitization cannot be regarded as an end in itself, but as a means to realize new scholarly and pedagogical modes. By foregrounding the possibilities and limitations of the digital, and by developing new tools to organize and manipulate digitized and born-digital materials, digital humanists present librarians with both a challenge and an opportunity: while challenging the library's central role in the organization and preservation of scholarly information, the modes and methods of the digital humanities also offer libraries the opportunity to animate our collections along multiple vectors, to expose them to varied audiences, and to encourage their use in new and unforeseen ways.

Marketing:

Marketing the Libraries' collections involves making those collections (broadly defined) visible to the community, and getting users to want to use them. After all, if we spend large sums of money on our collections, we want them to be used. Marketing should be geared towards specific groups: faculty, undergraduates, graduates, clubs/organizations, users with special needs, etc.

Media business models:

As traditional media shift from physical formats to digital -- newspapers, magazines, film, music, etc. to online & streaming -- their business models will also shift. Libraries will be challenged to find ways to collect, disseminate and preserve these media. In particular, the shift away from purchase to licensing will be very important.

Mediated vs. Non-Mediated Collection Development.

On the importance of human mediated resource selection. While some of the advantages of non-mediated selection include efficiency and ease of measurement, there are also potential pitfalls:

- no intellectual input from bibliographer beyond that of establishing profile
- less contact with incoming materials
- fewer opportunities of influencing the direction and quality of the collection
- fewer books from non-traditional or small presses
- multidisciplinary or cross disciplinary materials do not get purchased because they fall outside of the accepted LC call number ranges

Conclusion: "approval plans ... need continual modification in order to perform at optimum levels But even with frequent adjustment, good collection development practice still requires selection skills of an expert bibliographer." (John S. Brantley, Approval plans, discipline change, and the importance of human mediated book selection, Library Collections, Acquisitions, and Technical Services, Volume 34, Issue 1, Spring 2010, Pages 11-24)

Openness:

YUL should consider formalizing their uptake of the culture of "open" (open culture). Where possible we should be supporting open in all its forms:

- open access - open access advocacy and policies, supporting open access publishing, prioritizing digitization of out of copyright materials, promoting creative commons, open educational resources, etc.
- open data - work with faculty to make their research data more available, ensure that our own data is available beyond the library and the university.
- open source - using open source software where possible, and contributing our own developments back to the greater community
- open formats - we should endeavour to steer clear of proprietary formats where possible to aid with long term preservation efforts

Preservation:

As York University research outputs and collections acquired by York University Libraries are increasingly digital in nature, a strategy is required to ensure that published and archival digital research collections will continue to be valuable to future generations of scholars. To ensure the long term sustainability of our digital assets, the libraries will craft the policies and strategies required to preserve our research collections and provide curatorial support and preservation strategies for campus research outputs.

Global Academic Research: Key Trends from our Environmental Scan

1. Collaboration – collaboration is increasingly common and increasing global
2. IT – computational research enables collaboration, allows new methodologies of research, new modes of scholarly output, opens up new fields of research such as digital humanities. Etc.
3. Accountability – measures of efficiencies, effectiveness and outcomes based

Measures are both global and regional

4. Open access to research output
5. Members of a university are encouraged to advance the research reputation of their institution not only through direct contributions to research but also through contributions to the global, external research community through committees, editorial boards, consulting, etc.
6. Increase in desire of students to use research as a means to better and more employment opportunities.

Technology: Key Trends from our Environmental Scan

Open Source

Strategy: YUL will develop software under an open source license so that any such programs can be made available to anyone.

Justification

Using and / or developing open source software would be in line with other policies adopted by YUL, please see <http://www.library.yorku.ca/ccm/Home/oa/>. Open access and open data are important to libraries and research. So is open source software. We should make it a part of our YUL processes so our work is available to everyone.

Game-based Learning

Strategy: YUL will explore and pilot the use of game-based learning and/or the provision of technology/infrastructure to support game-based learning.

Justification

Research has shown that students develop many skills (decision-making, problem-solving, leadership) while playing games. If YUL created / licensed games for learning IL concepts or provided the technological and / or physical infrastructure for learning-based games it would be demonstrating commitment to, and leadership in, new ways of learning.

The virtual learning commons may be an excellent platform for testing / piloting either the development or licensing of an “academic skills” type of game.

Class-room technologies

Strategy: YUL will adopt more classroom technologies, such as smartboards, interactive whiteboards or Audience Response System.

Justification

These technologies foster learning and teaching that is collaborative and engaging.

Mobile / Application

Strategy: YUL will expand the development of mobile interfaces and applications, explore other mobile possibilities such as augmented reality and continue collaborations on university-wide initiatives.

Cloud Computing

Strategy: YUL will investigate the expansion of cloud computing and its application in managing and making accessible resources and software programs.

Justification

Cloud computing is an accessible option that makes fewer demands on local technical infrastructure. Cloud computing can be flexible and agile and enables institutions to focus more on access than on assets.

E-books/ Digital Publishing

Strategy: YUL will advocate for access to e-books and make appropriate technology available so students can take full advantage of e-books and emerging improvements in digital publishing.

Justification

Improvements in digital publishing indicate interactive, collaborative, multi-modal, and immersive activities will soon be possible – all of which support a richer learning experience.

Social Media

Strategy: YUL will continue to develop a social media strategy and expand our social media presence.

Justification

Students are prolific users of social media and such media will be a more meaningful way to engage students with YUL.

Staff Training

Strategy: YUL will encourage, support and provide the resources and time to training so that staff will further develop their awareness and use of technology.

Government Funding and the Business of Education: Key Trends from our Environmental Scan

Online Education

- Governments are looking to use online education as a more cost-efficient way of encouraging Ontarians across all demographics to pursue post-secondary education.

Internationalization

- Greater commitment to internationalization will lead universities to take on new financial commitments to increase international revenue.

Corporatization

- To further increase revenue, universities are welcoming new partnerships with the private sector.

Assessment

- Universities will experience greater pressure to report on how they are helping students become labour-market ready.
- The decline in faculty/student ratio (one of the leading KPIs) must be monitored to determine whether the situation is deteriorating/improving. Are universities investing less on a per student basis?

Student Experience: Key Trends from our Environmental Scan

1. Safety and security

- Violence on university campuses is becoming increasingly common across North America
- Some universities are trying to reduce the factors that contribute to an unsafe environment and deal with safety risks in order to provide a safe environment for the university community particularly students
- Source: York University Safety Audit – Leading the Way to Personal and Community Safety (June 2010) <<http://www.yorku.ca/safety/audit/report/report.pdf#view=FitV>>

2. Cost of education

- The cost of post secondary education (including tuition, residence fees and books) in Canada is increasing at a rate that is faster than inflation
- Students are graduating with increasingly more student loan debt and less savings
- Sources: Statistics Canada. University tuition fees 2011/2012 (September 2011) <<http://www.statcan.gc.ca/daily-quotidien/110916/dq110916b-eng.htm>>

Statistics Canada. The financial impact of student loans (January 2010) <<http://www.statcan.gc.ca/daily-quotidien/100129/dq100129c-eng.htm>>

3. Quality of education

- Some of the factors involved in the quality of education include quality of teaching, size and availability of classes
- Improvements to the quality of education may enhance student experience

Sources: Ontario Confederation of University Faculty Associations (OCUFA). The Decline of Quality at Ontario Universities – short changing a generation (March 2010)

<http://www.ocufa.on.ca/OCUFA/docs/trends_in_higher_education/Trends%20in%20Higher%20Education-Comparative%20Student%20Tuition%20and%20Fee%20Revenue.pdf>

2005 National Survey of Student Engagement (NSSE) Summary of Selected Results (October 2006)

<<http://www.yorku.ca/oir/reports/PDF/2005%20NSSE%20Web%20Report%20October%2006.pdf>>

2005 Canadian Undergraduate Survey Consortium (CUSC) (October 2006)

<<http://www.yorku.ca/oira/reports/PDF/2005%20CUSC%20Web%20Report%20October%202006.pdf>>

4. Lack of physical space

- There is an increase in the enrolment in Canadian universities
- This may cause overcrowding
- Sources: Statistics Canada. University enrolment 2008/2009 (July 2010)
<<http://www.statcan.gc.ca/daily-quotidien/100714/dq100714a-eng.htm>>

Parent Central. Record number of students off to Ontario universities (August 2011)

<<http://www.parentcentral.ca/parent/education/post-secondary/article/1047109--record-number-of-students-off-to-ontario-universities>>

Enrolment Demand in the GTA Presentation to APPC Planning Forum (January 2008)

<<http://www.yorku.ca/oira/reports/GreenPaper/09%20-%20GTA%20Growth%20for%20APPC%20Planning%20Day.ppt>>

5. Mobile technology

- Large increase in students that have mobile technology such as tablet computers and smart phones
- Rapid access to information using mobile technology is changing how students interact at universities both inside and outside the classroom
- Source: Bridget McCrea. 5 Higher Ed Tech Trends To Watch in 2010. *Campus Technology*. (September 2009) <<http://campustechnology.com/articles/2009/12/09/5-higher-ed-tech-trends-to-watch-in-2010.aspx>>

6. Labour issues

- Research suggests that work stoppages such as strikes and lockouts have negative impact on student experience
- Sources: Esther R. Greenglass and others. Stressful Effects of a University Faculty Strike on Students: I Implications for Coping. *Interchange* (September 2002).
<<http://www.springerlink.com/content/l40816552v1384g7/>>
Christine M. Wickens and others. Student Stress and Coping following a University Strike in Canada.

Journal of Collective Negotiations (2006).

<<http://baywood.metapress.com/link.asp?id=2nu6cm2dwp3cj0ct>>

7. Commuting

- Universities in the Greater Toronto Area are commuter universities, live in the rapidly growing Peel and York Regions
- Many York student live with parents
- Commuting may cause transportation congestion
- Sources: Recent Immigrants: The Force behind GTA Growth (July 2009)

<http://www.yorku.ca/oira/reports/GreenPaper/08%20%20Immigration%20Driven%20GTA%20Grow.ppt>

2005 Canadian Undergraduate Survey Consortium (CUSC) (October 2006)

<http://www.yorku.ca/oira/reports/PDF/2005%20CUSC%20Web%20Report%20October%202006.pdf>

York University. Environmental Scan Part II - Determinants of Student Choice (June 2009)

<http://www.yorku.ca/oira/reports/GreenPaper/04%20%20Environ%20Scan%20Part%20II%20FINAL.ppt>

8. Experiential programs

- Universities that rank high in academic reputation have several experiential programs such as Co-op programs
- Perhaps being more proactive in creating experiential programs will increase the reputation of a university
- York University. Environmental Scan Part II - Determinants of Student Choice (June 2009)

<http://www.yorku.ca/oira/reports/GreenPaper/04%20%20Environ%20Scan%20Part%20II%20FINAL.ppt>

9. Casualization and cutbacks of jobs

- The reduction of staff and the use of part-time, contract workers in universities may have a negative impact on the quality of service particularly front line services
- Source: Audrey Jaeger and Kevin Eagan. Unintended Consequences: Examining the Effect of Part-Time Faculty Members on Associate's Degree Completion. *Community College Review* (2009)

http://ncsu.academia.edu/AJJaeger/Papers/245005/Unintended_Consequences_Examining_the_Effect_of_Part-Time_Faculty_Members_on_Associates_Degree_Completion

10. Expectations of "Google-generation"

- Closing of secondary school libraries has an impact on the research skills of incoming students
- Source: Education minister urges school boards to reconsider library closing. Global News

<http://www.globalnews.ca/Education+minister+urges+school+boards+reconsider+library+closing/4791181/story.html>

Student Learning and Achievement: Key Trends from our Environmental Scan

COLLABORATIVE LEARNING AND REINVENTED PEDAGOGY (Educause article)

- "Universities are losing their grip on higher learning as the Internet is, inexorably, becoming the dominant infrastructure for knowledge — both as a container and as a global platform for knowledge exchange between people — and as a new generation of students requires a very different model of higher education."
- Professional development

ENGAGEMENT

- "The opportunities to learn from other students and professors, in and out of class, are declining at the very time that we know such engagement is critical for learning."
- Use of different modalities - face-to-face and virtual (blended learning)

ASSESSMENT

- "We know students learn more when expectations are high and when feedback on what they need to do to improve is constant."
- "...colleges must find ways to build cultures of academic rigor."

EXPECTATIONS

- A disconnect between their experience in highschool and their transition to first year. *"Professors say it's not uncommon for 30 per cent or 40 per cent of their students to skip any given class. And students strenuously object if they don't get the marks they feel entitled to. "They got 80 per cent in high school and, when they get 62 per cent, they're mad," says Prof. Coates. "They bring assignments in late and think we'll mark them without penalty."* (This point pulls in the assessment theme).

TEACHING: Key Trends from our Environmental Scan

1. Collaborative, Digital Learning is becoming the rule, not the exception. The shared and interactive spaces of the Internet (social networking, digital scholarship, “crowdsourcing”) have changed the way students learn, and have posed new challenges and opportunities with respect to pedagogical practice academic integrity, intellectual property/copyright, and knowledge production. Proponents of more traditional pedagogical approaches may view these environments as “distractions” from learning, but others are adapting course content, objectives, and assessment practices to capitalize on the shift.

See: Davidson, Cathy N. and David Theo Golderg. 2010. *The Future of Thinking: Learning Institutions in a Digital Age*. Cambridge: MIT Press.

2. Online courses/mixed model courses are becoming mainstream. While the concept of online courses is not new, its pervasiveness is. Online courses are no longer the domain of distance learning and in years to come, most, if not all, university courses, will have some taking place in an online, interactive, environment.

See: Parry, Mark. (2010, October 31). Tomorrow’s College: The Classroom of the future features face-to-face, online, and hybrid learning.” *The Chronicle of Higher Education*. Retrieved from:

<http://chronicle.com/article/TomorrowsCollege/125120/0,%20on-demand%20learning>

3. Experiential Education
Experiential education (EE) is a pedagogical approach that blends theory and coursework with practical, concrete experience. It allows students to acquire “real life” experience and to reflect upon this experience such that they deepen their understanding of the theory. EE may take different forms but the most common are: in-course setting and community based setting.

See: Roy, L., Jensen, K., & Meyers, A. H. (2009). *Service learning :Linking library education and practice*. Chicago: American Library Association.

Westney, L. C. (2006). Conspicuous by their absence: Academic librarians in the engaged university. *Reference & User Services Quarterly*, 45(3), 200-203.

4. “Commodification/Quantification” of Learning
Learners are less apt to view university-level education as a process or holistic experience, but rather, as a market-driven requirement for employment. Applied degrees and professional programs are becoming more popular, graduate programs are changing, and the distinctions between university and college curricula are becoming less clear.

5. Assessment

Increasing attention and resources are being devoted to assessment and on standardized, institutional-wide measures of teaching and learning.

Demographics and community engagement: Key Trends from our Environmental Scan

1. The cohort of 20 to 24 year-olds has peaked and will decrease during the next five years in the City of Toronto. The opposite trend will happen throughout the surrounding Greater Toronto Area.
2. The student cohort 25 years of age and older will increase during the next five years, bringing added pressures of family and professional responsibilities. This trend will require flexibility in areas such as online education and classroom bookings.
3. The student cohort at York traditionally consists of more women than men, but this may change with the increasing emphasis on engineering and the sciences.
4. There will continue to be a large number of students arriving by foot as the community to the south of the Keele campus continues to develop.
5. York University's catchment area is expanding to the north and west of Toronto due to urban growth.
6. There is increasing competition for domestic and international students among Ontario's universities.
7. There is a need for greater connectivity with public libraries within York's catchment area to promote engagement of potential students.
8. Population growth within the expanding catchment area will come from overseas immigration involving families who have a strong belief in the need for post-secondary education to achieve success in Canada.
9. Social networking and media relations shape the nature of community engagement for the university.
10. Diminishing budgets at the federal, provincial, and municipal levels will result in reduced collecting activities by their libraries and archives, putting increased pressure on academic libraries to preserve Canada's cultural heritage.

Secondary Student Behaviour: The Next Generation ■ Key Trends from our Environmental Scan

1) Close relationship with parents

Today's high school students have closer relationships with their parents than students in the 90s. Higher rates of "enjoyment of parents" correlate with: influence of parents and the extent to which students feel they can turn to their parents for support and guidance. (Bibby)

2) Strong moral / social values

These students have stronger social and ethical standards, and place high levels of importance on concern for others, civility, etc. They are socially conscious. "This generation has been brought up to show respect for others. In a crowded world where there are larger numbers of people in classroom and activities, civility becomes essential to getting along.", "This is a generation that is polite, believes in manners, adheres to strict moral codes, and believes in civic action." (Coates)

3) Peers and social networks are very important

Today's high school students have strong and more extensive social networks. There is nothing more important than their peers and they are closely tied to them. Youth today report having more friends than previous generations. Teens are *not* loners! (Bibby)

4) Desire for structure / not as independent-minded

This generation tends to have a greater respect for rules and trust in institutions than in the past. They prefer structured environments. At times they may have trouble being highly independent and critical thinkers. "Programmed and team oriented... They expect everything to be planned for them and do not expect to have as much freedom - or responsibility for structuring their educational lives." (Coates) They may be less tolerant of ambiguity. They may have fewer coping skills in highly unstructured environments.

5) Big consumers

Today's youth are big consumers and the "customer" paradigm comes natural to them. They form brand loyalty. They expect choices to be available to them (selectivity). Good customer service is expected. "Millennials expect a much greater array of product and service selectivity. They have grown up with a huge array of choices and they believe that such abundance is their birthright." (Sweeney)

6) Used to using multiple technologies, platforms

This generation of students are used to using multiple technologies, platforms and formats. They are not as tied to the PC, esp. since they grew up with mobile technology. They are used to text, but equally multimedia, visual info, video, etc. Selectivity in technology. Openness to visual learning. (Horizon Report) Also youth are avid gamers.

7) Multitasking

They are mental jugglers. They are impatient if too focussed on one thing only. (Sweeney; Wallis) “This generation can easily manage to listen to music, work on the computer and watch television at the same time. This means they need a lot of stimulation in their learning environments and may be more focused than it seems to their teachers.” (Coates)

8) Team and peer oriented

“This cohort often prefers to work in teams or groups. They definitely do not prefer hierarchy.”, “Encourage the development of learning communities - small groups of students that can discuss and analyze readings and assignments.” (Coates)

9) Experiential learners

They prefer learning by doing: interaction, experimentation, application. “Tie learning to actions.” (Coates) “By and large, Millennials have said that they find their average lectures boring. With such experiential learning, the Millennial gets much more interactivity and feedback about what works and what does not.” (Sweeney) Gaming is one way of engaging learners.

10) More students identify as having disabilities

There is a steady increase in numbers of learners with disabilities entering post-secondary institutions due to an increase in the accommodating services in the K-12 setting. More students are self-identifying and they are more empowered.

References:

Bibby, Reginald. (Fall 2009). Canada's Emerging Millennials. *Transition*. Retrieved from: http://www.vifamily.ca/media/node/148/attachments/Canadas_Emerging_Millennials.pdf

Coates, Julie. (2007). Generation Y - The Millennial Generation. Retrieved from: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/GenY.htm>

Lenhart, Amanda, et al. (April 20, 2010). Teens and Mobile Phones. *Pew Internet*. Retrieved from: <http://www.pewinternet.org/Reports/2010/Teens-and-Mobile-Phones/Summary-of-findings.aspx>

Sweeney, Richard. (2009). Millennial Behaviors and Higher Education Focus Group Results. Retrieved from: <http://tinyurl.com/44e92dd>

Wallis, Claudia. (2006, March 27). genM: The Multitasking Generation. *Time*. Retrieved from: <http://www.time.com/time/magazine/article/0,9171,1174696,00.html>