The Information-Seeking Behavior of Teenagers:

An Annotated Bibliography

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Introduction and Scope

The following bibliography focuses on the various information needs and behaviors of teenagers. Articles offer wide ranges of class, race, and multi-national geographical areas. Foci include everyday life information seeking (ELIS), use of libraries, and use of school resources. Articles primarily focus on teens' use of the internet, but also include usage of books, periodicals, people, and, to a lesser extent, other sources for information. For the purpose of comparing and contrasting needs, bibliography includes one article on “tweens” (ages 9-13), one article that compares eighth grade behaviors to eleventh grade behaviors, and one article where high-school aged teens are in a college setting. Articles were published from 2002-2008, emphasizing both the changing needs of teenagers as the digital age progresses and the ever-growing popularity of the user group in studies in recent years.

Definition of User Group

Teenagers, or teens, are a distinct demographic with a wide range of information needs. Though the dictionary definition of the term cites ages thirteen through nineteen, the term often avoids overlap with “tween” and “adult” by having a cultural connotation of secondary school student. However, this is not always the case, as some teens are in middle school, while others are in college (Bowler, 2008; Howard, 2004). Other terms used interchangeably in some of the studies are “adolescents,” “youth,” or “young people” although, again, there can be overlap. For the sake of this bibliography, “teenagers” shall be used as describing students in high school or the country of study's equivalent, unless otherwise noted.

Teenagers hold an unusual position in society, as they are seen as being “on the cusp of adulthood” (Bowler, 2008, p. 1) rather than as either children or adults. They do not hold all the rights
of adulthood, nor are they entitled to all the privileges of childhood. Because of this in-between social status, teenagers can be thrust into “the roles of children, adolescents, and adults simultaneously” (Agosto & Hughes-Hassell, 2006a, p. 1401).

**Summary of Findings**

Despite this common idea that teenagers are neither children nor yet adults, their information needs have often been studied alongside those of children. Therefore, the research limited to teenagers alone is not as extensive as one might expect. Another aspect of this is that many teenagers are minors and there is a sense by adults that they still, in some ways, need to be protected. Parents must sign off on studies that take place in schools (Bowler, 2008; Julien, 2009; Vansickle, 2002).

It is only in the past decade and a half that the information needs of teenagers have been studied with any real consistency, perhaps because of the technological resources that make it easier for teenagers to seek information and researchers to observe the process. Much of the research done in the past seven years has been based on teenagers’ use of the internet, both for academic and leisure purposes.

While methods vary greatly, researchers show a preference for qualitative methods when surveying teenagers. Questionnaires and surveys are popular, as are interviews, focus groups, and journals. Many researchers prefer a mixed-method approach, as gaps created by one method can be filled in by another, and some teenagers show personal preference for one method over another (Agosto & Hughes-Hassell, 2006b).

The results of these findings are varied as well. Socially, teenagers are more inclined to seek out others as sources of everyday or cultural information. Friends and family are preferred sources (Agosto & Hughes-Hassell, 2006a). Family members are seen as being “gatekeepers” to information, especially for minority teenagers, who are more inclined to trust the word of others of their own culture than those of the dominant culture (Lilley, 2008). However, these teens are also afraid to appear ignorant of the culture in front of family or cultural authority figures, which can hinder the information process (Lilley, 2008).

Academically, teenagers will use teachers and librarians as mediators to information (Bowler, 2008), and other students as resources as well (van Aalst, 2007), but primarily rely on the internet as their main source of information. They consider it quicker than print sources, more likely to be current, more conveniently located, always available to them, and less stressful, although they do not have the
same sense of closure as they do when they use a print source (Chung, 2007). Despite their preference, they generally lack the skills needed to do productive searches. They show a preference for Google, often to the exclusion of anything else, even when they had been taught otherwise (Chung, 2007, Julien, 2009; Shenton, 2008). This preference has changed over time from a similar, all-encompassing use of Yahoo (Vansickle, 2002).

Vansickle (2002) discovered that teenagers are generally self-taught and primarily use keyword searches. They were also found to have no interest in learning search skills within the context of school; they saw no benefit in taking a class to gain such skills. They preferred to have someone help them or do it on their own, but Vansickle found a gap in teachers' searching skills as well. This gap was verified by Bowler (2008), who also found that teenagers can suffer from information overload, especially when faced with contradictory results by credible sources. Julien (2009) also verified the gap, and added that teenagers had problems verifying credible sources. Some of the respondents in her study understood that Wikipedia, a user-edited site, was by its nature an unreliable source, but some did not. Either way, it was used often as a method of gaining and verifying information. Julien also found that students trusted textbooks, as they had been chosen by authority figures, but found it difficult to pinpoint their needs from such print sources. College-based sites were considered credible, but so were out-of-date encyclopedias, for the very reason that they were encyclopedias. Sites were dismissed despite credibility for being hosted by popular, rather than academic, sources.

In terms of social leisure use, Shenton (2007, 2008) found that the primary use of the internet was for personal email and games. Sites on popular culture, the arts, and sports were more frequented. Shenton found a gender divide in his studies, where girls would use email more, and boys were more likely to play games. In searching sites, girls were more inclined to surf sites with topics like fashion and shopping, and boys were more inclined to look up information on sports and technology. However, Agosto and Hughes-Hassell (2006a) refute this claim, seeing little difference in the genders’ daily computer activities.

Other gender differences include Agosto and Hughes-Hassell (2006a, b)'s assertion that girls contributed more to their studies. Howard (2004) found that girls were reading more for pleasure in their leisure time and using the library more as well.

Despite the assertion that libraries are “uncool” or “embarrassing,” teens are found to use them often, especially when there is no internet access at home. Lilley (2008) found that even when the library was used for other purposes, teenagers were inclined to say that they were there to use the internet. Lilley also found that teenagers were uncomfortable in the library, and felt they were constantly being hushed.
This is similar to the findings of Howard (2004), who asserted that teenagers often used the library for socialization, whether over the computer or otherwise, despite being told to quiet down or leave. Computers are often used as a method of socialization, where teenagers would share information, or as a place of socialization, around which teenagers would gather. Howard also found that, as students got older, they were more inclined to buy books than borrow them from the library, and their library usage dropped off.

Agosto and Hughes-Hassell (2006) found their urban respondents to use libraries infrequently. However, the school library was seen by one teen as a safe haven in a chaotic school environment.

Findings were surprisingly similar across geographic areas, with few cultural differences. van Aalst (2007) found that students in Hong Kong were more likely to assign group leaders to their school tasks, but had the same problems searching as American, Canadian, and English teens. Libraries were perceived as “uncool” by Māori in New Zealand, Caucasians in England, and African-Americans in America.

These similarities may lay the foundation for studies to come, but it is anyone's guess as to where the future of these topic lies. Authors call for more research in every aspect of study because there has been so little done to date. They see themselves as laying a foundation as much as building on that which has come before. It is likely that technology, especially the internet, will continue to be a major focus in the future, but it is surprising that no studies have yet to be done on cell phone culture and its effect on the information-seeking behavior of teens. Academically, more mixed-method research is likely to be done, but cross-disciplinary research is highly lacking. Another possibility for the future of this research is in cultural differences. Another, more tangentially branch of research that has been called for, is a call for study of search skills of teachers and library specialists. Without these search skills in authority figures and themselves, teenagers will continue to lack the necessary means to fulfill their informational needs.

With all of these doors open to possibility, the future for understanding the needs and behaviors of teenagers is very bright indeed. All that needs to be done, now, is to walk through them.

Bibliography


Abstract: This is the first of a two-part article that offers a theoretical and an empirical model of the
everyday life information needs of urban teenagers. The qualitative methodology used to gather data for the development of the models included written surveys, audio journals, written activity logs, photographs, and semistructured group interviews. Twenty-seven inner-city teenaged 14 through 17 participated in the study. This study shows the necessity of tying youth information-seeking research to developmental theory in order to examine the reasons why adolescents engage in various information behaviors.

Annotation: This article focuses on urban teenagers, a subgroup that has received little attention in the past. Agosto and Hughes-Hassell build on previous study on both everyday life information seeking (ELIS) and adolescent information behavior. Article includes literature review of both topics. Authors propose a seven-point model of behavior. Calls for a shift of focus from the behaviors themselves to the underlying reasons of the behaviors. Agosto is cited often by others in the field of information science.

Search Strategy: There really wasn't one. This was one of my readings for Info511, obtained through course reserves. I knew right away that this would be useful in my project.

Database: N/A

Method of Searching: N/A

Search String: N/A


Abstract: This is the second part of a two-part article that presents a theoretical and an empirical model of the everyday life information needs of urban teenagers. Part 2 focuses on the derivation of the empirical model and on its relationship to the theoretical model presented in Part 1. Part 2 also provides examples from the project data to support each of the components of the empirical model. Comparison of the empirical model to the results of past youth information behavior research shows that the participants in this study tended to have the same types of information needs as previous researchers have found with more advantaged, nonminority groups of teens.

Annotation: This article completes the authors' proposed models for the everyday life information seeking (ELIS) of urban teenagers and depicts how the models work together to fit the teenagers' behaviors to underlying needs. Gives clear examples from the research to illustrate all points. Fits this research into previous research and demonstrates the commonality of information seeking behavior.

Search Strategy: Going under the assumption that part two published soon after part one, it was then only a matter of my finding it. Considering that both ERIC and Social SciSearch are word-indexed for titles, it made more sense to search by author for this article.

Database: InfoSci (Social SciSearch) [Dialog]

Abstract: The study used naturalistic methods to investigate the metacognitive knowledge of 10 adolescents as they searched for, selected, evaluated, and used information for a school-based, inquiry project. The study identified thirteen attributes of metacognitive knowledge related to the information search process: Knowing your strengths and weaknesses, knowing that you don’t know, building a base, scaffolding, communicating, changing course, balancing, understanding curiosity, understanding time and effort, understanding memory, pulling back and reflecting, connecting, and parallel thinking. The results contribute to the understanding of adolescent information-seeking behavior and have implications for information literacy instruction.

Annotation: Respondents are equivalent to “grade 12” in age and study but, because of the Montreal school system, are first-year college students. Therefore, is useful in highlighting the gap (or lack thereof) between high school seniors and college freshmen. Article focuses more on theory of metacognition--“thinking about thinking”--than study results. Discusses and uses Kuhlthau's Information Search Process model. Study used multiple methods of collecting data with a final interview months after the school project was complete.


Abstract: This study details the activities and strategies that 11th grade students with high academic abilities used during their information seeking and use to complete class projects in a Persuasive Speech class. The study took place in a suburban high school in Maryland, and participants included 21 junior honors students, their teacher, and their library media specialist. The study used data collected from observations, individual interviews, and documents students produced for their projects— concept maps, paragraphs, outlines, and research journals. The findings show that students’ understanding,
strategies, and activities during information seeking and use were interactive and serendipitous and that students learned about their topics as they searched. The research suggests that high school honors students in an information-rich environment are especially confident with learning tasks requiring an exploratory mode of learning.

Annotation: This study focuses on classroom behavior in a middle-class environment. Authors use many examples from the research to illustrate their points. Cites “Principle of Least Effort” in describing the teens' searches for information. Students show high level of understanding credibility and evaluation of sources but tend to use keyword and natural language, rather than Boolean, searches. Authors call for a closer look at interactive search-based education for students over analytical-search based education by teachers and library media specialists.

Search Strategy: Having discovered the wealth of Shenton's contributions to the youth-based information behavior body of work, it seemed like a good idea to see who was citing him.

Database: InfoSci (Social SciSearch) [Dialog]

Method of Searching: Citation search

Search String: s ca=shenton ak


Abstract: This paper reports on a 2002-03 survey of the reading habits and library usage patterns of Nova Scotia teens. Overall, this study determined that 84% of Nova Scotia teens read at least one book a year for pleasure. However, the reading gap between the genders appears to be widening, and both reading and library use appear to decline with age. While libraries in Nova Scotia are still an important resource for research and homework help, chain bookstores are rapidly gaining popularity and are the preferred source of pleasure reading material. Teens do not perceive that librarians influence their leisure reading choices.

Annotation: This study puts Nova Scotia teens within the framework of previous and current Canadian studies and finds that Nova Scotia teens read more for pleasure. Library usage, however, is seen as “uncool” despite teens using libraries for leisure reading, school-related work, and internet access, especially among more rural teens. Study focuses on 8th grades and 11th graders, which shows distinct differences between the age groups, and breaks down results by age and gender. Parents' educational backgrounds are also taken into account, which makes for interesting results.

Search Strategy: Was searching for another document and came across this in the same journal.

Database: N/A

Method of Searching: Serendipity? Browsing?

**Abstract:** This study examined the relationship between curricula in secondary-level science classrooms, which support development of information literacy skills, and actual student skills. Even when educational curricula mandate skill development, many students are unable to demonstrate sophisticated information searching and critical evaluation skills. The findings of this study, which we based on analyzing information seeking tasks and conducting interviews with students in three biology classes in a large urban high school, demonstrated a similar lack of skills. The study is of particular interest to teachers of the curriculum applicable in the study context, but the broader implications of repeated indications of gaps in students' information literacy skills are a significant indicator that schools must assume a larger responsibility for information literacy instruction.

**Annotation:** This Canadian study focuses on the inability of 11th and 12th grade students to identify and verify information used for a school project. Students were given an assignment and semi-structured interviews were done with 24 students afterward. Use of Google and Wikipedia is discussed. Study includes diverse ethnic and academic ranges of students. Looks to teachers to close information literacy gap. Article contains much conjecture on the subject.

**Search Strategy:** Having discovered the wealth of Shenton's contributions to the youth-based information behavior body of work, it seemed like a good idea to see who was citing him.

**Database:** InfoSci (Social SciSearch) [Dialog]

**Method of Searching:** Citation search

**Search String:** ca=shenton ak


**Abstract:** An investigation was undertaken of the information barriers encountered by Māori secondary school students when seeking information in different cultural contexts. A mixed methods approach was undertaken through a questionnaire and focus group interviews with Māori students aged 16 and over in years 11-13 at four different secondary schools. Research results reveal that the students are not always able to access the information they want due to its 'unavailability', or they perceive the information as being incorrect. Access to information technology and the Internet remain significant barriers to overcome. The study revealed that the types of barriers encountered by students varied according to the cultural context they were seeking the information in. Individuals who have strong Māori cultural identity indicators experience fewer information barriers in the two cultural worlds of which they are part.
Annotation: This study is unique in that its focus is on the Māori, the indigenous people of New Zealand. Article includes literature review in Māori perceptions of knowledge as well as studies of Māori and information. Although many information behaviors cross cultures--such as the use of family and friends as a primary source of information--Lilley finds among the respondents a lack of trust in authority figures outside the culture and a fear of appearing culturally ignorant, especially with family members. As with the Agosto & Hughes-Hassell article, author finds a significant lack of home access to the Internet among the respondents.

Search Strategy: Because the Agosto & Hughes-Hassell article was my starting point, I felt there were four obvious nets to cast in Dialog: Agosto as an author, Agosto as a cited author, Hughes-Hassell as an author, and then the more general search for “information behavior” and “young adult”-type phrases.

Database: InfoSci (Social SciSearch) [Dialog]

Method of Searching: Citation search

Search String: s ca=agosto de


Abstract: This article introduces a novel approach to the study of “tweens” (preteens ages 9–13) and their everyday information seeking. A description of the specific features of the study design includes discussion of how the methods used target the developmental attributes and needs of early adolescents (physical, social, and cognitive). The study design was tested with diverse populations in three distinct locations. The article outlines key features of a holistic youth information perspective, directions for future studies using the Tween Day methodology, and implications for youth information behavior studies in general.

Annotation: Articles focuses primarily on methods of studying rather than results of the study. Discusses need to shift methods to suit respondents' physical and emotional needs. Includes discussion of trust and role of researcher as authority figure, as well as the problems inherent in conducting research in a school environment. Use of three locations highlights differences in focus groups of classmates and strangers. References Agosto and Hughes-Hassell (2006)'s use of mixed methods to accurately capture young people's responses. Highlights the immaturity of the user group when compared to teens.

Search Strategy: Same as the previous.

Database: InfoSci (Social SciSearch) [Dialog]

Method of Searching: Citation search

Search String: s ca=agosto de

**Abstract:** A total of 77 pupils in an English high school contributed data via an online questionnaire about their information needs. Many pertained to popular culture and technology, with sport and computer games inspiring particularly large numbers. Current information was especially important to the participants. Future research incorporating interviews would be invaluable in collecting richer data on young people's information needs.

**Annotation:** Builds on what author considers a gap in teens' information needs. Contains literature review of “information needs” versus “information wants.” Discusses gender in respondents' choices, but seems quick to use stereotypes. Details issues in methodology: study is limited by lack of follow-up, as many respondents gave general answers; there were less respondents than expected; data is made up of self-reported answers and therefore unverified. Popular culture, creative, and performing arts dominate responses. Many of author's works focus on the information needs of children and young adults and author appears to be the regional authority on the subject.

**Search Strategy:** Having discovered the wealth of Shenton's contributions to the youth-based information behavior body of work, it seemed like a good idea to do an author search with him.

**Database:** InfoSci (Library Lit. & Info. Science) [Dialog]

**Method of Searching:** Author search

**Search String:** au=shenton, andrew k


**Abstract:** The ICT-related behaviour of pupils within the Resource Centre of an English high school is scrutinized, with data collected through observation and online questionnaire. The computers, which were especially popular before and after school, were heavily employed for private e-mailing, and their exploitation for personal purposes was greater than that for school work. E-mailing was particularly common among girls, whilst many boys spent much time playing games. Game playing had plummeted by Sixth Form level, however, and academic use was more prevalent among this age group.

**Annotation:** This study focuses on school-based computer usage during non-classroom time. Author admits to issues with inability to verify or follow up the statements of the participants, but states that observation-based research by staff members known to circulate through the room during the source of their everyday duties creates an environment where subjects are less likely to deviate from normal behaviors. Article breaks down the many aspects of the research by time, age, and gender using helpful charts.

**Search Strategy:** InfoSci quickly became the default for my searches, as it
gave me a wealth of information from which to begin.

**Database:** InfoSci (Social SciSearch) [Dialog]

**Method of Searching:** Keyword search

**Search String:**
- s teenage? or young(w)adult
- s information(w)seeking or information(w)behavior
- s s8 not children


**Abstract:** This article reports on an exploratory case study of the information searching process (ISP) among Form 6 (Grade 12) students in a Liberal Studies course. Researchers examined sources of information used by students, students’ cognitive and emotional experience during the ISP, and communication within the collaborative groups. Findings indicated that Internet-based sources were predominant but that most students had difficulty completing the ISP. Work is needed to help students develop a theory of knowledge in which the meaning of information is contextual and the process of interpreting information requires effort.

**Annotation:** In this article, the educational reforms of Hong Kong are studied through project work, questionnaires, search logs, diaries, and interviews with students. Contains literature review of the education reforms of Hong Kong. Discusses Kuhlthau's model of the information search process. Students did not often use printed sources for results, and the library rarely at all, citing lack of knowledge of library-based searching. Cultural differences apparent in the independent assigning of a leader in successful groups, recreating social hierarchies. Also discusses methods of contact between group members and the technological gap that may exist between students and teachers.

**Search Strategy:** Having discovered the wealth of Shenton's contributions to the youth-based information behavior body of work, it seemed like a good idea to see who was citing him.

**Database:** InfoSci (Social SciSearch) [Dialog]

**Method of Searching:** Citation search

**Search String:** s ca=shenton ak


**Abstract:** A questionnaire consisting of sixty items was used to assess students' basic knowledge of
the Web. Additionally, a search protocol of four hierarchically arranged search tasks was developed for the qualitative portion of this study. The survey was administered during the regular fifty-minute class period to seven section of tenth-grade language arts classes. In all, forty technical students, fifty-two college preparatory, and forty-four honors students were surveyed. The major research hypotheses addressed in this study focused on two dependent variable sets, general knowledge (GK) and search knowledge (SK), and their relationships to the academic track (the independent variable).

Annotation: This study is an early view of students' skills with the internet and perception of themselves as users. Most students defined themselves as self-taught. Most preferred Yahoo! as their default search engine. Students were uninterested in learning search skills. Many technical students did not have home access to a computer. Discusses teachers' responsibility to become internet savvy. Though author promises a follow-up article, none can be found.

Search Strategy:  
After rereading my starting article (see above: Agosto & Hughes-Hassell), I decided I would begin my search with footnote chasing and move on to Dialog second.

Database:  
N/A

Method of Searching:  
Footnote chasing

Search String:  

Recommended Resources

Below are a few recommended resources based off the findings of the studies above. They are specifically chosen to cover a variety of needs: from the physical, to the social, to the academic.


This sex education website, which was created in 1998, is primarily the work of sex educator and counselor Heather Corinna and a group of volunteers made up of doctors, educators, and postgraduate students. The site contains articles, blogs, advice columns, polls, and message boards on various topics, including sexual health, gender and sexuality issues, and social issues. The site does not allow for realtime chat, the forums are highly moderated, and users' personal information is kept private. Site is fully searchable and uses a tag cloud for easy
access to topics. Teens may also write articles for the site themselves for the “In Your Own Words” feature.


Ign.com, or IGN, is a general entertainment site, but with a focus on video games and, to a lesser extent, movies. Site is known for its up-to-date news on both, as well as reviews, trailers, blogs, message boards, game “cheats,” game “walkthroughs,” and full coverage of the Electronic Entertainment Expo (E3), one of the largest and most popular video game conventions.


The Sports Illustrated website contains up-to-the-minute sports scores as well as a wealth of information on various sports. Site contains a link bar for easy access to specific sports, including football, college football, baseball, golf, tennis, boxing, and more. Site can be “personalized” to focus on users' primary interests. Users can be alerted to new information according to teams, players, or columnists.


This webpage can be used as a starting site for learning to evaluate information for schoolwork. It discusses how to use the bibliographic information on sources to appraise the work before reading it. It covers what to look for in authors, publications, writing styles, etc. Students will also find a link to a related page on how to evaluate web sources. Although the page is written for college students, high school students will appreciate the authority of the page being on a university site and the source itself is a lesson on looking for authority.


This site will not only be useful to high school students now, but will continue to be a valuable
resource if they choose to continue their education. Founded in 1996, the site contains a page defining plagiarism, a page on preventing plagiarism, a page on the types of plagiarism, a FAQ page, and pages on citations and citing sources. There is also a link to Turnitin.com, where students can have their papers checked for plagiarism.


This site is a valuable resource for any student looking for information. The Internet Public Library (IPL), which began in 1995, is “the first public library of and for the Internet community.” The site has hundreds of links to information on various sources, all easily accessed from a menu on the left frame of the page. There is a section of the site specifically for teens called TeenSpace, which contains homework help, a poetry wiki, a library locator, a directory with such topics as “Clubs and Organizations” and “Sports, Entertainment, and Arts,” a “FAQ” which contains links to sexual health information, a graphic novels guide, a guide on writing good papers, and the ability to “Ask a Librarian,” a web form where students can ask questions and get emailed results from library students and professions within three days.

Conclusion and Personal Statement

First off, everything I did in this assignment was clouded by the fact that I sent myself on a wild goose chase for the majority of the semester. I was on a fool's errand, except that I was the one who had assigned myself the task. Interestingly enough, the final article I found, “The Metacognitive Knowledge of Adolescent Students During the Information Search Process,” made that very clear to me.

Once I changed my topic, however, everything fell into place. Even the word “information,” which at one point had become a collection of meaningless letters to a frustrated mind, took on a cohesive definition once I began to search.

I searched less than I expected and found more. I literally had pages of Dialog responses to go through but, surprisingly enough, much of the information was relevant and I ended up doing only four searches to find almost everything I needed. While I'm sure that I could have used different terms, the nets I casted led me to what ultimately seemed to be almost the entire body of work about my topic. Footnote chasing repeated the same names and articles, and I felt satisfied by what I'd accomplished with Dialog in a short period of time. I originally considered including two articles on teens seeking
health information on the internet, but ultimately rejected the idea mostly because of time constraints and, as the project description said, being wary of going outside the field of library and information studies (both articles were from medical journals).

The articles I did use opened up new worlds to me. I've already briefly mentioned the article on metacognition, but that is only one article and one type of understanding. I found myself fascinated by the differences in needs between minorities--the African-American youths in the Agosto and Hughes-Hassell study and Lilley's article on the Māori--and the dominant cultures. Having a “tweenage” daughter myself, I enjoyed the way the authors of “Studying the Everyday Information Behavior of Tweens: Notes from the Field” showed an understanding of the user group before the study even began, by creating a greater sense of structure in the study than was seen in the studies with high school students. I saw much of my daughter in the tweens' responses in that article, and learned a few new things that I think every parent of a tween should know.

Overall, I think what I learned from this assignment is that information is as easy and as difficult to find as we believe it is. As a student, I sympathize with the teens in the studies. As a library student, I find myself more eager and hopefully more prepared to guide them than when I began.