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THE STUDY OF MEDIA USE HABITS AND TRENDS:
'RURAL LATINX MEDIA USE SKILLS AND MOTIVATIONS'

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Abstract

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The work presented aims at creating awareness about media information seeking, performance behaviors and motivations for learning media skills of the Latinx (inclusive name for Latino, Latina and Hispanic) immigrant community in rural New Mexico.

The theoretical framework of this research is based on media literacy competencies measuring Internet use habits, online performance skills and motivations for enhancing those skills with rural Latinx people. The research was conducted by quantitative & qualitative research via an interview with seven members of the ESL (English as a Second Language) class. For the quantitative research, a Spanish questionnaire was provided to parents of two dual-language elementary schools, ESL students at an adult learning center and shoppers in a grocery store catering to the Mexican community. Details about questions asked can be found in the 2.1 section of this paper.

The results of the quantitative study indicate that the majority of Latinx people, ages 15-65 and up, from mainly Mexican descent, mostly earning less than \$30,000 per year, use the Internet mostly on their mobile phone almost daily and some many times during the day. Internet use habits on the mobile phone are to access mobile media 54%, news 49%, Internet search 34%, email 33%, videos 27%, videogames 14%, blogs 2%. The *media literacy Internet performance and motivations to learn skills* ranging from somewhat to a lot ranked participants at 77% conducting Internet searches with 48% motivation; 67% finding good & fast information online for their interests with 58% motivation; 77% questioning if information is true or false with 67% motivation; 65% wondering about the message's authorship and reasons for its creation with 62% motivation; 38% participating in Internet conversation with 38% motivation; 27% authoring messages for the Internet with 36% motivation; and 32% sharing messages that they authored with others on the Internet with 34% motivation. Latinx people are accessing, analyzing and evaluating Internet media at a higher rate than they are creating and acting.

The qualitative research placed great importance on learning about credibility and veracity, Internet safety and participation in the media environment with knowledge of skills.

Key words: *Latinx Immigrants, Rural, US, Internet Use, Habits, Media Literacy, Internet Skills, Learning Motivations, Mobile Media, Technology, Cellular Phone, Content, Performance Tasks*

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1. INTRODUCTION

Background

Gender, Immigration and Critical Race “represent the area of inquiry that have yielded the largest scholarly work” in US Latino studies (Zambrana 12). In the area of Media Studies inquiry, there is sparse information. The current state of knowledge on Latinx people living in a networked world has focused on use trends with technology and not so much on content, understanding or performance media skills. Information on media use habits of Latinx people, especially the predominantly Spanish-speakers, did not exist in a recent literature review. What is known from a 2015 Pew Research is that 74% of Spanish dominant Latino, 86% bilingual and 94% English dominant Latino adults use the Internet and that Latinx people access the internet via a mobile device but research points towards a sharp divide of internet use by age, education, and income (Brown, et.al 7, 13).

Some research attempts to understand the digital equity gap brought up by Internet use data and suggest on ways to address it. “New technologies have contributed to equity gaps” in Latinx families creating a problem in families’ meaningful participation in a knowledge-based economy” (Katz, Levine 5). Four barriers to the information divide are categorized as *Connectivity* (computer software connections), *Literacy* (computer and information) *Content* (language and appropriate education level) and *Psycho-social* (psychological anxiety, need for social help) ... and it was stated in 2015 that “further research is needed to better understand the information-seeking process of Latinos... It is imperative that institutions recognize that the presence of technology only offers illusion of egalitarianism if information barriers are not recognized” (Salinas 782-784).

The Latinx population is growing. Latinx families with young children are the fastest growing demographic in the US today (Katz, Levine 4). The Digital Media and Latino Families report stated that “parents may have little time for finding apps, let alone sufficient expertise to evaluate their quality” (Fuller, et.al. 15) and that that by “increasing access and media skills, families will be able to utilize digital media in ways that educate and connect youngsters to their immediate community and beyond” (Fuller, e.al. 12). This research brings some light into the skills or expertise parents or adults have and interests in increasing access to digital media skills.

Aims & Objectives

The goal of this research is to determine Internet use information-seeking-habits and motivations for acquiring new skills from a pocket of the Latinx rural community measuring media literacy skill and competencies. The research scratches at the surface of where they stand on the some of the barriers to the information divide and their interests in getting those needs met. In addition, it was stated that there was a sharp divide by age, education and income and the research discusses those patterns in section 3 but reflects on the inaccuracy in this specific research with age, education and income due to the small sample size.

The research work was restricted to Latinx people from a rural setting where opportunity for income is harder to come by. Data collected from the American Community Survey shows Taos County, NM, the research sample location, to have a 24.2% poverty rate and have \$36,582 as median income compared to \$44,963 in the rest of New Mexico and \$53,889 in the United States (Data USA). “Hispanic or Latino is the most likely racial or ethnic group to be impoverished in Taos County, NM” (Data USA). Taos County has 56.7% Hispanic or Latino population of 56% (US Census). The research focused on the immigrant Latin population because the “Hispanic” population has inhabited the area for over 400 years and is different.

Objectives for the research project were to have measurable data via a quantitative questionnaire on age, language spoken, education, income, internet use patterns (where and what), and mobile phone use patterns since it was known to be the main way the population accessed the Internet. In addition, seven questions on a five-point-scale from “no” to “a lot” asked Internet media literacy performance skill questions with another seven questions on the same scale on motivation to increase those performance skills. The idea for collecting that data was to look at correlation patterns. Further, a small qualitative focus group study was performed to understand audience recurring themes.

2. RESEARCH METHODOLOGY

2.1 Research Design - Quantitative Research

The design is in a survey format. It was designed for one front and back page so it was not overwhelming to the audience. It is written in Spanish and individual questions or sections have clear instructions and have icons directing the audience easily. It is broken up into three parts and has a total of 25 questions:

- Demographics: Fill in the blank and checkbox asking eight demographic questions about age, gender, nativity, language spoken, married/single, # people in home, education (without a high school diploma, with a high school diploma, and some college) and income (under \$30,000, \$30-49,000, and above \$50,000).
- Internet & Mobile Phone Use and Habits: checkbox style asking two questions on Internet use frequency (never, once in a while, 1x/mo., 3-5x/mo., almost daily, many times/day) and location (home, school, cell phone, library and “other” fill-in option). The last checkbox question on the page is on cell phone use habits (videogames, news, Internet searches, Email, GPS, Social Media [Facebook], Videos, Music, Blogs, Texting, Phone Calls, Photos and Messaging [Whatsapp]).
- Performance Skills & Motivation to Learn Performance Skills: All fourteen questions were designed on a five-point scale, such as “no,” “little,” “so, so,” “yes,” and “a lot.” Each Internet performance skill question was followed by a motivation to learn the performance question. Each performance question was bolded for differentiation. Questions were based on competencies of media literacy, whose definition is “the

ability to Access, Analyze, Evaluate, Create and Act using all forms of communication” (NAMLE). Questions were worded for a primary school audience.

Based on the Media Literacy theoretical framework, the following performance and motivation questions were formulated:

Q1: (Access) Do you look for information (like news, translations, videos, websites) on the Internet?

Q2: Are you interested in knowing more about how to do Internet searches?

Q3: (Access, Analyze) Do you know how to find fast good information for your interests on the Internet?

Q4: Are you interested in knowing how to find good and fast information for your interests on the Internet?

Q5: (Analyze, Evaluate) Do you ask yourself if the information you see on the Internet is true or false (ex. Facebook)?

Q6: Are you interested in more information about if something is true or false on the Internet?

Q7: (Analyze, Evaluate) When you see a commercial or the news, do you ask yourself, “Who created this message and why?”

Q8: Are you interested in more information about Internet messages and how they are made?

Q9: (Act) Do you participate in conversation (commenting on blogs, videos, social media) on the Internet?

Q10: Are you interested in knowing about how to participate in conversation on the Internet?

Q11: (Create) Do you create messages (like for Facebook, websites, blogs, videos) for the Internet?

Q12: Are you interested in knowing how to create (compose) messages for the Internet?

Q13: (Act) Do you share messages you make (compose) with others on the Internet?

Q14: Are you interested in knowing how to share messages made for other people on the Internet?

2.2 Conducting the Research -Quantitative

Two hundred paper surveys were distributed in various locations and conducted in various formats with 57 people participating in the voluntary survey, giving a response rate of 28.5%. Below is a description of how the questionnaire was conducted:

- Two dual-language K-5 elementary-school sites: Questionnaires were delivered in packets with a note to parents (explaining the project and noting anonymity). A note to teacher was given with instructions to take to office when done. They had 2 weeks to complete. Site 1 had 141 surveys distributed, 25 returned and 5 disqualified because child respondents and only 20 were used. Site 2 had 30 surveys distributed, 10 returned, 1 disqualified for child respondent and only 9 were used.
- ESL students at the University of New Mexico Adult Learning Center: Questionnaires were read out loud to 7 participating students followed by discussion (see section 2.4).

- Grocery store catering to the Mexican community: To add diversity to the demographics, in a more comfortable and familiar setting, participants were asked to participate in survey after checkout. Many of the participants were asked if they wanted the survey read-out loud and about 80% of survey was conducted in this manner. It was revealed that many participants had a primary-level-education and few self-admitted that they could not read. 21 people participated.

2.3 Research Design - Qualitative Research

The design of the combined quantitative and qualitative focus group was to have the whole group in one room so that the survey could be read out-loud in Spanish because of varied education levels and followed by a tape-recorded discussion. The following questions were asked:

- How was that for you?
- What stood out for you from the survey?
- What kind of information or skills would be valuable to you that you wish you had access to right now?
- Which would be the best way for you to learn the things that were discussed?

2.4 Conducting the Research-Qualitative

The purposive sample studied was the only Latinx English as a Second Language group at the UNM Adult Learning Center in Taos, NM. The setting was a big classroom at their site. Food and snacks were provided to participants. Students were asked to attend class 30 minutes early (a decision made by site organizers). There was a lower attendance rate of the expected 20 students and only 7 students participated due to the end of semester and time request. The discussion was tape-recorded and students answered in depth the first three of the four questions above as we ran out of time and were asked to wrap it up as the first student was answering the last question. We were only given an hour for the quantitative and qualitative research combined because of their end-of-the-semester time constraints. Research results can be found in section 3.

3. DATA ANALYSIS, DISCUSSION & RESULTS

In the Aims and Objectives section, the research discussed an information divide with age, economics and income. I break down my findings in this section but the data is skewed because the sample size was small resulting in low response rates in the 15-18, 50-64 and 65-up age ranges. Further funded research is needed to get a representative sample size and to observe any disparities in age, economics and income. I do however think that the overall data sections are fine to understand overall trends, especially with performance skills. The overall data on motivation will also need further study as explained in section 3.1.

3.1 Overall Quantitative

The results from the study were tallied using a median percentage via Survey Monkey and were disaggregated for education, income, age and gender. Results were informative and accomplished the goal to reveal Internet use information-seeking-habits, performance skills, and motivations for learning those skills of Latinx rural people in a small-town setting. Overall results were pretty straightforward and patterns were easy to see with the population as a whole. I will break down what some of the findings were below by survey section. Details about the intricacies of age, gender, income and education can be found in sections 3.3-3.6. Visuals on the overall survey results can be found in section 3.7. The percentages I report on the performance and motivation sections are a sum of people reporting “somewhat,” “yes,” and “a lot”.

Demographics: 47% of respondents belonged to the 30-49 age and it may have been because of the parent portion of the distribution or because there is a higher number of that age range living in Taos, NM. There was also a low number of 15-18 (7.02%) and 65-up (3.51%) age range. More women (72%) than men (28%) participated in the study as it is more common for that to happen. Conducting the survey at the Mexican grocery store brought up an important issue about a literacy barrier as we may not have heard from certain respondents who couldn't read the survey otherwise. Conducting a paper survey in Spanish was a benefit for the study as most of the respondents, 84%, spoke Spanish at home. As anticipated, most of the respondents, 83%, earned less than \$30,000 per household income. Education levels were almost split into thirds having all respondents respond in the 30% range. The “number of people at home” question had higher number of respondents with 3 (22%), 4 (31%) and 5 (27%) people at home possibly showing that most respondents were in family structures and that may be correlated to a higher number of married (67%) vs. single (33%) people responding and to the highest respondents by age 30-49 (47%) and 19-29 (30%).

Internet & Mobile Phone Use and Habits: Most respondents (82%) use the Internet daily while the smallest percentages of people use it 3-5 times per month (2%) and never (7%) leaving the rest of the Internet users using it once in a while (19%). Rural Latinx people in Taos, NM follow the national Latinx trend of using the Internet mainly on their mobile phone (87%) and otherwise at home (36%). Very few people are using the Internet at school (7%), work (4%) and the library (2%). While it has been previously determined that Latinx people were using the Internet on their mobile phones, this research dug deeper to find out the kinds of activities with which they engage. Besides the usual activities of phone calls (86%) texting (65%), music (75%), messaging (65%), such as on Whatsapp, and picture taking (58%), close to 50% of people were using the Internet for news (49%) and social media (54%). About a third were doing internet searches (34%) email (33%) GPS (35%) and for videos (27%). Playing videogames (14%) and visiting blogs or blogging (2%) were the least reported activities that Latinx people engage with on their mobile phone. Those habits reveal to us that about half of rural Latinx people in the sample study engage in information seeking behaviors, such as news. Only a third of them were conducting Internet searches with their mobile phone because as they move up income, 30K plus, those respondents are using the Internet at home.

Performance Skills & Motivation to Learn Performance Skills: The overall pattern was that questions (see questions in section 2.1) 1-8 were mainly “yes,” other than question 2 and questions 9-14 were mainly “no.” Overall, most respondents performed and had information seeking, critical thinking behaviors and needs for finding good fast information on the Internet. When it comes to participation, making media messages and sharing those messages, they neither performed those well or had interest in wanting more information on how to do those things. The percentages I report on for this performance skill and motivation for learning are on the sum of “somewhat,” “yes,” and “a lot.” I do the same for education, income, and age.

Performance Skills: Rural Latinx people are performing these tasks on the Internet at a higher rate than not: Internet searches (77%), questioning if something is true or false (77%), finding good fast information for their interests (67%) and questioning authorship (65%), such as “who made this message, and why?”, Latinx people surveyed had lower percentages in participating in conversation (%), making messages for the Internet (%), and sharing messages they made on the Internet (%). That information shows us that Access, Analyze and Evaluate rank higher than Create and Act media literacy competencies.

Motivations for Learning Performance Skills: It is important to note that the motivation questions may not have been worded properly because there is a correlation with people having a certain skill and not wanting more information on how to work on the certain skill, the most apparent is doing internet searches (77%) and having interest in knowing more about how to do internet searches (48%). In addition, I am hypothesizing that some people reported having a higher motivation for learning a skill further (such as to enhance or master a skill) even if they had a high percentage in performance. Motivations need further study. I will still report on the motivation findings below.

Measuring from “somewhat”, to “yes” to “a lot,” rural Latinx people have motivations for obtaining more information on how to perform these tasks on the Internet at a higher rate than not: questioning if something is true or false (67%), and questioning authorship (65%), such as “who made this message, and why?” Results for motivations on how to do Internet searches (48%) and finding good fast information for their interest on the internet (58%) were on the mid-range possibly because of the mastery of skill to motivation to learn that skill correlation as earlier stated. Motivations for learning certain performance skills were in line with performing the skill on the lower range with both coming in at 38% or lower, such as motivation for knowing about how to participate in conversation (38%), making messages for the Internet (36%), and sharing messages they made on the Internet (34%). The data on motivations need further study.

3.2 Qualitative Focus Group

The qualitative research was conducted with an intimate small group of seven people and there was only one hour for both the quantitative and qualitative study with them. The data reduction process was used and the qualitative discussion was coded for key words,

frequencies, patterns and interesting stories that emerged. Key words of qualitative research: credibility (believable), veracity (true or false), Internet safety, having Internet skills, having technology skills (computer literacy), participation, opinions, benefits with skills, good for all ages, older people want skills, good for school, good for work. The most repeated patterns were knowing how-to use technology and the Internet, credibility and veracity, learning and enhancing skills, participating and expressing opinions, and knowing about youth Internet safety. One story that came through was on the importance of credibility and obtaining credible information because some misleading information could be damaging to health using examples of natural medicine claims. The last question was changed from asking “what kind of things would you like to interact with on your mobile device that you don’t right now?” to how to best learn the things discussed because it seemed like the next logical step to the discussion. The one student that responded to the last question thought that a computer class would best serve their interests.

After conducting the research, I realized that the group is an information-seeking-skill-building group by nature because they are learning another language, so they may have placed more importance on what was listed on the survey. The fact that the survey was conducted at a school may have also influenced how people answered and on which things they placed importance.

3.3 Quantitative Education

While this report has not been run through a rigorous statistic program, I will speak on some obvious discrepancies on education levels. I repeat that there was a small sample size when disaggregating education so the data may not be representative of the population. When doing comparisons, I start with some college followed by high school diploma and end with no high school diploma for consistency.

Demographics: Females showed to have more “some college” (88%) than men (12%), but that may be because more females responded and perhaps the type of female that responds to surveys is the more educated kind. Most of the people surveyed earning “under \$30,000,” came from the “non-high school diploma” education level (93%) and “high school diploma” level (95%) while the “some college” level was lower (56%). The \$30,000-\$50,000 range had 19% of “some college” people and only 5% with a high school diploma. The \$50,000 or more income level reported at 25% having “some college” education and 7% had no high school diploma. That information could be interpreted to mean that most Latinx people earning under \$30,000 have up to a high school education and as they move up in income, they have more college education.

Internet & Mobile Phone Use and Habits: The biggest discrepancy with Internet Use is in frequency of Internet use as only 7% of the non-high school group reported using the Internet many times during the day vs. high school diploma at 58% and some college at 24%. The second biggest Internet use discrepancy was on Internet use location. More people with a high school diploma (37%) and some college (53%) report accessing the Internet at home vs. the non-high

school Latinx people (23%). As far as Internet habits on a mobile phone, a higher number of high school educated (63%) and college educated people (59%) are looking for news on their phone as opposed to the non-high school educated (27%). The above data could be interpreted as rural Latinx people with a high school diploma or some college use the Internet more often, have more access to Internet at home and look for news on their mobile phone than non-high school diploma educated folks.

Performance Skills & Motivation to Learn Performance Skills: What is interesting in the findings on education is that there is an education discrepancy with the least educated Latinx people on Internet Use, Mobile Phone habits, and Internet and Media Literacy Performance Skills.

Performance Skills: In general, the some-college people and high-school-graduates reported to have higher performance skills in: Internet searches (75% some college, 89% high school diploma, 60% no high school diploma), finding information fast (76%, 64%, 60%), asking about authorship (76%, 63%, 53%), participating in conversation (42%, 42%, 13%), and sharing messages on the Internet (42%, 39%, 20%). The other two performance skills, such as asking if something is true/false, the discrepancy was not as apparent (82%, 74%, 73%) and the non-high school and high school educated were almost equal (18%, 27%, 27%). The some-college people reported lower numbers in the skill of creating messages for the Internet and reasons are unknown. The more education, the more skills in conducting Internet searches, finding good and fast information and asking about authorship, participating in conversation and sharing information. The lower income level doesn't seem to affect the skill of questioning for veracity as it is very popular to discuss that topic in 2017.

Motivations for Learning Performance Skills: Some-college people and high-school-graduates reported to have higher motivations than the non-high school folks in learning more about: How to do Internet searches (59% college, 51% high school, 47% no high school), how to find good and fast information (68%, 56%, 46%), Internet authorship (88%, 56%, 47%), and sharing messages on the Internet (42%, 39%, 20%). Where the discrepancies are not as blatant are in the way some college people and no-high school people almost equal in motivation levels in learning more about true or false (77% some college, 48% high school, 74% no high school), how to participate in Internet conversation (36%, 44%, 34%) and how to make Internet messages (30%, 44%, 33%). I will not make assumptions on motivations because the data may be skewed.

There seems to be more of a discrepancy with education levels, especially at the lower level versus income as stated in section 3.4 below.

3.4 Quantitative Income

The patterns in income levels are not as cut and dry than in education. The three incomes Under \$30,000 (\$30K), \$30-49,000 (\$30-50K) and \$50,000 and above (\$50K and up) show unpredictable patterns in performance skills and motivation to learn skills section. The discrepancies in income are more apparent in the mobile phone use habits. The lower income

tier follows the overall pattern of having higher numbers in performance skill and motivation to learn on questions re: internet searches, veracity and message authorship but got lower scores in participating, making and sharing messages.

Demographics: All three income levels showed high numbers in Spanish speakers (89%- under \$30K, 75% -\$30-49K and 75%- \$50K and up). Education was the highest for the under \$30K in high school diploma having 45% of the respondents from that range as opposed to 25% of high school diploma and zero on the above \$50K. That would explain why there is such a low number of Latinx people from the under \$30K income reporting having 23% some college vs. \$30-49K (75%) and \$50K and above (80%).

Internet & Mobile Phone Use and Habits: The under \$30K income people report using the Internet almost daily at a much higher rate (48%) vs. zero for \$30-49K and 20% above \$50K. The Internet home use is similar to education in that the lowest income of under \$30K report using Internet at home (31%) vs. \$30-49K (75%) and above \$50K (60%). The discrepancy evens out some when it comes to income levels Internet use on the mobile phone with 83% of under \$30K using as compared to both 100% of \$30-49K and \$50K and above. As far as mobile phone use habits, email shows the biggest income discrepancy of under \$30K emailing at 25% compared to 50% of \$30-49K and 100% \$50K and above. The under \$30K income reported a lower percentage of social media use, accessing news, conducting Internet searches and emailing.

Performance Skills & Motivation to Learn Performance Skills: This section is where things are not as straightforward in patterns between income levels. The lowest income level is almost always lower than the mid-range level in both performance skills and motivations for learning the skills other than when stated below. Also, the lower income outperformed the highest income level in some skills and motivations and it may be due to the small sample size and when splitting 57 people into three groups, the discrepancy is apparent.

Performance Skills:

Latinx lowest income people reported higher numbers of people knowing how to find good & fast information on the Internet (60%) than the other income levels (57% \$30-49K, 29% over \$50K). The lowest income level outperformed the midrange income on doing Internet searches and tied on asking about if something is true/false on the Internet. Lower and higher income came close to equaling on the performance skill in Internet authorship. The pattern of the lower income being the underdog does not prove to be as it shows up to be higher in these performance skills than the higher income: Composing messages and sharing messages on the Internet. It may be due to sample size and that trend needs further study. A big discrepancy in performance skill was in Internet participation with lower income reporting at 31% vs. midrange 50% and higher income at 60%.

Motivations for Learning Performance Skills: Following on the theme of the lower income having higher motivations than the higher income, it was in finding good & fast information, wanting to know more about determining true/false, wanting information on how to make and

share media messages. An explanation could be that the higher income people have more experience with the performance of the motivations other than in making and sharing messages.

3.5 Quantitative Age

Demographics: There is an age disparity in the survey with low response numbers in three age ranges: 65-up (2), 15-18 (4), and 50-64 (7) as opposed to 19-29 (17) and 30-49 (27). When discussing age, it is important to understand that the trends in this survey may not represent the rest of the rural Latinx population as low response rates in certain age ranges tend to skew the data. With that said, I will still discuss some data that stands out. All ages reported higher percentages of income under \$30,000 with 19-29 at the lowest (67%) in that income level and 15-18 and 65-up at 100%. The \$30,000-49,000 income had the lowest rate of people in that level with 20% of 19-29 age and 1% of 50-64 age. The above \$50,000 income housed the 19-29 (13%) and 30-49 (11%) age range.

Internet & Mobile Phone Use and Habits: The highest number of home Internet users are in the 50-64 age ranking at 60% as opposed to the lowest in at 35% of 19-29 age having no response from the 15-18 age. The other respondents accessing Internet from home were at 37% (30-49) and 50% (from the invalid 65-up). The one respondent that used Internet at school was from the 50-64 age taking that age to 50% and when looking at percentage, one sees how easily percentages can fool if there is not enough representation from that group. By comparison, the one respondent accessing the Internet from the library from the 30-49 age brought that percentage to a 4% as there were higher numbers of respondents in that age to take the percentage down. However, most respondents accessed the Internet via cell phone ranging from 50% (65-up), 80% 50-64, 93% 30-49, 82% 19-29 and 100% (15-18). As far as what different age groups are doing on their mobile device, the 50-64 age range reported the lowest (14%) use of phone to access news. All other age ranges were accessing news from 50-59%. Internet searches were on the mobile phone were being conducted by all age groups with the 50-64 age reporting the lowest at 29% with all other age ranges at 50-71%. Again, the low representative sample in that age is most likely a factor and the data on age is possibly not accurate.

Performance Skills & Motivation to Learn Performance Skills: The trends in this section between age groups may not represent the trends with other rural Latinx people in the United States. Reporting on trends in this section in that way is futile. I will point out the 19-29 age group as the trends in that age have the most notable discrepancies within. They reported higher numbers in Internet performance skill and lower numbers in motivation to accomplish the skill, such as in Internet searches (76% vs. 30%), finding good & fast information (88% vs. 48%), questioning true/false (77% vs. 54%) possibly showing us that the question was worded incorrectly. That group reported low participation rates and motivation to learn participation (29% vs. 12%). Making (40%) and sharing messages (47%) was below average with low motivation rates (18% for making and 24% for sharing). Increasing the sample size in a bigger study may reveal more insight of that age group.

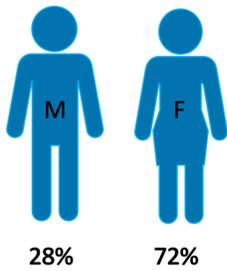
3.6 Quantitative Gender

Making comparisons in gender would be a good idea if the number of respondents were almost equal in respondents but as 41 females (72%) and 16 males (28%) responded, it seems unfair to make comparisons. A bigger pool of males is needed in future studies so that gender patterns can be observed.

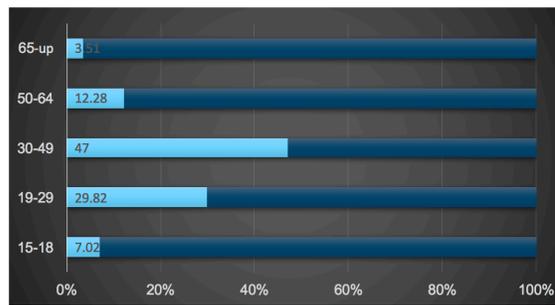
3.7 Overall Research Findings in Brief

Part I: Demographics

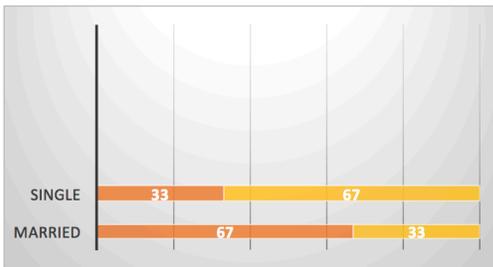
Gender



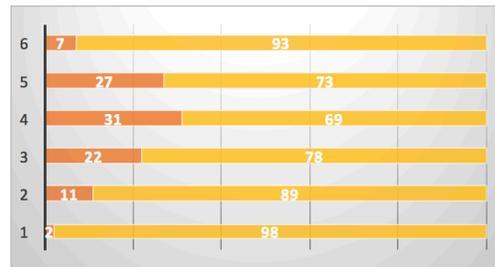
Overall Age



Single/Married

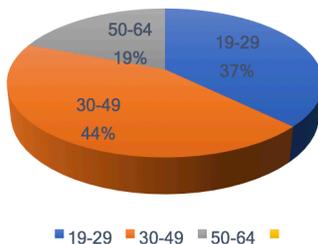


Number of people in home

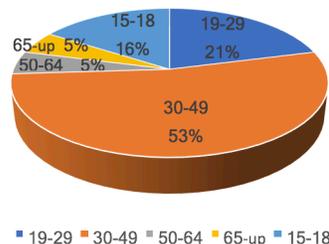


Age + Education:

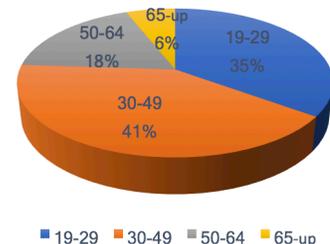
No-High School Diploma (30%)



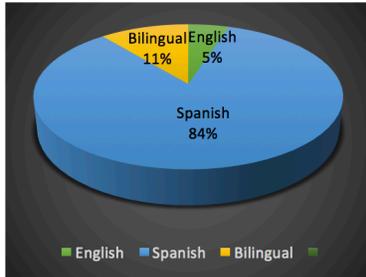
High School Diploma (37%)



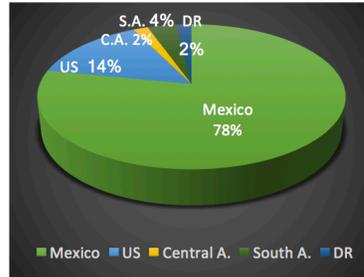
Some College (33%)



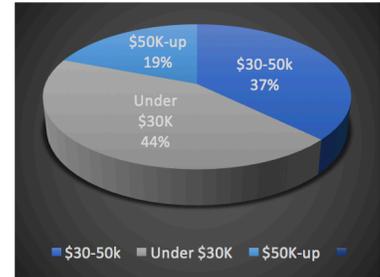
Language:



Nativity:

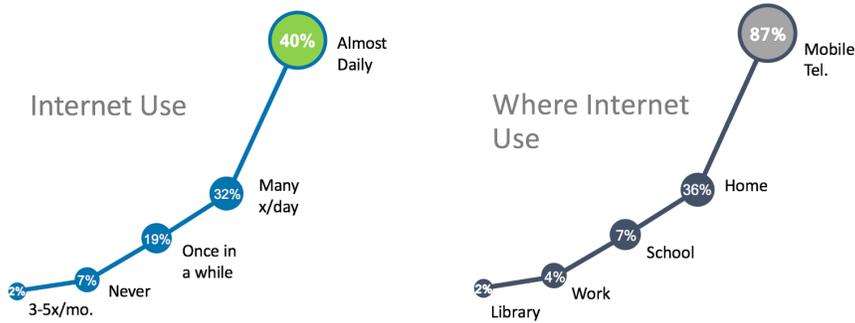


Income

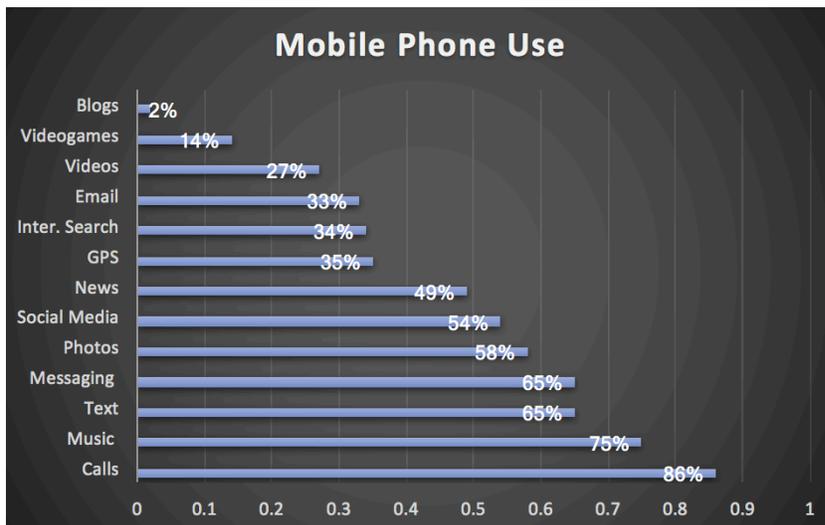


Part II: Internet Use & Mobile Phone Use Habits

Internet Use patterns

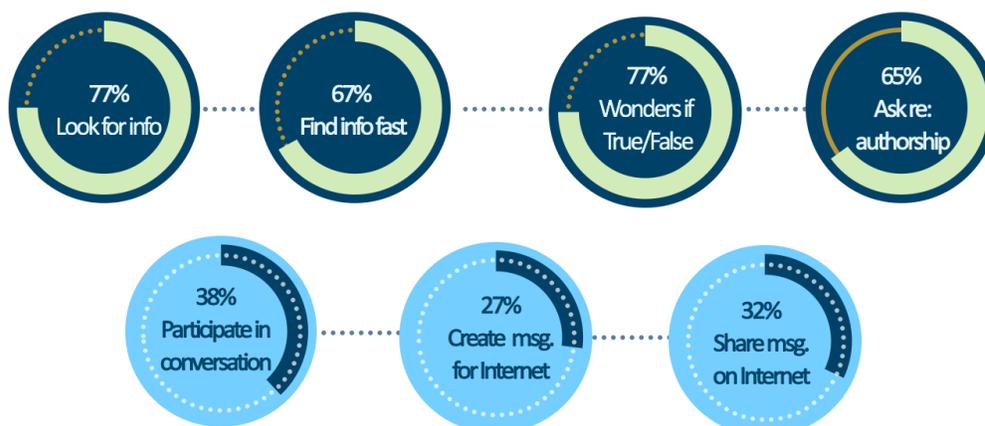


Latinx Mobile Phone Use Habits:

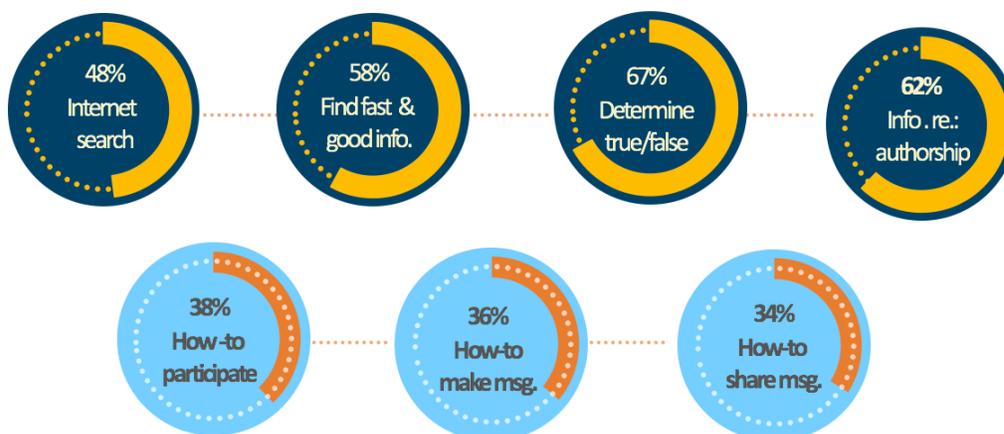


Part III: Internet Skills & Motivations

Latinx Overall *Performance Skills* on the Internet. “Somewhat” + “Very” + “A lot” =



Latinx Overall *Motivations for Acquiring Skills* on the Internet. “Somewhat” + “Very” + “A lot” =



4. CONCLUSION & SUGGESTIONS FOR FURTHER RESEARCH

Conclusion

The purpose of this research was to determine information-seeking, performance behaviors and motivations to increase digital skills of the Latinx immigrant community in rural New Mexico. This study was effective in shedding light on information about which activities and at

what rate Latinx people engage with online on their mobile phone (news 49%, Internet search 34%, email 33%, videos 27%, videogames 14%, blogs 2%). In addition, people are often on the Internet showing 82% almost daily to many times per day mostly on their mobile device (87%). The ones using Internet at home are earning more income in the home (\$30,000 or above).

There was no hypothesis entering the research and the data collected reveals overall patterns in hmedia literacy competencies with higher skills in access and critical thinking and lower in participation. The research exposed media literacy Internet task performance behaviors and motivations for learning those tasks with higher numbers in Access, Analyze and Evaluate competencies: 77% conducting Internet searches with 48% motivation; 67% finding good information online for their interests with 58% motivation; 77% questioning if the information is true or false with 67% motivation; and 65% wondering about the message's authorship and reasons for its creation with 62% motivation. Lower numbers in the Create and Act competencies were reported by the Latinx rural people with 38% participating in Internet conversation having 38% motivation; 27% authoring messages for the Internet with 36% motivation; and 32% sharing messages that they authored with others on the Internet with 34% motivation. As previously stated, I hypothesize that the motivations are skewed due to the way the question was worded because correlations were found when people performed a task at a higher rate to having lower motivation for learning the task. In a future study, the question could be asked to show if there is motivation to "enhance" the skill if they answered "yes" and motivation to "learn" they skill if they answered "no."

The qualitative study placed emphasis on the importance of knowing and understanding 21st century skills such as how to effectively do Internet searches taking into account credibility and veracity in addition to being equipped with information on Internet safety. Further, participating in the media environment by voicing opinion and self-expression was also a priority to enhance in addition to having technology skills for work and school. Offering a computer class was mentioned as a way to help the Latinx population enhance skills but the options on how to enhance digital skills needs further study.

Regarding the information divide in education, income and age as stated in the Introduction, I will conclude some findings. The information may be inaccurate however due to low sample size and having to divide that size into thirds (education, income) or fifths (age). Disparities need further study and a bigger sample size representing a bigger portion of the Latinx rural population.

Education: Most Latinx people earning under \$30,000 have up to a high school education and as they move up in income, they have more college education. People with a high school diploma or some college use the Internet more often, have more access to Internet at home and look for news on their mobile phone than non-high school diploma educated folks. The more education, the more skills in conducting Internet searches, finding good and fast information and asking about authorship and participating in conversation and sharing information. The lower income level doesn't seem to affect the skill of questioning for veracity.

Income: The under \$30K income people report using the Internet almost daily at a much higher rate than the other income levels. The under \$30K income reported a lower percentage of social media use, accessing news, conducting Internet searches and emailing. The discrepancy between incomes evens out on Internet use on the mobile phone. Latinx lowest income people also reported higher numbers of people knowing how to find good & fast information on the Internet than the other income levels. However, the lower income tier follows the overall pattern of having higher numbers in performance skill and motivation to learn on questions re: internet searches, veracity and message authorship but got lower scores in participating, making and sharing messages in comparison to the other income tiers. It's hard to understand the correlations of lower to higher income levels made in that section and it may be, as stated previously, due to sample size.

Age: There is an age disparity in the survey with low response numbers in three age ranges: 65-up, 15-18, and 50-64. Because of this disparity in response rate, not many conclusions can be made that may be of value. The only interesting thing to note is in the 19-29 age: they have higher numbers in Internet performance skills and lower numbers in motivation to accomplish the skills in Internet searches, finding good & fast information, and questioning veracity. That discrepancy makes me question the validity of the way the motivation questions were asked. Another interesting fact is that they report low participation rates and motivation to learn in Internet participation, making messages and sharing messages.

I recommend the continuation of this study to use a bigger sample size of the population using multiple rural sites. In addition, in order to have more accurate data analysis, it is recommended to use a statistician who can interpret the data and run comparisons with algorithms to do away with objective interpretations. This research was not funded and therefore did not use a statistician for data analysis. It is further recommended for motivation questions to get reworded for accuracy. It is also recommended to have similar numbers in the sample of age and gender. Conducting a telephone survey could go either way, such as apprehension and distrust or revealing more information since they are anonymous. If a telephone survey were to be conducted, it would have to dial the cell phone line. In addition, it would also be important to find out how to best meet the needs and wants of the Latinx people when it comes to technology, Internet use and performance building skills. It would also be good to find out about "access" and hear from the people who responded to "never" or "sometimes" using the Internet as to if there are any barriers.

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The Latin X Media Use Questionnaire:

Cuestionario

Sobre Usos y Hábitos del Internet y el Celular

Edad: _____ años

Género: Varon / Mujer

Pais de nacimiento: _____

Idioma en casa: _____

Casada(o) / Soltera(o)

de personas en casa: _____

Nivel de Educación: (✓ *escoja 1*)

Educación sin diploma de bachillerato

Diploma de bachillerato (secundaria)

Alguna forma de universidad

Nivel de ingresos de casa: (✓ *escoja 1*)

Menos de \$30,000

\$30,000-\$49,000

\$50,000 o mas

Parte I:

(✓ *ESCOJA*)

¿Usa el Internet?: (✓ *escoja 1*)

Nunca De vez en cuando Una vez por mes

3-5 veces al mes Casi a diario Muchas veces durante el día

¿A dónde va para usar el Internet?: (✓ *escoja 1*)

Casa (computadora o tablet) Escuela Celular (móvil)

Biblioteca Otra forma (escriba): _____

¿Que hace con su celular (móvil): (✓ *escoja lo necesaria*)

Videojuegos Noticias Búsquedas por el Internet Correo GPS

Redes sociales (Facebook,etc.) Videos Musica Bloguear Texto

Llamadas telefonicas Fotos Mensajear (Whatsapp)

Parte II: (✓ *ESCOJA UNO*)

	no	pequeno	algun	si	mucho
1. ¿Busca información (cómo noticias, traducciones, videos, sitios web) en el Internet?					
2. ¿Tiene interés en saber cómo hacer búsquedas del Internet?					
3. ¿Sabe cómo encontrar buena información rápidamente para sus intereses por el Internet?					
4. ¿Tiene interés en saber cómo encontrar buena información rápidamente para sus intereses en el Internet?					
5. ¿Se pregunta (a sí misma/o) si la información que ve del Internet es falsa o verdadera (ej. Facebook)?					
6. ¿Tiene interés en saber mas información sobre si algo es falso o verdadero en el Internet?					
7. ¿Cuándo ve un comercial o noticias, se pregunta, "quién armó el mensaje y porque"?					
8. ¿Tiene interés en saber más información sobre los mensajes del Internet y cómo estan armados?					
9. ¿Participa en conversación (comentar en blogs, videos, redes sociales) por el Internet?					
10. ¿Tiene interés en saber cómo participar en conversaciones en el Internet?					
11. ¿Arma mensajes (como de Facebook sitios web, blog, videos) para el Internet?					
12. ¿Tiene interés en saber cómo armar (componer) mensajes para el Internet?					
13. ¿Comparte los mensajes que arma (compone) con otras personas del Internet?					
14. ¿Tiene interés en saber cómo compartir mensajes compuestos para otras personas del Internet?					