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THE COMMON SENSE CENSUS: MEDIA USE BY TWEENS AND TEENS

Common Sense is a nonprofit, nonpartisan organization dedicated to improving the lives of kids, families, and educators by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology. Our independent research is designed to provide parents, educators, health organizations, and policy makers with reliable, independent data on children's use of media and technology and the impact it has on their physical, emotional, social, and intellectual development. For more information, visit **www.commonsense.org/research**.

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Common Sense is grateful for the generous support and underwriting of this report.

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The Honorable John Delaney and April McClain-Delaney

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INTRODUCTION

The purpose of this study is to offer a comprehensive picture of the use of media by young people in the U.S., including the level of enjoyment, frequency of use, and amount of time devoted to a wide array of media activities and devices.

As far as we know, this study is the only large-scale, probability-based[1] survey to explore young people's use of the full range of media:

- It is based on a large national sample of more than 2,600 young people;
- It uses a probability-based, nationally representative sample, making the results as reliable as possible;
- It includes both "tweens" (broadly defined as 8- to 12-year-olds) and teens (13- to 18-year-olds);
- It includes screen-based media activities (such as watching TV shows, playing video games, and using social media) as well as non-screen media activities (such as reading books or listening to music);
- It documents both the activities engaged in (e.g., using social media) and the devices used (e.g., computers, smartphones, and tablets); and
- It includes detailed measures of the amount of time young people spend on these activities and on these devices.

With the explosion of devices and forms of content in today's media landscape, it is increasingly challenging to measure the time youth spend and the things they do with media and technology. Media devices are portable, ubiquitous, and integrated as essential tools in young people's lives, and what counts as "media use" or even "screen time" is harder to define. It is no longer simple to define what "TV" or even "reading" is. And measuring how much *time* is spent on a particular activity is not straightforward either, since many media are used in short bursts throughout the day, while others may be on in the background all the time.

It can also be argued that the variety of activities that fall under the rubric of media use—especially screen media use—makes it less important to measure the "total time" spent with these media. If "screen media use" can mean writing a short story on a computer, video-chatting with relatives, watching videos, reading the news online, or playing games, what is the point of documenting the total amount of time teens spend using screens? This study recognizes the variety of activities young people engage in via screen media; in fact, the study offers the first national-level documentation we are aware of regarding the functional purposes for which multi-use digital devices are being used, including consumption, communication, and content creation. It also offers a "typology" of young people's media use, noting the different patterns of usage we found: gamers, social networkers, readers, and the like.

From 1999–2010, the Kaiser Family Foundation conducted a series of landmark studies, called the Generation M studies, that tracked media use among 8- to 18-year-olds, upon which *The Common Sense Census* builds. However, because of substantial changes in methodology and age groups studied (see the "Methodology" section), the findings from *The Common Sense Census* cannot be compared to those of previous studies, including the Kaiser Foundation's Generation M reports. Common Sense plans to repeat this media use census periodically, so that trends in tweens' and teens' media habits can be identified.

1. See the "Methodology" section for a fuller discussion of probability vs. convenience samples in survey research.

The primary focus of the study is documenting the basic facts about the media activities young people engage in (such as playing video games and using social media) and the devices they use (such as computers and smartphones). The purpose is to document the *frequency* of young people's use of media; the *amount of time* devoted to these activities and devices per day; how much young people *enjoy* each media activity; and the *differences* among young people by age, gender, race/ethnicity, and socioeconomic status (SES).

There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles to help illuminate young people's media habits as fully as possible. The report's "Methodology" section includes an important subsection titled "Types of data presented in this report," which should be reviewed before delving into the findings.

Among the questions the study seeks to answer are:

- Which media activities are young people engaging in most often, and how much time are they spending on those activities?
- Which devices do they use to engage in these activities? For example, how much of young people's media content is consumed on mobile devices? And how much TV viewing takes place online?
- How do media preferences and the amount of time spent on various activities differ by age, gender, race/ethnicity, income, or parent education?
- To what degree do young people use screen media for homework?
- How often are young people multitasking with media while doing their homework? How do they think this affects their work?

Our goal is to provide a reliable set of data to help inform the work of those concerned with young people's health and well-being: content creators who are providing high-quality entertainment or educational media for youth; organizations trying to reach young people with positive information through the media; researchers attempting to study the effects of various types of media on young people's cognitive, creative, physical, or social-emotional well-being; policy makers who are crafting public policies concerning youth and media; and parents who are seeking to understand the bigger picture regarding the patterns of media use among young people today.

This study recognizes the variety of activities young people engage in via screen media; in fact, the study offers the first national-level documentation we are aware of regarding the functional purposes for which multi-use digital devices are being used, including consumption, communication, and content creation.

METHODOLOGY

This report is based on a nationally representative survey of 2,658 U.S. children age 8 to 18 years old, conducted from February 6 to March 9, 2015. The project was directed by Seeta Pai, vice president of research at Common Sense Media, and Vicky Rideout, president of VJR Consulting. Data analyses were conducted by Melissa Saphir of Saphir Research. The survey was administered by GfK, using their KnowledgePanel®, a probability-based Web panel designed to be representative of the United States. The report was written by Ms. Rideout and edited by Dr. Pai and Dr. Saphir. A copy of the complete questionnaire is provided in the appendix to this report. The survey was offered in English or Spanish.

Media included in the study

Overview of media covered. The media *activities* covered in the survey included: watching television, movies, and videos; playing video/computer/mobile games; listening to music; using social media; reading; and using digital devices for other purposes (such as browsing websites, video-chatting, or creating digital art or music). Definitions of the major media activities are included in Table 1. The media *devices* covered in the survey included: books, newspapers, magazines, CD players, radios, MP3 players, video game consoles, handheld video game players, TV sets, computers, tablets, smartphones, e-readers, and other mobile devices. Total time spent on devices such as computers, tablets, and smartphones includes time spent on any of the media activities listed above, plus time spent on any "other" activities such as emailing, instant messaging, shopping, coding, checking directions or weather, or using apps.

A note about texting. Texting is by nature episodic, and people text at various times throughout the day, often in very short bursts. Pilot tests conducted in preparation for this study indicated that respondents could not accurately estimate the time they spent texting on a given day. Accordingly, texting is measured by estimates of the *number* of texts sent in a day rather than time spent texting.

Entertainment vs. educational media. The bulk of the study concerns the use of media for entertainment purposes only; however, use of media for homework was also explored, and those results are reported separately. The term "entertainment media" is occasionally used in the report, to distinguish media used for school or homework from media used for other purposes. It is not meant to imply that the content being consumed is not educational; in fact it is likely that some portion of the media young people are consuming is educational or informational. It is also likely that some media use is "functional," such as looking up directions or checking the weather before an outing.

Types of data presented in this report

There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles.

Frequency: proportion who are "daily" users. One media-usage variable we report is the frequency with which tweens and teens engage in certain activities (e.g., watching TV shows) or use certain devices (e.g., a tablet). This number is young people's estimates of how often they do or use these things (ranging from "never" to "every day"). Through this lens, one can see, for example, that 62 percent of tweens say they watch TV "every day" and that TV watching tops the list of daily activities among this age group.

Proportion who use each medium on any given day. The report also documents the percent of young people who engage in a particular activity—or use a particular device—on any given day in this country. In the survey, respondents indicated whether they had done each activity "yesterday"—that is, the day prior to completing the survey—and if so, how much time they spent doing it and on what device(s). Since the survey was administered evenly across the seven days of the week over a period of four weeks, this measure creates a useful index of what happens on any given day in this country. By this measure, one would see, for example, that on any given day 75 percent of tweens watch TV. The proportion of respondents who watch TV on any given day should be higher than the percent who say they are "daily" viewers (62 percent), because that percentage also likely includes some of the tweens who say they watch "several times a week."

TABLE 1. DEFINITIONS OF MAJOR MEDIA ACTIVITY AND DEVICE CATEGORIES

TOTAL TV/DVD/VIDEO

Total television

Watching TV on a set

- ***As broadcast:*** Includes TV shows or movies viewed on a TV set at the time they were broadcast. Movies are included because so much of "TV" content is movies that are aired on television networks.
- ***Time-shifted:*** Includes TV shows or movies watched on a TV set but recorded earlier on a DVR, watched "on demand," or streamed on a TV set through a program such as Netflix.

Watching TV online

Includes TV shows or movies downloaded or streamed to a computer, tablet, or smartphone.

DVDs

Includes TV shows or movies watched on a DVD.

Online videos

Includes watching videos (other than TV shows or movies) online, at websites such as YouTube. Could include how-to videos, video podcasts, webisodes, music videos, or funny pet videos.

MUSIC

Listening to music includes all time spent listening to music downloaded to a computer, tablet, iPod, smartphone, or other MP3 player, through a service such as iTunes; streamed through an app or a service such as Pandora or Spotify on a computer, tablet, iPod Touch, or phone; on a radio, such as a car radio, transistor radio, or stereo system; or on CDs. Watching music videos is counted in "online videos."

SOCIAL MEDIA

Includes the use of social-networking sites and mobile apps such as Facebook, Twitter, or Instagram.

TOTAL GAMING

Video games

- ***Console:*** Includes games played on a console video game player such as a Wii, Xbox, or PlayStation.
- ***Handheld:*** Includes games played on handheld devices made specifically for gaming, such as a Nintendo DS, Game Boy, LeapPad, or similar portable game player.

Mobile games

Includes any games played on a tablet, smartphone, or iPod Touch.

Computer games

Includes any games played on a computer, whether "casual" games such as *Solitaire* or massively multiplayer online games (MMOGs) such as *World of Warcraft*.

READING

Reading includes time spent reading "for your own enjoyment" and not for homework or a school assignment. It includes reading in print (books, newspapers, and magazines); reading ebooks; or reading online (including stories, articles, news, and blogs).

TOTAL SCREEN MEDIA

Total screen media includes time spent engaging in visual media activities on screen devices, including watching TV or videos, playing games, video-chatting, searching the Internet, and reading or writing on a computer, tablet, or smartphone. It does not include time spent listening to music through screen devices.

TOTAL MOBILE MEDIA

Total mobile media includes media activities on tablets, smartphones, iPod Touches, other iPod/MP3 players, and handheld gamers such as Nintendo DS or Game Boy. For purposes of this study, laptops are not considered "mobile" devices. Total mobile *screen* media excludes time spent listening to music through mobile devices.

Among those who do each activity or use each device, average time spent on the activity/using the device per day. For example, one can say that on any given day in this country, 75 percent of tweens watch TV, and *those who watch* spend an average of 2:21 doing so ("2:21" means two hours and 21 minutes; see *Notation of hours and minutes*, pg. 13). Some tweens may have spent all day watching, and others may have watched for only an hour; but the *average* among all those who watched was 2:21. This can be a useful way of understanding, for example, that although black and white teens are equally likely to watch TV on any given day, the black teens who *do* watch average an hour more in viewing time than the white teens who watch.

Average time per day among all. Another basic measure presented in the report is the average ("mean") amount of time spent on each activity "among all" tweens or teens. The amount of time spent with any activity or device per day "among all" reflects both the percent who engaged in those activities and the length of time spent doing them. For example, on a typical day 75 percent of tweens watch TV, and those who watch spend an average of 2:21 watching; therefore the average among *all* tweens is 1:47 per day. Obviously not all tweens are sitting down and watching TV for precisely 1:47 each day. Many aren't watching at all, some are watching for an hour, some are watching for several hours, and some are watching for many hours. But this average among all gives us a quick way to assess where a particular media activity or device stands in relation to other activities, in terms of both penetration and popularity. For example, tweens spend an average of 1:47 a day watching TV, compared with 28 minutes a day playing console video games and 29 minutes a day reading. Unless otherwise specified, when a time is given for a particular activity (e.g., "teens spend an average of 1:54 a day listening to music"), it is the average among all.

Incremental times. Finally, for each activity or device, we bring some of these data together to report what happens on any given day in *increments*. For example, on any given day 25 percent of tweens don't watch any TV at all, 24 percent watch up to an hour, 25 percent watch one to two hours, 18 percent watch two to four hours, and 8 percent watch more than four hours. While based on the same data as the "average time spent among all" and the "average time spent among those who did the activity," this formulation offers a different perspective that gives us an idea whether the "average" is being heavily influenced by a few heavy users or represents the entire sample more evenly.

The reason we present multiple measures of media use among young people is that the use of any one measure (such as mean time spent among all) may not provide a full, accurate picture of the *distribution* or *spread* of that variable. For example, the national average time spent playing console video games on any given day among *all* teens is 32 minutes. However, only 27 percent of teens play console video games on any given day, and among these, the average time spent is 2:09. Looking at the time spent in increments gives us another window onto the distribution of this variable, which we would say is positively skewed—that is, on any given day in this country, most teens aren't playing video games, some are, and a few are spending a lot of time doing so. The high values of the few pull the national average among all teens higher, which, unless balanced with other ways of viewing the data, may make it appear that every young person is playing console video games for around a half hour a day, when in reality most aren't playing at all.

Thinking about "time spent with media" and media multitasking

The fact that young people spend a certain amount of time each day with media does not mean that they spend that time doing *nothing else* but using media. If a teen spends an hour watching TV, an hour listening to music, an hour reading, and an hour using social media, she will have a total of four hours of media use. But it is important to remember that for a portion of the time she is using media, she may be doing other activities at the same time. For example, she may be watching TV while getting dressed or cleaning her room, browsing social media while on the bus to school, and listening to music while working out. This study documents the amount of time young people spend with media, but it does not determine whether the time was spent *only* with media.

In addition, many young people often use more than one medium at the same time. For example, a teen who spends an hour playing mobile games and an hour listening to music has a total of two hours of media use. But he may have done the activities simultaneously—listening to music while playing a mobile game. In other words, he may have used two hours' worth of media in one hour, due to simultaneous media use. The survey did not ask what proportion of young people's media time is spent "media multitasking" (using more than one medium at a time).

Aspects of media use that are not included in the survey

This survey collected the most detailed data available concerning the time young people spend with media and the devices they use, striving for a comprehensive portrait across a wide variety of devices and activities. Due to limitations on the length and complexity of the survey, some aspects of young people's media use are not covered. This includes the genres of media used (e.g., sitcoms vs. educational documentaries for television, *The Sims* vs. *Grand Theft Auto* for video games, or country vs. rap for music), the location in which media are used (e.g., in a family room, in a car, in bed), the time of day media are used (e.g., before school, after school, or late at night), and whether media are used alone or with parents, siblings, or friends. To ensure the reliability and validity of the data we collected, we had to limit the length and complexity of the survey; thus, there were several topics we could not explore in depth. We hope the broad landscape we do present inspires further research into these topics.

Survey sample

The use of a probability sample. Unlike the members of most other online survey panels, KnowledgePanel© members were recruited using probability-based methods such as address-based sampling and random-digit-dial telephone calls. Households that were not already online were provided with a notebook computer and dial-up Internet access for the purpose of participating in

TABLE 2. U.S. BENCHMARKS AND DEMOGRAPHIC PROFILE OF SURVEY SAMPLE

Demographic	Benchmark	Unweighted percent	Weighted percent	Unweighted *n*	Weighted *n*
Age					
• 8- to 12-year-olds (tweens)	45%	47%	45%	1,259	1,196
• 13- to 18-year-olds (teens)	55%	53%	55%	1,399	1,462
Gender					
• Boys	51%	50%	51%	1,333	1,366
• Girls	49%	50%	49%	1,325	1,292
Race/Ethnicity					
• White	54%	56%	54%	1,482	1,482
• Hispanic	23%	24%	23%	648	648
• Black	14%	10%	13%	275	275
• Other	6%	4%	6%	114	154
• 2+ races	3%	5%	4%	139	94
Income†					
• <$25,000	16%	18%	16%	479	421
• $25–49,999	21%	23%	21%	606	556
• $50–74,999	17%	20%	18%	522	465
• $75,000+	45%	40%	46%	1,051	1,215
Internet access‡					
• Yes	83%	94%	86%	2,510	2,287
• No	17%	6%	14%	148	371
Total sample				**2,658**	2,658

† Income breaks used in data analysis were less than $35,000, $35,000-$99,999, and $100,000 or more.
‡ Other than the dial-up access provided by GfK for purposes of participating in KnowledgePanel© surveys.

Source of demographic benchmarks: March 2014 Supplemental Data, Current Population Survey, U.S. Census Bureau. Benchmarks for Internet access are from October 2012 Supplemental Data.

surveys. The use of a probability sample means the results are substantially more generalizable to the U.S. population than are results based on so-called "convenience" samples. Convenience samples include only respondents who are already online and who volunteer through word of mouth or advertising to participate in surveys.

Parental consent and respondent compensation. Parental permission was obtained for all respondents. Respondents received a cash equivalent of $5 for their participation; some black respondents received an additional $5 equivalent to improve response rates among this lower-incidence demographic group.

Margin of error. The margin of error for the full sample for a 50 percent statistic is +/-1.9 percentage points. The margin of error for subgroups is higher.

Weighting. The use of probability-based recruitment methods for the KnowledgePanel© is designed to ensure that the resulting sample properly represents the population of the U.S., including geographically, demographically (e.g., age, gender, race/ethnicity, income), and in terms of home Internet access. Study-specific post-stratification weights were applied once the data were finalized, to adjust for any survey nonresponse and to ensure the proper distributions for the specific target population (in this case, 8- to 18-year-olds). Geo-demographic distributions for 8- to 18-year-olds were obtained from the most recently available supplemental data from the U.S. Census Bureau's Current Population Survey.

Treatment of outliers. Six respondents reported time estimates that were not deemed credible or valid, and these respondents were removed as outliers. For example, one outlier reported spending 20 or more hours on each of nine different media activities in a single day. Another reported spending 22 hours using a smartphone for homework, 21 hours engaged in "other" activities on a smartphone, and 23 hours video-chatting on a phone, all on the same day. In addition, 11 respondents reported spending 24 or more hours on a particular media activity or 20 or more hours in physical activity, but the rest of their time estimates appeared credible. In these cases, the questionable estimates were replaced with the mean time spent in that activity among respondents of the same age, gender, and (where possible) race, but the rest of the respondents' answers were included in the data set.

Descriptions and definitions of demographic groups

Income categories. For the purposes of this report, lower-income families are defined as those with incomes of less than $35,000 a year; middle-income families are those earning from $35,000 to $99,999 a year; and higher-income families are those earning $100,000 a year or more.

Age groups. The report uses the word "tweens" to describe the age group of 8- to 12-year-olds. There is no formal definition of "tweens," and usage of the term varies widely. The term is used as shorthand and does not reflect a belief about developmental stages of childhood and adolescence. The report also uses "teens" or "teenagers" to refer to the age group of 13- to 18-year-olds.

Race/ethnicity. Where findings are broken out by race/ethnicity, results are presented for white, black, and Hispanic youth; respondents in the "other" category are included in the total sample but not in findings that are broken out by race (the cell sizes of each individual group in the "other" category are not large enough for us to examine differences between them).

Cell sizes. Many findings are reported for subsets of the full survey sample. For example, the report provides the average amount of time spent playing video games among all teens who use them but also breaks down those findings by gender, race, and other demographic variables. If a subgroup has fewer than 50 members—for example, if fewer than 50 teen girls played video games—we don't report those results because the sample size is deemed too small for reliable results. Any cell sizes with 50–74 respondents are noted so that results can be interpreted with caution.

Non-media variables. The survey included several non-media-related measures designed to provide insight into the types of young people engaging in various media activities and to explore possible relationships between these variables and media use. These measures include a series of questions on social-emotional well-being and on levels of physical activity.

Presentation of data in the text

Statistical significance. Where relevant, differences among demographic groups have been tested for statistical significance. Findings are referred to in the text in a comparative manner (e.g., "more than," "less than") only if the differences are statistically significant at the level of $p<.05$. (i.e., differences as great as those noted would occur by chance no more than five times in 100). In tables where statistical significance has been tested, superscripts indicate whether results differ at $p<.05$. Items that share a common superscript, or that have no superscript, do not differ significantly.

For example, in Row 1 below, none of the items differs in a statistically reliable way. In Row 2, each item differs from the other significantly. In Row 3, the items in the first and third columns differ from the item in the second column, but not from each other. And in Row 4, items in Columns 1 and 3 differ from each other, but not from Column 2.

	Column 1	Column 2	Column 3
Row 1	:22	:25	:27
Row 2	20%[a]	35%[b]	50%[c]
Row 3	:10[a]	1:25[b]	:17[a]
Row 4	13%[a]	17%[ab]	23%[b]

Notation of hours and minutes. Throughout the report, time spent with media is presented in hours:minutes. For example, "two hours and 10 minutes" is sometimes presented as "2:10"; "10 minutes," when in parenthesis, is presented as ":10" and, when outside of parenthesis, as "10 minutes." Total times will not always sum properly, and percentages will not always add up to 100 percent due to rounding or multiple response options or because answers of "don't know" or "didn't respond" are not included.

Analysis methods

We followed a three-step analysis process. First, data were examined for outliers, missing data, or other anomalies and prepared for analysis, including the creation of composites or recoding of variables. Next, we explored distributions of each major variable (each major question/sub-question), using descriptive statistics such as the mean, median, quartiles, and frequencies in terms of increments. The bulk of the data presented in this report rely on these descriptive statistics. Finally, we conducted bivariate or multivariate analyses where appropriate. In particular, we carried out the following procedures:

- Bivariate analyses to test for associations between a media-use variable (such as time spent or percent who are users) and a demographic variable (such as gender or household income);
- Bivariate or correlational analyses to test for associations between a media-use variable and some other variable, such as parent engagement with media;
- Multivariate analyses to test for differences in the average or distribution of a media-use variable and the combination of two demographic variables (such as income groups within race/ethnicity), where cell sizes allowed such analyses; and
- Factor analysis to examine whether there were identifiable dimensions in the way the media-use variables (especially time spent) were related to each other. For example, do all young people have the same "profile" of media use, with heavy/medium/light users across devices and activities, or are there different profiles of media use?

There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles, to help illuminate young people's media habits as fully as possible.

1. On any given day, American teenagers (13- to 18-year-olds) average about nine hours (8:56) of entertainment media use, excluding time spent at school or for homework. Tweens (8- to 12-year-olds) use an average of about six hours' (5:55) worth of entertainment media daily.

This includes watching TV, movies, and online videos; playing video, computer, and mobile games; using social media; using the Internet; reading; and listening to music. Tweens average more than four and a half hours (4:36) of *screen* media use a day and teens more than six and a half hours (6:40) a day. A majority of teens (57 percent) spend more than four hours per day with screen media. (The non-screen portion of young people's media use includes listening to music and reading print.)

Of course, averages can mask big differences in screen time use among youth. Among tweens, for example, on any given day 6 percent don't use screen media at all, and 28 percent use it for two hours or less; on the other hand, 27 percent spend between four and eight hours with screen media and 11 percent more than eight hours. Among teens, on any given day 6 percent don't use screen media at all, and 17 percent use it for two hours or less; meanwhile, 31 percent of teens spend four to eight hours with screen media, and 26 percent spend more than eight hours.

Figure 1. On any given day, proportion of tweens who spend ... with screen media

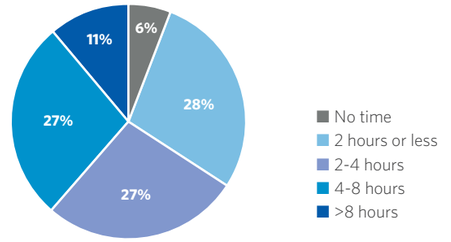
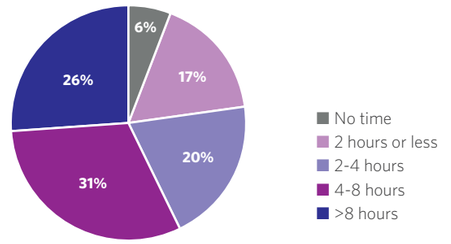


Figure 2. On any given day, proportion of teens who spend ... with screen media



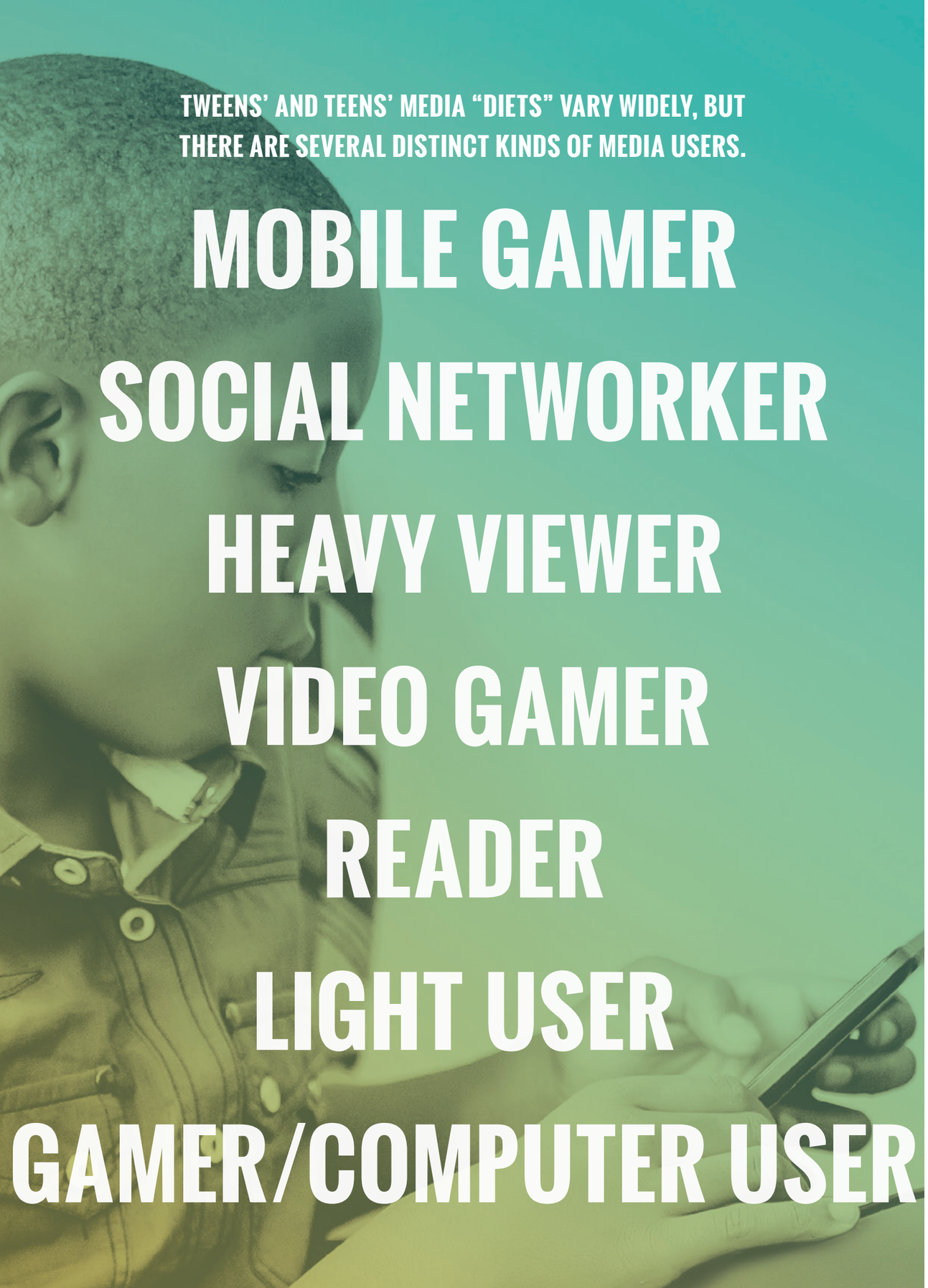
Note: Segments may not add to 100% due to rounding.

2. From Gamers to Social Networkers, patterns of use vary widely among young media users.

There are substantial variations in the types of media-related activities young people engage in and how they use devices.

Almost all tweens and teens spend some time watching TV and listening to music on any given day; but beyond that, there are distinct types of media "diets" and users. Young people who use similar amounts of screen time spend that time doing very different things on their screens.

The study identified several distinct types of media users, according to the patterns of their media use. For example, among



teens, Social Networkers and Gamers/Computer Users both spend about seven hours a day with screen media (7:03 and 6:57 respectively); but the Social Networkers spend more than three hours a day (3:17) using social media and only 44 minutes playing games, while the Gamers/Computer Users average two and a half (2:27) hours playing games and 53 minutes on social media. Neither the Social Networkers nor the Gamers/Computer Users spend much time watching TV and videos—about an hour and a half a day. But the Heavy Viewers average nearly six and a half hours (6:24) of TV and video viewing a day, contributing to their incredible total of more than 13 hours a day (13:20) with screen media.

Similarly, among tweens, Mobile Gamers average just under two hours (1:44) playing mobile games but only four minutes playing video games; Video Gamers average more than two hours (2:10) playing video games; and Heavy Viewers average five hours (5:08) a day watching TV and videos but only three minutes playing video games. All three groups of tweens spend a lot of time with screen media, but they spend it doing different things (a total of 4:48 of screen time among Mobile Gamers, 5:55 among Heavy Viewers, and 6:42 among Video Gamers).

Figure 3. Tween media profiles

TIME SPENT WITH EACH TYPE OF MEDIA

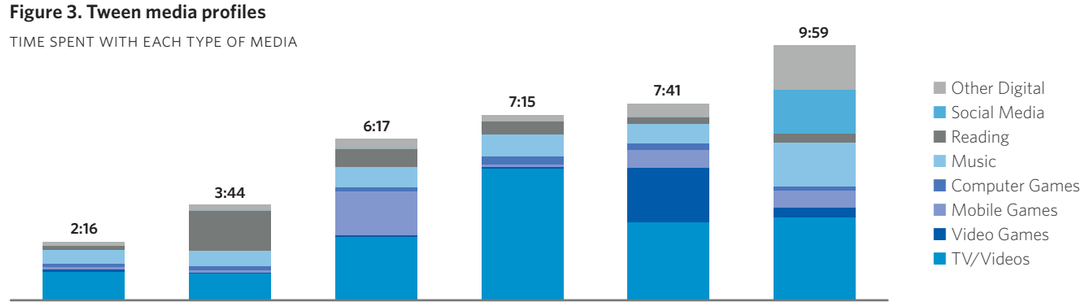
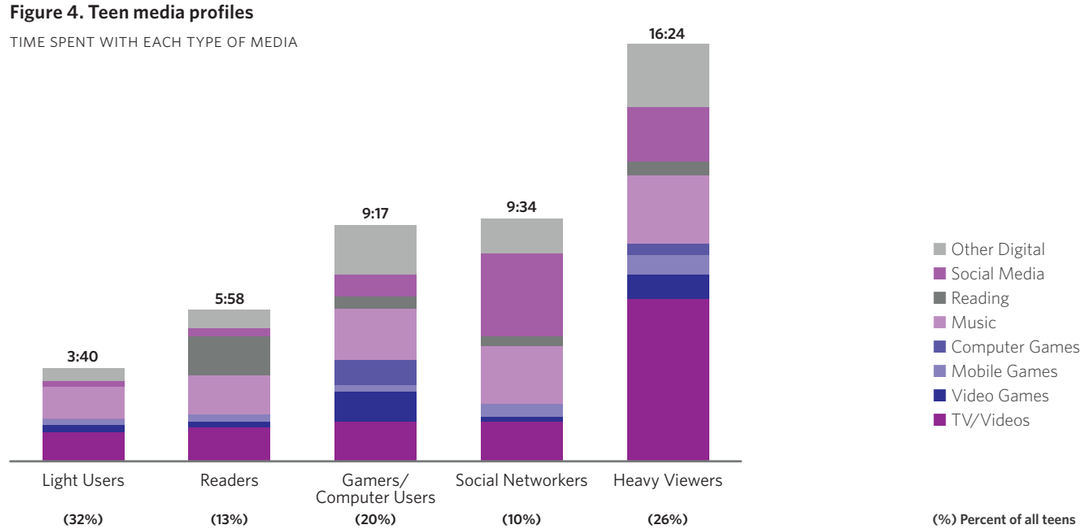


Figure 4. Teen media profiles

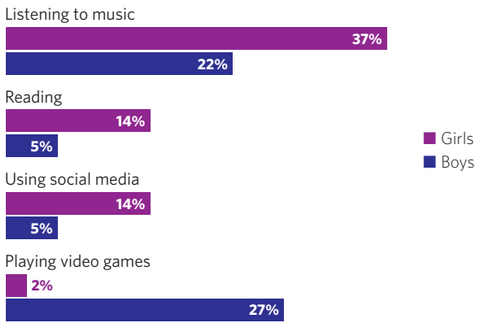
TIME SPENT WITH EACH TYPE OF MEDIA



3. Boys and girls have very different media preferences and habits.

There are stark differences in the media preferences and habits of boys and girls, in both the tween and teen years. The biggest difference is in console video game playing: Most boys like console games a lot and play them frequently, and most girls don't. Girls like reading more than boys do and devote more time to it. Both boys and girls enjoy listening to music and using social media "a lot," but girls enjoy those activities more and spend quite a bit more time doing them. For example, among teens, 27 percent of boys say playing video games is their favorite media activity; only 2 percent of girls do. Teen boys average 56 minutes a day playing video games, compared with only seven minutes for girls. On the other hand, teen girls spend about 40 minutes more a day with social media than boys on average (1:32, compared with :52 among boys). And teen girls spend more time reading than boys too: an average of 33 minutes a day, compared with 23 for boys (41 percent of teen girls say they enjoy reading "a lot," compared with 19 percent of boys that age).

Figure 5. Among teens, percent who say each media activity is their "favorite," by gender



4. Despite the variety of new media activities available to them, watching TV and listening to music dominate young people's media diets.

Tweens and teens have a plethora of choices when it comes to media-related activities, from watching YouTube videos to using *Instagram*, from playing *Angry Birds* on a smartphone to playing *World of Warcraft* on a computer. But when asked which activities they enjoy "a lot" and which they engage in "every day," watching TV and listening to music dominate. Among tweens, the top activity is watching TV: Nearly two-thirds (62 percent) say they watch "every day" (by comparison, 24 percent watch online videos and 27 percent play mobile games every day). Among teens, music is No. 1: Two-thirds (66 percent) listen to music "every day" (by comparison, 45 percent use social media and 27 percent play mobile games every day).

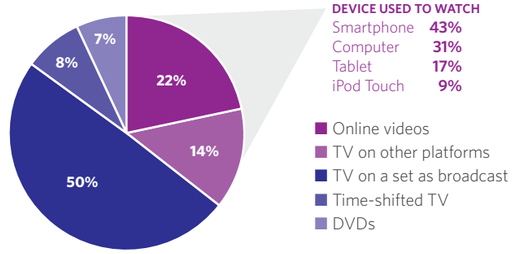
TABLE 3. TOP MEDIA ACTIVITIES, BY AGE

Among Tweens		Among Teens	
Percent who enjoy this activity "a lot"			
Watching TV	61%	Listening to music	73%
Listening to music	54%	Watching TV	45%
Playing video games	52%	Watching online videos	45%
Playing mobile games	51%	Playing video games	42%
Watching online videos	46%	Using social media	36%
Percent who do this activity "every day"			
Watch TV	62%	Listen to music	66%
Listen to music	37%	Watch TV	58%
Play mobile games	27%	Use social media	45%
Read	27%	Watch online videos	34%
Watch online videos	24%	Play mobile games	27%

5. Tween and teen media consumption is highly mobile.

Even though "traditional" media activities such as watching TV and listening to music still dominate, new methods of accessing that content are widely used. Overall, mobile devices now account for 41 percent of all screen time among tweens and 46 percent among teens. Both tweens and teens now interact with media content across a diverse set of devices. For example, among teens only half (50 percent) of all TV- and video-viewing time consists of watching TV programming on a TV set at the time it is broadcast; 8 percent involves time-shifted viewing on a TV set; 22 percent involves watching online videos on platforms such as YouTube; 7 percent involves watching DVDs; and 14 percent involves watching TV shows or movies on another device such as a computer, tablet, or smartphone. The time spent watching videos or TV shows online is divided such that 43 percent is watched on a phone, 31 percent on a computer, 17 percent on a tablet, and 9 percent on an iPod Touch.

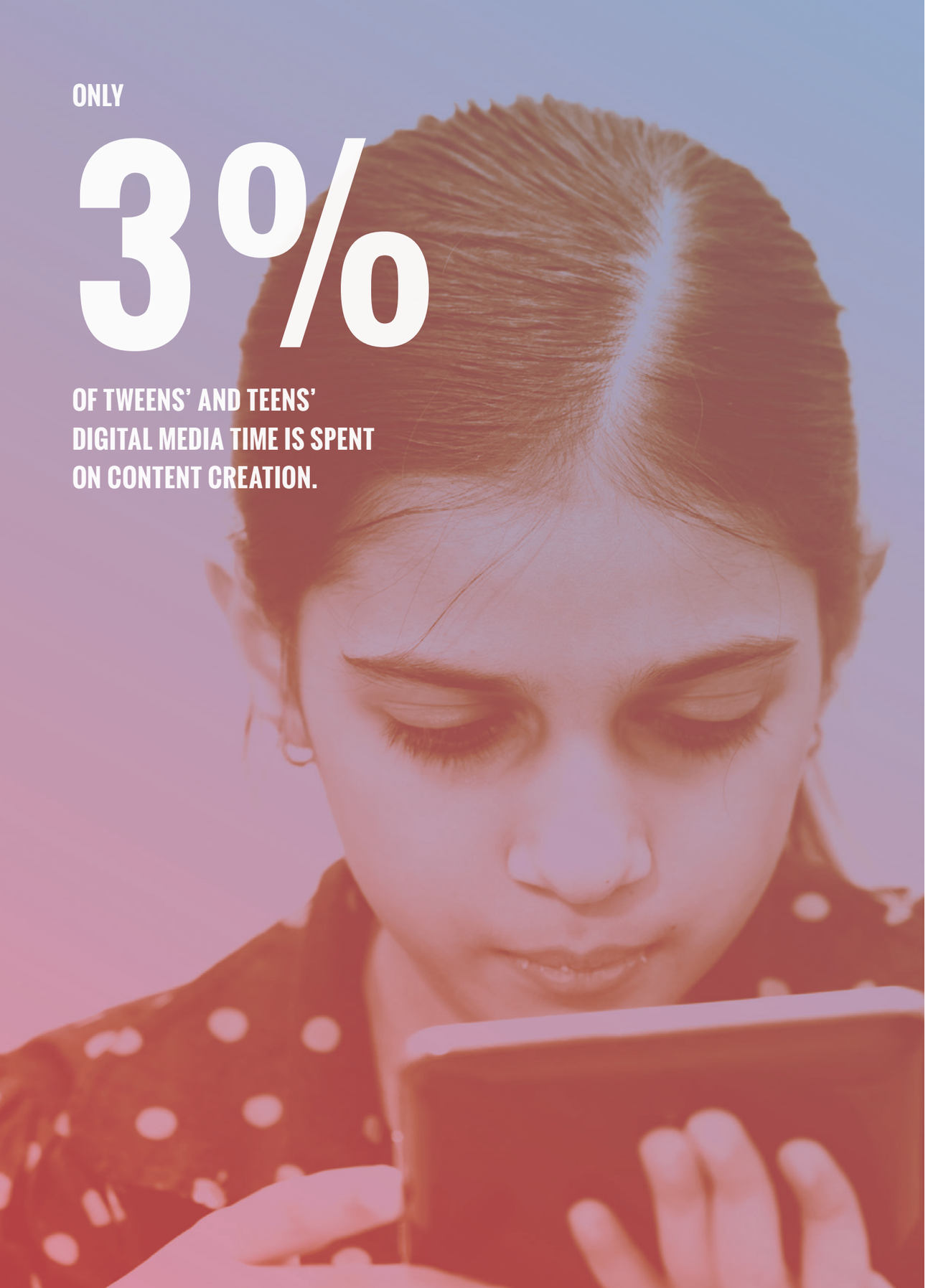
Figure 6. TV and video viewing among teens, by platform



Note: Percentages may not add to 100% due to rounding.

6. Even among teens, social media use still lags behind traditional media use.

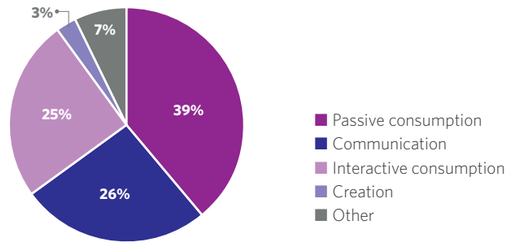
There is no question that social media have become an integral part of most teens' lives; an average of 1:11 a day is devoted to using social media among this age group. But for a generation often defined by its use of social media, it is interesting that it doesn't get the same devotion that listening to music or watching TV do. A significant number of teens say they use social media "every day" (45 percent), but that's far less than the proportion that listens to music (66 percent) or watches TV (58 percent) that often. A third of teens (36 percent) say they enjoy using social media "a lot," but that is substantially less than those who say the same about listening to music (73 percent) or watching TV (45 percent). Only 10 percent of teens choose using social media as their "favorite" media-related activity, compared with 30 percent who choose listening to music.



7. Digital screen media are used for many purposes: reading, watching, playing, listening, communicating, and creating.

Computers, tablets, and smartphones are multipurpose devices that can be used for any of these activities; designating their use simply as "screen time" can miss some important variations. So, for the first time that we are aware of, this study quantifies the time spent using these devices for different functional purposes: what we call "passive consumption," which includes watching TV or videos, reading, or listening to music (using the word "passive" is not meant to imply that the consumer is unengaged); "interactive consumption," which includes playing games and browsing the Internet; "communication," which includes video-chatting and using social media; and "content creation," which includes writing or creating digital art or music. Among teens, on any given day 39 percent of their time spent using computers, tablets, and smartphones is devoted to passive consumption, 26 percent is communication, 25 percent is interactive consumption, and 3 percent is content creation (7 percent is "other" unclassifiable activities).

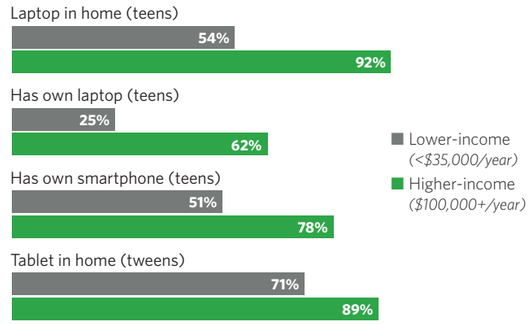
Figure 7. Proportion of computer, tablet, and smartphone use devoted to various activities, among teens



8. There is a large "digital equality gap" in ownership of computers, tablets, and smartphones.

Children in lower-income families are significantly less likely than their wealthier peers to live in homes with digital technologies. For example, 54 percent of lower-income teens (whose families make less than $35,000 a year) have a laptop in the home, compared with 92 percent of higher-income teens ($100,000 a year or more). One in 10 lower-income teens has only dial-up Internet at home, compared with none of the higher-income teens in our sample. And lower-income teens are much less likely to have their own smartphones as well (51 percent, compared with 78 percent of higher-income teens).

Figure 8. Digital inequality: Ownership of devices, by family income

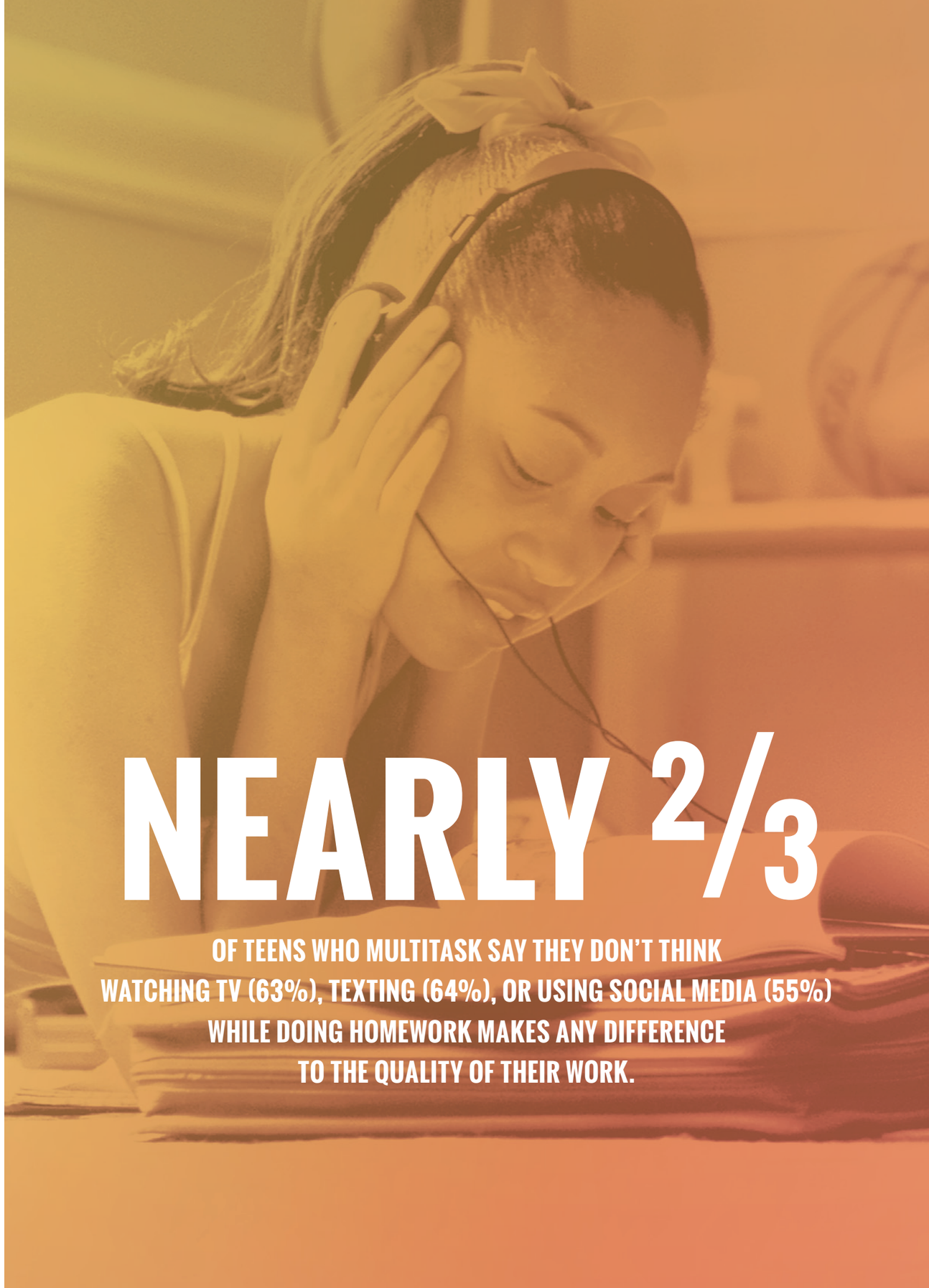


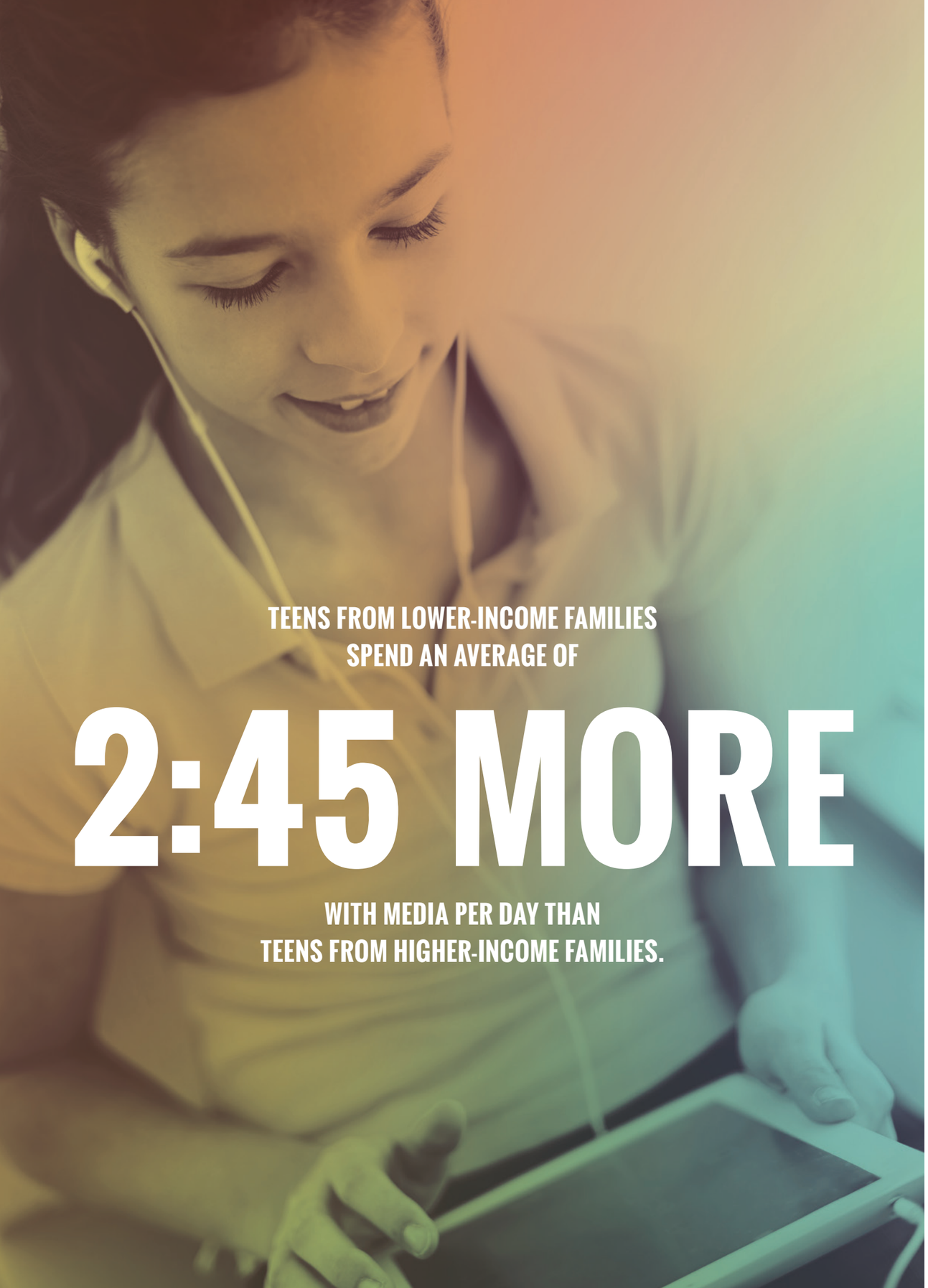
9. More parents are concerned about the type of media content their children use than how much time they spend using it.

Over half (53 percent) of teens and 72 percent of tweens say their parents have talked with them about how much time they can spend with media. But even more young people (66 percent of teens and 84 percent of tweens) say their parents have spoken with them about the content of the media they use. Most young people say their parents know "a lot" or at least "some" about the types of media content they use (e.g., which shows they watch or games they play), but 25 percent of teens who go online say their parents know only "a little" or "nothing" about what they do or say online, and 30 percent say the same about the social media they use.

10. Many teens multitask with media while doing their homework, and most think this has no effect on the quality of their work.

Half of teens say they "often" or "sometimes" watch TV (51 percent) or use social media (50 percent) while doing homework, and more say the same about texting (60 percent) and listening to music (76 percent). But most teens say they don't think these practices affect the quality of their work (for better or worse): Among those who engage in each type of multitasking, nearly two-thirds say they don't think watching TV (63 percent) or texting (64 percent) while doing homework makes any difference to the quality of their work; just over half (55 percent) say the same about using social media; and 44 percent say the same about listening to music. In fact, far more teens think listening to music helps their work (50 percent) than hurts it (6 percent).





11. There are substantial differences in the amount of time young people spend with media, based on family income, parent education, and race/ethnicity.

There is significant overlap among demographic factors such as family income, parent education, and race/ethnicity in the U.S., and this is reflected in our survey sample. The data do not indicate a causal relationship between any of these demographic variables and media consumption, but there are substantial differences that are worth noting for further investigation. In general, black youth and children from lower socioeconomic groups tend to spend more time with media than Hispanic, white, or higher-SES youth do.

Income. Tweens and teens from lower-income families spend more time with media than those from higher-income homes. Among teens, it's a difference of two hours and 45 minutes a day on average (10:35 vs. 7:50 of total media use). For the most part, it's not that lower-income youth are more likely to engage in media-related activities such as watching TV, listening to music, or using social media than their peers; rather, it's that those who do use media spend more time doing so. For example, 80 percent of lower-income teens and 82 percent of higher-income teens watch TV or videos on any given day; but the lower-income teens who watch do so for an hour and a half more than the higher-income teens who watch (4:14 vs. 2:41).

Parent education. Tweens and teens whose parent has no more than a high school education spend more time with media than those whose parent graduated from college, although the differences are a bit smaller than those by income. Among teens, the difference is an average of 1:50 per day in time spent with all media (9:39 among those whose parent has a high school education, compared with 7:49 among those whose parent has a college degree). Following the same pattern seen for income, the difference is not one of greater likelihood of using media on any given day but of a tendency to spend more time using them.

Race/ethnicity. Black youth report spending substantially more time with media than white or Hispanic youth. For example, among teens, blacks use an average of 11:10 worth of media a day, compared with 8:51 among Hispanics and 8:27 among whites (a difference of 2:19 between blacks and Hispanics and 2:43 between blacks and whites). In general, teens from all three racial/ethnic groups are equally likely to engage in each media-related activity on any given day, but black youth spend more time doing so. For example, while black, white, and Hispanic teens are equally likely to use social media on any given day, black teens who use social media average about an hour more doing so than white or Hispanic users (2:59 among blacks, compared with 2:00 among Hispanics and 1:54 among whites).

AFTER ABSORBING AND ANALYZING THE ENORMOUS AMOUNT OF DATA COLLECTED THROUGH THIS SURVEY, WE ARE LEFT WITH

5 OVERARCHING CONCLUSIONS.

CONCLUSION

First is the vast diversity of ways young people interact with media—the remarkable variety in their preferences and patterns of use. Of course there are common threads, such as the popularity of music and television across all ages, regardless of gender or race/ethnicity or socioeconomic status. But the fragmentation in media preferences is notable. When young people are asked to name their "favorite" media activities, what is most noticeable is that among neither age group is one particular activity the favorite of a majority of young people. Among tweens, for example, playing video games tops the list of favorite media activities but is the favorite of less than a quarter (22 percent) of tweens, followed by reading (16 percent), watching TV (13 percent), listening to music (10 percent), watching online videos (10 percent), and playing mobile games (8 percent). Among teens, listening to music tops the list but is the favorite of less than a third (30 percent) of teens, followed by playing video games (15 percent), reading (10 percent), using social media (10 percent), and watching TV (9 percent). The diversity in tastes and preferences is clear.

There is diversity in media use between boys and girls, and among younger and older, richer and poorer, and black, white, and Hispanic youth. This diversity can perhaps be appreciated most clearly when considering the different media "profiles" identified in this study. There are young people who are Video Gamers and others who are Mobile Gamers; some who are Readers and spend very little time (comparatively) with screen media; some who are Heavy Viewers; and others who are devoted Social Networkers. Most of the media profiles have no more than 20 percent of young people in them; no one pattern of use clearly dominates. And the differences among these profiles are quite strong. For example, tween Heavy Viewers average five hours a day watching TV and videos but only three minutes playing video games. In contrast, tween Video Gamers average two hours a day playing video games and three hours watching TV and videos. And tween Mobile Gamers spend nearly two hours a day playing *mobile* games but only four minutes playing *video* games. And to this diversity in the types of *activities* kids prefer we can add variety in the *devices* they use to engage in those activities. The best examples of this are listening to music, watching TV and videos, and playing games, all of which are consumed via a multitude of devices.

But our second overarching conclusion is that underneath all this diversity, tweens and teens today place an enduring value on two media activities in particular: watching TV and listening to music. Whether downloaded, streamed, or watched or listened to "live," or whether it comes through a transistor radio, a television set, a tablet, or a smartphone, there is something inherent in the nature of a TV show, a movie, or a song that seems to have an abiding appeal for youth. Watching TV and listening to music are the activities they enjoy the most and dedicate the most time to, and the appeal crosses boundaries of age, gender, race/ethnicity, and socioeconomic status. They are also among the "oldest" and most accessible media activities, in the sense that virtually everyone has access to the means to view television content and listen to music, and devices for engaging in these activities have been around for a relatively long time compared with the newer digital media.

A third conclusion we reach from our exploration of these data is that young people's engagement with media still consists primarily of consumption rather than creation. For all the promise about the potential of digital media to facilitate user-generated content, the vast majority of media time (78 percent among tweens and 64 percent among teens) is still devoted to what we broadly call "passive consumption" and "interactive consumption": watching, listening, reading, and playing with media content created by someone else. While there are young people who use their computers and tablets and smartphones to code, write, or make art or music, the time devoted to such activities pales in comparison to the time spent watching TV and videos, listening to music, or playing games. The specific content youth are interacting with may well be engaging, uplifting, and informative (or not); but this study documents that the digital "tools" of computers, tablets, and smartphones are primarily being used for some type of media consumption rather than its creation.

Fourth, the socioeconomic and racial/ethnic differences in children's media use patterns are inescapable and concerning. Children from lower-income homes and black and Hispanic children spend far more time with media—especially screen media—than white children and children from higher- and middle-income homes. Lower-income teens average more than eight hours a day (8:07) with screen media compared with 5:42 among higher-income teens, a difference of two hours and 25 minutes a day. Similarly, black teens average 8:26 a day with screen media, compared with 6:29 among Hispanics and 6:18 among whites. While "screen media" use can include many types of activities—Skyping, reading, playing games, watching educational videos—we know that they are primarily watching TV and videos, playing games, and using social media. These are not necessarily negative activities, but the sheer amount of time devoted to them, and the differences among groups, is certainly noteworthy and deserves much deeper examination and discussion.

And finally, although it almost goes without saying, we are struck anew by the ubiquity of entertainment media in young people's lives. Of course "entertainment media" is a very broad category, including everything from music, TV shows and videos, books, and websites to computer, video, and mobile games. But the fact that tweens and teens in the U.S. are using an average of six to nine hours' worth of media a day is still astounding. As discussed elsewhere, this does not mean they are stopping all other activity and attending only to media during this time; but it is still a large amount of time spent absorbing a large amount of content. That content is replete with messages that help shape young people's views of the world around them and their place in it. And although "screen" media usage now encompass a range of disparate activities, it is still worth noting that tweens are spending an average of four and a half hours a day and teens an average of more than six and a half hours a day with screen media. These averages obscure vast differences among youth, but on any given day fully one in five 8- to 12-year-olds in this country is using more than six hours of screen media, and nearly as many teens (18 percent) are using more than *10 hours* of screen media.

In sum, media are an enormous presence in young people's lives, a huge claim on their time and attention, and an element of their lives that is well worth our continued attention.

APPENDIX: TABLES

TIME SPENT IN EACH MEDIA ACTIVITY: AVERAGE TIME SPENT PER DAY

Among Tweens		Among Teens	
Watching TV/DVDs/videos	2:26	Watching TV/DVDs/videos	2:38
Playing video, computer, or mobile games	1:19	Listening to music	1:54
Listening to music	:51	Playing video, computer, or mobile games	1:21
Reading	:29	Using social media	1:11
Using social media	:16	Doing other activities on computer/mobile device	:32
Doing other activities on computer/mobile device	:13	Browsing websites	:36
Browsing websites	:12	Reading	:28
Video-chatting	:06	Video-chatting	:13
Going to the movies	:02	Going to the movies	:03
Total screen media	**4:36**	**Total screen media**	**6:40**
Total media	**5:55**	**Total media**	**8:56**

TIME SPENT WITH EACH MEDIA DEVICE

AVERAGE TIME SPENT PER DAY

Among Tweens		Among Teens	
Television set	1:29	Smartphone	2:42
Tablet	:56	Computer	1:37
Smartphone	:48	Television set	1:31
Computer	:31	Tablet	:45
Video game console	:28	iPod/iPod Touch	:36
iPod/iPod Touch	:27	Video game console	:32
Print	:26	Radio	:27
Radio	:20	Print	:20
DVD player	:14	DVD player	:11
Handheld gamer	:07	Handheld gamer	:05
CD player	:04	CD player	:05
E-reader	:02	E-reader	:03
Movie theater	:02	Movie theater	:03
Total mobile media	*2:21*	*Total mobile media*	*4:12*
Total mobile screen media	*1:53*	*Total mobile screen media*	*3:01*
Total screen media	**4:36**	**Total screen media**	**6:40**
Total media	**5:55**	**Total media**	**8:56**

FAVORITE MEDIA ACTIVITY

Activity	Among Tweens	Among Teens
Playing video games	22%	15%
Reading	16%	10%
Watching TV	13%	9%
Listening to music	10%	30%
Watching online videos	10%	6%
Playing mobile games	8%	2%
Using social media	4%	10%
Playing computer games	5%	5%
Creating digital art/graphics	2%	1%
Writing	1%	1%
Making videos	1%	1%

Note: Other options in the survey for "favorite" activities included taking/editing photos, creating/modifying games, coding, and creating digital music, but only activities that received at least 1 percent in each age group are included in this table. Therefore, totals do not add up to 100%.

CONSUMPTION, COMMUNICATION, AND CREATION:
TIME SPENT USING DIGITAL MEDIA, BY ACTIVITY

Activity	Among Tweens	Among Teens
Passive consumption	**1:02 (41%)**	**2:06 (39%)**
• Watching online videos	:25	:35
• Watching TV	:18	:22
• Reading	:01	:05
• Listening to music	:18	1:04
Interactive consumption	**:56 (37%)**	**1:19 (25%)**
• Playing games	:44	:44
• Browsing websites	:12	:36
Communication†	**:22 (14%)**	**1:24 (26%)**
• Using social media‡	:16	1:11
• Video-chatting	:06	:13
Creation	**:05 (3%)**	**:09 (3%)**
• Making art or music	:04	:06
• Writing	:01	:04
Other§	**:08 (5%)**	**:23 (7%)**
Total	**2:33**	**5:21**

Note: This table includes time spent on computers, tablets, smartphones, and iPod Touches. † Excludes time spent talking or texting. ‡ Some would consider posting pictures or comments on social media "content creation," but we are classifying those activities as "communication." § Respondents noted the time they spent doing "anything else" on a computer, tablet, iPod Touch, or smartphone, beyond the specific activities asked about in the survey. These times have been included here in the "other" category. It is not possible to determine whether these activities should be considered consumption, creation, or communication.

MEDIA IN THE HOME

Device	Among Tweens	Among Teens
TV set	94%	95%
Video game console	81%	83%
Smartphone	79%	84%
Tablet	80%	73%
Laptop computer	73%	77%
Desktop computer	56%	63%
Portable game player	53%	45%
DVR	44%	48%
iPod	37%	43%
iPod Touch	32%	31%
E-reader	26%	29%

PERSONAL MEDIA OWNERSHIP

Device	Among Tweens	Among Teens
Tablet	53%	37%
TV set (bedroom)	47%	57%
Portable game player	42%	32%
Smartphone	24%	67%
Video game console (bedroom)	22%	34%
iPod Touch	21%	20%
Laptop computer	19%	45%
iPod	15%	23%
E-reader	7%	9%
Desktop computer (bedroom)	6%	11%

MEDIA OWNERSHIP AMONG 8- TO 18-YEAR-OLDS, BY FAMILY INCOME

Media Type	Lower Income	Middle Income	Higher Income	%-point difference
In the home:				
• Smartphone	65%[a]	85%[b]	93%[c]	-28%
• Tablet	62%[a]	77%[b]	87%[c]	-25%
• E-reader	13%[a]	28%[b]	41%[c]	-28%
• Video game player	71%[a]	84%[b]	88%[c]	-17%
• TV set	89%[a]	96%[b]	98%[b]	-9%
Have their own:				
• Laptop (among teens)	25%[a]	44%[b]	62%[c]	-37%
• Smartphone (among teens)	51%[a]	69%[b]	78%[c]	-27%
• Tablet (among tweens)	48%[a]	53%[ab]	56%[b]	-8%
• TV in bedroom (among all)	68%[a]	52%[b]	39%[c]	+29%
• Video game player in bedroom (among all)	37%[a]	30%[b]	20%[c]	+17%

Note: "Lower income" is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. "%-point difference" indicates the degree to which the lower-income group differs from the higher-income group. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

KEY GENDER DIFFERENCES IN MEDIA USE

Activity	Among Tweens		Among Teens	
	Boys	Girls	Boys	Girls
Video games‡				
• Enjoy playing "a lot"	71%[a]	34%[b]	62%[a]	20%[b]
• On any given day, percent who play video games	38%[a]	16%[b]	41%[a]	7%[b]
• Average time *among video game players*	1:55[a]	1:16[b]	2:16	†
• Average time *among all*	:43[a]	:12[b]	:56[a]	:07[b]
Social media				
• Enjoy using social media "a lot"	7%[a]	18%[b]	29%[a]	44%[b]
• On any given day, percent who use social media	9%[a]	22%[b]	51%[a]	64%[b]
• Average time *among social media users*	1:09§	1:57	1:42[a]	2:22[b]
• Average time *among all*	:06[a]	:26[b]	:52[a]	1:32[b]
Music				
• Enjoy listening to music "a lot"	45%[a]	64%[b]	66%[a]	80%[b]
• On any given day, percent who listen to music	50%[a]	65%[b]	77%[a]	86%[b]
• Average time *among listeners*	1:19	1:37	2:06[a]	2:34[b]
• Average time *among all*	:40[a]	1:03[b]	1:37[a]	2:12[b]
Reading				
• Enjoy reading "a lot"	33%[a]	50%[b]	19%[a]	41%[b]
• On any given day, percent who read	37%[a]	50%[b]	24%[a]	34%[b]
• Average time *among readers*	1:11	1:04	1:36	1:37
• Average time *among all*	:27	:31	:23[a]	:33[b]
Total screen media	**4:31**	**4:41**	**6:41**	**6:39**
Total media	**5:37**	**6:13**	**8:35**	**9:19**

† Cell size too small for reliable results. ‡ Console games. § Small cell size: n=50-74.

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

AVERAGE TIME SPENT WITH EACH MEDIA ACTIVITY AND DEVICE PER DAY

Activity	Average time *among all*		Percent who use		Average time *among those who use*	
	Tween	Teen	Tween	Teen	Tween	Teen
Watching TV/videos	**2:26**	**2:38**	**85%[a]**	**81%[b]**	**2:51[a]**	**3:15[b]**
TV on TV set	**1:29**	**1:31**	**71%[a]**	**64%[b]**	**2:05[a]**	**2:21[b]**
• Live‡	—	1:19	—	58%	—	2:15
• Time-shifted‡	—	:12	—	14%	—	1:23
TV on other device	**:18**	**:22**	**15%[a]**	**19%[b]**	**2:03**	**1:59**
• Computer	:04[a]	:09[b]	4%[a]	9%[b]	1:49§	1:37
• Smartphone	:04	:08	3%[a]	6%[b]	†	2:16
• iPod Touch	:03	:02	2%	1%	†	†
• Tablet	:07[a]	:04[b]	7%[a]	4%[b]	1:37	1:49§
Online videos	**:25[a]**	**:35[b]**	**35%[a]**	**45%[b]**	**1:12**	**1:18**
• Computer	:06[a]	:11[b]	10%[a]	17%[b]	:58	1:07
• Smartphone	:05[a]	:15[b]	8%[a]	22%[b]	1:02	1:08
• iPod Touch	:04	:02	4%	3%	1:41§	†
• Tablet	:11[a]	:06[b]	16%[a]	8%[b]	1:07	1:10
Other						
• DVDs	:14	:11	14%[a]	9%[b]	1:46	1:57
Watching movies (in theater)	**:02**	**:03**	**2%**	**3%**	**†**	**†**
Listening to music	**:51[a]**	**1:54[b]**	**57%[a]**	**81%[b]**	**1:29[a]**	**2:20[b]**
• Computer	:02[a]	:16[b]	3%[a]	12%[b]	†	2:11[b]
• Smartphone	:10[a]	:41[b]	12%[a]	40%[b]	1:25	1:41
• Tablet	:06	:07	10%	8%	:57[a]	1:36[b]
• Radio	:20[a]	:27[b]	34%	34%	:58[a]	1:20[b]
• CDs	:04	:05	5%	6%	1:13§	1:16§
• iPod/MP3 player	:09[a]	:18[b]	12%[a]	17%[b]	1:17[a]	1:46[b]
Gaming	**1:19**	**1:21**	**66%[a]**	**56%[b]**	**2:00[a]**	**2:25[b]**
Video games	**:35**	**:37**	**33%[a]**	**28%[b]**	**1:46[a]**	**2:13[b]**
• Console	:28	:32	27%	25%	1:44[a]	2:09[b]
• Handheld	:07	:05	11%[a]	6%[b]	1:07[a]	1:31[b]
Computer games	**:11[a]**	**:19[b]**	**13%**	**14%**	**1:29[a]**	**2:14[b]**
Mobile games	**:33[a]**	**:25[b]**	**45%[a]**	**34%[b]**	**1:13**	**1:12**
• Smartphone	:09[a]	:15[b]	14%[a]	23%[b]	1:05	1:04
• Tablet	:19[a]	:07[b]	27%[a]	9%[b]	1:12	1:12
• iPod Touch	:05	:03	7%[a]	4%[b]	1:02	1:15§
Using social media	**:16[a]**	**1:11[b]**	**15%[a]**	**58%[b]**	**1:43**	**2:04**
• Computer	:01[a]	:13[b]	2%[a]	14%[b]	†	1:35
• Smartphone	:10[a]	:45[b]	9%[a]	40%[b]	1:56	1:52
• Tablet	:03[a]	:08[b]	4%[a]	8%[b]	†	1:43
• iPod Touch	:01[a]	:06[b]	2%[a]	4%[b]	†	2:21§
Reading	**:29**	**:28**	**43%[a]**	**29%[b]**	**1:07[a]**	**1:37[b]**
• Books (print)	:24[a]	:15[b]	36%[a]	17%[b]	1:07[a]	1:28[b]
• Books (electronic)	:02	:03	5%	4%	:49§	1:28§
• Magazines	:01[a]	:03[b]	4%	5%	†	:56[b]
• Newspapers	⋆[a]	:02[b]	2%[a]	3%[b]	†	†
• Computer	⋆[a]	:02[b]	1%[a]	5%[b]	†	:45
• Tablet	:01	:01	2%	1%	†	†
• iPod Touch	⋆	⋆	⋆	1%	†	†
• Smartphone	⋆[a]	:02[b]	⋆[a]	4%[b]	†	:52§
Other digital activities						
Computer (other)	**:07[a]**	**:27[b]**	**10%[a]**	**25%[b]**	**1:09[a]**	**1:48[b]**
• Browsing websites	:04[a]	:14[b]	7%[a]	21%[b]	:50[a]	1:09[b]
• Making art/music	:01	:02	2%	2%	†	†
• Video-chatting	:01[a]	:04[b]	1%[a]	4%[b]	†	1:54§
• Writing	⋆[a]	:02[b]	1%[a]	3%[b]	†	
• Anything else	:01[a]	:04[b]	2%[a]	8%[b]	†	:59
Smartphone (other)	**:10[a]**	**:36[b]**	**10%[a]**	**37%[b]**	**1:39**	**1:36**
• Browsing websites	:03[a]	:15[b]	5%[a]	22%[b]	†	1:06
• Making art/music	:01	:02	2%	2%	†	†
• Video-chatting	:03	:06	3%[a]	7%[b]	†	1:18
• Writing	⋆[a]	⋆[b]	⋆[a]	1%[b]	†	†
• Anything else	:03[a]	:13[b]	4%[a]	22%[b]	:57§	1:01
Tablet (other)	**:10**	**:13**	**13%**	**12%**	**1:17**	**1:45**
• Browsing websites	:04	:05	6%[a]	9%[b]	1:16§	:54
• Making art/music	:01[a]	⋆[b]	3%[a]	1%[b]	†	†
• Video-chatting	:01	:02	2%	2%	†	†
• Writing	⋆	:02	1%	1%	†	†
• Anything else	:02	:04	5%	4%	:39§	1:40§
iPod Touch (other)	**:05**	**:05**	**4%**	**4%**	**2:01§**	**1:57§**
• Browsing websites	:01	:02	2%	2%	†	†
• Making art/music	⋆	⋆	1%	1%	†	†
• Video-chatting	:01	:01	2%	1%	†	†
• Writing	⋆	⋆	⋆	⋆	†	†
• Anything else	:03	:02	2%	3%	†	†
Total screen media	**4:36[a]**	**6:40[b]**	**94%**	**94%**	**4:53[a]**	**7:07[b]**
Total media	**5:55[a]**	**8:56[b]**	**98%**	**97%**	**6:03[a]**	**9:12[b]**

* Indicates more than zero but less than one-half minute. † Indicates sample size of users is too small for reliable results (n=<50). ‡ Question asked only of teens. § Small cell size: n=50-74.

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

TABLE 16. TWEEN MEDIA PROFILES

	All	Light Users	Video Gamers	Social Networkers	Mobile Gamers	Readers	Heavy Viewers
Percent of all tweens	**100%**	**27%**	**23%**	**15%**	**14%**	**11%**	**10%**
Total screen media	**4:36**	**1:35[a]**	**6:42[b]**	**7:54[b]**	**4:48[c]**	**1:34[a]**	**5:55[b]**
Total media	**5:55**	**2:16[a]**	**7:41[b]**	**9:59[b]**	**6:17[c]**	**3:44[d]**	**7:15[bc]**
Average time per day with each media activity:							
• Watching TV/DVDs/videos	2:26	1:05[a]	3:00[b]	3:12[b]	2:26[c]	1:00[a]	5:08[d]
• Playing games	1:19	:18[a]	3:06[b]	1:12[c]	1:57[d]	:18[a]	:29[a]
• *Video*	*:35*	*:04[a]*	*2:10[b]*	*:24[c]*	*:04[a]*	*:02[a]*	*:03[a]*
• *Computer*	*:11*	*:08*	*:16*	*:10*	*:09*	*:09*	*:20*
• *Mobile*	*:33*	*:06[a]*	*:41[b]*	*:39[b]*	*1:44[c]*	*:07[a]*	*:06[a]*
• Listening to music	:51	:33[a]	:45[ac]	1:44[b]	:48[c]	:36[ac]	:50[ac]
• Reading	:29	:09[a]	:17[b]	:21[b]	:43[b]	1:35[c]	:31[b]
• Using social media	:16	—	—	1:43	—	—	—
Percent who enjoy each media activity "a lot":							
• Watching TV	61%	56%[a]	68%[bc]	51%[a]	65%[b]	51%[a]	77%[c]
• Playing video games	52%	50%[a]	83%[b]	31%[c]	54%[a]	34%[c]	41%[ac]
• Playing mobile games	51%	44%[a]	54%[a]	49%[a]	75%[b]	32%[c]	48%[a]
• Reading	41%	39%[ab]	31%[a]	30%[a]	43%[b]	85%[c]	36%[b]
• Using social media	13%	5%[a]	7%[a]	57%[b]	2%[a]	4%[a]	3%[a]
Demographic characteristics: Percent who are:							
• Female	49%	46%[a]	32%[b]	70%[c]	46%[a]	57%[a]	57%[ac]
• Lower income (<$35,000/year)	25%	24%[ac]	26%[ac]	34%[a]	15%[b]	21%[bc]	34%[ac]
• White	51%	48%[ac]	53%[abc]	45%[ac]	61%[b]	58%[ab]	44%[c]
• Black	13%	11%	16%	16%	9%	10%	19%
• Hispanic	24%	25%	21%	30%	20%	22%	28%
Media environment and ownership: Percent who have:							
• Bedroom TV	47%	38%[a]	57%[bc]	57%[ce]	48%[abe]	22%[d]	64%[bc]
• TV on all/most of the time in home	34%	18%[a]	45%[b]	41%[b]	42%[b]	15%[a]	52%[b]
• Their own tablets	53%	44%[a]	54%[ac]	61%[bc]	68%[bc]	43%[a]	48%[ac]
• Their own smartphones	24%	21%[a]	15%[ac]	60%[b]	15%[ac]	9%[c]	20%[a]
Parents: Percent whose parent has:							
• A college degree	40%	44%[a]	31%[b]	33%[ab]	40%[ab]	62%[c]	31%[b]
• Spoken to them a lot about media†	58%	63%[a]	56%[a]	48%[b]	65%[a]	64%[a]	51%[ab]
Physical activity:							
• Physically active "every day"	36%	34%	36%	33%	38%	43%	32%
• Average time in physical activity	1:07	:59[a]	1:14[b]	1:10[b]	1:05[b]	1:13[b]	1:03[b]

Note: A dash ("—") indicates that the mean is zero minutes by definition of the media type. Superscripts (a,b,c,d,e) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. † The survey asked whether parents had talked with their children about five issues related to media: when they can use media, how much time they can spend with media, which types of media they can use, staying safe online, and being responsible and respectful online. This item reflects the proportion whose parents have spoken with them about all these issues.

TEEN MEDIA PROFILES

	All	Light Users	Heavy Viewers	Gamers/ Computer Users	Readers	Social Networkers
Percent of all teens	**100%**	**32%**	**26%**	**20%**	**13%**	**10%**
Total screen media	**6:40**	**2:26[a]**	**13:20[c]**	**6:57[b]**	**3:00[d]**	**7:03[b]**
Total media	**8:56**	**3:40[a]**	**16:24[c]**	**9:17[b]**	**5:58[d]**	**9:34[b]**
Average time per day with each media activity:						
• Watching TV/DVDs/videos	2:38	1:09[a]	6:24[b]	1:34[c]	1:22[c]	1:34[c]
• Listening to music	1:54	1:15[a]	2:40[b]	1:59[c]	1:32[ac]	2:16[bc]
• Playing games	1:21	:32[a]	2:11[b]	2:27[b]	:30[a]	:44[a]
• *Video*	*:37*	*:18[a]*	*:57[b]*	*1:12[b]*	*:12[a]*	*:12[a]*
• *Computer*	*:19*	—	*:28[a]*	*1:00[b]*	—	—
• *Mobile*	*:25*	*:14[a]*	*:46[b]*	*:15[a]*	*:18[ac]*	*:31[bc]*
• Using social media	1:11	:15[a]	2:09[b]	:53[c]	:20[d]	3:17[e]
• Reading	:28	*[a]	:32[b]	:29[b]	1:31[c]	:22[b]
Percent who enjoy each media activity "a lot":						
• Watching TV	45%	40%[a]	62%[b]	35%[a]	42%[a]	41%[a]
• Playing video games	42%	37%[a]	49%[b]	56%[b]	31%[ac]	25%[c]
• Using social media	36%	29%[a]	42%[b]	27%[a]	31%[a]	70%[c]
• Reading	30%	17%[a]	24%[b]	31%[b]	71%[c]	27%[b]
• Playing mobile games	27%	26%[a]	31%[a]	24%[a]	25%[a]	24%[a]
Demographic characteristics: Percent who are:						
• Female	48%	47%[a]	51%[a]	30%[b]	62%[ac]	66%[c]
• Lower income (<$35,000/year)	24%	22%[a]	33%[b]	17%[a]	16%[a]	25%[a]
• White	57%	55%[ac]	48%[c]	66%[b]	58%[abc]	64%[ab]
• Black	13%	11%[a]	23%[b]	9%[a]	9%[a]	12%[a]
• Hispanic	22%	27%[a]	21%[ab]	15%[b]	25%[a]	18%[b]
Media environment and ownership: Percent who have:						
• Bedroom TV	57%	51%[a]	73%[b]	56%[a]	33%[c]	62%[a]
• TV on all/most of the time in home	37%	31%[a]	52%[b]	35%[a]	20%[c]	39%[a]
• Their own tablets	37%	33%[a]	42%[b]	35%[ab]	41%[ab]	33%[ab]
• Their own smartphones	67%	67%[a]	65%[ab]	68%[a]	57%[b]	84%[c]
Parents: Percent whose parent has:						
• A college degree	34%	32%[a]	26%[a]	41%[b]	45%[b]	30%[a]
• Spoken to them a lot about media†	43%	43%[ab]	37%[b]	44%[ab]	54%[a]	42%[ab]
Physical activity:						
• Physically active "every day"	32%	34%[a]	32%[ab]	24%[b]	36%[ab]	34%[ab]
• Average time in physical activity	1:01	1:08[a]	:54[ab]	:47[b]	1:08[a]	1:13[a]

Note: A dash ("—") indicates that the mean is zero minutes by definition of the media type. Superscripts (a,b,c,d,e) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. * Less than one minute but greater than zero. † The survey asked whether parents had talked with their children about five issues related to media: when they can use media, how much time they can spend with media, which types of media they can use, staying safe online, and being responsible and respectful online. This item reflects the proportion whose parents have spoken with them about all these issues.

MEDIA USE, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION

ON ANY GIVEN DAY, PERCENT WHO DO EACH ACTIVITY/USE EACH DEVICE

Among Tweens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Percent who do each activity:										
• Watch TV/DVDs/videos	85%	84%[a]	92%[b]	87%[ab]	87%	85%	84%	87%[ab]	88%[a]	82%[b]
• Play games (total)	66%	71%[a]	62%[ab]	61%[b]	60%[a]	69%[b]	67%[ab]	66%	66%	66%
• *Console video*	*27%*	*30%*	*31%*	*24%*	*28%*	*27%*	*26%*	*31%[a]*	*28%[ab]*	*23%[b]*
• *Computer*	*13%*	*16%[a]*	*8%[b]*	*11%[ab]*	*11%[ab]*	*15%[a]*	*10%[b]*	*11%[ab]*	*10%[a]*	*16%[b]*
• *Mobile*	*45%*	*49%[a]*	*41%[ab]*	*38%[b]*	*40%[a]*	*44%[ab]*	*51%[a]*	*39%[a]*	*47%[ab]*	*48%[b]*
• Listen to music	57%	57%	59%	61%	57%	59%	54%	57%	59%	57%
• Read	43%	44%	41%	41%	36%[a]	45%[b]	47%[b]	36%[a]	40%[a]	52%[b]
• Use social media	15%	13%	18%	19%	20%	13%	14%	19%	14%	13%
• Browse websites	19%	17%	27%	18%	22%	17%	19%	18%	20%	18%
Percent who use each device:										
• Smartphone	22%	17%[a]	32%[b]	24%[ab]	26%	22%	19%	26%	22%	19%
• Computer	22%	24%[a]	17%[ab]	17%[b]	17%[a]	23%[b]	23%[ab]	17%[a]	22%[ab]	26%[b]
• Tablet	37%	38%	35%	33%	31%[a]	37%[ab]	42%[b]	30%[a]	40%[b]	40%[b]
Any media	**98%**	**98%**	**98%**	**98%**	**97%**	**98%**	**98%**	**98%**	**97%**	**99%**
Any screen media	**94%**	**95%**	**93%**	**95%**	**94%**	**95%**	**94%**	**95%**	**95%**	**92%**

Among Tweens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Percent who do each activity:										
• Watch TV/DVDs/videos	81%	81%	81%	83%	80%	81%	82%	79%[a]	87%[b]	79%[a]
• Play games (total)	56%	56%	60%	54%	54%	54%	60%	54%	56%	57%
• *Console video*	*25%*	*24%*	*28%*	*25%*	*25%*	*25%*	*24%*	*25%[ab]*	*29%[a]*	*21%[b]*
• *Computer*	*14%*	*18%[a]*	*8%[b]*	*9%[b]*	*13%*	*13%*	*17%*	*13%*	*13%*	*16%*
• *Mobile*	*34%*	*33%*	*40%*	*35%*	*30%[a]*	*34%[ab]*	*39%[b]*	*31%*	*35%*	*37%*
• Listen to music	81%	79%	83%	83%	82%	81%	81%	81%	81%	82%
• Read	29%	30%[a]	18%[b]	27%[a]	23%[a]	30%[b]	31%[b]	22%[a]	27%[a]	38%[b]
• Use social media	58%	58%	57%	55%	50%[a]	59%[b]	62%[b]	56%	58%	59%
• Browse websites	47%	46%	45%	46%	41%[a]	47%[ab]	52%[b]	41%[a]	48%[ab]	53%[b]
Percent who use each device:										
• Smartphone	58%	57%	64%	58%	47%[a]	57%[b]	69%[c]	52%[a]	61%[b]	63%[b]
• Computer	38%	43%[a]	28%[b]	29%[b]	30%[a]	39%[b]	44%[b]	33%[a]	36%[a]	46%[b]
• Tablet	19%	17%[a]	26%[b]	20%[ab]	18%	19%	21%	16%[a]	19%[ab]	23%[b]
Any media	**97%**	**96%[a]**	**100%[b]**	**98%[ab]**	**97%**	**97%**	**98%**	**95%[a]**	**98%[a]**	**100%[b]**
Any screen media	**94%**	**93%**	**95%**	**95%**	**91%[a]**	**94%[ab]**	**96%[b]**	**91%[a]**	**96%[b]**	**95%[b]**

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

AMONG USERS, MEDIA TIME SPENT, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION

AVERAGE TIME PER DAY FOR EACH ACTIVITY/DEVICE

Among Tweens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Who did each activity, average time spent:										
• Watching TV/DVDs/videos	2:51	2:29[a]	3:40[b]	3:14[b]	3:17[a]	3:00[a]	2:09[b]	3:20[a]	2:55[a]	2:22[b]
• Playing games (total)	2:00	1:52	2:18	2:16	2:17	1:54	1:55	2:17[a]	2:03[ab]	1:42[b]
• *Console video*	*1:44*	*1:29*	*†*	*2:05*	*1:50*	*1:44*	*1:37[§]*	*1:51*	*1:51*	*1:30*
• *Computer*	*1:29*	*1:37*	*†*	*†*	*†*	*1:21*	*†*	*†*	*†*	*1:20*
• *Mobile*	*1:13*	*1:05*	*1:12[§]*	*1:38*	*1:23*	*1:10*	*1:10*	*1:30[a]*	*1:13[ab]*	*1:01[b]*
• Listening to music	1:29	1:17[a]	2:11[ab]	1:39[b]	1:59[a]	1:25[a]	1:05[b]	1:47[a]	1:34[a]	1:09[b]
• Reading	1:07	1:10	1:00[§]	1:07	:58	1:11	1:05	1:09	1:04	1:08
• Using social media	1:43	:59	†	2:07[§]	2:36[§]	1:29[§]	†	2:34[§]	†	:54[§]
• Browsing websites	:12	:07	†	:18[§]	:18[§]	:12	†	:16[§]	:15[§]	:07
Who used each device, average time spent:										
• Smartphone	3:35	2:11[a]	†	4:14[b]	6:25	2:27	2:15[§]	5:31[a]	2:41[ab]	2:02[b]
• Computer	2:26	2:21	†	2:45[§]	3:29[a]	2:20[b]	1:51[§]	2:34[§]	2:38	2:14
• Tablet	2:34	2:03[a]	†	4:04[b]	3:03	2:31	2:17	3:33[a]	2:41[a]	1:50[b]
Total media time	**6:03**	**5:22[a]**	**8:10[b]**	**6:53[b]**	**7:14[a]**	**6:00[a]**	**4:58[b]**	**7:09[a]**	**6:14[a]**	**4:58[b]**
Total screen media time	**4:53**	**4:14[a]**	**6:52[b]**	**5:34[b]**	**5:54[a]**	**4:47[a]**	**4:01[b]**	**5:51[a]**	**4:57[a]**	**3:58[b]**

Among Tweens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Who did each activity, average time spent:										
• Watching TV/DVDs/videos	3:15	2:56[a]	4:33[b]	3:22[a]	4:14[a]	3:07[b]	2:41[b]	4:04[a]	3:16[a]	2:42[b]
• Playing games (total)	2:25	2:34	2:12	2:12	2:42	2:26	2:11	2:40[a]	2:34[a]	2:04[b]
• *Console video*	*2:09*	*2:18*	*†*	*2:09*	*2:09*	*2:09*	*2:09*	*2:07*	*2:22*	*1:58*
• *Computer*	*2:14*	*2:16*	*†*	*†*	*†*	*2:19*	*2:08[§]*	*†*	*1:58[§]*	*1:11*
• *Mobile*	*1:12*	*1:13*	*1:25[§]*	*1:08*	*1:33[a]*	*1:13[ab]*	*:59[b]*	*1:33[a]*	*1:14[a]*	*:52[b]*
• Listening to music	2:20	2:10[a]	2:58[b]	2:31[ab]	2:36	2:19	2:10	2:26	2:31	2:05
• Reading	1:37	1:38	†	1:26	1:46	1:37	1:31	1:58[a]	1:23[b]	1:32[b]
• Using social media	2:04	1:54[a]	2:59[b]	2:00[a]	2:56[a]	2:06[b]	1:26[c]	1:32[a]	2:02[ab]	1:36[b]
• Browsing websites	:36	:32	:43[§]	:40	:44	:33	:33	:40	:35	:32
Who used each device, average time spent:										
• Smartphone	4:38	3:52[a]	6:32[b]	5:24[ab]	6:58[a]	4:50[a]	3:03[b]	6:16[a]	4:19[b]	3:28[c]
• Computer	4:14	4:07	†	4:26	5:13	4:05	3:53	4:30[ab]	4:55[a]	3:33[b]
• Tablet	3:57	3:51	†	4:10[§]	6:05[§]	3:50	2:37	5:01[a]	4:12[ab]	2:58[b]
Total media time	**9:12**	**8:48[a]**	**11:13[b]**	**9:03[ab]**	**10:56[a]**	**9:05[b]**	**7:59[b]**	**10:12[a]**	**9:34[a]**	**7:51[b]**
Total screen media time	**7:07**	**6:46[a]**	**8:53[b]**	**6:51[a]**	**8:56[a]**	**6:58[b]**	**5:55[c]**	**8:07[a]**	**7:21[a]**	**5:53[b]**

† Sample size too small for reliable results (n=<50). § Small cell size (n=50-74).

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

AMONG ALL, MEDIA TIME SPENT, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION

AVERAGE TIME PER DAY FOR EACH ACTIVITY/DEVICE

Among All Tweens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Average time spent in each activity:										
• Watching TV/DVDs/videos	2:26	2:05[a]	3:22[b]	2:49[b]	2:51[a]	2:33[a]	1:49[b]	2:54[a]	2:35[a]	1:57[b]
• Playing games (total)	1:19	1:20	1:26	1:23	1:22	1:19	1:17	1:31[a]	1:22[a]	1:07[b]
• *Console video*	*0:28*	*:26*	*:38*	*:30*	*:30*	*:28*	*:26*	*:34[a]*	*:32[a]*	*:20[b]*
• *Computer*	*0:11*	*:15[a]*	*:08[ab]*	*:07[b]*	*:10*	*:12*	*:10*	*:10*	*:11*	*:13*
• *Mobile*	*0:33*	*:32*	*:30*	*:38*	*:33*	*:31*	*:36*	*:35*	*:34*	*:29*
• Listening to music	0:51	:44[a]	1:17[b]	1:00[b]	1:08[a]	:50[a]	:35[b]	1:01[a]	:56[a]	:39[b]
• Reading	0:29	:31	:25	:27	:21[a]	:32[b]	:31[b]	:25[a]	:26[a]	:35[b]
• Using social media	0:16	:08[a]	:36[b]	:24[b]	:32[a]	:12[b]	:07[b]	:29[a]	:11[b]	:07[b]
• Browsing websites	0:12	:07[a]	:24[b]	:18[b]	:18[a]	:12[ab]	:07[b]	:16[a]	:15[a]	7:0[b]
Average time spent using each device:										
• Smartphone	0:48	:22[a]	2:06[ab]	1:01[b]	1:41[a]	:32[ab]	:26[b]	1:25[a]	:35[ab]	:24[b]
• Computer	0:31	:34	:24	:27	:35	:33	:25	:26	:34	:35
• Tablet	0:56	:47	1:02	1:22	:56	:56	:58	1:05[ab]	1:04[a]	:44[b]
Total media	**5:55**	**5:14[a]**	**8:02[b]**	**6:44[b]**	**7:00[a]**	**5:53[a]**	**4:52[b]**	**6:59[a]**	**6:02[a]**	**4:54[b]**
Total screen media	**4:36**	**4:00[a]**	**6:22[b]**	**5:18[b]**	**5:32[a]**	**4:32[a]**	**3:46[b]**	**5:35[a]**	**4:43[a]**	**3:41[b]**

Among All Teens ...	All	Race/Ethnicity			Family Income			Parent Education		
		White	Black	Hispanic	Lower	Middle	Higher	High school	Some college	College degree
Average time spent in each activity:										
• Watching TV/DVDs/videos	2:38	2:22[a]	3:41[b]	2:47[c]	3:24[a]	2:32[b]	2:12[b]	2:58[a]	2:51[a]	2:07[b]
• Playing games (total)	1:21	1:27	1:19	1:11	1:27	1:19	1:19	1:27	1:26	1:11
• *Console video*	*:32*	*:32*	*:30*	*:32*	*:33*	*:32*	*:31*	*:31[ab]*	*:41[a]*	*:25[b]*
• *Computer*	*:19*	*:24[a]*	*:09[b]*	*:13[b]*	*:17*	*:18*	*:21*	*:20*	*:16*	*:21*
• *Mobile*	*:25*	*:24[ab]*	*:34[a]*	*:23[b]*	*:28*	*:25*	*:23*	*:29[a]*	*:25[ab]*	*:20[b]*
• Listening to music	1:54	1:44[a]	2:27[b]	2:04[b]	2:08[a]	1:52[ab]	1:45[b]	1:58[ab]	2:02[a]	1:43[b]
• Reading	:28	:30	:22	:24	:24	:29	:28	:26[a]	:23[a]	:35[b]
• Using social media	1:11	1:06[a]	1:43[b]	1:06[a]	1:28[a]	1:14[a]	:54[b]	1:25[a]	1:11[ab]	:56[b]
• Browsing websites	:36	:32	:43	:40	:44	:33	:33	:40	:35	:32
Average time spent using each device:										
• Smartphone	2:42	2:12[a]	4:11[b]	3:07[ab]	3:18[a]	2:45[a]	2:07[b]	3:15[a]	2:38[ab]	2:10[b]
• Computer	1:37	1:46	1:12	1:18	1:34	1:35	1:44	1:30	1:45	1:38
• Tablet	:45	:39	1:01	:49	1:05[a]	:43[ab]	:32[b]	:48	:47	:40
Total media	**8:56**	**8:27[a]**	**11:10[b]**	**8:51[a]**	**10:35[a]**	**8:47[b]**	**7:50[c]**	**9:39[a]**	**9:21[a]**	**7:49[b]**
Total screen media	**6:40**	**6:18[a]**	**8:26[b]**	**6:29[a]**	**8:07[a]**	**6:31[b]**	**5:42[c]**	**7:21[a]**	**7:02[a]**	**5:36[b]**

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

THE COMMON SENSE CENSUS: MEDIA USE BY TWEENS AND TEENS

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