

Children's Media Lives



Wave 5: Data Collection Guide

BACKGROUND

RESEARCH OBJECTIVES

The overarching aim of this research is to provide Ofcom with ethnographic insight into how children of different ages and living in a range of different situations are using digital media.

More specifically, the research will:

- Explore children's **understandings and perceptions** of media use
- Understand situational and interpersonal influences on media consumption
- Develop a framework for understanding the influences and pressures which **affect children's attitudes and behaviour** towards digital media
- Provide a rich source of **visually engaging data** which can be used by Ofcom and stakeholders to communicate key issues

For **Wave 5** the research will look to update and extend our understanding of 19 children and their media lives. This will involve tracking changes in their critical thinking in line with their age. Alongside this, the research will broaden the topics covered as part of the research.

PURPOSE OF THIS DOCUMENT

This data collection guide illustrates the range of topics that the research is seeking to answer across the research. These questions will not necessarily be asked in the order of this document, dependent on flow of the interviews with both the children and their parents.

Due to the challenges associated with children articulating their behaviours and opinions, the research team will seek to capture information from parent interviews, child interviews, and also from observation of a set of tasks. The following table outlines what data we are hoping to collect from each:

DATA SOURCE	TOPIC / AREA OF INTEREST
Parent interviews	<ul style="list-style-type: none">■ Parents involvement in media (tracking)■ Changes in the family / home■ Understanding of risk
Child interviews	<ul style="list-style-type: none">■ Content preferences & watching behaviour

	<ul style="list-style-type: none"> ■ Positive use of the internet ■ Social media and group chats ■ Critical understanding and online safety
Tasks & observation	<ul style="list-style-type: none"> ■ App tracking tasks & screen record
Short post-task	<ul style="list-style-type: none"> ■ Critical Thinking (tracking)

The tasks will help the team to better understand *how* these children approach a range of aspects of using media. They do, however, present a challenge with timings as they can take time to complete.

USING THE GUIDE

Due to the quantities of information the research is looking to collate across a range of subjects associated with media usage, the team will be **flexible** to adapt to conversations about media use as led by the children themselves. The research may therefore not cover all subjects in as much detail with all the children involved in the work.

The guide is split into the following main sections:

- Introduction / Tracking
- Content, preferences and watching behaviours
- Positive use of the internet
- Social media and group chats
- Critical understanding and online safety
- Questions for parents
- Short post-task

Questions relating to trust and critical thinking exist throughout the guide

Each section has an estimated indication of the time allocation for the discussion with children / young people and parents.

Interview flow:

Each section starts with a 'lead question'. These are broad, open questions that allow the respondent to answer with elements of their life that they believe to be interesting. The questions will give researchers cues for which elements to probe further.

Each open question is followed by a set of 'probing questions', which will enable the researcher to delve deeper into individual behaviours, preferences and attitudes.

Occasionally, 'Deep dive' questions are presented, giving the researcher the option to explore questions in depth, where appropriate.

Interviews will last approximately 2.5 -3 hours, depending on the child's ability to concentrate. Short break activities may be necessary to keep child engaged and prevent interview fatigue.

1. INTRODUCTION / TRACKING (15 MINUTES)

Profile Stimulus:

Researcher to refer to tracking sheet/ show child pictures from previous waves

This section of the guide is designed to catch up with the children and the family, tracking changes in the household and understanding the impact of Christmas and birthdays on device ownership and media use.

This section also includes a range of tracking exercises to see how children have progressed since our last interview in terms of their understanding of media.

A. CATCHING UP

Data capture: Weekly schedule

LEAD QUESTION: What's been happening since we last saw you?

- What's changed or happened?
 - What have been the highlights of the last year?
 - Have there been big events or big news?
 - What have you done that you are proud of?
 - What fun things have you been doing recently?
- How has school been?
 - What changes have there been at school?
- How was Christmas/Birthday?
 - What presents have did you get?
 - Do you still use / play with it?
 - PROBE: Books, films, new devices etc

NB if respondent has new device, researcher to ask to see it:

- Can you show me how it works?
- How easy was it to use when you first got it?
- How often do you use this device now?
- What do you most often do on this new device?
- Has having this device meant you use any other devices less?
- Have your parents had any input on how you use it?

2. CONTENT, PREFERENCES AND WATCHING BEHAVIOURS (25 MIN)

This section of the guide will explore children's interactions with specific media content. In particular, we'll be tracking their favourite types of content and viewing habits including online content such as YouTube and Vlogging.

Content Stimulus

LEAD QUESTION: What are your favourite media activities?

- PROBE: watching films, social media, listening to music, reading books, playing games, sports / hobbies, spending time with friends
- How often do you do these activities?
- How do you feel about how much time you spend watching TV/ YouTube/ playing games/using your mobile phone?

- Do you wish you could spend more or less time?
- Do you ever do more than one media activity at the same time?
 - PROBE: watch TV and use social media

LEAD QUESTION: What can you tell us about your favourite channel/ place to watch your favourite shows?

Flashcard exercise:
Channel sorting exercise – sort by probe question categories

NB: researcher to probe around different media sources and platforms: e.g. Netflix, Amazon Prime, YouTube, BBC, Sky etc.

- What kinds of things do you watch on them?
- What do you like/dislike about them?
- What are the differences between them?
 - PROBE: BBC - *researcher to ascertain if they consider this provider to be different from other channels*
- Do you ever use iPlayer?
 - What kinds of content do you see/ do you think might be on there?
 - iPlayer kids or adults?
 - Catch-up or live?

Data Capture: Device log

- What device do you watch these shows on?
 - PROBE: TV set, tablet, phone, computer

LEAD QUESTION: What shows, programmes and films do you enjoy watching?

NB: researcher to probe around media more broadly to get a good spread: e.g. films, TV series, Vlogs, videos, DVDs

LEAD QUESTION: What do you watch with your family and friends?

- Are there some programmes you tend to watch with others/alone?
- Are there any differences between the kinds of things you watch with your parents and the kinds of things you watch alone/ with friends?

LEAD QUESTION: Do you tend to watch these shows live or not?

- PROBE: on demand/catch up/pre-recorded/ DVDs?
- If not, are there any shows you tend to watch live? Why is this?

LEAD QUESTION: What kinds of programmes are available for someone of your age?

- What do most of your friends watch?
- How much choice do you feel you have when you are looking for something to watch?
- Where do you look for new programmes?
 - PROBE: Netflix, YouTube, BBC, other
- Do you wish there was more aimed at people your age?
- What kinds of things would you like to see more of?

- What kinds of things do you watch that are intended for someone outside of your age group?
 - PROBE: older/ younger content

LEAD QUESTION: Thinking about the kind of things you like to watch, what kind of things do you think are important to see?

- PROBE: People your age, people that look like you, people that live in the same part of the country as you, show people doing the same sorts of things that you and your friends do
- Where do you tend to see these things the most?
 - NB researcher to note if this is in adult or children's content
 - NB researcher to note if this is PSB/Netflix/YouTube
- Why do you think these things are important?
 - PROBE: for you, for others?
- Would you like to see more of these things?
 - Why/ why not?

Lead Question: What sorts of things have you seen on TV that might be described as inappropriate for children?

- PROBE: Moderator to use a TV show they have described watching, e.g. Family Guy? Peaky Blinders?
- Why do you think these are considered inappropriate for children?
 - Do you agree?
- How do you know whether media is good or bad for your age?
 - PROBE: On late at night, parents have banned it, warnings before it starts, age ratings (on films)
 - Have you ever heard of the watershed? If so, what can you tell me about it? What do you think about it?
 - Are there different rules depending on where you are watching the media?
 - PROBE: Netflix, TV, iPlayer, etc.
 - If so, what are these?

LEAD QUESTION: What new things are you and your friends watching on YouTube?

- What do you watch?
- PROBE: Funny videos/ Music videos/ Vloggers or YouTubers/ 'How-to' videos/ Game tutorials/ 'Unboxing' videos
- How do you find new things on YouTube?
- PROBE: recommendations/own account/ friends/ searching
- Do you normally watch this content alone or with other people?
- Do you prefer to watch things on YouTube or on TV?
 - Or does it depend on what/when you are watching?
 - What do you think are some of the main differences between TV and YouTube?
 - If you prefer YouTube, why is this?
 - PROBE: shorter clips, funnier, more relatable, my friends watch it

LEAD QUESTION: What kinds of things do you learn from the shows you watch?

Content Stimulus: Noting content that the child considers educational and probing around this

- Are there any shows you watch that teach you more than other shows?
- Can you give me some examples?
 - What is it about these shows that helps you to learn?
- Where do you see these programmes?
 - PROBE: TV, Netflix, YouTube, etc.
- What do you like/dislike about these shows?
- Do you ever watch something because it ...
 - Makes you laugh
 - Relaxes you or helps you take time out
 - Gives you something to talk about with friends
 - Helps you to learn about or find out new things
 - Makes you think
 - Gives you something to talk about with family
 - Inspires you to try something new or different
 - Shocks or scares you

- Which of those things are most important to you?
- Which do you do most often?
- *(NB for each category)* Which kinds of shows help you to do these things?
 - Where do you see these shows?

LEAD QUESTION: Which games, social media or shows would you struggle to live without?

- Why do you say that?
- What do you think you would miss the most about them?
- Have you ever tried to spend less time doing these activities?
 - What was it like/ what do you think it would be like?

3. POSITIVE USE OF THE INTERNET (5 MIN)

LEAD QUESTION: If you stopped getting access to the internet, what would you miss the most?

- Why do you say that?
- How would you feel if you had to live without the internet?

LEAD QUESTION: What kinds of activities, hobbies or interests has the internet helped you to do?

- Which of these do you think has had the biggest impact on your life?
 - Why?
- Which of these do you think are the most important to be able to do?
 - For you?
 - For others

4. SOCIAL MEDIA AND GROUP CHATS (10 MIN)

This section will revisit the ways in which children navigate social media and group chats, discussing the potential benefits, drawbacks and risks of being

socially active online and noting any changes from last year.

**Researchers to be aware of age appropriateness and use of social media.*

LEAD QUESTION: Are you using any new social media sites/features since we last spoke to you? Or using any sites a lot more or less?

- If so what?
- PROBE: Facebook, Twitter, Instagram, Tumblr, Snapchat, What's App/ Live streaming
- What do you like/dislike about them?
- Do your friends use them too? What types of thing do you share with people online?
 - PROBE: photos, status / text, music, websites / links, YouTube videos
 - Would you mind showing me anything you've shared on social media recently?

LEAD QUESTION: What do you think about the way people portray themselves online?

- PROBE: fun, honest, truthful, cool, exaggerated
- Are there differences between the ways different people show themselves online?
 - PROBE: friends, family, peers at school, celebrities
- Who do you think shows themselves as they really are?
 - Who, if anyone, do you think might exaggerate or change parts of their life online?
- **LEAD QUESTION:** How do you portray yourself online?
 - How truthful are you?
 - Do you sometime change/ exaggerate certain details?
 - Why, why not?
- Are there some things you would never post about yourself online?
 - What types of things might this be?
 - Are there some things you would share with some people and not others?
 - If so, what types of things?

LEAD QUESTION: What do you think about the age restrictions on social media?

- Do you think there are any that are too high/low?
- What can you tell me about the age restrictions for different social media?
 - PROBE: Facebook, WhatsApp, Snapchat

LEAD QUESTION: Have you ever seen people being nasty, mean or unkind to others?

- Have you seen people being unkind at school?
 - What happened?
- What about online?
 - E.g. on social media or group chats?

- Probe: Unpleasant / cruel posts, links to websites / pages that are negative, criticise others, trolling?
- Do you think people are more mean online or offline? Why?
- PROBE: What can you tell me about banter?
- Do jokes/banter ever get taken too far online?
- Can you tell me about it? How did you/ your friends deal with it?

DEEP DIVE QUESTIONS for older respondents who have heard of sexual harassment

- Have you witnessed anything that might be considered sexual harassment online?
- Has anyone you know ever witnessed/ experienced anything like this?
 - If so, what can you tell me about it?
 - What did it involve?
 - Who was involved?
 - How did it make you feel?
 - How was it resolved?
- Is this something you/ people you know worry about?
 - What kinds of places does it happen?
 - PROBE: forums, social media, texts
- What do you think you would do if you saw behaviour like this online?
 - PROBE: do nothing, tell an adult, tell a friend, write back
- What can you tell me about the 'Me too' campaign?
 - What did it involve?
 - Was this something you talked about with friends/ family?
 - What did people think about it?
 - Did it change the way you think about online behaviours?

5 CRITICAL UNDERSTANDING AND ONLINE SAFETY (30 MIN)

5A) RISK/ HARM (15 MIN)

LEAD QUESTION: What activities can you think of that are risky, either on or offline?

- PROBE: playing outside, talking to strangers, arguments at home
- Who is this risky for?
- What can you tell me about risks on social media?
 - PROBE: things you do/ don't say, pictures you don't put up, people you don't speak to
- Which of these things do you think might be most risky?
 - PROBE online, offline
 - Why do you think this?
 - PROBE: parents/ school/ had a bad experience
- How much do you worry about these things compared to your parents?
 - Are there some things your parents/teachers worry about more than you?

- If so, why do you think this is?
- Are there some things you worry about more than your parents/teachers?
- Why do you think this is?

LEAD QUESTION: What kinds of online activities do you think might be harmful?

- **PROBE:** talking to strangers, giving out details, online scams
- Have you or your friends ever seen anything upsetting online?
- If so, what can you tell me about it?
- How was it resolved?
- If you see something upsetting online, does it affect you in your offline life?
 - Why/ why not?
 - In what ways?

LEAD QUESTION: What kinds of things do you do to avoid harm/ risk online?

- Do you have certain rules/ strategies for avoiding it?
 - If so, what?
 - How do these work?
- What kinds of things have you heard from your family/ school about avoiding harm/ risk online?
 - What do you think about these rules/ guidance?
 - Do you think they work?
 - Why/ Why not?
- Can you think of any social media/ online games that you don't use because you are worried about them?
 - If so, which? Why?
- Do you think you behave similarly to your friends or differently?
 - What kinds of rules/ technique do they use?
 - Why do you think they are similar/ different?

LEAD QUESTION: How do you think people should treat each other online in general?

- What do you think behaving 'respectfully' online looks like?
- Is this different/ the same as behaving 'respectfully' offline?
- Do you think this applies more to certain groups/ online platforms than others?
 - If so, which?

LEAD QUESTION: If something happens online or offline that makes you feel upset, what do you do?

- What might happen online/ offline to make you feel upset?
 - Do you have any examples?
- Are there certain things you do to make yourself feel better?
 - Why does this make you feel better?
 - Where did you hear about doing this?

- Do you do different things depending on whether you were upset by something on/offline?
- PROBE: ONLINE sign out of social media, turn off the device, tell a parent, change online status, stop using social media, etc
- PROBE: OFFLINE: hang out with a friend, distract yourself, spend time with family, do a hobby, etc
- Have you ever heard anything at school/ at home about how to make yourself feel better if you see something unpleasant online?
 - If so, what kinds of things did they say?
 - Did you try them?
 - Did you think they were helpful?
 - Why/ why not?
- How do you or your friends respond when people post negative things online or on social media?
 - PROBE: Ignore it, debate negative viewpoints, post positive things in response, block people / content, report people / content, tell someone else, e.g. an adult?
 - Why would you use that strategy?

DEEP DIVE QUESTIONS: if respondent has examples of people being unkind or nasty to others (including on WhatsApp, text, comment forums etc.)

- Can you tell me more about the times you've seen people be unkind or nasty to others online?
 - Was it aimed at someone you know?
 - How did they feel about it?
- Has anyone ever been nasty or unkind to you online?
 - If so, what happened?
 - How did you feel about it?
 - Who did you tell about it?
 - Was anything done about it?
 - Did you report the incident?
 - If so, what happened after that?

5B) PRIVACY AND SECURITY (15 MIN)

MODERATOR: To note any changes from last year

LEAD QUESTION: How private do you think you are online?

- Why do you say that?
- What kinds of personal details do you keep private?
- Why is this information different to data you might share?
- What kinds of things do you do to make sure you keep your private data secret?
 - PROBE: give out false details, avoid entering any details, strict privacy settings, etc.

LEAD QUESTION: Have you ever given out details to get something in return?

- PROBE: a free game, streaming online, a new app?
- If so, what details did you give?
 - PROBE: name, email address, date of birth
 - Why would you have preferred not to share these details?
 - Did you worry about this/ ask an adult at all?
 - Do your friends share things like this online?
 - Is this information you were happy to give out or would you have preferred to keep it private?
- If not, would you have done if your friends were doing it?
 - PROBE: why, why not?

LEAD QUESTION: What can you tell me about the privacy settings on your social media?

- Can you show me?
- Did you set these up? Did you have help? If so, from whom?
- Why did you chose these settings?
- How do you think they compare to your friends/ other people at school?

LEAD QUESTION: What do you think about the information you share on Facebook?

- What kinds of information do you share?
 - PROBE: posting opinions, photos, tagging in locations, 'likes'
- Who do you think might be interested in this information?
 - PROBE: friends, family, Facebook, other companies
- Do you know that Facebook and other organiations collect and use data about you?
- Why do you think they might be interested in this information?
 - Not sure, advertising, want to know where I am, money,
- What do you think about the idea that these people might be collecting information about you?

LEAD QUESTION: Where do you see most adverts online?

- PROBE: Google, social media, TV, sent to email
- Do you ever receive emails or messages from companies/ brands about things?
 - If so, what kinds of things? Can you show me?
 - Why do you think you might receive messages like that?
 - How do you think they might know your email address?
 - What do you think about receiving messages like this?
- Do you tend to see adverts that relate to things you like online?
 - What kinds of things?
 - Why do you think you might be seeing adverts for these things?
 - Do you think other people see the same adverts as you?

LEAD QUESTION: What reasons might you have for not wanting to be private online?

- What do you think about the following?

- Getting more followers
- Impressing friends online
- Getting 'free services' (e.g. online streaming platforms)
- Seeing adverts that relate to me

6. QUESTIONS FOR PARENTS (15 MINS)

- What role do you think media plays in your family?
 - PROBE: What media do you consume together as a family?

LEAD QUESTION: Since we last saw you, has anything changed in your approach to keeping your child / children safe online/ with other media?

- Have you set any new rules around their media use?
 - Why/ why not?
- Have you relaxed any of your previous rules?
 - Why/ why not?
- Has anything happened in the last year that concerned you?
 - What can you tell us about it?
 - What was your reaction?
 - Did you speak to anyone else about it?
- How strict would you say you are about these rules?
 - How do you think your child / children feel about these rules?
- To what degree do you talk to your child / children about the dangers of going online?
 - PROBE: content and suitability, trust in what they see, sharing information, meeting strangers, cyberbullying, future and job prospects, downloads and viruses, inappropriate personal pictures
 - When do you think it becomes appropriate to have these conversations?
- To what extent do you worry about your child putting personal data online?
 - Do you know what kinds of data they are posting?
 - Do you talk to them about this?
 - How do you feel about posting pictures/ information about your child online?
- Would you say your child does or has ever tried to challenge your rules?
 - What did they do / have they done?
 - What did you think about this?

7. SHORT TRACKING POST-TASK (10 MINS)

*Researchers can complete the quiz with the children or ask them to do this alone.

Short digital quiz to understand what children know about the Internet. All open questions rather than multiple choice so that the process does not lead the children.

CRITICAL THINKING (SHORT TRACKING)

- I'd like you to answer the following questions as best you can.
- The first set of questions are about how the Internet works.
 - On a scale of 1 – 5 (where 1 is not very confident and 5 is very confident), how confident are you that you know what the following things are?

	1	2	3	4	5
Web browser					
Downloading					
URL					
Wi-fi					
3G / 4G					
Digital Virus					
Hashtags					
Email					
IP address					
Blogs					

- What is wi-fi?
- What is 3G / 4G?
- What is a digital virus?
- What are hashtags?
- What are blogs?
- The next set of questions relates to the companies that you see in the media.
 - Which of these websites do you think is owned by another company?

	Yes	No	Don't Know
YouTube			
Netflix			
Instagram			
Apple			

Google			
Sky			
BBC			
Facebook			
Xbox			

- How do you think Facebook makes money?
- How trustworthy is Wikipedia?
- How does eBay work?