

Children's Media Lives



Wave 4: 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 4** 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"> ■ Finding the report button
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 (30 MIN)

Content Stimulus:

Ordering content into favourites/ watch often/ see rarely/ don't like

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.

LEAD QUESTION: How much time do you spend on different media activities?

- PROBE: watching films, social media, listening to music, reading books, playing games, sports / hobbies, spending time with friends
- 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?
- What would make you spend more time doing those things?
- What would make you spend less time?
- Do you prefer to watch things on YouTube or on TV?
 - Or does it depend on what/when you are watching?
 - Can you tell me about Vloggers and YouTubers?
 - Are there any that you like?
 - What do you like about them?
- How do you choose which activity to do?
 - Are there some activities you are more likely to do at certain times of the day? If so, why?
 - PROBE: mood/routine/rules
 - Are there some activities you are more likely to do if you are happy/sad/bored/ etc.?
 - If so, which ones? Why do you choose to do these ones?
 - Do you ever do more than one media activity at the same time?

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, 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*
- Which channels would you want to watch if you wanted something:
 - To make you laugh
 - To make you think
 - To learn about new things
 - To inspire you to try something new or different
 - To relax
 - To give you something to talk about with friends
 - To give you something to talk about with family
 - To shock or scare you

Data Capture: Device log

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

- What device do you watch these shows on?
 - PROBE: TV set, tablet, phone, computer, phone
 - Why do you like to watch these programmes?
 - Is there anything that would stop you watching them?
 - What would make you want to watch more TV programmes in general?

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: 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?
- 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?
- Would you like to see more of these things?

LEAD QUESTION: In what ways does your mood change the things you choose to watch?

- PROBE: happy/sad/ angry/ tired
- Are there some things you watch to cheer yourself up?
- If yes, what? If no, what else do you do instead?

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 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?

LEAD QUESTION: Who are your favourite characters/celebrities/artists? [FROM YOUTUBE, TV, MOVIES, MUSIC, BOOKS]

- What is this character like?
 - In what ways can you relate to them?
 - In what ways do you think you might be similar to them?
 - PROBE: Researcher to gauge if respondent looks for relatable attributes

- What do they look like? Can you show them to me?
- What do you like about them?
- How many of your friends like them too?
- Where do you usually see them?
 - PROBE: on TV, YouTube, online?

2B) INAPPROPRIATE CONTENT (5 MINS)

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?
 - How did you hear about these kinds of TV show?
 - What device do you watch them on?
 - Who do you watch them with?
 - What do you like / dislike about them?
- 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?
- Have you ever watched something on TV that you didn't understand?
 - What would you do if you had a question about something you had seen on TV?
 - PROBE: Talk to an adult? Look it up? Ask a friend?

3. POSITIVE USE OF THE INTERNET (15 MIN)

Flashcard exercise:

Positive use of the internet exercise – sort by probe question categories

LEAD QUESTION: What do you think are the best things about using the internet?

- What activities online make you feel good? Why?
- What are the benefits to using the internet?
- What do you think the impact of not having access to the internet for people?

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

- Social activities?
 - PROBE: Making new friends, organising events, keeping in touch with people, sharing birthday / holiday messages?
 - Who do you tend to stay in contact with online?
 - What websites / devices do you use to be social with people? Does this differ for different kinds of people? Why?
- Learning new things?
 - PROBE: looking things up online, watching factual videos / YouTube, reading news articles, learning from other people's posts, reading blogs about interesting topics
 - What sort of things have you learnt?
 - What are you most interested in learning about?
 - What format do you prefer to use to learn new things? PROBE: reading, watching videos, audio, diagrams / infographics? Why?
- Expressing your personality?
 - PROBE: social media presence, vlogging or blogging?
- Making a difference?
 - PROBE: Posting articles on important issues , Raising awareness, signing petitions, finding out about things happening in the world / in your area
 - How does the internet help you with this?
 - What sort of issues do you care about?
- Being creative?
 - What kinds of creative things do you do on your laptop/device?
 - PROBE: Creating websites, videos, music or art?
 - How can people be creative online or on devices?
 - How easy or difficult is it to be digitally creative?
 - Do you think you are more creative with or without your device?
 - Has your device helped you to learn any new creative skills?

4. SOCIAL MEDIA AND GROUP CHATS (45 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 age restrictions on social media?

- Do you think there are any that are too high/low?

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?

4A) HATE SPEECH (20 MIN)

LEAD QUESTION. Have you ever witnessed someone being mean online because of somebody's gender, ethnicity or sexuality?

- If so, what can you tell me about the incident?
 - How did people react? How did you react?
 - What happened as a result?
 - What would you call an incident like this?
- PROBE: has respondent heard of the phrase 'hate speech'?
- If you ever saw an incident like this take place, what do you think would be the best thing to do?
 - PROBE: ignore it/ report it/ tell an adult/ comment on it/ share it

- How often do things like this take place online? How surprised would you be to see a comment like that?
- 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?

Lead question: What can you tell me about reporting something online?

- Why might someone report something online?
- Have you ever reported something?
- Do you know how you would go about doing this?

TASK (5 mins): I'm going to ask you to find the 'report button' on a few different websites

4B) PRIVACY AND SECURITY (5 MIN)

MODERATOR: To note any changes from last year

LEAD QUESTION: If you have any new devices/ media. Can you talk me through the privacy settings?

- When did you set these up? How easy or difficult was it to set them up?
- Have you changed any of your privacy settings since we last spoke to you?
 - Why/ Why not?
 - Have you updated/changed your passwords?
 - Why/Why not?
 - How private would you say you are compared to your friends these days?

DEEP DIVE QUESTIONS for older respondents who have heard of sexting

- Do you know of anyone who got into trouble because of sharing photos that were supposed to be private?
 - Can you describe the incident for me?
 - How was it resolved?
 - Why do you think they got into trouble?
- Do you think it would be ok to send a picture like this if you were in a relationship?
 - If someone sent you a picture like that, how important is it to keep it private?
 - Why?
 - In what way would it be different if someone sent you a picture of themselves, or if it was of someone else?
- Have you ever heard of any rumours about sexting?
 - What did you hear?
 - Do you think it sounds realistic? Why/ why not?
- How comfortable would you be to discuss these issues with an adult?
 - Who would you talk to?

5 CRITICAL UNDERSTANDING AND ONLINE SAFETY (20 MIN)

5A) NEWS AND FAKE NEWS (15 MIN)

LEAD QUESTION: How interested are you in the news?

- What kinds of news do you pay attention to?
- PROBE:
 - Sports/ sports personalities
 - Music news / singers/ musicians
 - Celebrities/ Famous people/ actors/ reality TV stars
 - Politics or current affairs
 - Local news or events - near where you live
 - Serious things going on in your country/ in the UK/ national news
 - Serious things going on in other countries/ world events/ international news
 - Animals or the environment
 - Fashion and beauty
 - Science and technology
 - Weather

LEAD QUESTION: Where do you hear about news stories?

- PROBE: on TV/ from friends / family, radio, google search, social media, YouTube, on in the background
- How often do you look something up yourself?
- PROBE: sports results, election results, celebrity gossip
- Thinking about a recent news story, where did you hear about it?

- If you were looking up a news story, where would you go online?
Moderator to ask the children to demonstrate
- Do you have a favourite place for the news in general?
- If so, what do you like about it?

LEAD QUESTION: How do you know whether a news article / video / post is trustworthy?

- Which types of news content are most trustworthy? Why?
 - PROBE: videos, text, images, 'tweets', blogs
 - Can you show me some examples of trustworthy news stories and sites?
 - PROBE: Who is the news provider on this website?
 - PROBE: What are the signs this is a trustworthy story?
 - PROBE: How did the news provider find out about this story?
- Who can you think of who makes the news? (Which news providers do you know?)
 - PROBE: BBC, Sky, The Guardian, The Times, the Telegraph, The Daily Mail, The Sun, The Independent, Russia Today, BuzzFeed, Vice, Lad-Bible YouTubers/ Vloggers etc.
 - What are some the differences between these different providers?
 - How similar / different do you think the different news sources they produce are?
 - Do you think about how people making the news get paid? Does this make a difference to what the news is?
 - How trustworthy do you think the different providers are?
- Who creates the content that goes onto news websites?
 - What stops people from making things up?
 - What can you look for to tell the difference between someone's opinion and a fact?
- How do you decide what kinds of news online are more trustworthy?
 - PROBE: for example video, text, pictures
 - Which do you think are more likely to tell the truth?
- What does the phrase 'fake news' mean?
 - Why would someone decide to make up a news story?
 - How often do you think news that is posted online is fake?
 - *NB moderator to share examples of news stories and ask the children to work out if it is fake or truthful*
 - What are some ways to tell if something is fake / truthful news?
 - PROBE: Story appears in multiple sources? A famous person, e.g. politician / celebrity has re-tweeted / posted something? Official sounding title of website? Specific source? Articles on the website are written by only one person? The story is only reported on 1 website? There is no description of where the facts came from? The article has a silly title?

Fake news stimulus to have a few examples of different news stories – some real some fake

5B) ADVERTISING (5 MINS)

LEAD QUESTION: What can you tell me about the adverts you see?

- Where do you see them?
- Do you see more adverts online, on TV or when you are playing games?
- Are there any differences between the adverts you see in these places?
- How can you tell they are adverts?
- What do you think about them?
- Who do you think they are aimed at?

LEAD QUESTION: Have you ever bought something you've seen in an advert?

- What made you want to buy it?
- What did you like about the advert?
- Where did you see the advert?
 - PROBE: online/ TV/ magazine
- Are you more likely to buy something from an advert in one of those places? If so, why?

LEAD QUESTION: How do you decide if an advert is trustworthy?

- : Do you think they tend to be truthful about what they are trying to sell?
 - Why/ Why not?
 - Are some types of adverts more likely to be truthful than others?
 - How could you check if an advert was trustworthy?
 - Have you ever tried to check? Why/ Why not?

6. QUESTIONS FOR PARENTS (15 MINS)

LEAD QUESTION: How do you feel about the amount of screen time your child has?

- Are there some types of screen time you worry about more than others? Why is this?
- How easy or difficult do you find it to monitor how much screen time your child has?
 - PROBE: Are there ever arguments or disagreements?
 - If so, how do you resolve this?
- What role do you think media plays in your family?
 - PROBE: What media do you consume together as a family?

LEAD QUESTION: How would you describe your approach to keeping your child / children safe online/ with other media?

- What rules have you (and/or your partner) set around their media use?
 - PROBE: approved websites, use of social media, time of day, length of time, location within the house, online purchasing, downloads, passwords
 - To what extent would you say you supervise children when they go online? Watch TV/ use their phone?
 - Do you know which apps your child uses?
 - Which ones are online/offline?

- Do you have any parental control settings on any of the devices in the household?
 - When did you set these up?
 - Are you happy with them?
 - Has this changed your attitude to supervision at all?
- Which out of you and your partner would you say makes most decisions around this?
- PROBE: for separated parents; are the rules different in each household?
- 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?
- Has your approach changed or been updated in the last 6 months / 1 year?
 - What has changed? Why did you make these changes?
 - Do you foresee any additional changes in the future?
- 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.

**Critical thinking
data capture**