

Children’s Media Lives

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

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 conversation. Due to the quantities of information the research is looking to collate across a range of subjects associated with media usage, the research team are aspiring to make the most of all contact points and a range of mechanisms to understand the media behaviours and experiences of the children and young people.

The following table demonstrates the range of activities included in the work and the kind of data that researchers will be looking to capture at each stage.

DATA SOURCE	TOPIC / AREA OF INTEREST
Recruitment / screener	<ul style="list-style-type: none"> ■ Family and home ■ Adult involvement in tech ■ Devices ■ Media behaviours and preferences
Pre-interview contact (pre-task & consent phone call)	<ul style="list-style-type: none"> ■ Family and home ■ Routines and school ■ Hobbies and activities ■ Understanding of risk ■ Adult involvement in tech ■ Quick device audit
Child depth interview	<ul style="list-style-type: none"> ■ All topics
Fieldwork activities	<ul style="list-style-type: none"> ■ Hobbies and activities

	<ul style="list-style-type: none"> ■ Media activities ■ Devices ■ Understanding of risk ■ Privacy ■ Understanding of media
Parent interview	<ul style="list-style-type: none"> ■ Family and home ■ Devices ■ Understanding of risk ■ Privacy ■ Adult involvement
Data analysis	<ul style="list-style-type: none"> ■ Media behaviours ■ Understanding of risk ■ Critical thinking

This document therefore collates the range of different questions that we are seeking to answer **across the fieldwork**. This might not be restricted to a single interview, and consequently, the document is intended to be used in a dynamic manner. It is intended to show how the researcher is looking to approach the different areas under investigation – formulating a framework for the conversations researchers have with the household during all stages of the work.

Part of this will include 3-4 hours with the parent and then the young person / child. The young person / child interview will take up the majority of this time, and the parent is unlikely to be present throughout. All interviews will be audio recorded and filmed throughout where appropriate. Researchers may turn off the camera to discuss challenging topics.

USING THE GUIDE

- The guide is split into four sections: Introduction, Media Behaviours and Preferences, Online Safety, and Media Reflections & Understanding.
- Questions relating to **critical thinking** will be scattered throughout the guide and will generate insight around a range of activities associated with understanding and reflecting on media behaviours.
- 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.

Data Collection Guide

1. INTRODUCTION (45 MINUTES)

This section of the guide is critical to understanding the dynamics of the household and therefore the context in which media behaviours are being played out, unpicking how these contextual factors relate to the consumption of media. This part of the conversation is critical in Year 1 as researchers seek to build rapport with the family and develop a solid base for the future of the research over the following two waves.

DATA SOURCES
Recruitment / screener
Pre-interview contact (pre-task & consent phone call)
Child depth interview
Parent depth interview
Fieldwork activities

A. FAMILY AND HOME

LEAD QUESTION: Can you tell me about your family and your house?

- Who lives here with you?
 - Names, ages, relationship etc.
 - What do your parents do for a living?
 - Who else is in your family that doesn't live here?
 - How often do you see them?
 - Who in the house do you get along with? Who do you spend most time with? What are they like?
- How well do you get along with your siblings?
 - How similar are you? How would you describe their personalities?
 - What kinds of things do you do together?
 - What do you argue about?
- How long have you lived in this house?
 - Where else have you lived before?
 - What kind of area is this?
 - Do you like living here? Why / why not?
- Who else do you know locally?
 - Do you spend a lot of time at any other houses? (e.g. separated parents, other relatives, friend's houses)

B. ROUTINES & SCHOOL

LEAD QUESTION: What is your school like?

- Do you like your school? What do you like / dislike about it?
- How long have you been going there?
- How do you get there every day?

- PROBE: Walk, car, bus, train, scooter
- Does your mum and /or dad take you?
- Who else travels to school with you?
- Who is your teacher? What are they like?
- Which year are you in?
- What subjects do you like / dislike?
 - Use as probe for tech use later in discussion

LEAD QUESTION: What do you do during a normal week?

- During term time, what does a normal week look like?
 - Monday-Friday
 - Weekends
 - What does each family member do on each day?
- What do you do in the morning before school?
- What do you do in the afternoons and evenings after school?
- What did you do during half term / summer holidays?
- What do you normally do over the Christmas / Easter break?
- What are your favourite points during the week? What are your least favourite points?

C. FRIENDSHIPS

LEAD QUESTION: Which people do you spend most of your time with?

- PROBE: Family, friends from school, neighbours, friends from hobbies
- Can you tell me a bit about your friends at school / outside of school?
 - How long have you been friends?
 - What kinds of things do you do together?
 - What do you think 'being a good friend' means?
- Can you tell me a bit about other people at school?
 - Are there different 'friendship groups'?
 - What kinds of things do people your age like?
 - Are there things they don't like?
 - How about younger kids?
 - And how about the older year groups?

D. HOBBIES & ACTIVITIES

LEAD QUESTION: What kinds of things do you do when you're not at school?

- PROBE: Homework, music, sport, games, TV, films, eating out, toys, shopping, reading, socialising
- What things do you *like* to do? Do you have any hobbies?
 - Do you do any extra-curricular classes /activities after school?
 - What do you do during your free time just at home?
 - What kinds of things do you do when you're with friends?
 - For each, ask when / how often, where, and who they do it with
- Are there things you'd like to do / do more of? Why?
- If you didn't have to go to school, what would you choose to do during the day?
- Do you ever feel like you have too much to do?
 - What makes you feel this way?
- Do you ever feel like you don't have enough to do?
 - How do you feel about this time?

- Do you ever 'do nothing'?
 - How does this feel?
 - Do you ever feel bored?
- Do you sometimes find it hard to concentrate on one thing?

2. MEDIA BEHAVIOURS & PREFERENCES (60 MINUTES)

This section will look to understand the children / young people's approach to media and technology, and what they actually do on different devices / platforms / channels.

DATA SOURCES
Recruitment / screener
Child depth interview
Parent depth interview
Fieldwork activities

C. DEVICES

(If not already known)

Lead Question: What devices do you personally *use* at home?

- PROBE: Tablet, smartphone, games console, laptop / computer / Smart TV / DVD / Blu-ray / set-top box
- How long have you had this / these devices?
- What was the occasion for getting this / these devices? PROBE: birthdays, Christmas etc., especially if child's own
- What devices do you have to share? PROBE: TV, tablet, smartphone, games console, laptop / computer
 - Who uses these different devices most often?

B. ACTIVITIES

Below are a range of activities that could include a digital element. Explore each of the main hobbies / interests outlined during initial conversation with the child.

Or, as needed:

LEAD QUESTION: What types of things do you do online at home?

Activities

Homework/education / music / sport / art / TV / drama / social networks/media / gaming / shopping / socialising / movies / reading / travel /

LEAD QUESTION: Can you tell me about the different ways you use technology related to this activity?

- What types of thing have you done this week or last week related to this activity?

- Would you mind showing the researcher some of the things you do? PROBE: online activities in particular
- When during the week do you tend to do this activity most?
- Where in the house do you tend to spend time doing this activity?
 - Do you tend to do it alone at home or with someone else?
 - Who else in the house likes doing something similar?
 - Do you do this activity at school too?
- Is there anywhere else that you tend to do this activity?
 - PROBE: travelling to school, friends' houses, other family houses, hobbies
- What device do you tend to do this activity on?
 - PROBE: TV, iPad/tablet, smartphone, games console?
 - What do you like about using this device?
 - How much competition is there in the house for this device? Do you ever argue about who is using it?
 - Do you use any apps for this activity?
 - Would you mind showing us the apps? What do you do on them?
- [If not online media:] Do you ever go online to do this activity?
 - What websites do you visit / use related to this activity?
 - What do you know about the people making the websites you visit / use?
 - How did you learn that?
- Is there anything you find difficult to do online related to this activity?
 - If you needed help with anything, who would you ask?
- What are the risks associated with doing this online?
 - PROBE: privacy, quality, brand / organisation, viruses, cyberbullying

Lead Question: What else do you use your smartphone / tablet / TV / other phone for?

- PROBE: Games, messaging, sharing content, watching TV/Videos, searching for information, maps, travel, shopping, music, podcasts, exercise tracking
- What type of phone / tablet is it? What type of contract do you have for it?
- Would you mind showing me what apps you have on it?
 - Which ones do you use most often?
 - Are there any on there you haven't used?
- How easy or difficult do you find to use?
 - How did you learn how to use it?

C. ACTIVITY SPECIFIC QUESTIONS

TV / Film / Content

- What are your favourite TV shows / films?

LEAD QUESTION: How do you tend to watch your favourite TV shows? How do you tend to watch films?

- Do you watch TV live? Do you record TV shows? Do you watch DVDs? Do you watch TV/films online?
 - Can you show me what shows and/or films you have recorded on the TV?
 - Do you have access to Netflix / LoveFilm or any other online TV/film packages?
 - What do you know about the companies that provide these services? PROBE: level of knowledge, advertising, funding etc.
 - How much do you think they know about you?
- Do you ever spend any longer periods of time watching TV in one go?
 - When do you get the chance to do this?

- How much TV do you think you watch?
- Do your parents have any rules around watching TV?
- How do you decide what to watch? PROBE: Recommendations from friends / family; favourite channels / trailers etc.
- Do you have any 'must watch' programmes? Why? What are they?
- Do you do other things while watching TV? PROBE: Homework / chatting / social media – and are these related or unrelated to programme?

Social Media

LEAD QUESTION: What social media sites do you tend to use most often?

- Are there any others that you've tried/had in the past and stopped using? Why?
- What type of content do you share on social media?
 - Would you mind showing me some of the things you've posted recently?
 - Can you remember where you were when you posted these items?
- Who are you connected with over social media?
 - Are they all people that you've met in real life?
 - Are your parents on social media? Can they see your whole profile? Do they know what you post / do?
- Why do you like social media? What is the benefit of posting things online?
 - Are some social media websites better than others?
 - How 'real' do you feel this version of you online is?
 - How 'real' are other people on social media?
 - What *don't* you like about social media?
- Who can see the posts you put on this website?
 - What do you know about the brand / organisation behind the social networking platform? Who are they? What do they do?
 - How have you learned about this organisation?
 - How much does the organisation know about you?
 - What do you think they do with this information about you?
 - How much do you know about how this organisation shares information with other organisations?
- Do you think there are any risks associated with posting content online?
 - What kinds of risks are these?
 - Do you think everyone faces these risks in the same way?
 - Have you personally experienced anything negative while using social media? PROBE: privacy, bullying, worrying content
- What do you do to protect your information online?
 - Do you use the privacy settings on any websites?
 - Which ones? PROBE: Blue dino on Facebook
 - What do privacy settings do? How do they help keep you safe?
 - Would you mind if we looked at your privacy settings on Facebook / another social network together?
- Do your parents have any rules around using social media?
- Do you ever see adverts on social media websites?
 - Where do these come from?
 - Why do you get these adverts?
 - What adverts do you think other people see? Are they the same as the ones you see? Why / why not?
 - Do you think it's a good / bad thing that you see different adverts to other people?

Information searching / homework

LEAD QUESTION: What types of information do you look for online?

- Where do you go / what do you do to find this information?
- How often do you search on Google / other search engines?
 - What have been some of your most recent searches online? (PROBE: Look at search history)
 - Has this taken you to any new websites that you haven't seen before recently?
 - What do you know about these websites?
 - What do you understand about the results that come up?
- What other information do you read online?
- How do you decide whether the information is true?
- Are there any risks / downsides to finding information online?
- What websites do you regularly visit?
 - What do you know about these websites? Who are the organisations running them?
- Where else might you go to get information?

Gaming

- Do you ever spend time playing games?
 - What types of games do you like to play?
 - How good are you at different games?
 - PROBE: How often do they play, length of time in any one go?
 - Which device(s) do you use for games?
- Do you play games with anyone else? Who?
 - PROBE: siblings, friends, online friend, other people, strangers etc.
 - Do you play together in person or virtually?
 - Do you play games at home? Others people's houses?
 - What games do your friends like that you don't have?
- Do you ever use the chat functions on the games?
 - Who do you talk to? How do you know these people?
- How does your mum / dad feel about your games?
 - How good are they at them?
 - Do they have any rules around it? PROBE: supervision, pin protection, time limits etc.
- Overall, what do you think about the kinds of games people your age play?
 - PROBE: violent or sexual content
 - What do you think about age ratings for games? What age ratings do the games have that you play?
 - Why do you think they have age ratings?
 - How important do you think the age ratings are?
- Is there anything you don't like about gaming?
 - Have you ever had any negative experiences? PROBE: violence, bullying etc.

D. REFLECTIONS

Explain that this will be a reflection on their use of the various media that they have talked to us about. For those that do not go online frequently, prompt about how online use fits in to their lives among all of the following:

LEAD QUESTION: How do you feel about your media use? How do you feel about your use of the Internet?

- How does going online fit into / around your other media use?
- Are you happy with how much time it takes up? Why / why not?
- What would you change about media / the Internet in your life if you could?
- How easy or difficult do you find it?
- How do you think your media use has changed over time? How might it change in the future?
- How do you think your media use compares to your friends?

LEAD QUESTION: What are the trends and ‘cool things’ at school that involves going online?

- What do you think about these?
- Do you do these things yourself?
- Are the things you do online similar / different to what your friends do?
- What other things do people your age do online?
- Are there any new websites / apps / games that we should know about?

3. CRITICAL UNDERSTANDING & ONLINE SAFETY (30 MINUTES)

Online safety will be investigated throughout the interviews with children/young people and parents at pertinent points in the discussion. We have also included a set of specific questions at this point to ensure that the key topics are covered.

DATA SOURCES
Pre-fieldwork activities
Child depth interview
Parent depth interview
Fieldwork activities
Analysis

A. CRITICAL UNDERSTANDING

LEAD QUESTION: How well do you think you understand how the Internet works?

PROBE: critical understanding

- How much do you know about the companies that provide video / games / social media / news / general information online? **PROBE:** size / type of company
- Do you think they do a good job?
- What are the differences between them? How can you tell?
- Do you know where they get their money from?
 - Who pays for: BBC, YouTube, E4, YouTube, Instagram, Facebook
 - **PROBE:** Advertising, fees / charges
 - What do you know about how advertising works? **PROBE:** awareness of behavioural advertising
 - What do you know about how companies use the information they have about you?
 - **PROBE:** content for information bargain. If applicable: Do you mind that companies collect information about you? Do you mind that they use it in this way?
- Does anyone control how these companies behave?

- Does anyone set any rules for these companies?

B. ONLINE SAFETY & RISK

LEAD QUESTION: When you are online, on any device, how safe do you feel?

- Is there anything online that you don't like?
- Are there any things online that worry or scare you?
 - PROBE: Bullying / gossip, embarrassing / explicit photos, violent content, sexually explicit content, other negative content (e.g. suicide eating disorders), virtual friends, viruses
 - What types of things worry or scare you? Why?
 - What do you think are the biggest risks online?
 - What do you think are the biggest risks for children / young people like you online?
 - What about for older / younger children?
 - What do you think are the biggest benefits for children / young people like you going online?
- Have you ever had an experience that has made you feel uncomfortable / worried / scared?
 - Has anyone you know had anything scary / bad happen to them online? If so, what happened? What did they do about it?
 - Who would you turn to if something went wrong?
- What do you do to protect yourself online?
 - How important do you think it is to do this? How much do you think about it? Do you do it every time you go online, or just sometimes?
 - How often do you actually do these things? Are there any things you don't do? Why not?
 - How easy / difficult do you think it is to do these things?
 - Probe: presenting themselves online, understandings and perceptions of online privacy and sharing of personal information
 - What are you told to do to keep safe online? Who tells you?
- How do you know that something online is safe?
 - Are any places / websites / apps / brands safer than others?
 - What makes these websites safe?
 - Are there any things you look for that make these websites safe?
- Do you worry about your personal safety online?
 - What makes you worried in particular?
 - Have you ever had any negative experiences?
 - Are there things you can do to protect yourself?
- Do you ever buy anything online?
 - If yes, how do you go about doing this? PROBE: credit cards, parents' cards
 - How do you know that the site you are buying from is safe / secure?
 - Are there things you can do to protect yourself?
- How much do you know about viruses / malware?
 - How / where / from who did you learn about this?
 - Have you ever had an experience of viruses?
 - Are there things you can do to protect yourself?

C. PRIVACY

LEAD QUESTION: When you're online, on any device, how private do think it is?

- How comfortable do you feel sharing information online?
 - What do you think happens with the information you post / write online?
 - Are there some people / organisations you feel more / less comfortable sharing information with?
 - Who can see it? How do they access it?
 - What do they do with the information?
- Is some information more risky to share? Is some information safe to share?
 - In what circumstances?
 - PROBE: Social media, competitions, online games, banks, shops, viruses
 - What are the benefits of sharing information online?
 - What can you do to protect your information online?

D. ADULT INVOLVEMENT

LEAD QUESTION: How much do you parents control your media use?

- Do they have any rules for when or where you can access different media?
- Do they have rules for what you can and can't do?
 - Are there any websites you're not supposed to go on?
- Do you know if they have any settings on devices that mean you can't access content?
 - PROBE: PIN/Passwords, restricted access settings?
 - How do you feel about this? Why do you think they do it?
 - Do you know how to navigate around these?
- How much do you think your parents trust you?
 - How much do you think they know / understand about what you do?
 - Are there any things that worry your parents?
 - Do they treat you differently to siblings?
 - How do your parents compare to your parents friends?
- Do your parents ever sit with you when you're online?
 - Do they ask about what you do online?
 - How do you feel about this?
 - What do you think they should do as a parent?

LEAD QUESTION: Who has taught you about going online?

- What have your parents taught you about going online?
 - PROBE: risks, how to use devices, content sources
- What have you learnt recently about going online?
- Do you learn about online safety at school?
 - In what lessons do you learn about online activities?
 - What do they teach you about online safety?
 - Is there anything you wish you understood but don't really get it yet?
- Do you learn about online safety from anyone else?
- Who is the best teacher about being online?
 - PROBE: Parents, siblings, friends, teachers