

Q Alex Hetherington (researcher)

A Man with daughter aged 5 and baby aged 8 months

Q Okay, wonderful. We can get stuck right into things, then. The first thing is a little bit of backup information. How many children do you have?

A Two.

Q Two, and how old are they both?

A Five and zero or eight months.

Q Five and eight months, fantastic. [Unclear] children aged 3 to 11. So, if possible, can I ask you to focus on the five-year-old when answering the questions. Is that alright?

A Yes, of course. Yes, if it's LEGO related, the eight-month-old doesn't play with any LEGO anyway.

Q Makes sense. I think most of the questions are actually involving technology, so it might be the same kind of deal.

A Perfect.

Q Okay. The questions mostly involve technology and that means the obvious stuff like pieces of technology. Devices, phones, computers, any kind of consoles or tablets. But also, different kinds of media like maybe, YouTube or different kinds of websites with digital games. If there are no questions, we can get started, if that's alright?

A No questions. Let's get started.

Q Okay. The first question is how does technology feature in your child's life? What kind of devices do they have access to?

A We've got a Wii hooked up to the television, which she has to ask for permission to use and then, she has an Amazon tablet. I can't remember what it's called but it's a child specific tablet that she has, which we allow her access to when it's convenient for us. For example, long car journeys or when we're trying to keep her awake for something.

Q Yes, no worries. Okay.

A But not every day, that's for certain.

Q Not every day, okay. What kinds of content does she view or play on the tablet?

A She will play a variety of different things. She'll play some number games. She'll go to stories that are read to her. She'll watch TV programmes or films, either from CBeebies or other channels, like Paw Patrol, that kind of thing. She will play a variety of different games. Like counting games or word games but she'll also play racing games or running games where you have to run and collect rings. A bit like Sonic but a different angle.

She'll also play games whereby you have your own salon, or you own your own juice bar. There's a whole series of games from the same provider. Basically, you're a leopard or something like that and you're providing different services to different animals.

Q Okay. Does she have a particular favourite show among all those that you mentioned?

A Not really. I mean, what she likes to watch the most is probably the CBeebies Presents. The presenters do a play. They've done about six or seven. They do one a year. She tends to watch those, mostly but it'll rotate. She'll watch one thing for a week or two and then, she'll get bored of that and move onto something else.

Q Yes, okay. Does she have a particular favourite game of the ones that you've mentioned?

A No. She really doesn't have. She'll just flick through different ones, depending what the day is, she'll play a different game.

Q Okay, no worries. Are there any other devices that she has in her life or is it mostly the Amazon tablet and the Wii?

A Yes, it's only the Amazon tablet and the Wii.

Q Okay. Does she ever use you or your partner's phone or anything like that?

A No, nothing like that.

Q Okay.

A No. We have a family tablet, but she will only watch a film on that in very dire circumstances, but we mainly use that for Skyping grandparents.

Q Okay, no worries. Okay. How often would you say that she spends on the Wii and the tablet in any given week?

A In any given week, it's probably zero hours in a week but over a month, it probably works out at about two hours a week, I'd guess. No, probably only about an hour a week. She's probably on there for about four hours a month.

Q Is she usually alone during her time with tech or is she supervised?

A Good question. If she's on her tablet, we'll be in the front of the car, she's in the back of the car and if she's on the Wii, either we'll be in the same room or we'll be in the room next-door where we can see the telly anyway. I would say that's probably supervised, just about.

Q Okay. Does she watch television at all, other than the tech that you've mentioned?

A Yes, she is very fluent in the use of iPlayer and YouTube on our smart television. We've got Now TV, so she's on that.

Q Okay.

A Very efficiently.

- Q She knows how to find television shows, things like that.
- A Yes, yes. She does.
- Q Okay. Does she watch similar kind of content to what she does when she has the tablet or is it different?
- A No, it's exactly the same, a lot of BBC iPlayer. Although, she does watch a couple of bits on YouTube but YouTube's a very sporadic thing. She'll watch YouTube for a day or two and then, we'll get a bit concerned about it, so then she won't watch it for about a month or two months but she's very particular about what she watches.
- Q Yes, okay. Is this YouTube Kids or is it regular YouTube?
- A Regular YouTube, which is why, obviously, we're concerned about it but so far, she hasn't watched anything she shouldn't do.
- Q Does she tend to surf YouTube herself and look for content?
- A No, she tends to watch content she's seen before or seen with us and then, maybe, watch related videos from that.
- Q Okay, yes.
- A A good example is The Piano Guys, who are music artists. They've released their Christmas song and their music video is of LEGO figures doing lots of different things. She's watched that about five times in the past week.
- Q Okay, yes. No worries. Is there any kind of particular content that she gravitates towards or is there quite a nice diversity?
- A It's very wide. What she tends to do is she'll find a programme and then, she'll watch seven or eight episodes of that in a row. Like CBeebies, she'll watch Numberblocks, which is a counting programme and they're about five, six minutes long. Suddenly, she's watched seven or eight of those. Or she'll watch TMO, which is a monkey and a mum and she'll watch two or three of those in a row.
- Q How much time would you say she spends watching the smart television in a week?
- A In a week, she probably spends half an hour in the morning and then, probably an hour in the afternoon. So, an hour and a half times five. I'm tired so I can't do that maths. Nine hours, probably. 14 including the weekend, I'd guess.
- Q Okay, no worries. Does she play while watching television at all?
- A Yes. A lot of times, she has the television on, she has her back to it and she's colouring. Yes, we moved the table through to the conservatory and sometimes, we walk into the living room, like oh, the TV's on. Then she's just colouring in the corner.
- Q Does she play any other ways while watching television at all?

- A Yes. She's got a LEGO police car. She puts that together and takes that apart or she plays with her teddy or she's got some Barbies, or she plays with her brother.
- Q Okay, different things, then. Right. How often would she spend on the Wii in any given month?
- A Probably about two hours in a month. Let's make it four because she probably plays about an hour, hour and a half, probably twice a month.
- Q Okay, that makes sense. Are there any other favourite games for the Wii?
- A Yes. We don't have any. She likes to do I think it's Just Dance or something like that. Then, we've got Wii Party, I think it is, with the board game. That's it because we've got about three other games [unclear] because she's not properly got the skills to do them. We've got Mario Brothers. I don't think she'd be up to that yet or Mario Kart, which again, I think that'll be a bit of a struggle to get her to play that.
- Q Yes, okay. Do you have a specific idea in mind when you would introduce her to those games or is it a bit more of a...?
- A It's not necessarily hand-eye coordination but ability to compete in certain games. In the Wii Party, there's a board game where you play lots of different minigames to advance yourself up the board. I think when she's capable of completing some of the other games in there, then we would introduce her to the other games.
- Q Yes, makes sense.
- A It's more of a competency thing because you want them to enjoy what they're doing rather than getting frustrated at what they can't do.
- Q Yes, makes sense. Okay. Does she have any physical toys with electrical or digital interests?
- A I don't think so. I mean, she has some LEGO and she likes to watch the LEGO movies. That's kind of related, I suppose. That's probably the closest you'll get.
- Q Yes, okay. You mentioned that she sometimes watches things on YouTube. Is there anything that she has, physical, that might relate to any of those shows that she watches?
- A Yes. She's got some PJ Masks stuff. She does watch PJ Masks and then, she does have some Paw Patrol bits and bobs and she watches a bit of Paw Patrol. Yes, probably those two.
- Q Does she play with those at the same time while watching shows or anything like that?
- A No, no.
- Q No worries.
- A I see exactly the link you're trying to make there, and she doesn't. Yes, now you mention it, it is odd. She'll do something completely different while watching TV.

- Q No, it's fine. Sometimes, it happens. Sometimes, it doesn't. It's just one of the things that we're curious about. Don't really know much about whether or not that link is made by kids.
- A Yes. I remember watching... Obviously, completely age inappropriate but age five or six, I was probably watching Zulu and playing with toy soldiers at the same time, so I can see that. Yes.
- Q Does she have any other kind of digital or tech toys? Things like a LeapPad tablet or any kind of robot, anything like that?
- A Yes. She has a robotic dog, which obviously, has limited functions, a robotic cat which has limited functions and a robotic rabbit which also has limited function. She went through a stage of wanting pets and we probably don't want to have pets right now but the functionality... I mean, the dog can walk forward, it can walk backward, and it can do a poo but that's the limit of that, really. The cat's very similar because they're all from the same manufacturer and then, the rabbit makes a sound that I don't think a rabbit would ever make.
- Q Does she play with those very often?
- A Not really. Again, it's phases. She'll go through a week where she plays with them for half hour, hour a day, every day and then, next week, it'll be onto the Barbies or onto the LEGO. We try and rotate her toys that she has access to on about a monthly basis so she doesn't the same thing out again and again and again.
- Q Yes, okay. Are there any other kinds of digital toys like that that you can think of or just those animals?
- A She has three little figures which I can't think what they're called but they do relate to each other, but we don't have the technology to relate them to each other. It's a noble, a knight, there's something a water fairy and there's a princess or something and you press the chests and they say something. They've got seven or eight different phrases and that's all they do, really but if you have the tech to link them together, they're supposed to interact.
- Q Okay, and is there any particular reason for that? Is it something that you have to buy separately or were they gifts?
- A Yes, they were three gifts in three years. You have to buy the tech to link them, separately. We never got around to it [unclear] because they're mentally annoying.
- Q I see, okay.
- A Why would we facilitate anything that was going to get even more annoying unless she really pushed for it, which she's never done.
- Q Okay, that makes sense. Thank you. Has she got any toys other than the ones you've already mentioned that are internet enabled?
- A No, but thinking about tech toys, let me just... No, no, she doesn't. No other tech toys and no other internet enabled toys.

Q Okay, no worries. Has she got any kind of Furby or anything? Those robots that you mentioned, they're not enabled to anything?

A No.

Q No, nothing like that. Has she ever got the chance to play with any augmented reality or virtual reality?

A No.

Q How about any kind of artificial intelligence assistant like Alexa or Siri?

A No.

Q Nothing like that. Okay, no worries. Does she play outdoors very much?

A Yes. Well, at school, every lunchtime for about an hour.

Q Yes. How about at home in her free time?

A Not really because we live in [in Northeast England]. The weather this year has been pretty awful. We try and take her out as much as possible. We have got a garden but it's not huge. Yes, in the summer, we have her outside and she's playing. We have a sand tray, so I'll get sand out or we'll get some water out and she'll play on that for an hour or two. Yes, I guess in the appropriate months, then yes, she's outside quite a lot. In the winter months, which is currently, then she's not outside that much.

Q Yes, of course. Okay.

A We do take her out on weekends to get fresh air and go for walks and what have you, around National Trusts.

Q Okay. When she's playing physically or maybe outside or with her friends or anything like that, do you ever notice the influence of technology in that play?

A No.

Q No, okay. Does she ever repeat the kinds of language used in YouTube videos or any kind of CBeebies shows or anything like that?

A Yes.

Q Yes.

A But not bad language.

Q Yes. No, no. [Unclear] bad language. No, okay. What's some of the things that you've heard her repeat or that you've noticed?

A There's a song in the Tempest by CBeebies Present, where they're trying to get a list of things together and then, someone keeps adding a mop at the end, which is unnecessary. She's been singing along and then, she'll just say, and a mop when we're doing [unclear] or what have you.

What is quite amazing is that she hears the song. She only has to hear it once and she'll be able to sing it back. She'll get the tune right and it could be the next day

or it could be later that day and she'll be there, and she'll just be singing it and you're thinking, I couldn't do that. Similar but not quite what you're after, I suppose.

Q No, no. It's definitely relevant. It's something that we've noticed in some of the other studies and some of the other parts of the research. That when children watch some YouTube presenters, especially if they have an American accent, then kids will pick up on that and they'll speak with an American twang sometimes. It's just something we're curious about in different areas.

A Yes, nothing like that but music-wise, she'll pick that up and that'll stay with her.

Q That's really interesting, thank you. Okay. This next little bit is specifically about LEGO. You've mentioned LEGO a couple of times so far. Is there much LEGO in the household?

A Sadly not but that will be increasing at Christmas. Yes. I mean, I have a lot of LEGO but it's at my father's house. We're going down there at Christmas. That will be coming out. She got given a LEGO police car for her birthday in September. She had Duplo, a bit of Duplo and the Mega Blocks, the equivalent, which she kind of played with on and off but the LEGO car, police car is the first thing she got given. I was surprised by one, the number of pieces and two, the complexity because it's 45 steps, I think it is, which is a lot.

She did it once with me and then, she'd just take it apart and put it together. She takes it apart, puts it together and she loves doing it. That triggered me to going actually, LEGO is now age appropriate for her and this is something she's very interested in. I will seek to encourage that because I really enjoyed playing with LEGO.

Q Yes, okay. That's great.

A Hopefully that answers a couple of questions in a row, there.

Q Yes, definitely. Is it just this one set that you've got? There's nothing else LEGO related that you have.

A Well, we've got some storage containers. We've got the large LEGO heads and some large LEGO bricks. I have a LEGO brick lunchbox and then, we've got some of the larger storage containers as well. She sees those around the house because one of them has her hairbands in it, so she sees that every day.

Q Yes, okay. Do you still have a lot of Duplo lying around?

A We've literally just moved that out. We're going to keep it for our eight-month-old but knowing that she's going to get some extra LEGO at Christmas, we've started to faze it out and faze the LEGO in.

Q Yes, okay. Has she seen the LEGO films at all?

A Yes, she's seen both of them.

Q Both of them, okay and she really enjoyed those?

A Yes, she did. Yes.

Q Okay and have you been to Legoland?

A I have been to Legoland Windsor. That was a long time ago.

Q Do you plan on going with her at all?

A Yes. At some point. Not quite sure when but yes, definitely going to take her.

Q Okay, wonderful. This next one's a little bit more of a hypothetical question. What kinds of toys and products do you think that LEGO should be developing for the digital age?

A That's a very good question. Having not bought or paid much attention to LEGO for probably, 25 years, that'll be difficult to give a decent answer but having... I spent a lot of time looking to get a LEGO train this Christmas and so, having seen the power functions and the functionality that's involved in that and then, seeing some of the relating stuff from Technic, I think they are developing...

I mean, in my mind, if you want to be developing that kind of toy, then it should be more under the Technic side of things and I think they're doing very well there. Whether the price is appropriate would be a question but from what I've browsed, briefly, it seems like they are in the right areas. Whether it's interactive enough or not, I don't know. I bought a second-hand LEGO train that's remote controlled, but I see the newest one is Bluetooth enabled so you can run it from your phone.

Yes, they're... I was a little surprised, actually because that would seem like a logical development but about four or five years ago when Bluetooth was really the thing to have. I think they're in the right areas but they're possibly a touch behind where they probably should be.

Q Okay, thank you. Is there anything else that you'd like to say on that? Or anything about LEGO?

A No. Just that apart from that, I think it's a great brand and I think they're doing great things. Having reengaged with LEGO through my daughter and [unclear] old instructions, oh, we're placing bricks, but I think it's an excellent service and I've got no problems with it.

Q Okay, wonderful. Thank you, okay. That's the end of the first set of questions. We're onto the second set now. The first question is when your daughter's using technology, no matter what device it's on and what she's doing, who makes the choice about what she gets to do and when?

A The parents.

Q Yes, okay. What guides those choices?

A Convenience. Yes, convenience. We live in [northeast England].

My mother in law is in [a city in the southwest of England]. My father is in [the southeast of England]. These are long car journeys for two small children. She watches the tablet during the car. She doesn't often use it for... We probably take about eight hours because we do three or four stops, but she doesn't use it for all of that time but when she does use it, she'll use for about two hours or so, in a go.

Q Right, okay. Just wondering how to proceed. You've kind of answered this next question, so I'm not going to ask you to repeat yourself. No worries there. In your view, what types of devices, digital toys or apps can promote play?

A Ones that require interaction with other people. Yes, ones that require interaction with other people or other objects. Be a bit wider there because play for me, is a physical interaction with something.

Q Yes, okay. Do you think there's any specific toy and technology that jumps to mind that makes you think yes, that promotes play?

A No.

Q Okay, right. On the other hand of things, do you think there's any kind of devices or digital toys that could limit play?

A Again, yes. I suppose so because I mean, when she's on her tablet, she has her headphones in and she has [unclear]. Yes, I suppose she's playing with the tablet because she's interacting with the tablet. It's a double-edged sword in that. She's playing with the tablet, she's interacting with the tablet.

But as a parent, you want to see her interacting with other children, interacting with other objects, which she does do. But if she's on her tablet, then she can't do that but then, we only allow her her tablet when she can't do the... Apologies. It is an answer but it's not the answer, probably, that would fit very well with your survey.

Q No, it's fantastic. That kind of interesting answer, that kind of nuance, that's definitely the kind of thing that we're after, so don't worry about it at all.

A Good, good.

Q In your view, do you think that certain kinds of devices or digital toys could promote creativity?

A Yes.

Q Yes. How do you think that takes place?

A She quite frequently does... She has colouring in apps, what have you. She does some colouring in. Whether that's just blank and it covers the whole thing that colour or whether that's a specific shading and toning... You can then see reflections when she does do some colouring. Sometimes she'll colour one thing in one whole colour but sometimes she'll do some shading or some toning. There is that dual interaction where she's seen it on the programme, so then she goes and does it herself.

Q Yes, interesting. Do you think on the other hand, certain kinds of technology, digital toys and whatnot, can limit creativity?

A I suppose so because yes, you could say that because within the colouring programmes, you're limited by the numbers of colours. You've got a choice of a palette of eight colours to use for that picture. Whereas if you went to say, Microsoft Paint, you've got a wider range of colours because you can change your colour to whatever it is on the chart.

But you're still restricted by the colours provided by the programme and maybe, you wanted to change the texture and that would something different. Whereas, in reality, an artist can change the texture by changing the choice of media used. From watercolour, to oil paint, to something else, to acrylic. Which you couldn't necessarily do on a tablet. You can only change the colour. You can't change the texture or feel because you're unable to interact with it physically.

Q Okay, yes. That makes sense. Right. You've already answered this next question when you said that when she's watching television she obviously, likes to do other activities. But when she's on the tablet or the Wii, would you say that your daughter's very, very actively engaged in what she's doing?

A Yes.

Q Yes, okay.

A Certainly on the Wii.

Q Certainly on the Wii. Okay, right.

A Yes, because in the tablet, yes but if you ask her a question on either of them, then you'll get a response. She's not so you have to prod her four or five times to get her out of it. She's very focused in what she's doing but if you speak to her, she will respond straight away.

Q Right, okay. Would you say that when she's playing with technology, would you say that she finds that play to be meaningful to her? Would you say it's relevant to her everyday interests?

A No, I don't think so because what she's doing on the tablet is so far from reality, I don't see how it is really meaningful. I mean, playing a board game on a volcanic island with dinosaurs where you get thrown by statues. Yes, I know she enjoys playing it and I know she probably enjoys the minigames in it and what have you, but I don't see how that has a meaningful impact on her. She's never said, oh I lost that game, I feel really bad, or anything like that.

Q Okay, interesting connection. Thank you. When she's playing with technology, does she ever challenge herself? Does she try out new things and make improvements?

A She certainly tries to improve what she's doing. A good example would be there's a tree swinging minigame and you are swinging on the game. Then, you have to let go and see how far you can jump. Now, she's spectacularly awful at this because she's poor at timing the release point but yet, she still tries and tries and tries. She doesn't get annoyed by it because it's funny when you land and bump your head or what have you. She definitely enjoys it, but she definitely keeps trying and trying to improve her score on that.

Q Yes.

A But I think not as how I would try it get really frustrated that I couldn't improve my score. That's the difference I'm trying to make there.

Q Yes, understand. Okay, that's the end of the second set of questions. Moving onto the third set now. This is about children's play with technology and their emotions and wellbeing. Do you think that play with technology can have an impact on children's emotions and wellbeing?

A Yes, I think so.

Q Yes. What makes you say that?

A That's a very good question. What does make me say that? I can remember being really narked at playing a couple of computer games. You're on the last level and you've got to do the last jump. You try it and try it and try it and just think it's impossible to do. My wife was playing Final Fantasy VII or something like that when it came out and I remember I wasn't with her at the time but she tells me the story of getting really angry about it.

Even more annoyed about the fact that you have to go out and buy the guide to finish the game. It was impossible without buying the guide. Yes, firsthand experiences of that, yes. I would say it can negatively influence you. Whether that's influencing you or you just getting annoyed at it, I suppose is the difficult thing because I don't think it's... When I was playing computer games, that wasn't influencing me. That was me, getting annoyed at it, would be my differential there.

Yes, there's that. Yes, the direct example that we could use would be television advertising. We tend to watch BBC as much as we can because there's no advertising. If we go onto CITV or YouTube, there is advertising and the direct response to that is that generally, she will ask for whatever is on TV. She's very good at understanding that she might not necessarily be able to get that but there is a direct influence there.

Q Okay, yes. That's interesting. What kind of emotion would you see most commonly in your daughter when she's playing on technology?

A Joy.

Q Joy, okay. Is there any other kind of range of emotions that you see in her quite commonly?

A Yes. I suppose. I mean, she's generally very happy. She does get sad. I mean, her brother was in hospital last week, which is why we're doing the interview today and not last week. She was quite upset last week because she didn't see her mum or her brother for quite a while. Even though he's only eight months, [unclear].

Q Yes, yes. Does she ever get frustrated?

A Yes.

Q Yes. When does that usually happen?

A When she's tired.

Q When she's tired, okay.

- A Yes. She gets tired and then, she doesn't necessarily tell us what she wants and then, she gets frustrated because she wanted something and she hasn't told us what it was. She might to turn the toilet light off or she might want an apple for a snack but if she hasn't told us, then we don't know. But she's perfectly capable of telling us. That's the immensely frustrating thing.
- Q Yes, okay. When she's playing with technology, does she get bored at all?
- A She won't get bored. She will know when she's had enough, and she'll turn it off and go do something else.
- Q Okay yes.
- A She'll reach that I've had enough. That's the difference between her and me in that I probably would have left it on and walked off to do something else. Whereas she is better trained and better looked after, so she turns it off and goes to find something else.
- Q Do you notice that that's the same or different to when she might change activities when she's playing something physical?
- A I would say it's the same.
- Q The same, okay. No worries. This might not be relevant, from things that you've said in previous questions but when playing with technology that allows social interaction, would you say that your daughter engages well with others?
- A Yes, she's often trying to get me or my wife to play with her on the tablet. If there are multiple player games. Whether we have the time at that point is often not the case because the reason we've put her on the tablet is so that she can sit there and play quietly while we do something important. But yes, she will often try interact with other people socially or show you what's going on, on the screen.
- Q Okay, wonderful. I'll ask you more about that in a little bit. Do you think that certain types of technology can better support social play?
- A I suppose they could. I'm not sure I've seen any examples yet, but I mean, you could encourage certain types of interaction or sharing, things that would benefit society as a whole. If you get them in at an early age so that you have a game encouraging sharing and you get rewarded that, that might have a social impact in 10 or 15 years as a positive approach.
- Q Yes. I'm going to move onto the fourth set of questions now. This is about your role as a parent in technology mediated play. When your daughter's playing with technology, do you ever play with her?
- A Yes.
- Q Yes, and how does that take place?
- A Typically, on the Wii. Yes. Either simultaneous multiplayer games or multiplayer games whereby player A has a go and then, player B has a go.
- Q Yes, okay. Are there any particular games that you tend to play?

- A Yes. We tend to play Wii Party and then, the Just Dance one, which is exhausting, to understand how they can have so many actions. Actually, occasionally, we do play Mario and Sonic at the Olympic games because that has a wide variety of different sports. You can get them doing different things that they're capable of doing.
- Q Yes, okay. Who decides which game to play, you or her?
- A Her, normally.
- Q I see, okay.
- A If she wants to play it, then let her pick. It doesn't really bother me, which one we play. Although I might do less dancing.
- Q Okay. How often does this usually happen?
- A Probably about twice a month.
- Q Twice a month. No worries. Do you think that certain games are better for playing with your daughter than others?
- A Yes. Games that encourage not competitiveness but simultaneous play, I would say would encourage it more. Yes, I'll stop there because I'm not sure where I'm going to go with the next bit.
- Q No worries, okay. Would you say that the Wii is better for playing with your daughter than the tablet, for example?
- A Yes.
- Q Yes. Why do you think that is?
- A It's a bigger screen. So we can both see the screen very easily without having to be on top of each other. It also allows wider audience participation because again, people can sit in the room and see what's going on.
- Q Do you ever sit with her and watch stuff on the smart television together?
- A Yes.
- Q Yes, and who decides what to watch during those times?
- A She does, mostly.
- Q Okay, yes. Is there anything different about what she might pick to watch with you than what she would watch on her own, if that makes sense?
- A No, no. An excellent example would be when she was three and she'd just learnt to use the telly and she'd come downstairs and say, daddy, I'd like to watch the Tempest. You're thinking it's 6 o'clock in the morning and my three-year-old daughter wants to watch William Shakespeare. What kind of monster have I produced here?
- Q That's brilliant, thank you. When you're using your own devices, does your daughter ask to join you on what you're doing?

- A No.
- Q No, okay.
- A There's a very distinct... I do occasionally do a bit of work on my laptop or browse stuff, do surveys, what have you do, and she's never asked to interact with those. I think she recognises the distinction between the parent's devices and her devices quite well.
- Q Yes, okay. That's interesting, thank you.
- A Unlike my niece and nephew.
- Q Oh okay. Does she have access to any kinds of technology with other family members that she doesn't with you? Is there anything different that she might do with your partner or with extended family members, grandparents, anything like that?
- A No.
- Q No, nothing at all?
- A Nothing at all there.
- Q Okay, no worries. Do you ever use technology to initiate play with your daughter?
- A I suppose yes, because we might say would you like to play on the Wii, to which the answer will always be yes. That is initiating play, so yes. It's a very handy way of interacting with her. She does do a lot of colouring and a lot of drawing. That's another easy way but sometimes, if mum's got to do the cooking or what have you, it's easier to occupy an hour or so by initiating that.
- Q Yes. Are there any other ways that you can think of or is that about it?
- A That's probably about it.
- Q Okay, no worries. That's the end of the fourth set of questions. We're onto the fifth set now. This set is about your general perceptions of technologies. Do you think that technologies on the whole, offer more positive or negative experiences for your daughter?
- A I would say for her, positive.
- Q Positive, okay. What makes you say that?
- A Well, I grew up when the internet was just becoming a thing. I started with Windows 3.1, [unclear] all the way through that, MSN Messenger, Lycos Chat and then, now I'm not necessarily involved in Twitter or Snapchat. But I can see the negative impact on teenagers and society around that and that concerns me. Hopefully, it will self-regulate itself or it will be regulated such that in five, ten years' time, when my daughter does come to interact with those things, that they will be less toxic.

I'm not saying that they're always toxic because they're an excellent tool for good, but they certainly get a lot of negative press, which is not ideal. I think her interaction with technology is positive because she doesn't necessarily have access to that or is aware of that just yet. But I'm concerned in that when she becomes aware of that, that that becomes a possible negative impact on her life that I will be not necessarily unable to help with. But I might be unaware of the impact on her because of the way technology works.

Q Okay. What makes you say that, specifically?

A Well, I mean, there's plenty examples of teenagers committing suicide through either cyberbullying or online pacts, what have you and there's a big advertising campaign. I've seen two or three adverts in the past 48 hours about it. Having a small child, I am aware of it and the need to mitigate that the best I can.

Q Are those stories that you've heard about through the news or from friends?

A Through the news. Again, you have to take that with a pinch of salt but generally, they're reporting the truth. Certainly, on those kinds of things anyway.

Q Yes, okay. Thank you. Do you have any concerns about your daughter's experience with technologies now?

A No.

Q No, none at all. Okay.

A None at all.

Q Alright. Are you concerned at all, about the safety aspects of internet enabled toys, either at the moment or in the future?

A Yes.

Q Yes, okay and what do you think shapes those concerns?

A Well, my brother in law had his phone hacked and then, pictures taken of him while he was at work and then, obviously, modified and then, posted on his Facebook. That is very concerning to me.

Q Yes, absolutely. Do you have any other concerns along those lines or is that...?

A That's it. It's just the ability of somebody to hack anything internet enabled and therefore, extort it for their own purposes and then, post it worldwide.

Q Yes, okay.

A It's quite a concerning place to be if it's happened to somebody close to you.

Q Yes. Do you think that concern has shaped your decision to have internet enabled or not internet enabled things in the house?

A Yes, yes. That definitely has. That, and a good watch of Battlestar Galactica as well, is the other one.

Q Yes, okay. Thank you. Do you have concerns about data privacy at all, in relation to your daughter?

A Yes. But no because I mean... Well, I don't know what data is available on her or where I would find it, but it would be very limited, I would hope, given that she's a five-year-old.

Q Yes, okay.

A Concerned but not worried, would be the...

Q Okay, yes. I can see the distinction, thank you. Do you think that your daughter's use of technology influences family life in a positive way?

A Yes.

Q Yes. What makes you say that?

A Because generally, it's a very positive interaction. Therefore, when she's come off it or before it, she's in a very good mood and that obviously has an impact on the family as a whole.

Q Yes. Do you think, on the other hand of things, that her use of technology can have a negative impact on family life?

A I think they can, but I've not seen that with her yet.

Q Okay, yes. How do you think they might in the future?

A Oh, where she gets grumpy and she wants to use the tablet and we've said no or where she wants to watch the TV and it's bedtime. That's a classic one, actually. Watching TV and it's bedtime. She's not necessarily put her foot down, tried to put her foot down about it but she's definitely slower in the evenings if there's something she wants to watch on television. That has to get paused or stopped.

Q Yes, okay. No worries. Right. We're onto the last question now, so this is the last one. What advice and guidance would you offer to new parents in relation to technology and safety?

A That's a big question, isn't it? Be united. If you have a partner, make sure that you're singing from the same hymn sheet, so to speak so there's no well, if I ask this person, I'll get this. If I ask that person, I'll get that. Be strict and stick to it. If you are concerned they're only on for an hour, then she's had an hour, then you take her off from that. Just be aware of what games they're playing and how long they're playing them for.

Q Yes. Is there anything else you'd like to say about anything we've talked about?

A No, other than it's been a very enjoyable experience. Thank you very much.

Q You're very welcome. Thank you for making the time to speak to me.