



Net Children
Go Mobile

What can research on children and media learn from longitudinal research?

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Co-funded by the European Union



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

The project

Net Children Go Mobile



Participating countries

Belgium

Katholieke Universiteit
Leuven



Ireland

Dublin Institute
of Technology



Romania

Institute of Sociology
Romanian Academy



Denmark

IT University
of Copenhagen



Italy

Università Cattolica
del Sacro Cuore



Spain

Universidad del Pais Basco



Germany

Hans Bredow Institute



Portugal

Universidade Nova
de Lisboa



UK

London School
of Economics
and Political Science



Methods

Number of questionnaires:

3.500

Face to face in home
questionnaires,
self-completed
for sensitive issues

Children's age:

9-16

internet users

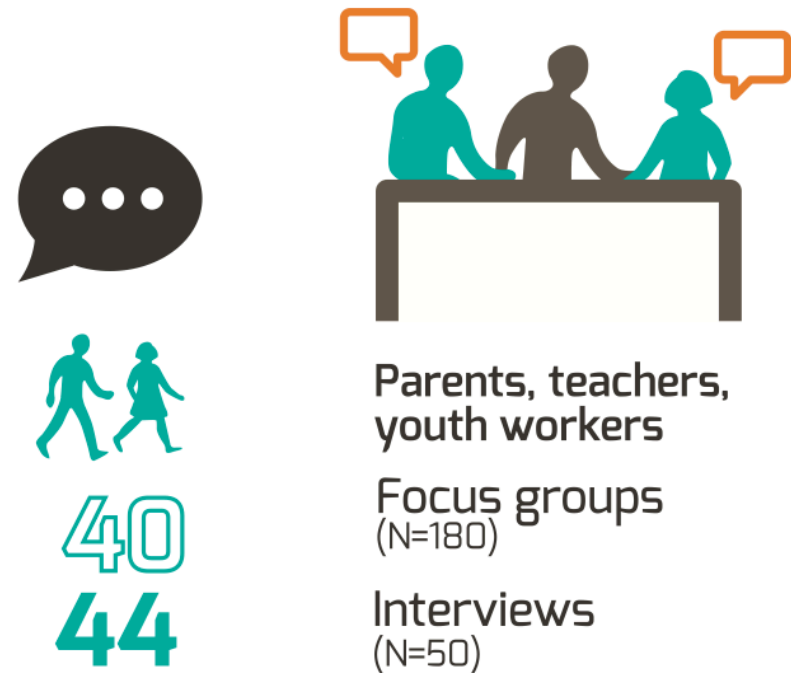
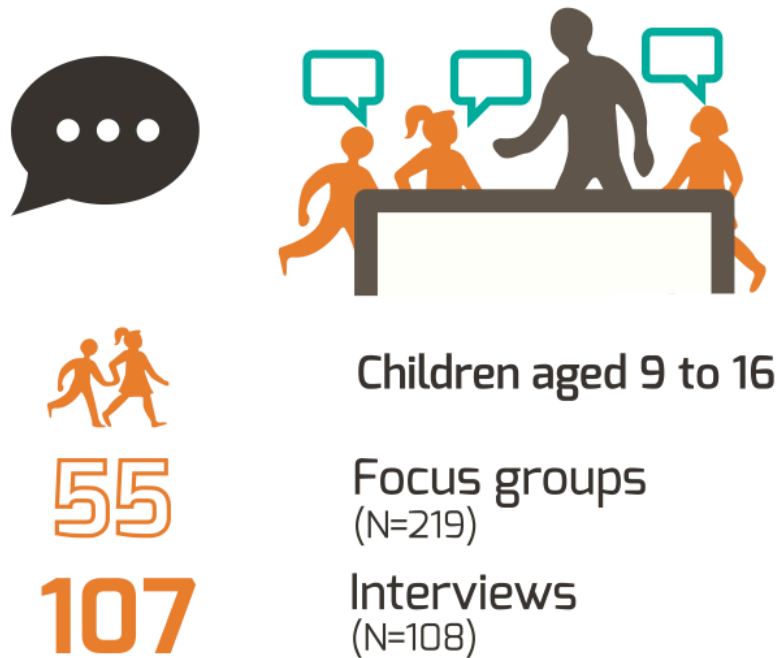
Method:



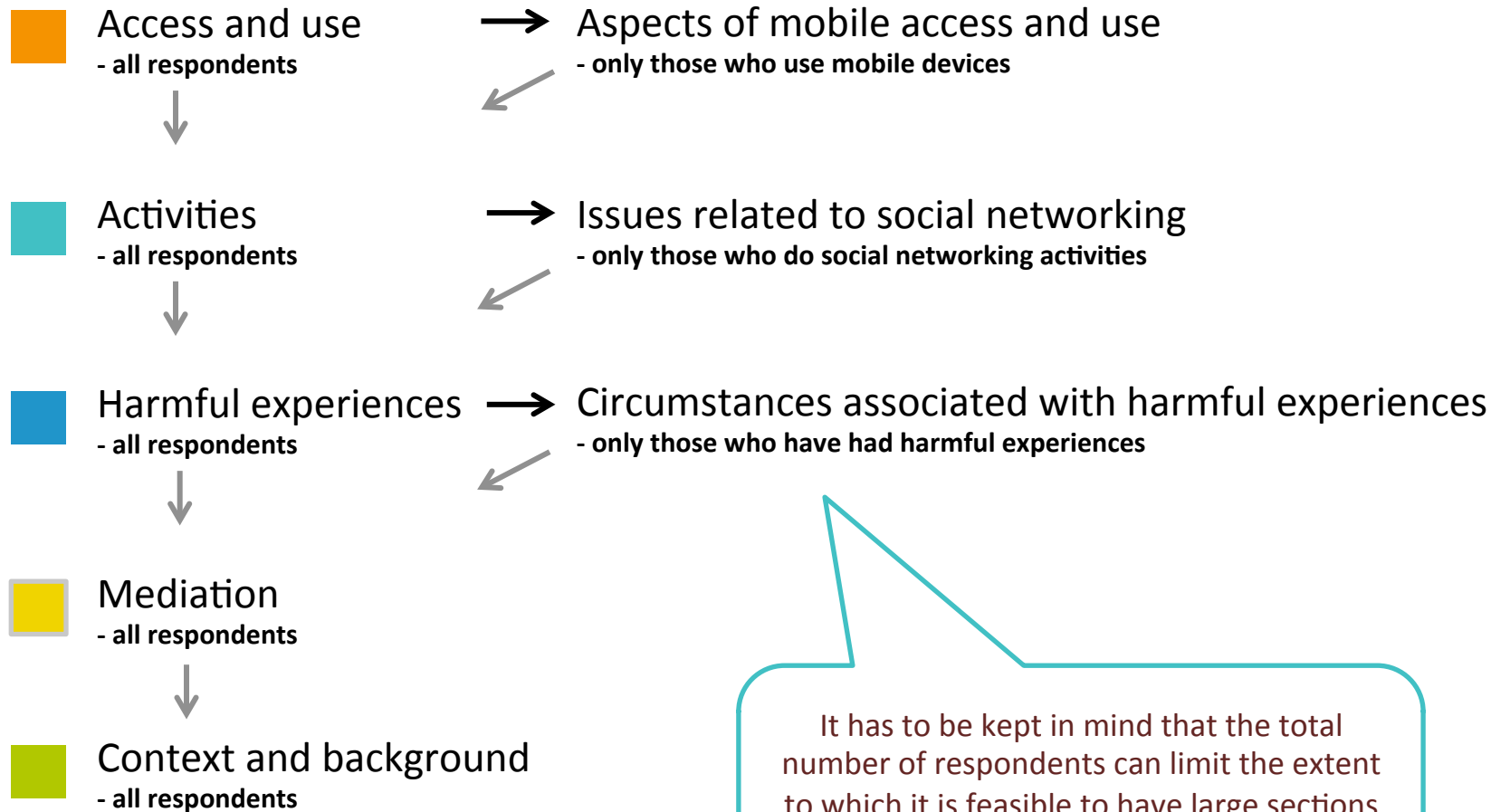
Random
walk sampling



Methods



The flow of the interview



It has to be kept in mind that the total number of respondents can limit the extent to which it is feasible to have large sections that are only covered by a small sub-group of respondents

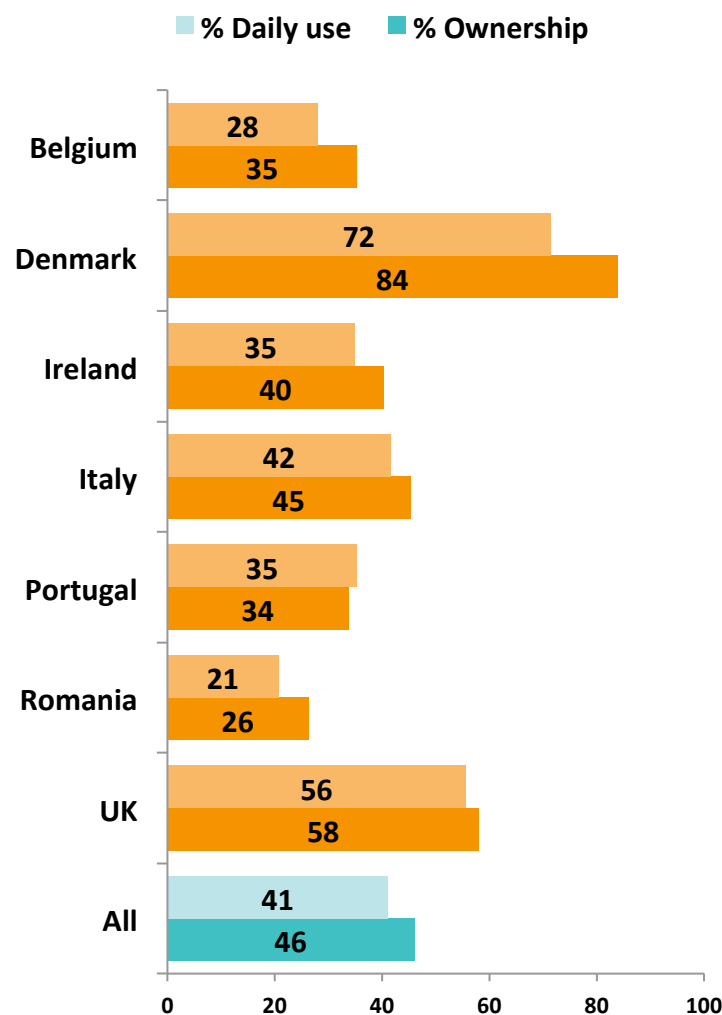
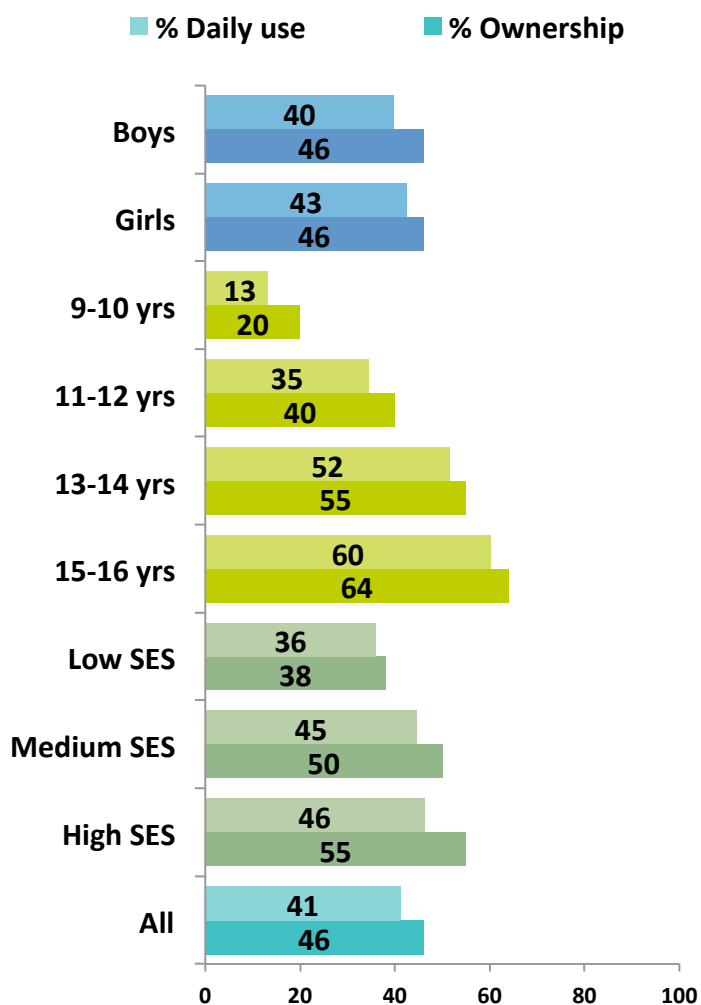


Changes in children's online experiences

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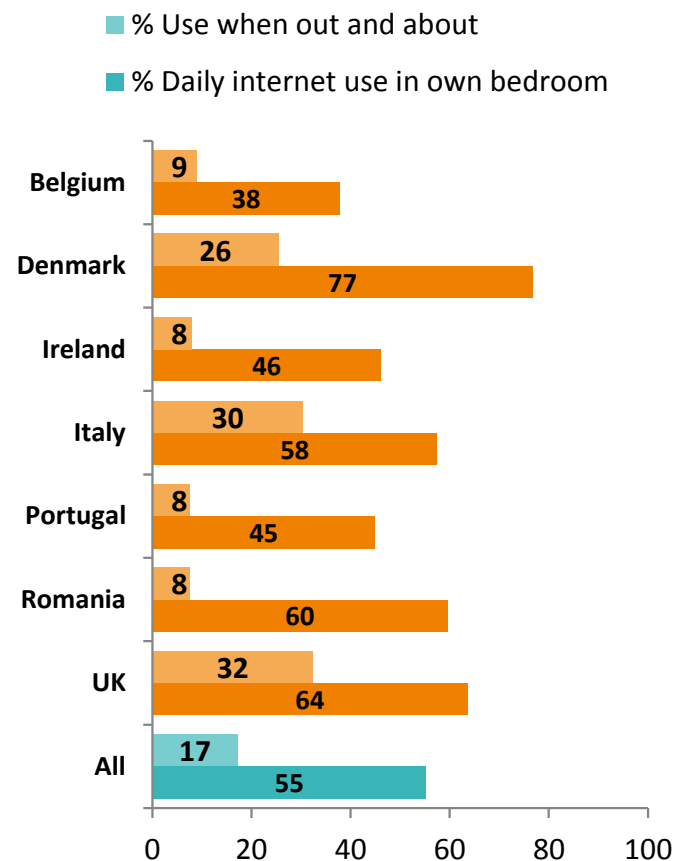
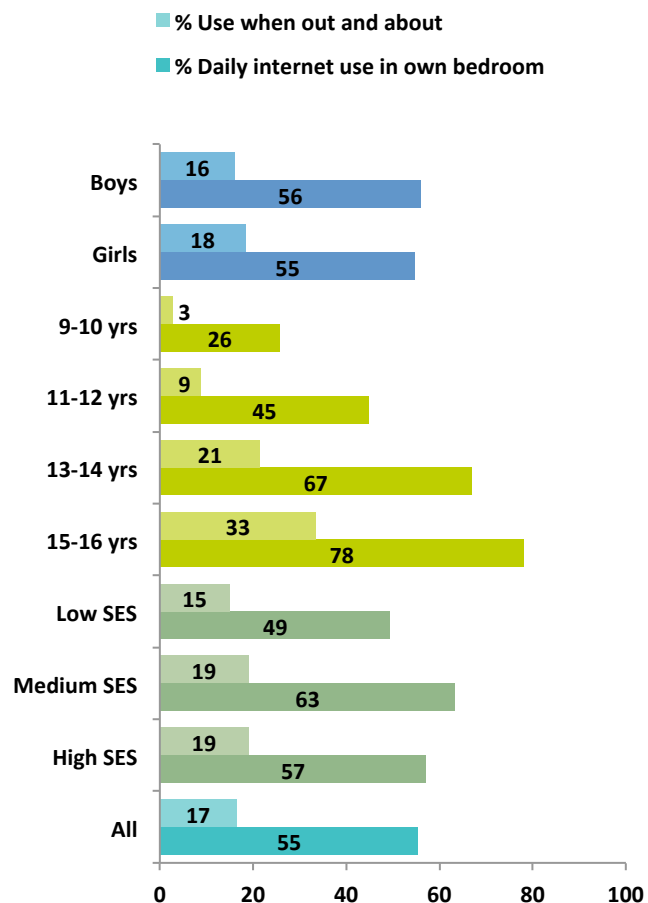
More private and mobile access through smartphones



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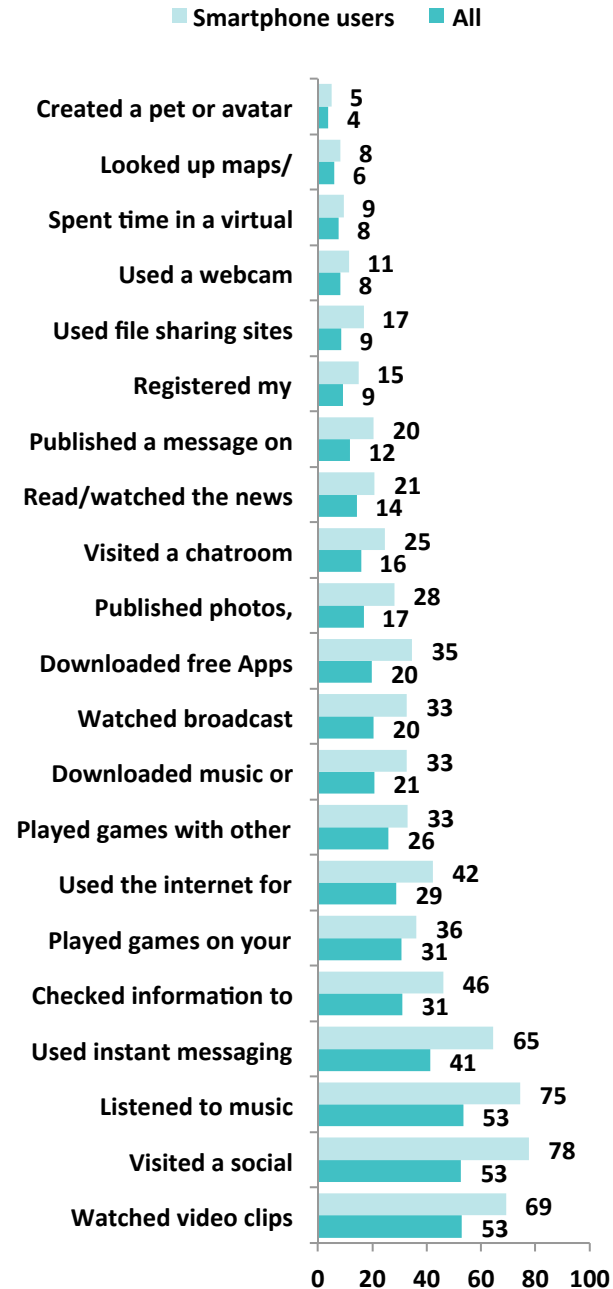


More private and mobile access through smartphones



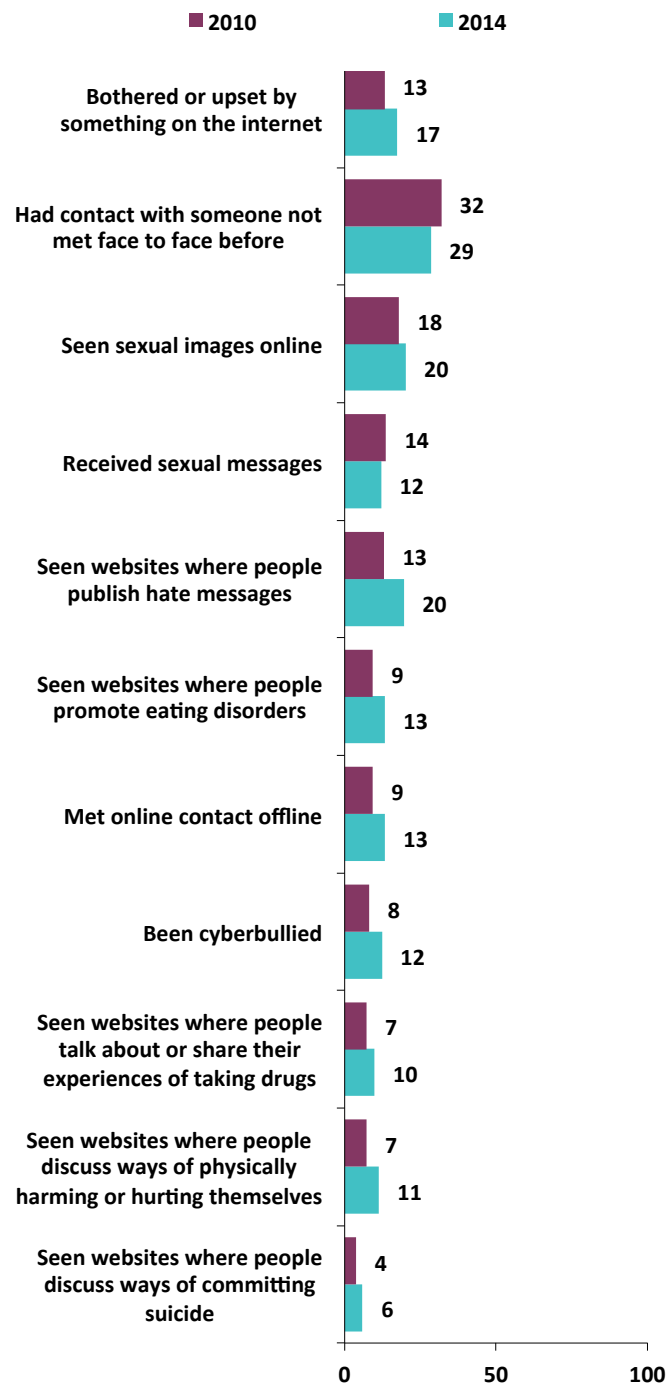
More communication and sharing

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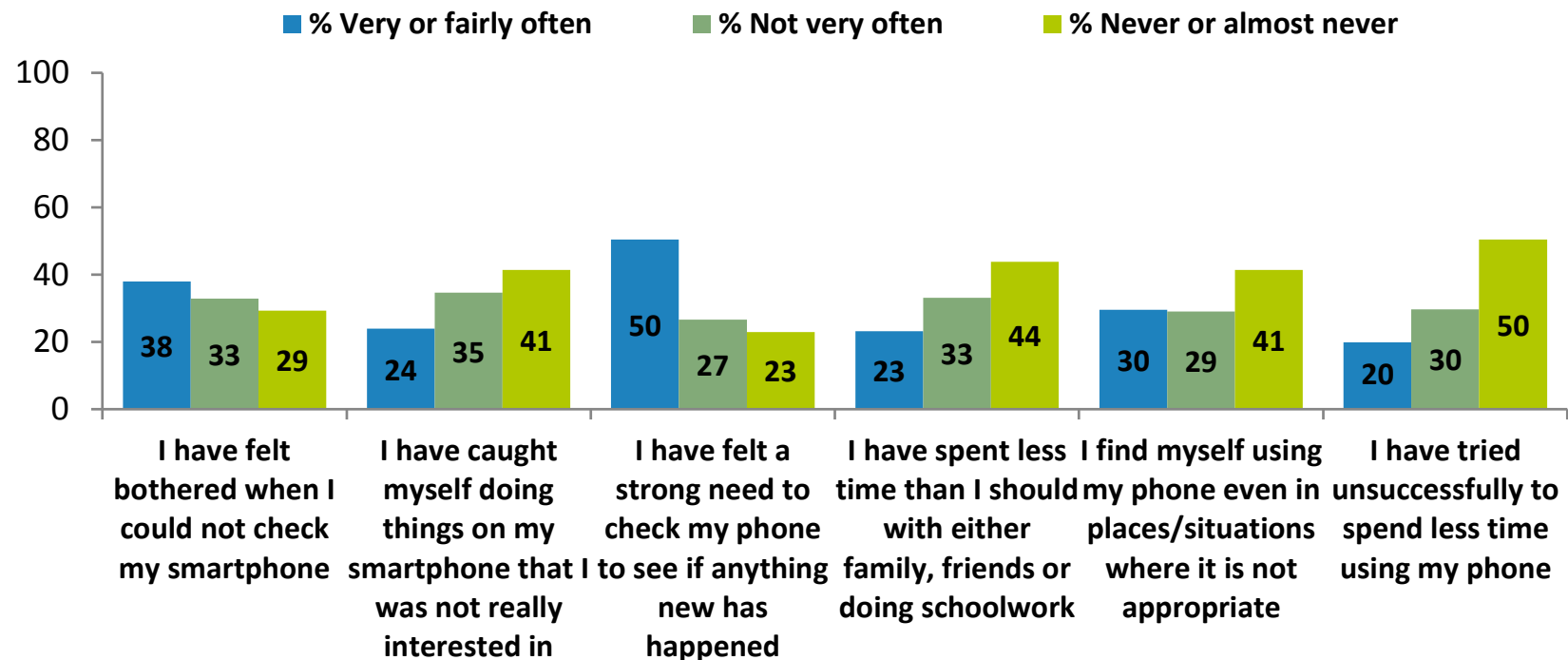
More use, more risks

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More pressure to be “always on”

81% of children feel more connected to friends since they had a smartphone BUT
72% feel the need to be always available to family and friends



Continuities in children's use of mobile communication

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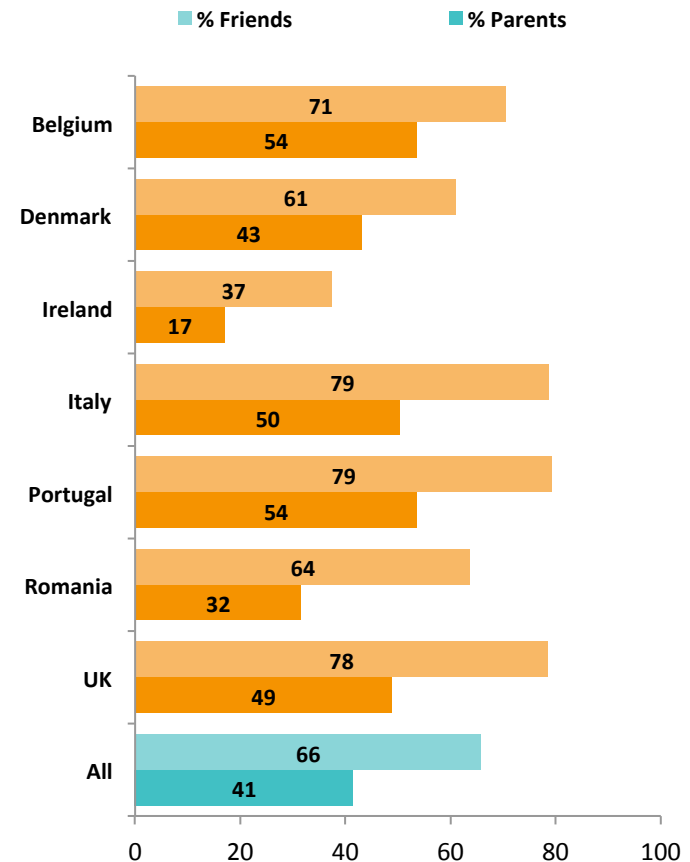
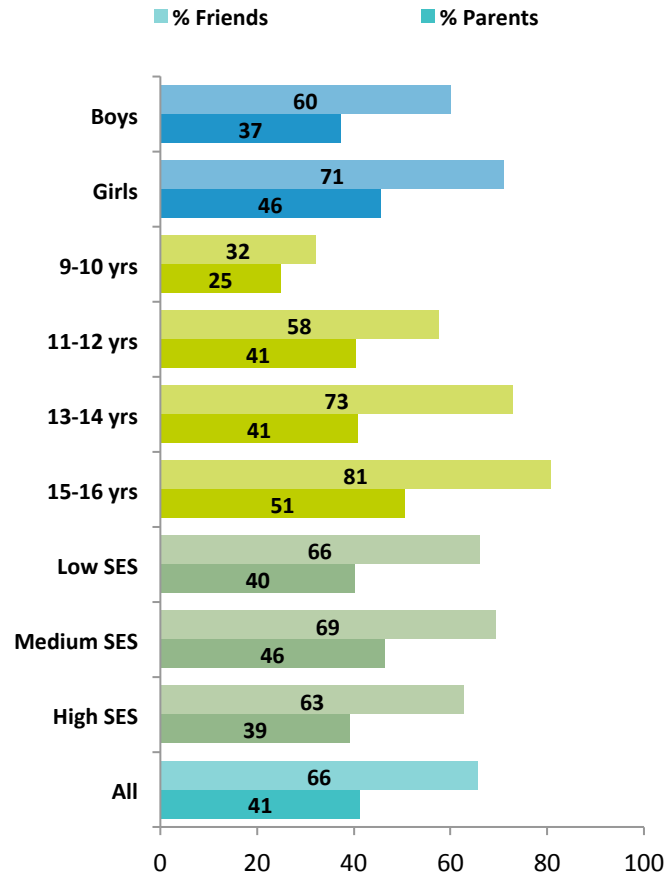


Consistencies in the research findings

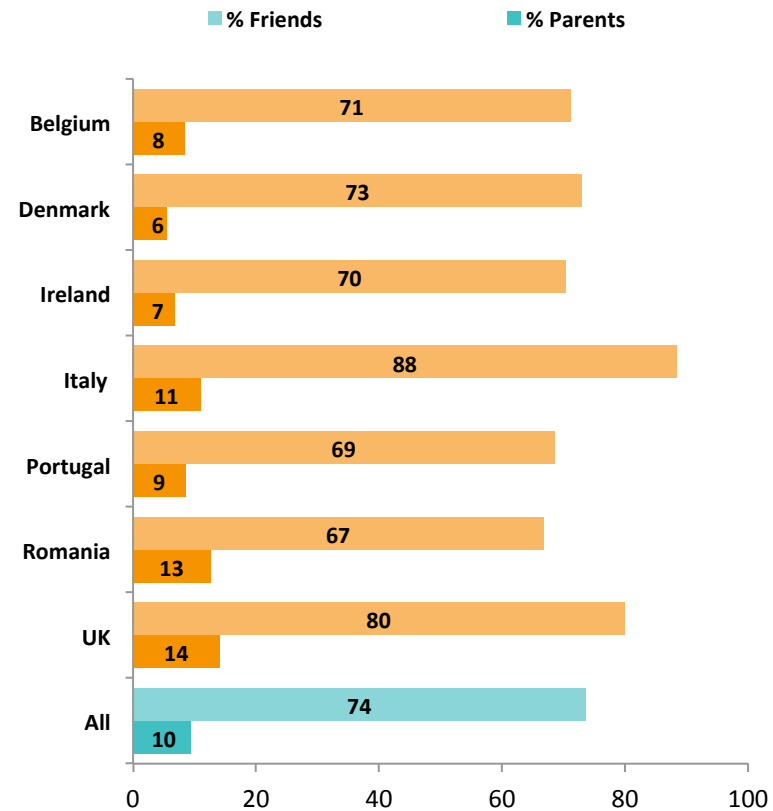
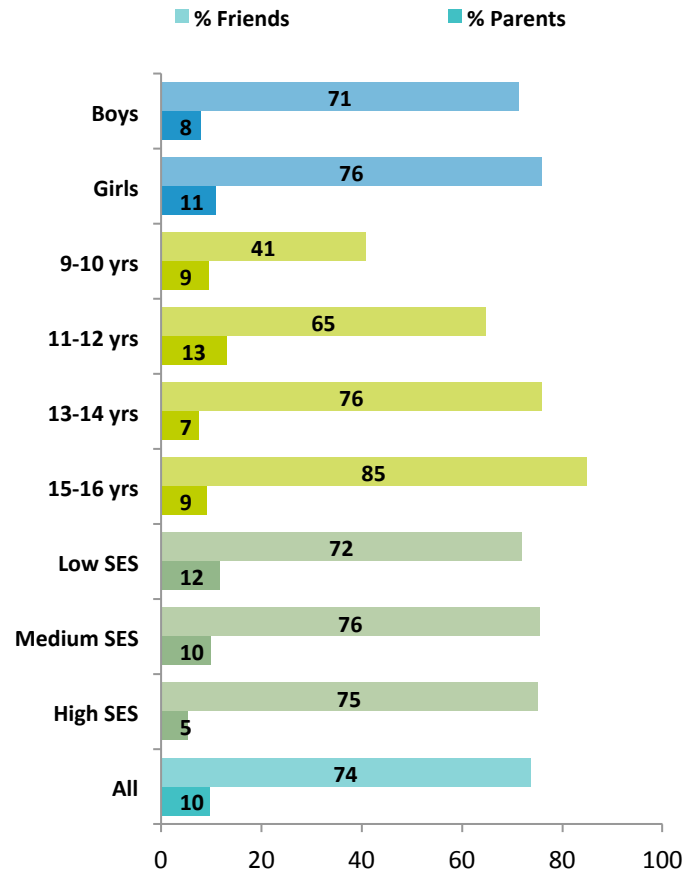
- Bedroom culture – playing records, television, personal computer
 - Miniaturisation and privatisation of media
- Making and breaking of friendships
- Fashion
- Exploring identity
- Rite of passage



Texting (SMS, MMS and messaging apps)



Social networking



Empirical challenges

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Challenges for Longitudinal Research about mobile phones

- Impact of new rules and practices in schools
- Parental blocking and mediation strategies
- Changing ecology of mobile communications among young people and among their parents/carers
- New Mobile Technology



Challenges for Longitudinal Research about mobile phones

- Mobile technology changes and opportunities
 - New tranche of cheaper/accessible smartphones
 - Security and Location services
 - 'Free' WiFi
 - Interoperability between different manufacturer's devices
 - New messaging, apps and OTT services: WhatsApp; Snapchap; Askfm



What lessons for longitudinal research?



Devices of use anno 2010

ASK ALL

Here are some questions about using different kinds of technology. This could be either at home or in other places, such as at school or friends' houses

300 **Which of these devices do you use for the internet THESE DAYS? Please say *yes* or *no* to each of the following...**

READ OUT. A-H - ONE ANSWER PER ROW
SHOWCARD A

| | | YES | NO | No Answer |
|---|--|-----|----|-----------|
| A | Your own PC (desktop computer) | 1 | 2 | 99 |
| B | Your own laptop or laptop that you mainly use and can take to your own room | 1 | 2 | 99 |
| C | A PC shared with other members of your family | 1 | 2 | 99 |
| D | A laptop shared with other members of your family and that you cannot take to your own room | 1 | 2 | 99 |
| E | A mobile phone | 1 | 2 | 99 |
| F | A Games console such as a PlayStation | 1 | 2 | 99 |
| G | A Television set (TV) | 1 | 2 | 99 |
| H | Other handheld portable devices (e.g. iPod Touch, iPhone or Blackberry) | 1 | 2 | 99 |

Devices of use anno 2013

Q2

When you use the internet these days at [name location], how often do you use the following devices to go online

READ OUT ONE ANSWER PER ROW

SHOWCARD 1

| | Several times each day | Daily or almost daily | At least every week | Never or almost never | Don't know / prefer not to say |
|--|------------------------------|-----------------------------|---------------------------|-----------------------------|--------------------------------------|
| A A desktop computer (PC) | 1 | 2 | 3 | 4 | 88 |
| B A laptop computer | 1 | 2 | 3 | 4 | 88 |
| C A mobile phone that is not a smartphone. A mobile phone is device able to have a call, send messages (also multimedia messages) and, sometimes, surf on the internet. [INTERVIEWER: SHOW PICTURE A] | 1 | 2 | 3 | 4 | 88 |
| D A smartphone (e.g. iPhone, Blackberry, Nokia Lumia, Samsung Galaxy, other Android etc.). A smartphone is a new generation device that, in addition to allow you to call and send messages, is able to connect of the internet and is provided with applications (Apps). [INTERVIEWER: SHOW PICTURE B] | 1 | 2 | 3 | 4 | 88 |
| E A tablet (e.g. iPad, Samsung, Asus Vivo, Motorola Xoom, Kindle Fire, Nexus etc.) | 1 | 2 | 3 | 4 | 88 |
| F Other handheld devices (e.g. iPod touch or PSP and other games devices) | 1 | 2 | 3 | 4 | 88 |
| G E-book reader such as Kindle, Sony reader etc. | 1 | 2 | 3 | 4 | 88 |
| H Home games consoles (e.g. X-box, Wii or PlayStation) | 1 | 2 | 3 | 4 | 88 |

Limitations

- Changes in empirical evidence regarding skills and risks (less easy to compare) - e.g.,?
- No questions on smartphones in EU Kids Online survey
- Portability of media not explored in EU Kids Online
- Meaning of Internet changing – from static PC based email, WWW to dynamic mobile device data delivery
- From a child's perspective they want to talk, play and be educated and they use whatever they can access to do so – the research explores this from a device and technology perspective which is not flexible enough



What could do differently

- More time to design the survey and more time for analysis of the material
- Explore meanings of online, internet, mobile internet, mobile devices, talking, messaging from a child's perspective
- Explore experiences of families and children at particular risk
- Obtain more information about demographics, SES
- Offer incentives for organisations to participate, e.g. donation to a school fund, youth group



Common features in many comparative projects

- A network is formed by institutions or individuals that are collecting similar data
- One (or few) take on the responsibility for coordination
- A common standard is decided which determines ‘a lowest common denominator’
- A set of core questions is agreed upon
- Parts of the network sometimes develop sets of questions which become optional



But if you then want to make comparisons over time...

- Remember that if you want to measure change you have to change the measurements
- Remember that even if it was at some point a very good idea to ask about something it can be pointless to repeatedly ask about that same thing



Thanks

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