



Net Children  
Go Mobile

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

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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



55

107

Children aged 9 to 16

Focus groups  
(N=219)

Interviews  
(N=108)



40

44



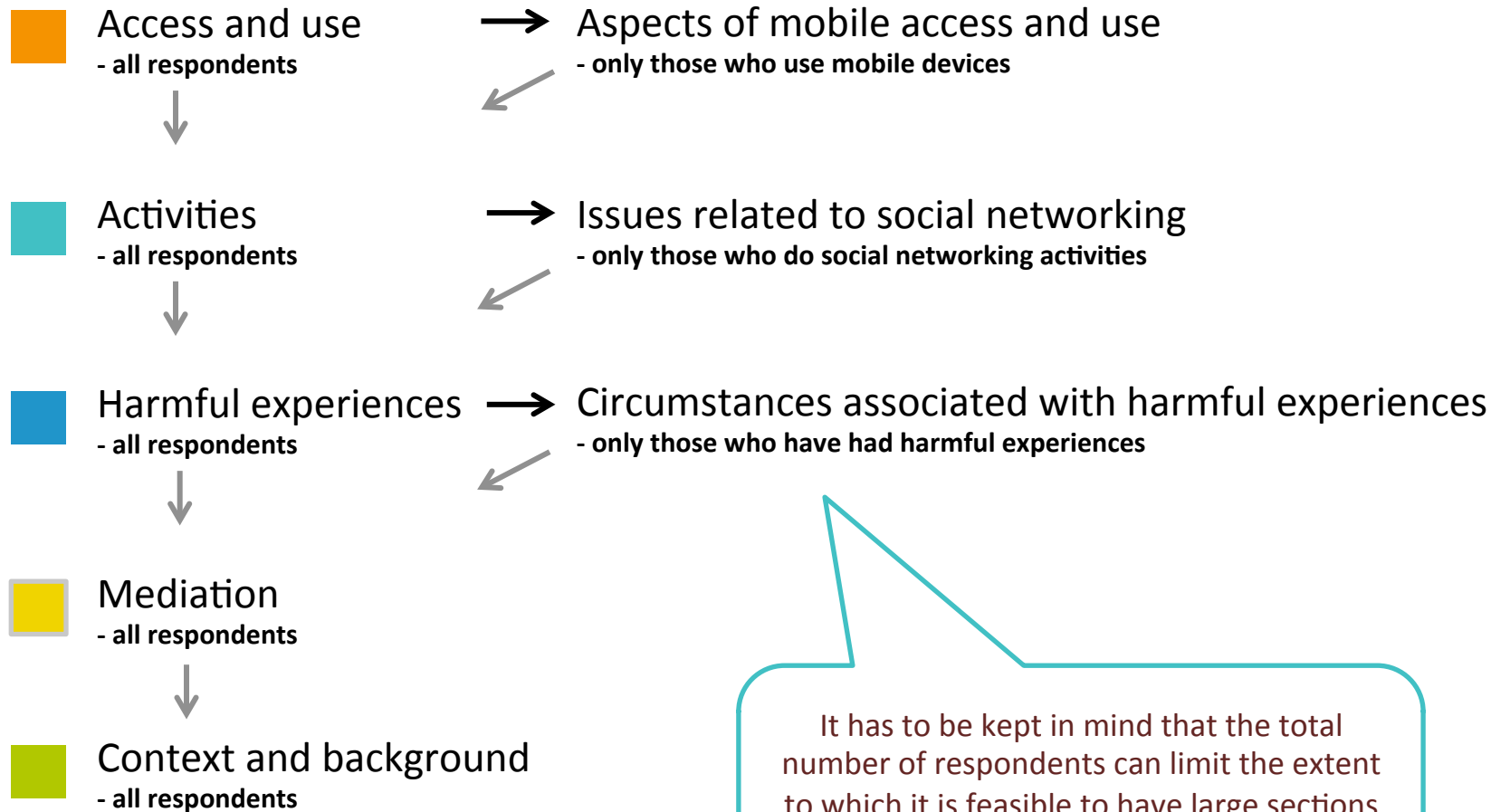
Parents, teachers,  
youth workers

Focus groups  
(N=180)

Interviews  
(N=50)



# 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

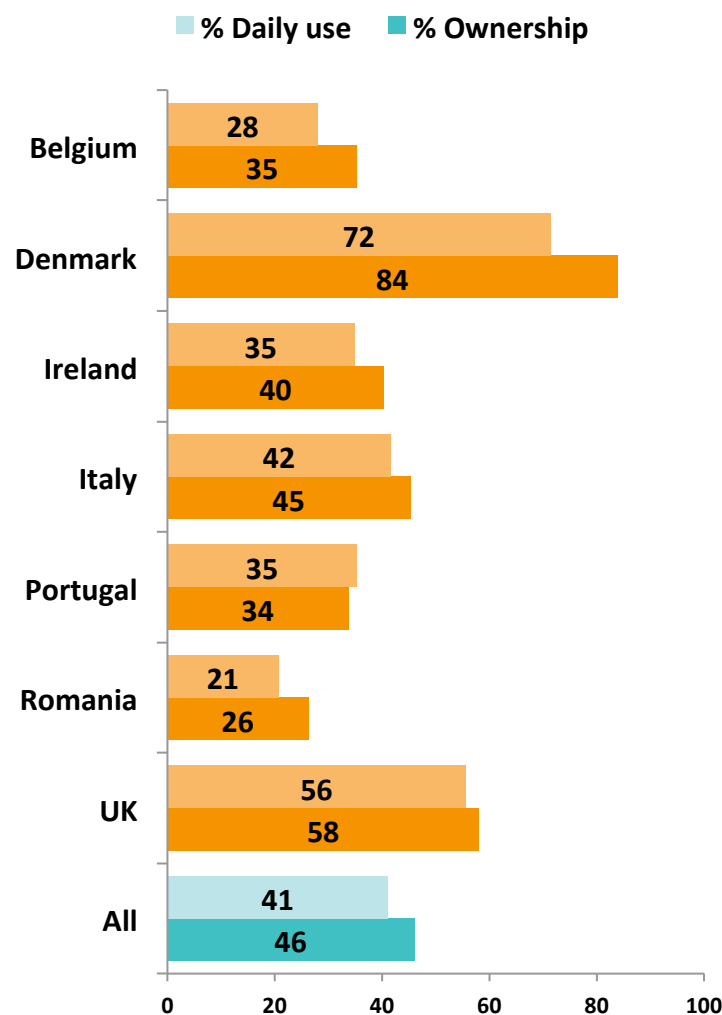
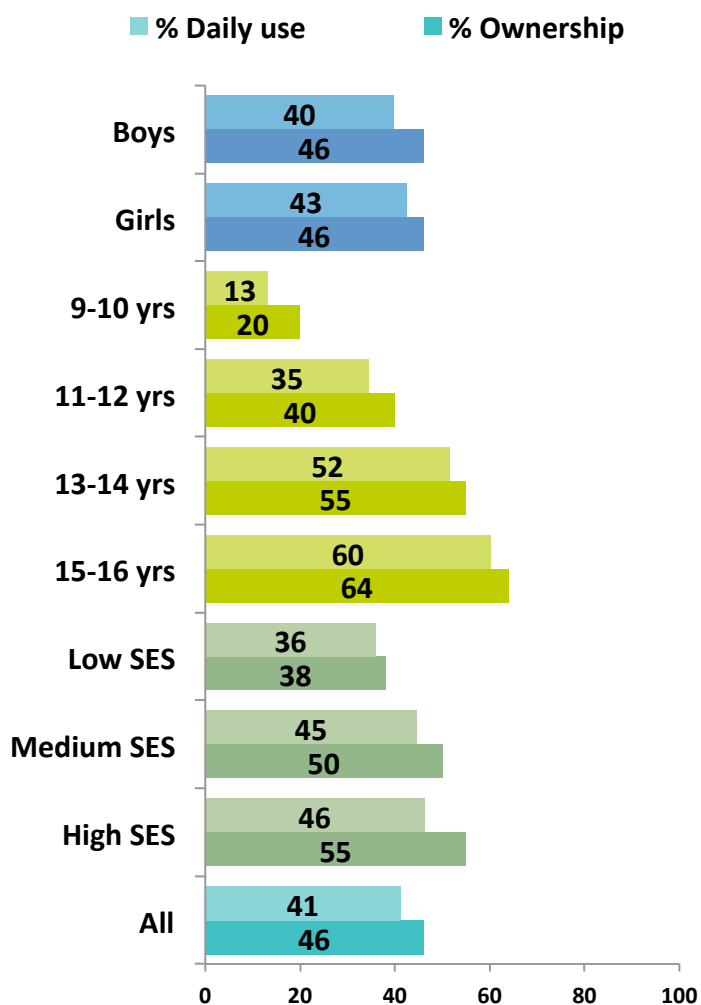


# Changes in children's online experiences

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# More private and mobile access through smartphones

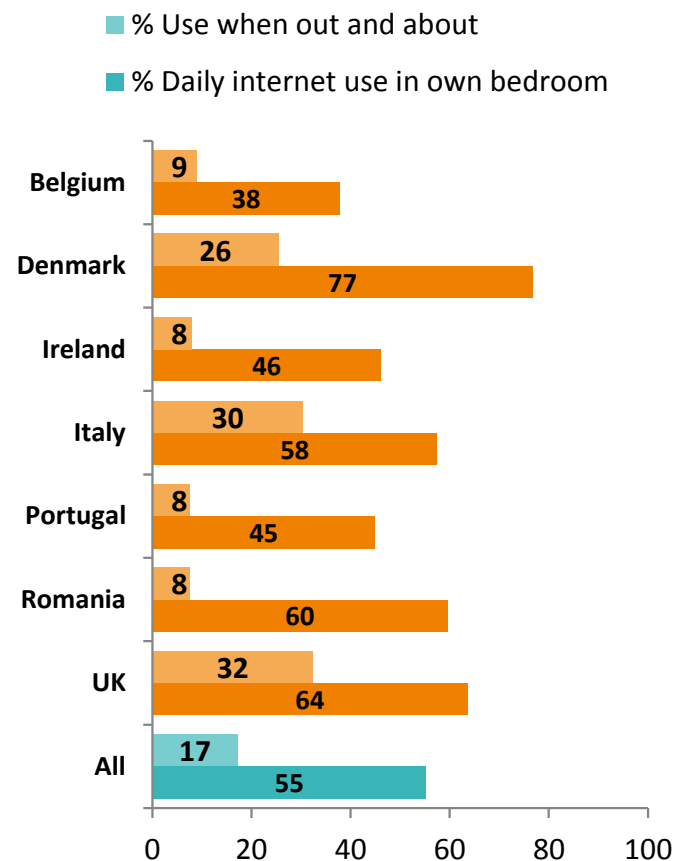
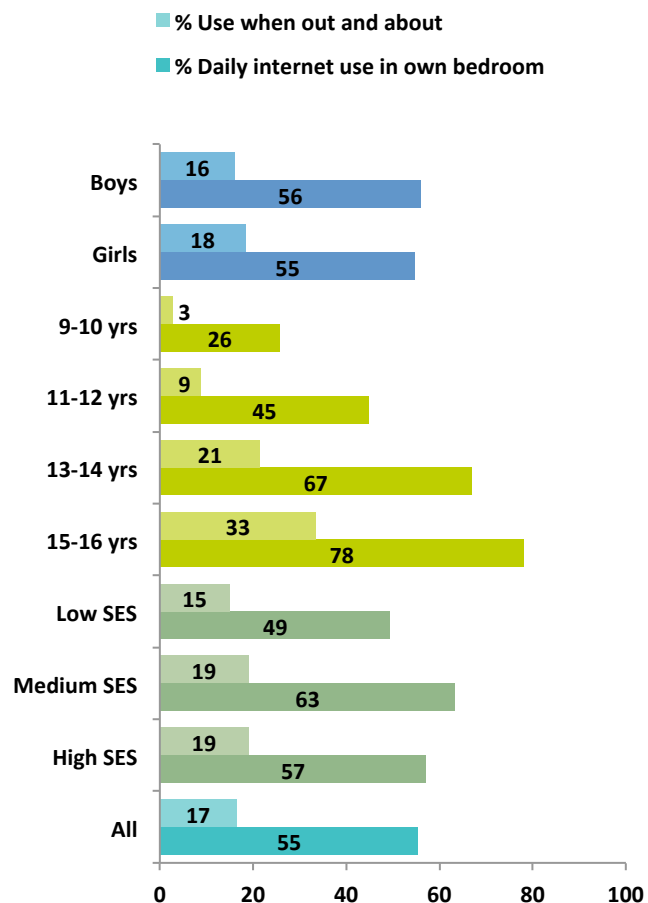


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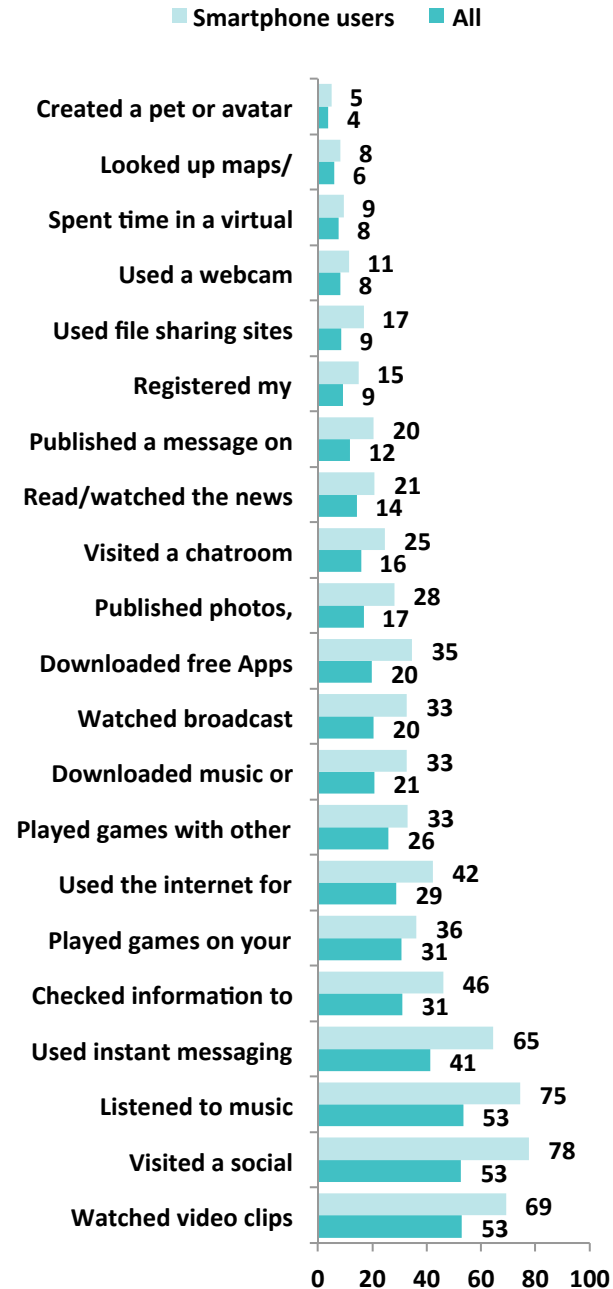


# More private and mobile access through smartphones

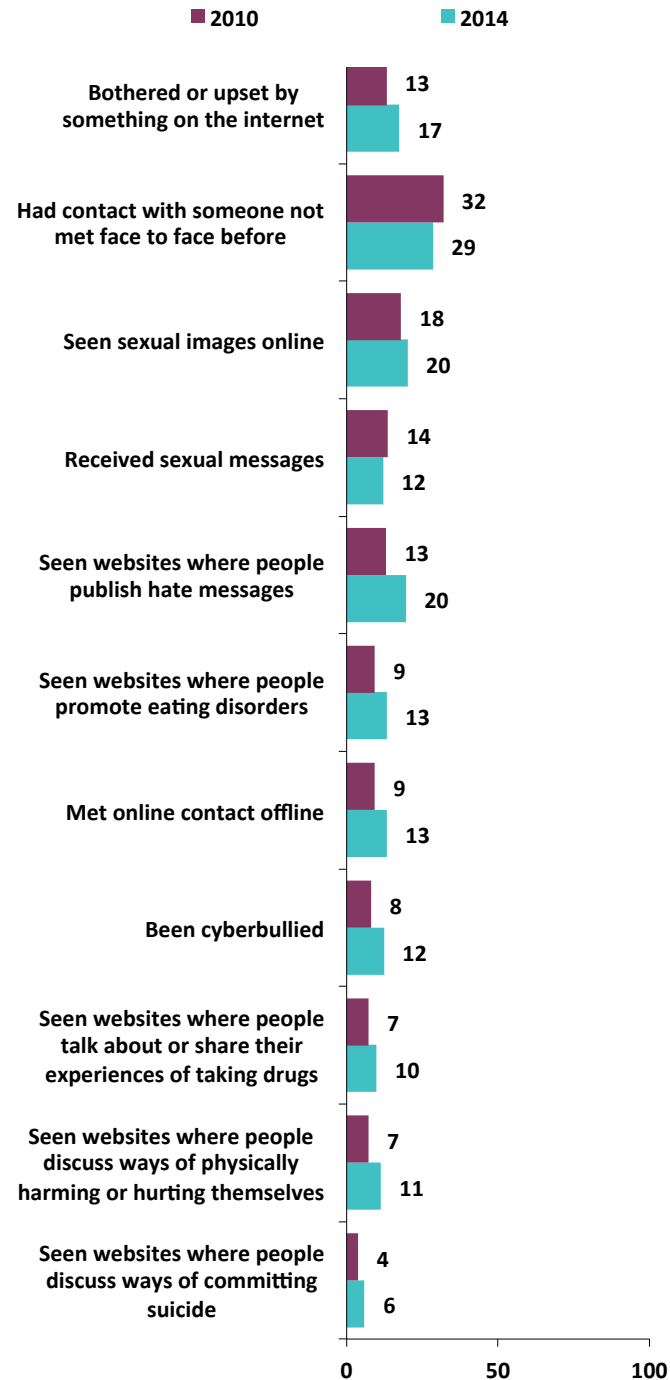


# More communication and sharing

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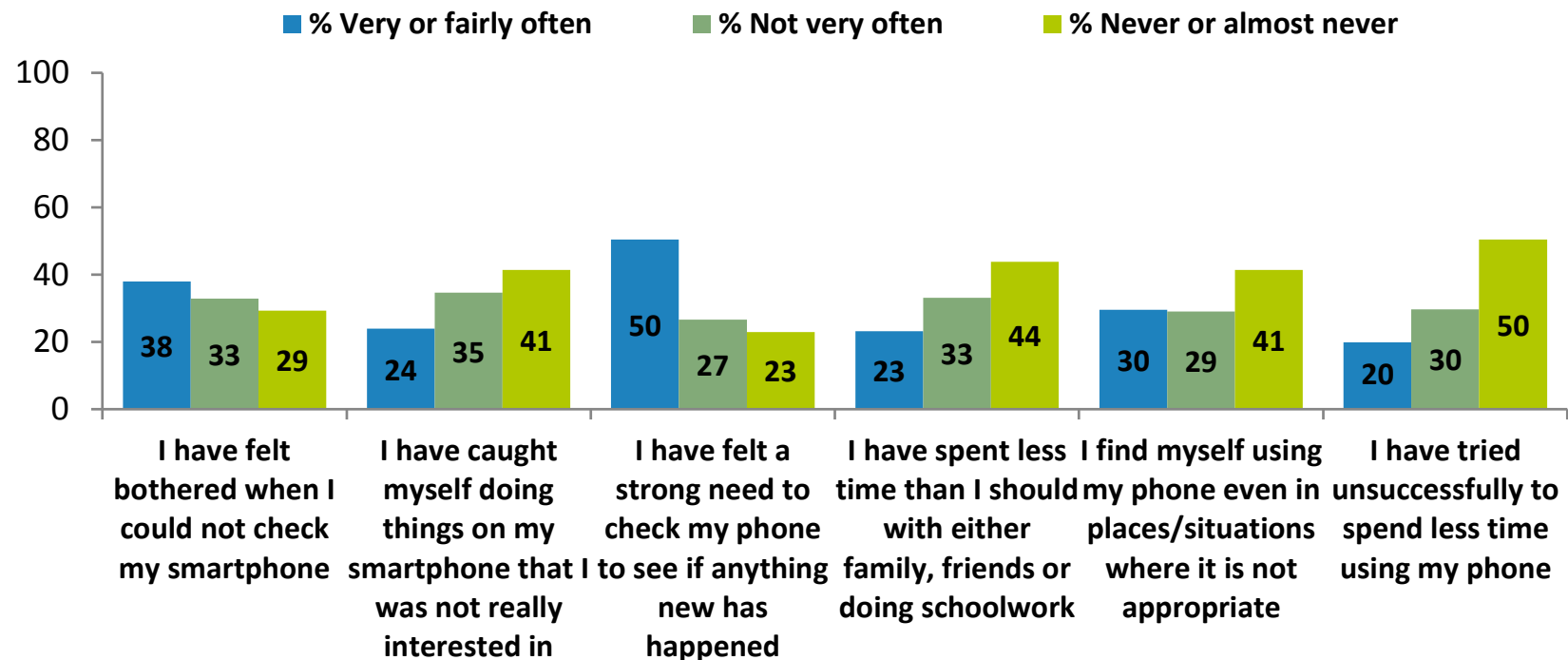


# More use, more risks



# 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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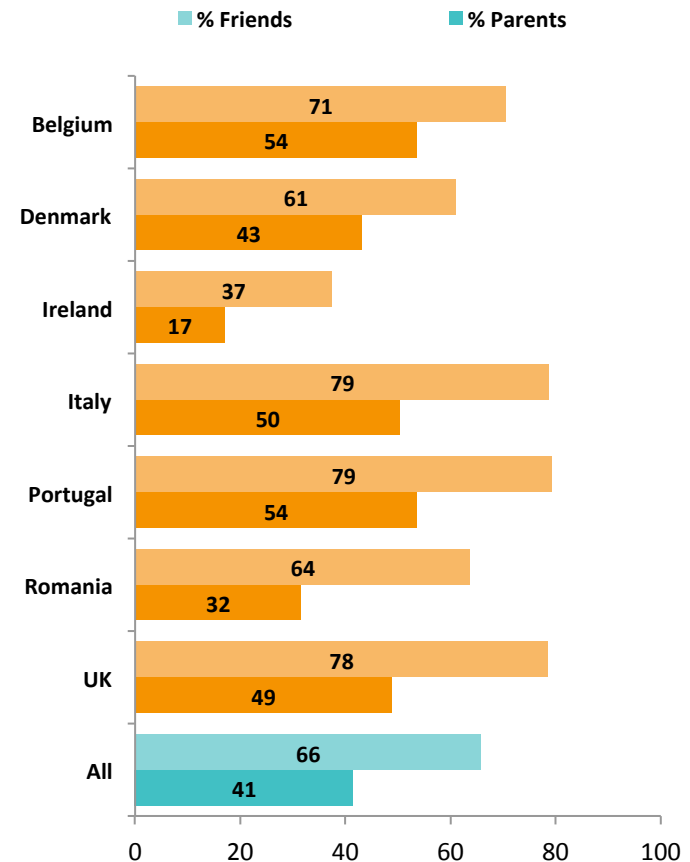
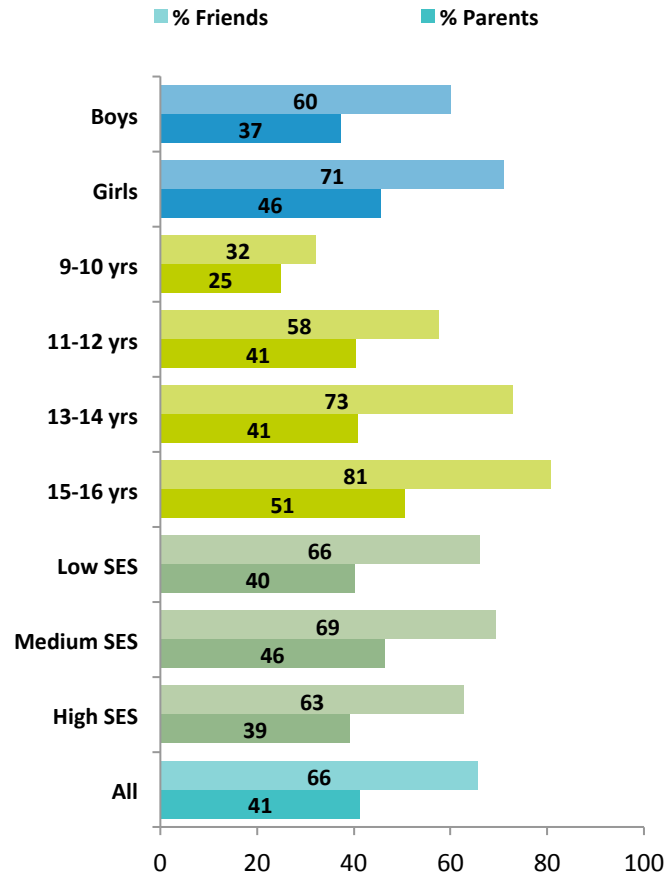


# Consistencies in the research findings

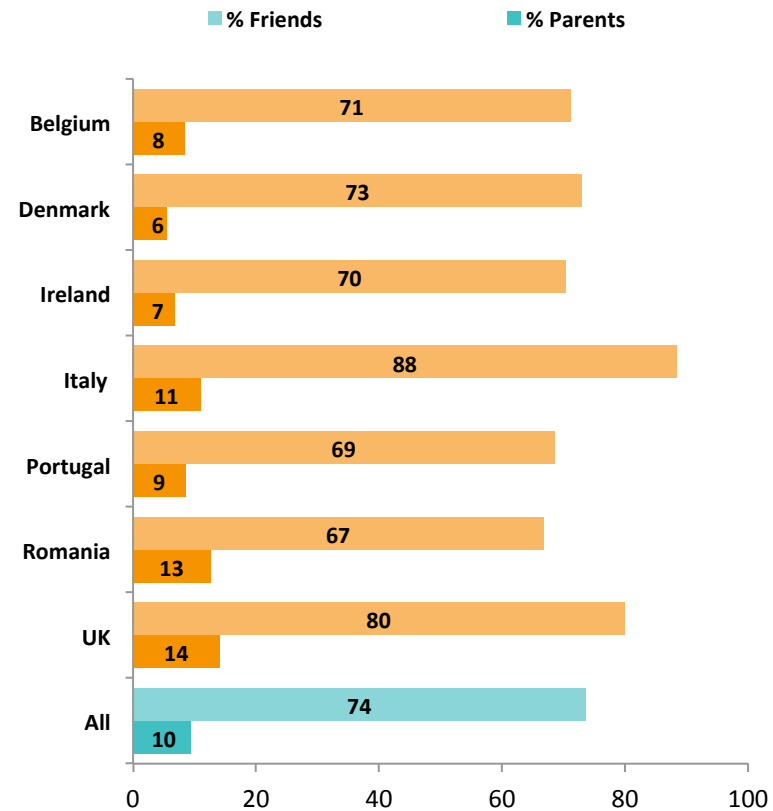
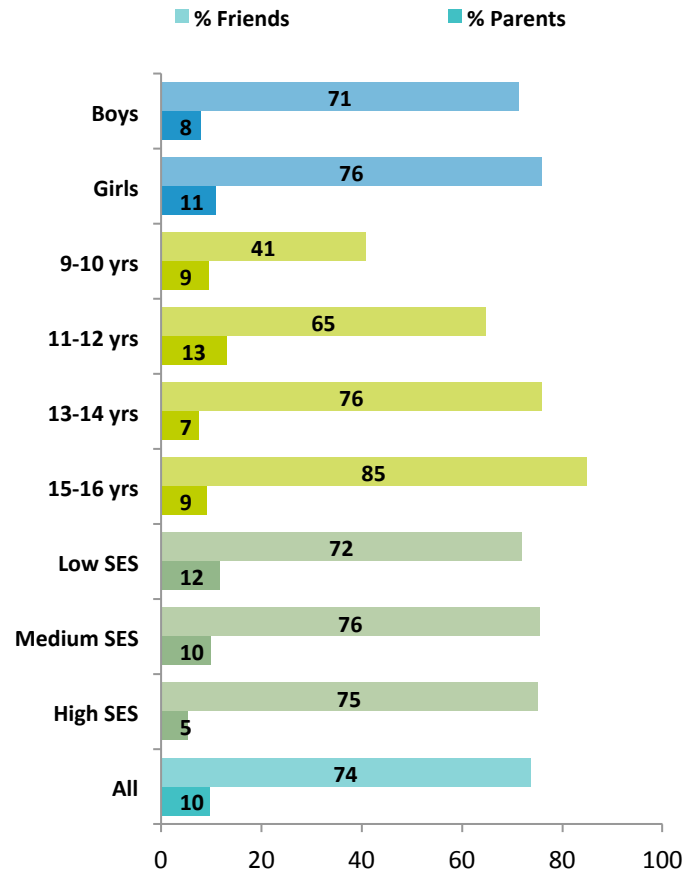
- Bedroom culture – playing records, television, personal computer
  - Miniaturisation and privatisation of media
- Making and breaking of friendships
- Fashion
- Exploring identity
- Rite of passage



# 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	<b>Your own PC (desktop computer)</b>	1	2	99
B	<b>Your own laptop or laptop that you mainly use and can take to your own room</b>	1	2	99
C	<b>A PC shared with other members of your family</b>	1	2	99
D	<b>A laptop shared with other members of your family and that you cannot take to your own room</b>	1	2	99
E	<b>A mobile phone</b>	1	2	99
F	<b>A Games console such as a PlayStation</b>	1	2	99
G	<b>A Television set (TV)</b>	1	2	99
H	<b>Other handheld portable devices (e.g. iPod Touch, iPhone or Blackberry)</b>	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
<b>A</b> A desktop computer (PC)	1	2	3	4	88
<b>B</b> A laptop computer	1	2	3	4	88
<b>C</b> 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
<b>D</b> 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
<b>E</b> A tablet (e.g. iPad, Samsung, Asus Vivo, Motorola Xoom, Kindle Fire, Nexus etc.)	1	2	3	4	88
<b>F</b> Other handheld devices (e.g. iPod touch or PSP and other games devices)	1	2	3	4	88
<b>G</b> E-book reader such as Kindle, Sony reader etc.	1	2	3	4	88
<b>H</b> 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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