

**File Name:** NavScreensParent15Transcript2018

**Interviewee:** Mother of 2 sons age 9

**Interviewer:** Thank you for agreeing to participate in this interview. How many grandchildren do you have?

**Interviewee:** Five.

**Interviewer:** Five? What are their ages?

**Interviewee:** Nine, through five months.

**Interviewer:** Nine through five months?

**Interviewee:** Mm-hmm (affirmative). Do you mean you want each age like nine, five?

**Interviewer:** Got it. That's fine.

**Interviewee:** Nine, five, two, five months, and then I have a step grandson who's also nine. So, two nine-year-olds.

**Interviewer:** You have your hands full. A five-month-old, as well?

**Interviewee:** Mm-hmm (affirmative) but I only watch the two nine-year-olds.

**Interviewer:** Okay. As I mentioned earlier, our project is on children ages 5 to 11, so I'll ask you questions primarily about the grandchildren who fall into this age group, so your nine-year-olds. We'd like to chat with you about electronic devices such as TVs, smartphones, laptops, iPads, eReaders, desktop computers, and game consoles. Basically, anything with a screen, okay? Tell me about the devices that your family owns and how your family members use them.

**Interviewee:** Okay. Well, television, computer, smartphone, and then my grandsons have tablets. They each have a tablet. Oh, and we have a video game in our home. Then, they have video games at home, also.

**Interviewer:** Okay. All right, and how are each of these devices used? How is the television used?

**Interviewee:** When they are there, they have to have permission to turn it on and then we regulate what they watch. We record a lot of the Science Channel shows. My grandson's very interested in that. In science, in general. Same way with the computer. He has to ask. They can have ... be on the computer and PBS is kind of the thing we go ... PBS Kids. We'll use it sometimes like the other day. As far as smartphones are concerned, we have the Hummingbird feeder and they would talk about how many times the hummingbird flaps their wings.

Well, let's ask Siri. So, we did. Found out 60 times per second or whatever it was. We try to use the ... of course, like I said, I'm a teacher ... a retired teacher ... so try to use them in an educational way, whenever we can. Today, he was there with his tablet and wanted to know could he spend some time on his tablet this morning. Try to limit that. No more than an hour. That's even long for me but ... Does that cover it? Video games, same thing. They have to ask permission before they turn them on when they're with us and we try to limit that, as well.

Interviewer: All right. Do you use the television just for ... Do you still have cable or something along those lines?

Interviewee: We do have cable, yeah. Mm-hmm (affirmative).

Interviewer: You use it for information, entertainment?

Interviewee: Yes. Yeah, both of those. Same thing when they're there. I mean, occasionally, they'll want to watch something that's just purely for entertainment; although, Battle Bots on the Science Channel, that's their entertainment. They're still getting some idea of robotics and those kinds of things.

Interviewer: I love that show.

Interviewee: Yeah.

Interviewer: Okay, and for the computer, do you use it mainly for browsing, research, entertainment?

Interviewee: As far as the grandchildren are concerned, it would be mostly ... Well, then educational websites but entertainment is basically what. Occasionally, we'll ... Well, when we've had them in the past, too, there's math sites that his teachers will suggest and reading sites. Things like that. For academics, I guess. Academic practice. Of course, they don't ... and I knew this with my own children growing up ... They don't choose to go to those sites, usually. Especially if it's an area that they're weak in and you're trying to get them to practice those skills because it's still work for them.

It's still academic, so their choice is usually to go to something that's more entertainment; although, it may be educationally based but it's something that they're choosing to do rather than I'm having them do because more practice of skills. We use them both ways. He never gets on there to just browse around when he's at my house. Now, on his tablet that's a whole 'nother story. I'm not sure exactly what ... He likes to watch videos on there; things on YouTube. Play games. Those sorts of things. He has a little more free range of that when he brings that to our house; his tablet.

Interviewer: All right. He doesn't use your smartphone?

Interviewee: No.

Interviewer: Okay. Does your grandson use devices anywhere else such as friends or relatives' homes, daycare, or even at the library?

Interviewee: They do come to the library, some. Especially before they had internet in their home. So, he does have a computer at home. His tablet at home. I think he spends much more screen time at home than when he's with us. Then, at friends' also, I know he's talked about when he goes to a friend's house and they'll be on the computer. Video games. Tablets. Things like that. He does use my daughter and my son-in-law's ... Both of the grandchildren say he ... I have both of them but one more than the other, I guess. One is one day a week and then my other grandson's three days a week. They do use their parents' smartphones, too, for ... I think mostly just games or watching videos. They like to watch a lot of videos. YouTube videos and things like that.

Interviewer: Do you know what those videos are about, normally?

Interviewee: Oh, they're typically things people have just posted. I think just interesting or maybe hilarious or ... from what he'll tell me about them. Just entertainment.

Interviewer: All right. Let's see. We talked about that. Primary users. Okay, so think about your grandson's day yesterday or a recent day you were together. Walk me through the day from the time he woke up until bedtime, or at least the time that he's with you, paying particular attention to devices he used. What he uses them for?

Interviewee: Okay. Yesterday, we had them both with us but on Tuesday we just try to do a no-screen-time day. That's what it was for us. Got up. It was a nice day outside, so they spent some time outside. What else did we do yesterday? Oh, we went to the park, fed the ducks, ate lunch, went swimming. Took them home and as soon as they got home, they're asking their mom can they get on their tablets. Then, I know they do spend more time at home on their screens. I think, again, it's just they like to get on there and watch videos and ... or play games. Kind of the same thing today. He got up, came to our house. Had breakfast. The normal routine. Brought his tablet with him. Wanted to know right away could he get on his tablet, so yes, for 30 minutes. The 30 minutes turned into about an hour. Then, after that we put that away and we worked on some handwriting, math facts.

Reviewing those things getting ready for school. Then, we had lunch. As soon as lunch is over, "Can I get on my tablet?" He did for about 30 more minutes and then I know my husband was coming home and then they were going to make some slime. He had gotten a little science kit for him to do today. Then, so I just mentioned to him he's been on his tablet already for a couple of hours. Hadn't really had much time playing in his room with the LEGOs or toys; those kinds of things. It was a nice afternoon, so they'll probably go outside. He usually has some work for him to do; picking up leaves or whatever. He'll go home about four and I imagine he'll get on the tablet. He'll watch TV. Like to watch TV. Watch

videos. I'm not exactly sure what all goes on there other than what he tells me of things they've watched.

Interviewer: All right. Let's see. Looking at this list again, you might or might not be able to answer this, but how did these devices fit into your routines?

Interviewee: I would say if I ... If I have something I need to be working on, then I'm more apt to say, "Sure. You can watch TV for a little bit. You can get on the computer. You can get on your tablet." If I don't have a project ... Because I only have them a few days a week, I really try to spend some quality time with them to do a lot with them. So, I guess that's how I more ... I hate to say to keep them occupied because that's not really what it is because they can be occupied in other ways. I guess it allows them to be doing something independently while I'm doing whatever else in the household.

Interviewer: Do you think that this has changed as they get older?

Interviewee: Yes, as far as you know what do you watch. I think when he was younger he watched more TV. He liked to be on the computer more. Now that he's gotten older, he's much more into his video games and the games and things on the tablet. I would say, too, when he was younger we used the computer a lot more for research. Just like the hummingbird question. We used to look up ... You know, about bees. We would do a lot of research on the computer. Now, we use more the smartphone for that, if we have a specific question to ask. I think he ... I know he does computer at school. They have their computer classes and things, so he's pretty ... like most kids these days, computer savvy, now. Whenever we come to the library at the summer programs, they love to get on the computers here at the library at the computer banks.

Interviewer: Do they just play games on the computers here or do they do something else?

Interviewee: I think it's mostly the things that are preloaded. The preloaded games on there. At his age. Yeah.

Interviewer: Do you remember how routines were established when they were very young?

Interviewee: I would guess it's just the same thing as how he is, now. If it's ... Even growing up in my daughter's home or when he was with us, they're always asking can they be on the screens. That's where their interest is, so I think I was more apt to say, "Sure. Now's a good time," if I was busy doing something. Maybe like fixing breakfast or housework or things like that. Then, I think it's pretty much ... I know my daughter has said, and I see this too, they want to be in the house on their screens more than outside. I think that routine ... whenever they come in, that's the first thing I ask. When I take them home, that's the first thing they ask my daughter. "Can we get on our tablets?" She's like, "No. I think we really have to encourage them to do other things, in addition to their screen time."

Interviewer: You've answered part of this before, but do the children have relatives or friends who make suggestions or model things to do on the devices?

Interviewee: That, I wouldn't know. I don't know if they make suggestions or model because I'm typically not with them when they're at relatives and friends if they're using ... Usually, when they're on their screen time, it's pretty much independent time, I think ... I would say.

Interviewer: Who primarily helps your grandchildren with the devices, for example, when they need help getting started or when something needs to be fixed?

Interviewee: Well, I would say probably whatever adult is with them. If they need assistance, they're at the age now they don't need too much assistance with things. When they were younger, I'd turn the TV or the computer on, get it to the right place, but he's since learned how to do all those things through modeling and having their own devices.

Interviewer: Who makes decisions about purchases of their devices? Do you know that?

Interviewee: My daughter and her husband, together, I think. Then, we did ... They lived with us for a short time, so my husband ... My husband and I made the purchase for the video game. Sometimes, you'll ... He'll suggest things he would like to have, so guess with input from him. He's had some ... Like his little Game Boy thing was some kind of an educational one, I know, so my daughter got him one of his first ... probably his first little handheld-

Interviewer: Like a Leap Pad or something?

Interviewee: ... device. Yeah. That's what it was. Leapfrog. Leap Pad. Something like that. Yeah. Then, he would see games he would want to play on it and whatever.

Interviewer: Okay. Then, do you know who makes decisions about what the child is doing on the devices?

Interviewee: Well, when he's with us, it depends on the device. If he's with us, it's a ... Of course, if it's a smartphone, it's me. Pretty much if it's the computer, it would be us. Again, with the ... You know those little tablets are small and they just seem to be more independent with those. I mean, usually, I can ... I'll walk by and see what he's looking at or playing what game because I try to monitor it pretty well. I think my daughter is probably a little bit less monitoring; although, I think she does try to keep an eye on that.

Interviewer: All right. You probably-

Interviewee: So-

Interviewer: Go ahead.

Interviewee: I was going to say probably mostly the moms, I guess, when you look at that. The moms more so than the dads.

Interviewer: All right. I think you might have answered this. Which of these devices does the child use independently?

Interviewee: Most primarily is tablet, I guess, but he can use all of them independently, as far as accessing them. We still have the control over he does have to have permission to turn things on. Even his tablet.

Interviewer: When do you feel a need to guide your grandson's use of these devices?

Interviewee: Pretty much always. I guess I still feel like at nine years old they need that guidance with ... There's just so much that they can access on their things that I think it all needs to be monitored, I guess.

Interviewer: In what ways have you provided guidance?

Interviewee: Well, like initially, "Okay." I might have to just say, "Okay. Here's what we're going to do on the computer. We're going to this site," or "here; you can go to PBS but then you can pick whatever you want on those." If he knows another site ... Same thing with the TV, really, and video games. All those kinds of things. Mostly, when you can turn it on; how long you can be playing on it. Then, the games, of course, we limit it to what can come in. I think we have much more stricter controls than at home. Then, he's from a ... He lives in a blended home so he has a mom and a dad, two households. I'm sure at his dad's, it's like free range of what he plays on the computer or accesses on his video games and things like that. We're talking about monitoring still, right?

Interviewer: Mm-hmm (affirmative).

Interviewee: Okay. I guess that's about it.

Interviewer: Do you put filters on his devices or enable the time controls?

Interviewee: No. We haven't because we're there to do that, so I don't know if my daughter has chosen to use those things but ... I think, too, part of that is my age. I think just ... I know my son does a lot more of that with his kids. They do use his smartphones a lot and things like that. He does have filters to where they can not get into areas of his phone that he wouldn't want them to be accessing but I think that's a little easier for them with their generational [inaudible 00:18:07] technology ... What is it? The immigrants of technology. The immigrants of technology.

Interviewer: You're thinking digital natives?

Interviewee: Yeah. Mm-hmm (affirmative), yeah.

Interviewer: Let's see. How do you make decisions about guiding your grandson's use of electronic devices?

Interviewee: I guess when he ... when they're asking permission to play or what they're doing; just give them the reasons why. "You've been on it for quite a while. Let's do something different. Sure, we'll turn it on and you can practice this," or if it's entertainment, just talk about responsible use, I guess. Some of those things.

Interviewer: Do you consider your own childhood experiences with media when you're making decisions?

Interviewee: I guess a little bit. I remember watching just hours and hours of television growing up. I try to do a little bit better than that and, again, coming from an educational background, I know there's much good in technology but I still think it needs to be limited. I know we're going more and more, as a society, towards more screen time, as a whole like we were just discussing. I guess just coming from where I came up, growing up, I know there's a lot of good in face-to-face communication but does it happen as much when they're on their screens? Even if you're sitting there right besides them. It can spark conversations but it's still different. It just draws their focus in to that screen so much that it's still a barrier, I think, towards interaction.

Interviewer: Okay. When making decisions about guiding your child's use, do you think about whether an activity is educational or not? I think you already mentioned this.

Interviewee: Mm-hmm (affirmative). There's probably a balance. Everything I do is not educational. I want some time in front of the TV just to be or just to be entertained-

Interviewer: Yeah. Just to relax.

Interviewee: ... or relaxed, yeah. I know they need that, too.

Interviewer: How do you decide an activity is educational?

Interviewee: Well, I guess if it's ... What I would think of is it just something more mindless or is there some learning to be done? Even television shows, yes, there's learning to be done, but I guess that would be more ... What's the focus behind this activity that we're doing? Whether it's something we're doing on the computer or watching television. He does have some games on the computer ... or, I mean on his video game thing. In fact, I just saw one today that was some brain games. He never chooses to get that one out, so I would say most of his video games are probably not educational. I mean, I know I've seen that the ... arguments about eye-hand coordination, response time; all of that. I don't know if those really have a good transfer to other activities or not when you're not-

Interviewer: That's a good point.

Interviewee: ... on a screen, doing that particular activity. I know with my own son, he liked to do a lot of the sports games and so we did see ... He understood baseball better by playing the baseball video game. We've tried to guide my grandson into some of that with his sports but he doesn't choose to really like to play those, as much. We don't usually ... We'll suggest, guide but if he doesn't want to ... He'll say, "No, I'm good. No, thanks," then that's okay.

Interviewer: Okay. Other purposes you see for their use of the devices would be entertainment?

Interviewee: Mm-hmm (affirmative).

Interviewer: Okay. Are there other uses ... or any uses, excuse me ... you worry about?

Interviewee: Any uses that you're worried about?

Interviewer: Mm-hmm (affirmative).

Interviewee: Yeah. I talked a little bit about that. What they're able to access; content that would not be appropriate. Then, just the amount of time that you're doing that, versus other things, other activities that I think are important in our lives and just our general wellbeing.

Interviewer: Are there websites, magazines, TV shows, or other resources that you've seen or heard about parenting children's use of electronic devices or screen media? That's a long question.

Interviewee: Yeah. A lot. I mean, of course, I have lists of websites and things like that from when I was teaching and then you're all ... All the time you're running into things about how to monitor screen time. If you want specifics, though ... like specific names of things-

Interviewer: Not if you can't think of it.

Interviewee: Yeah. I would think just more in general when you come across things in the newspaper or whatever. I know we did ... I think there was a movie out back earlier this spring. It was more geared towards older kids. I think your teens and things with their access to the internet. I can't even tell you what the name of what that was but I did go see that. I don't have a teen at home anymore but I do think it's important just to keep abreast of those things. I did more of that when I did have my own children in my home or we were the directors of religious education at our church and we did a lot of things like that for parents. We would post things or if we'd come across things get that information out to parents. I think it's important to know about responsible uses. I think, too, like we were talking about, we're the technology immigrants ... my generation ... so we don't always know without doing some research about what we should and should not be doing and encouraging and things like that.



Interviewer: Overall, would you say that the resources that you found are useful or-?

Interviewee: Mm-hmm (affirmative). Yes. Yeah.

Interviewer: All right. Have you received advice from anyone about guiding your grandson's use of these devices? For example, have you been offered the chance to get advice from professionals in the community? Like librarians, teachers, police officers, doctors, or others?

Interviewee: Currently, I would say ... I mean, I know it's available. You'll see things like even here at the library. You know what they're offering and I try to ... I pick these things up today. I always try to see what's going on at the library; what courses they have. I know there's something that, even for my age, that we can access for help if we want the technology. When my kids were young, their schools would bring in police officers. You know, safety on the internet, things like that. Speakers. We would always try to attend those, of course, being educators. As far as right now, with my grandson-

Interviewer: Right.

Interviewee: ... I can't really probably tell you anything in particular, or nor have I sought out any advice, other than just probably reading things. Whatever would come my way. Maybe I feel like I've been there with my own kids. I thought maybe I have a pretty good base of knowledge? Although, I'm sure it's not up to date.

Interviewer: Okay. What else would you have liked to have learned?

Interviewee: In the area of?

Interviewer: Of screen media.

Interviewee: Screen media.

Interviewer: Guidance? Mm-hmm (affirmative).

Interviewee: I think probably just what else is out there. I don't have an iPad. I don't do a lot of apps. I know there's some really great things and some things that are really engaging and entertaining. It's interesting. A few years ago we checked out a bunch of these little things here at the library that were books and videos, TV show episodes, things like that. They were all compact.

Interviewer: The play-alongs?

Interviewee: Yes. My grandsons got a couple at the beginning of summer and then even my five-year-old granddaughter and my two-year-old grandson ... they were like ... They just don't capture their attention. The current, more modern things do. The screens with the colors and so I picked it up too, and I think one was animal moms and babies or something like that. One was a Goosebumps story or

something. It was like, "Yeah. You know, they really aren't the same. Even just in a few years, that's not something that they're ..." They wanted to see it and handle it and experience it to see what it was but then they didn't stay with it because it's like once they figured out how it worked, what it was, the content, and the way it was presented didn't capture their attention, as much. I think that's where I would probably need to know ... be more updated on just what I've got there as far as more current media.

Interviewer: Those are interesting observations about the play-aways. I mean, audiobooks were great; especially if you were taking long trips or something like that but for kids? They're not that engaging.

Interviewee: We got all those ... I think they were going on a trip to California driving and he was probably six, maybe? That's what we checked a bunch of them out. I think he did use them in the car but that was before he had his own tablet and he was younger. Things like that. I did think it was interesting with my two-year-old grandson, even. He wanted it for a time but ... Same thing with my five ... They were fighting over it, for a time, but then I don't think either one of them watched it all the way through. It could've been that particular content. I mean, it could've been the-

Interviewer: It could've been.

Interviewee: ... if they'd had a ... one they had chosen with the-

Interviewer: There is less interaction with that type of a product than a tablet where you're constantly manipulating something.

Interviewee: Yes. Yeah, or you're just watching it like the little TV episode on the screen. Something so ... anyway.

Interviewer: Yeah. I think that's really important to realize. People who develop video games or entertainment or edutainment games have done a lot of research on what engages children and it may not necessarily be for the good but they want to sell their product. You would like to know more about what's out there in terms of apps and their usefulness in different ways?

Interviewee: I think so, yeah. Maybe even ... and different media players and just ... I'm not drawn to those things, myself, and so ... and because I don't have children full time in my home, just haven't spent a lot of time looking at those things. I mentioned I tutor a couple of days a week. I do see a weakness there in that I have access to a couple of tablets with some apps and it takes me so long to navigate those and all that. In watching my students use those, it's still like what I've known, even if it was, say, a manipulative center or something that I had.

They still like which ... They're interacting with it, whether they're learning video games or anything, they're interacting with it to see what it does and figure it out but the learning's secondary, it appears to me. They're flicking the little letters in

the boxes but I don't know how much thought is really behind that or more to see what's going to happen here on the screen. I know ... what if you had a manipulative? Is kind of the same thing. Let's just get this done; sort of a "Let's complete the task," and the learning's more of a byproduct, it appears.

Interviewer: Secondary thing.

Interviewee: Yeah.

Interviewer: Yeah. That's a really interesting observation, as well. Let's see. How do you know who's advice to follow when you find something online or hear something on the news?

Interviewee: Mm-hmm (affirmative). That's a good question. I guess as long as it wouldn't go along with what I think, just as with the background knowledge that I have, if it's something I would feel cautious about, it just doesn't seem right, I wouldn't follow it as far as ... I don't know that I've gone so far as to really look into some things or whatever. The movie that I saw ... Gosh. I wish I could think of the name of that. Kirk Cameron was in it and he was interviewing several different professionals. He had their titles; the books they had written. You had some evidence that they had done some research and had some credibility to what they were saying. If it's an article in the paper, again, you're just going on ... This sounds right. I think this would work. I think it's something I need to put into practice, or not.

Interviewer: All right. Let's see. I think you've answered this already, but in what areas do you feel comfortable guiding your grandchild?

Interviewee: I guess guidance as far as on which particular device?

Interviewer: On screen media time and use.

Interviewee: I don't know. I would say I pretty much feel comfortable in any area. The least area, again I guess, would be the tablet because I am less familiar with those. I monitor that the least. Probably that's why I want to limit his time on it the most. Because I do feel less comfortable with that. If I had one of my own that I was accessing ... I know really my phone is like a tablet.

Interviewer: That's true.

Interviewee: That I'm not, like I said, not a big app user. I don't go to YouTube like they like to do. I have a friend who has young children. I should have you interview her. I'll tell her that you're doing these interviews-

Interviewer: Okay.

Interviewee: ... because she does ... She's younger. She does a lot with her kids. She'll find these YouTube videos but they're all things that she is working with on her kid ...

with her kid. They have a purpose behind them and they're interested in them because they're on YouTube. Easter time, she found a LEGO Passion of the Christ. They loved it because they're into LEGOs. It's like the LEGO movie but it's the Passion of the Christ, so they can watch it together, talk about it. It's a learning activity and there's interest there. I think maybe that's where ... I probably had that generational gap where I might be able to find something that's necessarily as interesting to my grandchildren's age group. That they're going to want to engage in. As far as that kind of guidance, I don't feel like I'm real secure in finding things for them to do. I'm more just monitoring what they're finding on their own, I guess, I would say.

Interviewer: Okay. Are there areas in which you have questions and would like further guidance about for now or in the future?

Interviewee: You know, I know there's a ... things, resources available here at the library. I would say probably no for me in that school's starting. I'm going to have them a whole lot less. I try to pass things on to my daughter when I see them and those kinds of thing. I mean, I can't think of anything. I think you guys do a really good job here through the metropolitan library system as a whole. Being current. I don't know. I was at Walmart yesterday and it's like, "Where's the price checker?" The girl said, "We're not using those anymore. You have to download the app. The app's got all these great things in it." It's like, "Really? What about the people that don't have a smartphone and they want to check the price on something?"

Interviewer: Exactly.

Interviewee: It's not something that I ... It's like I'm just like, "I don't want the app. I just want the price checker." I guess I don't typically seek out a lot more. I'm comfortable where I'm at, I guess is what I'm saying, even though I know I have areas where I could be a little more proactive. Then again, if I was a full-time caregiver to my grandson, there'd probably be a little bit more motivation for that. I feel like for where I'm at with the time we spend together, I'm pretty good with what's available, I guess.

Interviewer: Okay. All right. We've talked about some of this but what are the main things you do with technologies? These different devices we've described.

Interviewee: Oh, okay. I use the computer a lot and my smartphone are my two, main technology devices.

Interviewer: What do you use those for?

Interviewee: I use them for ... well, email. I do a lot of things in email. Research. Information gathering. You don't know about something ... Well, and these days, they're the dictionary. They're your research place where you go. I use Siri a lot.

Interviewer: Use it for communication.

Interviewee: Yes. For communication, for research.

Interviewer: Do you do any kind of creative productions on them?

Interviewee: Oh, very limited on that just because of my skill level.

Interviewer: All right.

Interviewee: I can do a Word document or something or a sign. I know kind of how to do something like that but as far as getting on and watching YouTube, doing Facebook? Mm-mm (negative). That's not something I like to do.

Interviewer: Okay. Would you describe yourself as an expert, beginner, or somewhere in between?

Interviewee: In between.

Interviewer: How about your husband? Does he spend a lot of time with your grandson?

Interviewee: He does. Mm-hmm (affirmative).

Interviewer: What about his experience with technology? What does he use and how does he use it?

Interviewee: He uses those same devices, plus the TV a little more. The video games, he knows a little bit more about. A little more interested in those things, too. He does like to do Facebook. He does do YouTube. He uses it more for entertainment as well as communication more than I do, so he has a little broader background.

Interviewer: Do either of you use them for work-related purposes?

Interviewee: Yes. I'm on there researching things about how to teach multiplication facts better or whatever I'm doing with my tutoring. We're both retired. He's a retired educator, also, but he teaches at [Choctaw 00:37:47] alternative school two nights a week. Teaches science. Even the things we do in our vocation like we both do a lot of education things at our church. We use it a lot for ... gosh, the wealth on the internet these days. It's just amazing, the information we have at our fingertips. It really is.

Interviewer: Would you say he is an expert, beginner, or somewhere in between?

Interviewee: Well, I would probably say somewhere in between, but he's more advanced towards the expert side than I am.

Interviewer: All right. Let's see. It'd be helpful for me to have some basic information about you and your family. How would you describe your ethnic background?

Interviewee: Like Caucasian?

Interviewer: Mm-hmm (affirmative).

Interviewee: Okay.

Interviewer: Your husband as well?

Interviewee: Mm-hmm (affirmative).

Interviewer: Could you tell me the highest level of education you have completed?

Interviewee: Beyond master's degree.

Interviewer: Beyond master's degree?

Interviewee: Mm-hmm (affirmative).

Interviewer: How about your husband?

Interviewee: Same thing.

Interviewer: You've said you're both retired, which ... You are a tutor and he teaches at the alternative-

Interviewee: Mm-hmm (affirmative). Yeah, so we still work part time but we're retired from our full-time teaching jobs.

Interviewer: That concludes my questions. Is there anything else you'd like to tell us on this topic?

Interviewee: No, but I'd be interested in the findings of your research. Will those be ... How will those be disseminated or published or is it just before your work at the university?

Interviewer: Well, the outcomes, I think, as I've mentioned ... one is a training. We're developing training modules that will then bring into libraries and train librarians but also community professionals that they might collaborate with, such as county extension agents or something along those lines. We'll also be publishing, as is expected. We'll publish, probably, in practitioner-oriented journals, so those geared towards librarians and then we're also ... will publish this research in research-oriented journals. We do have a website right now, so if you just look up the navigating screens ... At the time, we had this IRB approved.

At any rate, you can look at that site. Right now, all that's up there is who we are and what we're doing but we hope to complete interviews in September. Also, the PIs who I've listed here are getting together face to face to do some data analysis in November. Probably, we'll start posting things on the website around the first of the year.

Interviewee: I think just from my educational background, because I participated, I'd be interested in just to see what your findings were.

Interviewer: Absolutely.

Interviewee: So, yeah. Next year, maybe I'll get on there and take a look.

Interviewer: Sounds good.

Interviewee: That'll be interesting.

Interviewer: Okay. Any further comments?

Interviewee: I don't think so.

Interviewer: Okay. Thank you for meeting with me today.