

**File Name:** NavScreensParent17Transcript2018

**Interviewee:** Mother of one girl age 11

**Interviewer:** Okay. So how many children do you have?

**Interviewee:** I have one.

**Interviewer:** Okay. And what her age?

**Interviewee:** She's eleven.

**Interviewer:** Eleven. Okay. Our project is of course children ages five to eleven. So we'll ask questions primarily about your child who falls in this age group. Okay? So we'd like the talk with you today about electronic devices such as TVs, smart phones, laptops, tablets, iPads, e-readers, desktop computers, even game consoles. Basically anything that has a screen on it. Tell me about the devices that your family owns and how your family members use them.

**Interviewee:** Well we have a TV but she does a lot of out of the house activities so we don't watch very much TV.

**Interviewer:** Okay.

**Interviewee:** We usually, if we watch anything we watch the MeTV with the older shows on it. And we watch the Food Channel and [inaudible 00:00:59] channel. That's about all we watch because we're gone from the house a lot.

**Interviewer:** Okay. Do you have a desktop computer?

**Interviewee:** Yes. We have a desktop computer, we have a tablet, we have the phone-

**Interviewer:** Do you have one or two?

**Interviewee:** One.

**Interviewer:** One phone?

**Interviewee:** Yeah. Just one phone. She doesn't have her own phone.

**Interviewer:** Okay.

**Interviewee:** And we have some, I don't know what it's called, a little flat device also which she does mainly.

**Interviewer:** Like a Kindle or something?

**Interviewee:** No.

Interviewer: She doesn't read on it?

Interviewee: I don't know. Maybe you mentioned it. Can we go back?

Interviewer: A tablet?

Interviewee: No. We have a tablet. I know that one.

Interviewer: E-reader? Desktop computer? Game console?

Interviewee: No. We don't have any game consoles.

Interviewer: Smart phones? TVs?

Interviewee: I don't know what it's called.

Interviewer: iPads, laptops.

Interviewee: It's just a little flat something.

Interviewer: It's probably a tablet of some kind.

Interviewee: We'll say tablet.

Interviewer: Okay. All right. Okay. So she uses it mainly at home?

Interviewee: Yes. Now she does use the cell phone in the car because she does some part of her homeschool on there.

Interviewer: Okay.

Interviewee: And she does the Khan Academy on there. She does that when we're riding in the car. And let's see, what else does she? She has a new music app her piano teacher told her about. She does that in the car also to teach all kinds of things with music.

Interviewer: Okay.

Interviewee: And she really enjoys that one because it's like people from all over the world are doing it from different nations.

Interviewer: Oh, interesting.

Interviewee: And so if she gets high enough she'll be number three in the world or something and she gets real excited about that.

Interviewer: That is very exciting. Wow. What a great program.

Interviewee: It really is. We just started it a couple weeks ago.

Interviewer: So she uses devices in the car. How about at friends or relatives homes or the library?

Interviewee: No. No. At the library she looks up books and she requests books and we do that at home also.

Interviewer: Okay. So you use the desktop for that primarily?

Interviewee: She also reads book on the [inaudible 00:03:02].

Interviewer: On the computer?

Interviewee: E-books.

Interviewer: On her-

Interviewee: From the library. Yes.

Interviewer: Okay. All right. So does she read those on the little flat device or?

Interviewee: Just all of them really.

Interviewer: Okay.

Interviewee: Not the big computer so much it's the smaller ones.

Interviewer: Okay. All right. So maybe on the phone as well.

Interviewee: Right.

Interviewer: Okay. So I've written down this list of devices. I think we talked about the primary user but you yourself are also a user of these.

Interviewee: Yes. But I don't do much.

Interviewer: Okay.

Interviewee: I request books from the library and try to get them back on time. That's the trick. We use a lot of books. We do kind of the classical education so we use a lot of library books.

Interviewer: Okay.

Interviewee: We have two cards and we may have 40 out on hers and 50 out on mine. We go through a lot of books.

Interviewer: That's wonderful. That's great to hear your use of the library is so high.

Interviewee: Oh we do.

Interviewer: So she's homeschooled but do you use, and you're using the Khan Academy so I imagine she uses the desktop to do her schoolwork online?

Interviewee: No. I'm a retired elementary teacher. And so we use all kinds of materials.

Interviewer: Okay.

Interviewee: Books, workbooks, and then I said the classical where we have a guide and we read a lot of books to go with that.

Interviewer: Okay. All right. And she doesn't use devices at say friends houses or-

Interviewee: No. She doesn't go to friends houses much.

Interviewer: Okay. All right. Let's see. So for, well I think we talked about the activities already so we don't need to go over that again. Okay. So think about your child's day yesterday or recent day you were together. Walk me through the day from the time they wake up until bedtime paying particular attention to the devices she used yesterday.

Interviewee: Tricky. I know she was working on the tablet because she was trying to change the password, trying to get that setup correctly. She's much more knowledgeable than I am. And then she worked on the large computer requesting books from the library. And then she, and like the email, she checks the email too. We both do that. And then on the cellphone she did her game, her music game. She worked on that and she did Khan Academy.

Interviewer: Okay.

Interviewee: And she read a book in the car.

Interviewer: Okay. Did you use a television at all during the day?

Interviewee: Well we did watch TV but no we didn't. Last night Cox Cable went out in our area. So we didn't get to watch TV last night.

Interviewer: But on a typical day you might watch TV in the evenings or something?

Interviewee: Yes. We don't watch much TV. Maybe an hour or so. Sometimes when we're eating we'll watch TV.

Interviewer: Okay. All right. Let's see. And you have Cox Cable so you basically have the cable stations?

Interviewee: Yes.

Interviewer: Okay. And you did mention some things that you watch.

Interviewee: We don't, I limit that. We don't watch many of them, I'll say that.

Interviewer: Okay. So you don't have like a Smart TV and you're doing YouTube and Netflix-

Interviewee: No. We can do YouTube but we-

Interviewer: But you don't.

Interviewee: Well we both sew and so we may look up sewing directions on there, something like that. But just using it all the time, no.

Interviewer: Okay. All right. I know you don't think about these different uses until-

Interviewee: I know, I'm thinking of more, I should talk to you.

Interviewer: Okay. And how has routine changed as your child has grown older?

Interviewee: She is on them more. She spends more time. And with her school she's spending more time doing schoolwork on them. Especially the phone when we drive in the car.

Interviewer: Do you think that she uses them more for educational rather than entertainment kinds of-

Interviewee: Oh yes.

Interviewer: Okay.

Interviewee: We don't do much entertainment on there.

Interviewer: Okay.

Interviewee: She doesn't play games at all.

Interviewer: Okay. Other than the music program that she's using.

Interviewee: Yeah. That's educational.

Interviewer: Right. Yeah. I would think so. Do you remember how routines were established when the child was very young?

Interviewee: Let me think. She picked up how to use the computer faster than I did. I have a grandson that came over and helped us get started and she picked up on that a lot faster than I did. But she has never done a lot on there like some of the other kids have which is, she plays six instruments, she does karate, she does archery, we're going to start robotics, so we're just so busy we don't have time for that with the educational things too.

Interviewer: Right. Sounds like a great routine to me. So in terms of say the other devices like watching the television, things like that, was that just something that has always been part of your routine? It's not really changed.

Interviewee: Yes. Really when the MeTV came on, I don't like a lot of shows that are on now for my judgment, just my call. But I feel like they're good for her to watch, safer for her to watch.

Interviewer: The MeTV?

Interviewee: Yes. So we watch a lot of the older [inaudible 00:08:28] and Andy Griffith and that kind of thing.

Interviewer: Those are fun.

Interviewee: Yes.

Interviewer: Okay. So does she have friends or relatives who make suggestions or model things to do on the devices?

Interviewee: Well my grandson helps us a lot with it. She has two friends from karate, from archery, who are older than her and they will text her, I think that's what it is, text her sometimes. But a lot of times we can't answer because we're so busy. So she doesn't have much. That's the only ones that she texts.

Interviewer: Okay.

Interviewee: Once in a while.

Interviewer: And so they don't make suggestions on programs or apps to put on your phone?

Interviewee: No. Not that I know of. They're just talking back and forth.

Interviewer: Okay. All right. Let's see. And your grandson, he primarily helps with the technical side of this?

Interviewee: Yes.

Interviewer: He doesn't make suggestions on things for her to do?

Interviewee: No. No, he doesn't. He just helps us when we get in a mess.

Interviewer: Okay. All right. Okay. So this is the next question then. Who primarily helps your child with the devices? For example, if they need help getting started or when something needs to be fixed?

Interviewee: Well she tries to fix it herself.

Interviewer: Okay.

Interviewee: And then if it doesn't work, we call the grandson.

Interviewer: Okay.

Interviewee: And she's pretty good at it. And she can fix it most of the time. But sometimes we have to call him.

Interviewer: Okay. I'm just curious. How old is he?

Interviewee: He's 18.

Interviewer: Okay. Okay. All right. So who makes decisions about purchases of the technology?

Interviewee: Oh, I do.

Interviewer: You do? Okay. And who makes decisions about what she can do on the devices?

Interviewee: I do too.

Interviewer: Okay.

Interviewee: And let me say too on the purchases, her piano teacher has given us all of the devices.

Interviewer: Oh, okay.

Interviewee: Really.

Interviewer: Except your phone, I imagine.

Interviewee: No. She gave us the phone too.

Interviewer: She gave you the phone too? Okay.

Interviewee: And Abby, she gave Abby a phone but it is not connected.

Interviewer: Okay.

Interviewee: She can just use it at home.

Interviewer: Oh so it has wireless but only at home?

Interviewee: Only at home.

Interviewer: Okay.

Interviewee: And she broke the screen so she doesn't use it at all.

Interviewer: Well that's easy to do. Okay. All right. But of course she didn't buy your television or your desktop?

Interviewee: No. I bought the television. They gave us the desktop too.

Interviewer: Oh, okay.

Interviewee: He does something with computers for a pharmacy and I don't understand what. But somehow he gets these things and when they get new ones all the time, they give Abby the old ones.

Interviewer: That's nice.

Interviewee: Oh, very nice. It's very nice. Wonderful.

Interviewer: Well and he can recycle the technology instead of it going to a landfill or something.

Interviewee: Right. right. So we're very thankful.

Interviewer: That's very nice. Okay. All right. Would you say that she uses all of the devices independently?

Interviewee: Oh yes. She can use them independently.

Interviewer: Okay. So when do you feel a need to guide her use of these devices?

Interviewee: I don't much because she doesn't do much on them. When the older girls text her I try to keep an eye on that a little bit to see what the conversation is about. But that's the only time.

Interviewer: Okay. So if she goes on the desktop or your phone and look up something on YouTube, do you guide her in that way?

Interviewee: Oh yes, yes. She can't just do anything. The computer is sitting right by the TV where anything she does is very obvious. So there would be no way.

Interviewer: So if you provide guidance, is it mainly related to content or time spent online, or any-

Interviewee: Both.

Interviewer: Both?

Interviewee: Yeah.

Interviewer: Okay.

Interviewee: Both. If I think she's been on there long enough I'll tell her to get off.

Interviewer: Okay. Any other type of guidance?

Interviewee: Well she's pretty capable of judging for herself. So there's not a lot but sometimes I'll say let's not do this one or something. But she really doesn't go anywhere that



she shouldn't right now so I don't have that problem. I may in the future but right now I don't.

Interviewer: Well she's probably right at that age. Okay. Let's see. We talked about that. How do you make decisions about guiding your child's use of electronic devices. For example, do you consider your own childhood experiences with media when you're making decisions?

Interviewee: Well not me because I'm so old we didn't have it. So I can't go back that far.

Interviewer: Yeah but you had television.

Interviewee: Yes but we didn't get it until I was older.

Interviewer: Okay. So how about your adult years? Do you, your young adults years and growing older.

Interviewee: Ask me the question again. I forgot.

Interviewer: So how do you make decisions about guiding your child's use of electronic devices? Do you, for example, consider your own childhood experiences with media when you're making decisions?

Interviewee: I guess I do because it seems to me that the TV shows were more appropriate for her age than they are now. So I do. And I'm very happy to have that MeTV.

Interviewer: Okay. All right. And when making decisions about guiding your child's use, do you think about whether an activity is educational or not?

Interviewee: Oh yes.

Interviewer: Okay. And how do you decide it's educational?

Interviewee: Is she going to learn something she needs to know?

Interviewer: Okay. All right. What other purposes do you see your child's use for the electronic devices?

Interviewee: Well in the future she's going to be writing papers on them I'm sure. She can already, she's already written reports on them but more elaborate, more detailed essays and papers. And perhaps somewhere in the future she will be going to school you know, like [inaudible 00:14:16] where they do their work mainly on the computers. So I can see that coming in the future.

Interviewer: Okay. Do you, I think we already talked about this, but does she use the devices for anything besides educational?

Interviewee: Really not much.

Interviewer: Okay.

Interviewee: Like I said, the sewing things. We may look up patterns and she may look at how to make an apron or something like that.

Interviewer: Okay.

Interviewee: But that's kind of educational too.

Interviewer: Right. But it's also creative.

Interviewee: Right.

Interviewer: So she's a maker it sounds like.

Interviewee: Yes. Yes.

Interviewer: Okay. That's great. Okay. Are there any uses you worry about?

Interviewee: Well I think the texting on the phone is the only one I'm kind of concerned about.

Interviewer: Okay. All right.

Interviewee: Not much yet.

Interviewer: So are there resources such as websites, magazines, or TV shows that you've seen or heard about parenting children's use of electronic devices or screen media?

Interviewee: No.

Interviewer: Okay.

Interviewee: I'm sorry to say.

Interviewer: So then you don't need to answer those next two. Let's see. Have you received advice from anyone about guiding your child's use of these kinds of devices?

Interviewee: Have I received advice? Well I guess my daughter I talk to her about it.

Interviewer: Mm-hmm (affirmative).

Interviewee: A little bit. Because she knows more about it than I do and she's more closer age than I am.

Interviewer: Okay.

Interviewee: Sometimes I talk with her about it.

Interviewer: Okay. Have you been offered the chance to get advice from professionals in the community such as librarians, teachers, police officers, doctors, or others?

Interviewee: No.

Interviewer: No. Okay.

Interviewee: I'm sure I could get help if I ask here but I haven't asked.

Interviewer: You probably could. So you haven't gone to any programs or anything like that?

Interviewee: No.

Interviewer: And you're a homeschooler so you're not in the, you're not in touch with teachers other than the piano teacher. Okay. Has he offered any kind of advice?

Interviewee: No. And she has so many teachers. She has like six music teachers and karate teachers and archery, there's lots of teachers.

Interviewer: Okay.

Interviewee: And none of them have ever, they may say text me or call me or something, that's it.

Interviewer: That's true. They're teaching her a skill rather than having to use the technology to teach those skills. Okay. All right. So they haven't pointed out any kind of websites or anything like that and things for her to use.

Interviewee: Not that I know of. We get, like for archery we get something from the United States Archery Association. We get emails from them. But I mean, it's not, they don't say go to this site or anything.

Interviewer: Okay. All right. So when you talk to your daughter, do you find her advice useful?

Interviewee: Oh yes. Yes. She has three sons, I think I told you. Eighteen year old is the middle one and a fifteen year old and I think he's twenty-one. And so she's gone through this with her boys and so she's very helpful.

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

Interviewee: About this?

Interviewer: Mm-hmm (affirmative). About screen media.

Interviewee: Well right now I don't think I need much more but I know that I've noticed with, I sponsored a group to go to Frontier City and there were three girls in the group, they're Abby's age. And everybody in that whole youth group had phones. I'm just really, I know most kids have them, but Abby doesn't have one yet and I was just

amazed how much they're on the phone. I mean, you're at Frontier City and you're still on your phone. That was amazing to me that that happened. So I'm kind of concerned about time wise on the phone for the future.

Interviewer: Okay. How do you know whose advice to follow?

Interviewee: Well. You just do the best you can. I don't know how to answer that one. Someone that has used technology and is knowledgeable about it. That's who I would talk to.

Interviewer: Okay. In what areas do you feel comfortable guiding your child?

Interviewee: She knows more about it than I do. The TV I guess would be the best one because the computer side of it, she knows much more than I do.

Interviewer: Well it sounds like you guide her in terms of content.

Interviewee: Oh yes, yes. I try to do that.

Interviewer: Okay. When you look for things online, do you just sit down together and do the searching together?

Interviewee: Well, she's sitting right here but I'm right in the, the kitchens right there, the living rooms right there. So it's not like she can go anywhere that I won't know about.

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

Interviewee: Well I would like to know how when everybody else has a phone and everybody else is on the phone, how do you guide her to say maybe that's not the best choice?

Interviewer: Mm-hmm (affirmative).

Interviewee: You know, because if everybody else like in that youth group, I mean, every child had a phone. She was the only one that didn't. And I thought how do you get them off of their phones? They've got a music concert on their phones. I mean, I couldn't believe it. I was very shocked. And on the rides. I thought, you're here for the rides. Anyway, that would be my question. How do you get them to realize that you don't have to live on your phone?

Interviewer: Okay. Great question. So what are the main things you do with technologies that we've mentioned?

Interviewee: Request library books is the big one.

Interviewer: Okay.

Interviewee: And try to get them back on time. We both love to read and so we read books too and we do that. Keeping her schedule is real difficult and I can do that through the emails and keeping up to date with everything when it's going on. So that's, I guess the email and the library sides would be the two I use the most.

Interviewer: Okay. So communication and education, entertainment.

Interviewee: Yes.

Interviewer: Okay. All right. And I think you mentioned earlier using YouTube to learn how to do different types of things and sewing techniques.

Interviewee: She does some music things on there too.

Interviewer: Okay. So creative production, things like that?

Interviewee: Well her guitar teacher will say, "Have you heard this song?" It was a John Denver song. And she said I had never heard it so we went home and looked it up and she listened to John Denver.

Interviewer: Okay. So in relation to the devices you've mentioned, would you describe yourself as an expert, beginner, or somewhere in between?

Interviewee: Tiny bit in between. A little bit above beginner.

Interviewer: Okay. All right. And could you tell ... That doesn't fly. Because I assume you don't, well I shouldn't say that either. Could you tell us about your child's other parents experience with technology?

Interviewee: No.

Interviewer: Okay.

Interviewee: We know nothing about them.

Interviewer: Oh you know nothing about her parents?

Interviewee: Well I do but they lost contact. Her father is my nephew. But there's no interest there so I couldn't tell you possibly.

Interviewer: Okay. All right. And you don't have a husband at home?

Interviewee: No.

Interviewer: Okay. All right. Because why I'm waffling a little bit is because we try to get a sense of who's in the household and what their expertise is in the technology as well. So that one doesn't apply.

Interviewee: No. Just me.

Interviewer: Okay. Actually I'll just take that out of my recording. Let's see. It would help for us to have some basic information about you and your family. How would you describe your ethnic background?

Interviewee: You're talking about like German and Eng-

Interviewer: Sure.

Interviewee: Mainly German and English.

Interviewer: Okay. All right.

Interviewee: Now she is Cherokee and on the Cherokee rolls.

Interviewer: Oh, okay.

Interviewee: Part Cherokee.

Interviewer: Part Cherokee and part Caucasian?

Interviewee: Mm-hmm (affirmative).

Interviewer: Okay. All right. And let's see. Could you tell me the highest level of education you have completed?

Interviewee: Well I, bachelors degree for education. And I attended some classes but I didn't finish the masters.

Interviewer: Okay. And what is your profession?

Interviewee: I was elementary-

Interviewer: An elementary teacher. Okay. Is there anything else you'd like to tell me on this topic?

Interviewee: I want to know what's going to happen in the future, which you can't tell me. I mean, it's already so dominant. What's going to be in ten years?

Interviewer: That's a good question.

Interviewee: I just wonder about that.

Interviewer: I do wish I had a crystal ball.

Interviewee: That would be my question.

Interviewer: So if there were training classes here in the library for, someone gave me a great title the other day, a parents or caregivers guide to teen and tech, or kids and technology. Is that something that would be interesting?

Interviewee: Oh yes, yes. But I would have trouble coming because we're always together. I don't have anybody else to leave her with. She'd have to be wandering in the library. Or maybe she could help John or something.

Interviewer: She could. She could sit and read a book.

Interviewee: Yeah.

Interviewer: Okay. All right. So anything else?

Interviewee: I think that's all.

Interviewer: Okay.

Interviewee: I did, when I was teaching, the children were using computers to learn. It was a very basic program back then. And I've just seen it change so much. And that's why I was wondering about the future.

Interviewer: Mm-hmm (affirmative). I think we all do. Okay. Well thank you very much for participating.

Interviewee: Yes. Thank you.