

**File Name:** NavScreensParent3Transcript2018

**Interviewee:** Mother of 1 daughter age 12 and 1 son age 10

**Interviewer:** Okay. So let's begin. So how many children do you have?

**Interviewee:** Total of four.

**Interviewer:** Four? Okay. And what are their ages?

**Interviewee:** 23, 20 ... I'm sorry. 22, 20 and 12 and he just turned 10, yes.

**Interviewer:** Okay.

**Interviewee:** Sorry. Too many kids.

**Interviewer:** I don't remember what age mine are either, so ...

**Interviewee:** We're getting ready to have their birthdays, that's why I keep forgetting. Sorry.

**Interviewer:** So our project is on children ages 5 to 11, so we'll ask questions primarily about your children who fall in this age group. Okay? So we'd like to chat with you about your electronic devices such as TVs, smartphones, laptops, iPads, e-readers, desktop computers and game consoles, or basically anything with a screen that you might have. So I'm going to keep a list because we'll refer back to it throughout the interview. So tell me about the devices your family owns and how your family members use them.

**Interviewee:** Okay. My husband and I have cellphones. These two are the only ones left in the home, so the only one that really qualifies with your ages is that one. So is that what you want me to refer to only?

**Interviewer:** All your technology at this point.

**Interviewee:** Okay. And then they have iPads for school because I homeschool. And we do have computers in the home as well that we do school on, that hook up through our TV so we can do it, broadcast out. So everybody can see it all in one area. We do have Xboxes and such like that, but our game consoles are not allowed out unless it's a very special occasion.

**Interviewer:** Not allowed out? You mean, out of ...

**Interviewee:** Well, they're in the TV console.

**Interviewer:** Oh okay.

Interviewee: But the cords are hidden, so they can't be gotten to. Because we're very rigid about how school goes, and chores, and all that. But only if it's a special, maybe a birthday party or something, that they can be brought out. In the game consoles.

Interviewer: Okay. Are those connected to the internet?

Interviewee: They can be.

Interviewer: Okay. All right. Just curious. That's what I thought you meant when you said they're not out, meaning that they didn't connect outside of your house.

Interviewee: Oh no. And we have a few of those, we just don't allow them.

Interviewer: Okay. Anything else?

Interviewee: I don't know that we have anymore.

Interviewer: Do you have any TVs?

Interviewee: Yes, I'm sorry, yes.

Interviewer: TVs. We forget about those.

Interviewee: Sorry. Yes. At the moment, we have them in ... they're not in the kids' bedrooms. But we have them just about in every room. But they're mainly, except for the one in the living room, and our, my husband and I's bedroom, they're only used for school. Because we can hook up our everything, our computers through them to broadcast school out.

Interviewer: That's pretty neat.

Interviewee: It's really neat.

Interviewer: Okay. Let's see, I lost my place.

Interviewee: Are you referring to Bluetooth, too?

Interviewer: Anything that you consider with a screen.

Interviewee: That's mainly Bluetooth stuff for his robots and stuff. Does that count?

Interviewer: How do you ...

Interviewee: Because they code ...

Interviewer: Do you connect it to the computer?

Interviewee: Well, through this, like you could take out, on one of these robots you take out his eye screen, and you can put your cell phone in there. And it does its' own. And you can talk, and it's really cool.

Interviewer: That sounds really cool.

Interviewee: He codes and does all that with his robot. So it's all Bluetooth, though.

Interviewer: Okay, all right, we'll add that to our list here.

Interviewee: We have tablets, I have a tablet, too. I don't know if that counts.

Interviewer: Yes, definitely. Okay. So do your children use devices anywhere else? Such as their friends' or relatives' homes, daycare, or even a library?

Interviewee: Here, they do, yes, at the library.

Interviewer: Okay. So I've written down a list of the electronic devices you've mentioned, let's talk about each of them. So who is the primary user for the cell phones? Yourself and your husband?

Interviewee: My husband and I.

Interviewer: Okay. And iPads, they both have an iPad?

Interviewee: They each have an iPad for Christmas, they got for Christmas, for school.

Interviewer: And the computers?

Interviewee: Computers, okay. The one we have hooked up to the living room TV is done for school only purposes. And his coding program is on there, one of his coding programs, and such. Let's see, the surface is mine only, and then my husband has a lot of his computers for work. And then at church, I forgot to tell you about that, at church, he's the IT director, and the multimedia director, so we do have that at church. Sorry. Forgot about that.

Interviewer: No worries. Okay. Let's see, think about your child's day yesterday, or any recent day you were together, and walk me through the day from the time your child woke up until bedtime. Paying particular attention to the devices he used yesterday. And what devices did he use, and what did he use them for?

Interviewee: I've got to think what we did yesterday. Yesterday. Hang on a minute, I need to think. Son, what did we do yesterday? Where'd we go yesterday?

Speaker 3: We go to church.

Interviewee: Oh yesterday was Sunday, okay. Well, he runs the lights at our church, and then he helps with the computer, putting it up on the screen with the words for the worship. So that would've been first thing in the morning. And we got home, he

probably got his tablet out. Sundays, we're a little relaxed on it. So he probably played on his tablet quite a bit. Another thing I forgot was, here at the library, they have what they call Playaways, and they're little games. I don't know if you are familiar.

Interviewer: I do.

Interviewee: So they check those out as well, and they have those times they can play on that. So he played on his a little while yesterday, as well. Yeah.

Interviewer: Do they watch television at night? Or movies at night?

Interviewee: No, not much. We really restrict TV.

Interviewer: Okay.

Interviewee: He agrees.

Interviewer: He says, "Yep." And does he play on your phone?

Interviewee: Very rarely does he play on my phone. If he does, it's on situations like this, when he didn't bring something to do.

Interviewer: Okay, okay.

Interviewee: Unless he sneaks it.

Interviewer: They're good at that age, aren't they?

Interviewee: He's not so bad. It's the other one.

Interviewer: So the devices that he used were primarily, would you say, for ... Well, except for those at the church where he's performing a specific function. Would you say they're primarily for education? Or for entertainment? Or something else?

Interviewee: We primarily use education.

Interviewer: Okay, all righty. So let's look at our list again. How do these devices fit into your family routines?

Interviewee: Well, I mean, do you want each device?

Interviewer: It doesn't matter.

Interviewee: Well the tablets, the computers, and my surface, and my phone are used for school a lot. And then, after they have their school done, their chores done, and they have their programs that they have to have done, like his coding. She has guitar lessons on hers. That kind of stuff. Once that's all done, they can play games on there. And then,

Interviewer: On their iPads?

Interviewee: On their iPads, yes.

Interviewer: Okay, okay.

Interviewee: Or, they can get those Playaways out. And so, it's up to them how they spend their time. And then if we need to do something, or something else, then they're taken away.

Interviewer: Okay, so do you think that your routines associated with screens has changed as your children have gotten older?

Interviewee: Absolutely. We didn't used to homeschool. And so, it has really made a difference, and we're real strict with them. And so, as far as the getting older and stuff, as I keep telling her, the more freedom comes more responsibility. You know, it does change daily, as they get grounded from things, too. So ...

Interviewer: Sure.

Interviewee: Sorry. But it's so true. Yeah, we do ground them from things, so.

Interviewer: So when you weren't homeschooling, did you feel that the routines were different for your other children?

Interviewee: My other children. They were more actively involved, like one was a cheerleader and one was football, baseball, basketball. So they were hardly home. They would have their cells. And electronics back then were important to them, but not as much. And then, we did have the game consoles available.

Interviewer: Okay, okay. Do you remember how those routines were established, when your children were very young?

Interviewee: Now, these? Or the older ones? These?

Interviewer: Mm-hmm (affirmative)-

Interviewee: Well, when they were very young, as in, what? Toddler age? Or school age? What?

Interviewer: School age.

Interviewee: Okay.

Interviewer: Primarily 5 through 11, but ...

Interviewee: Okay. When we started homeschooling, we worked pretty much the same way. Computer, one, we had a computer set up to a TV that was in our homeschool room. We have now moved, so we don't have a homeschool room. We just go

wherever we go. But yes, in that. And then, with the Xboxes. But that's how, now that they're older, they're getting their own things. And now that they're in the higher grades, they're able to work independently. And so that's how they got their iPads, for this. And then, we've also changed curriculum. So now, a lot of curriculum is online. And so, going through that route, you've got to ... you know, we just adjust what works. One year may not work the next year. And so we're slowly going into online homeschooling. So,

Interviewer: Okay. Okay. That will definitely change your routine. Do your children have friends or relatives that make suggestions, or model things to do on devices?

Interviewee: Yes. They have friends at church. And they all do their Minecraft games together. And like, yesterday morning at church, they all brought their tablets, and they all got together to build their cities and stuff that they're doing with that. So they do have influence from friends and such. We do limit that very seriously, though. Because we do not allow any social, in or out, of computers, amongst the kids.

Interviewer: Okay. So would they maybe make suggestions about games, educational games, or something along those lines?

Interviewee: Yes, yes. And that happens all the time. Well, that's kind of more me. Because I'm looking for more suggestions of how to pull in resources for school, the education resources, such as math games, or such. So yes.

Interviewer: Okay.

Interviewee: And downloading books, too. Ebooks and such.

Interviewer: Okay. So who primarily helps your children with the devices? For example, when they need help getting started with something, or if something needs to be fixed.

Interviewee: Okay. I am very limited in my knowledge. However, my husband is not.

Interviewer: Okay.

Interviewee: So he will get me started in that, and then, if I'm to an understanding point, I can help them.

Interviewer: Okay.

Interviewee: But if we get to where the learning is just, right now, basic, to where they can get on and get what they need done, done. And then, if we need to go from there, if I can help them, I do. If not, it goes straight to my husband. He's the IT guy.

Interviewer: That's true, yes. Okay. Let's see, who makes decisions about purchases of technology in your house?

Interviewee: My husband.

Interviewer: Okay. All right. And how about games or things like that?

Interviewee: Online games? Is that what you're asking about? For the computers, and such?

Interviewer: Yeah.

Interviewee: That's kind of my husband and I. They're very limited. We only allow one at a time. They're not allowed more than two, more than one at a time. They're not allowed to have two at once.

Interviewer: Okay. And who makes decisions about what the children are doing on the devices?

Interviewee: Oh goodness. We try to monitor that, hard. That's mainly me, to make sure that they're doing what they need to do, but my husband as well. But I'm with them, teaching them, almost all day, so yeah.

Interviewer: Okay. All right. So which of these devices on our list here does your child use independently?

Interviewee: The iPads, they use independently. They can use the cell phone, like in this situation, here. That's ... And the Playaways, they do.

Interviewer: Okay. And he does his Bluetooth? Or does you or your husband help with that?

Interviewee: The Bluetooth, yes. No, I help him completely with all of the computer stuff.

Interviewer: Okay, let's see. When do you feel the need to guide your child's use of these devices? And in what ways have you provided guidance in how to use them?

Interviewee: Well, as more and more technology comes out, and their friends ... And they're getting older, and their friends are starting to get more technology, they're wanting to get where they can communicate between devices. And we don't allow that whatsoever, as of right now. It's not the friends, it's not the kids, I'm just worried about the outside getting in. And so, at that point, that's where we're stopped. We haven't started that yet. Again, with freedoms comes more responsibility. And I'm just not ready to give that over yet.

Interviewer: Okay. So,

Interviewee: I think the biggest thing that they would have would be within their Minecraft. And some of that, you've got to kind of monitor, as well. Because some of those are to where other people are on, and we don't allow that, so.

Interviewer: So when they do Minecraft, they're not in multiplayer situations?

Interviewee: They can be.

Interviewer: They can be?

Interviewee: And ...

Interviewer: As long as you're there with them?

Interviewee: Well, if we catch them, they won't be again.

Interviewer: Okay.

Interviewee: I mean, we don't mind as long as their friends bring their tablets, and such.

Interviewer: Sure.

Interviewee: But once they're out of that situation, we don't want them online to where ... social is out there, so.

Interviewer: Got it, okay. So how do you make decisions about guiding your child's use of electronic devices?

Interviewee: Well, again, a lot of it is with freedom comes great responsibility. They show us that they have the responsibility that they cannot do the things that they're not supposed to be on and doing, then we will give them the freedoms. But once they step over that boundary, we know that they're going to take advantage of it. And so, we'll just limit them for as long as we can. We know that life happens and they grow up.

Interviewer: Sure, of course.

Interviewee: And you've got to give them ... But at this point, you know, we're still going to protect them as much as we can while they're in the home.

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

Interviewee: Always.

Interviewer: Okay. And how do you decide if an activity is educational? I know that's kind of subjective.

Interviewee: Well, if it's got learning in it, or any of the directions that we're wanting our children to go, as far as learning. Or, they already know what they want to do when they grow up. So, in the homeschooling, you can kind of put this aside a little bit and push them that way, and that's what we're going for. And so, if it's anything in a direct line to what they're wanting to do futuristically, then yes, we will allow, to a degree. Again, they can only have one game at a time. But if it's anything as getting online to check something, or something like that, they do have that freedom, as long as they don't cross those lines, again.



Interviewer: Okay. So what other purposes do you see for your child's use of technology, or electronic devices?

Interviewee: Now? Or futuristic?

Interviewer: Right now.

Interviewee: Right now. Well, can you restate that, again?

Interviewer: Sure. What other purposes do you see for your child's use of electronic devices? So we talked about educational. Are there other?

Interviewee: He uses it for his coding and his robots, to code them, to program them.

Interviewer: So recreational?

Interviewee: Yes, some. Some recreational. And then playing some games, they get that. But other than that, they use them for referencing, for school.

Interviewer: Okay, so they don't use them for emailing grandparents, or ...

Interviewee: Again, they're not allowed to have any type of that social, right now.

Interviewer: Okay.

Interviewee: My older, she uses it to type up her papers, sometimes.

Interviewer: Okay. And you probably already answered this, but are there any uses you worry about?

Interviewee: Yes. You know, the scamming, the bringing in any viruses is a big one. We limit our searches. We do have firewalls up, and such. That's one. The other is predators. That's my huge one, is predators. That's why we're not there yet. And then, their time they're devoting to it is another thing we have issues with sometimes. Because they are in the middle of something, and they don't want to just shut down there, and they've got to. And we've had issues with that before.

Interviewer: So do you limit the amount of time they're on each day, or?

Interviewee: We do not have a certain time frame that they can have. Again, with responsibility comes freedom. If they have done what they're supposed to have completed, for their chores and their schools, and you know, yeah. We will give them freedoms.

Interviewer: Okay. So are there websites, magazines, TV shows, or other resources you have seen or heard about, parenting children's use in electronic media?

Interviewee: I'm sorry?

Interviewer: So have you looked at websites or books, or talked to other people about how to decide about technology use for your children?

Interviewee: Yes. With homeschooling, yes. Because whether our curriculum is either through online, or through, just even the CD/DVD parts of it, you know? And I am in a lot of Facebook groups with other moms, and I guess dads, that homeschool. And we do, we discuss this type of stuff a lot.

Interviewer: Okay. Do you go to websites? Like for example, Common Sense Media? Or anything like that?

Interviewee: No, no, they're mainly homeschool sites, mainly within the state. Now, there are some outside, and then there are some companies that we actually use their curriculum. So we will go through their sites. And they have it to where we can, like with our science, for example, we use Apologia. They even have Pinterest. And you can go to Pinterest to get all the ideas of what people used, and how they do things, and such. But we communicate through there.

Interviewee: If we have a problem we can't find an answer to, or something like that, all you have to do is put it in there and they'll ping right back what the answers are. Or where to go to find them. Or what, in fact, like I was on there earlier today, and there's a Facebook live coming up through Apologia. And it's questions that you might have, you can just, in the live sessions, you can just go in and ask and such. So yeah.

Interviewer: Okay. Do you use those types of spaces to ask questions about screen media time? Or mainly for your homeschooling process?

Interviewee: Yes, I do, sometimes. Because I mean, I don't want them to be non-social. But at the same time, we need to protect them. I mean, that's why we homeschool. Not totally, but one reason why.

Interviewer: Sure, okay. Those that you have encountered, do you find them really useful, or?

Interviewee: Very.

Interviewer: Very useful.

Interviewee: Yes.

Interviewer: Okay. And why would you say that?

Interviewee: Well, when you're in certain groups, and you know that they're reliable groups, you can trust them. And I take what people's, what they have already experienced as something that I want to learn. So that I don't have a hard time later. And that is my biggest thing with that, is that I will take someone's suggestions. And of course, you know, we put them in through our family to see if they work. And if

they do, great. And if they don't, well we throw them out and try something else, so.

Interviewer: Okay. Okay, have you received advice from anyone about guiding your child's use of these kinds of devices. It could be anyone you just mentioned, your Facebook groups, are there other people? Like your family?

Interviewee: Absolutely.

Interviewer: Okay.

Interviewee: In-laws.

Interviewer: In-laws, okay.

Interviewee: And yes, there are parents. My husband is on me a lot about this, as well, and such. I mean, but I know my children, and I know where they're at, and where they should be. So I trust myself.

Interviewer: Okay. How about advice from community professionals? Like librarians, or teachers? Police, doctors, anybody like that?

Interviewee: Absolutely.

Interviewer: All of the above?

Interviewee: Pretty much, yes.

Interviewer: Okay.

Interviewee: If they're people that we trust, yes.

Interviewer: Okay. Any others I haven't mentioned?

Interviewee: I have a lot of friends that are professors, and there are people that are, in certain areas, of their professions that we do a lot of that through. Because we do a lot of research through homeschool. So we will research into stuff, and we do get that from out there, for different professions, as we research into whatever subject that is, of whatever area we're in.

Interviewer: Okay. So we're going to talk to community professions like pediatricians, police officers. People that would provide workshops or types of information, might have things on their website about screen media practice. So that's why we're asking that question.

Interviewee: Absolutely.

Interviewer: Okay. Do you find that advice useful to you?

Interviewee: I do.

Interviewer: Okay, and why would you say that?

Interviewee: Again, I trust, I usually trust people. Especially if they're a site that's reputable. Then I can, it keeps me from having to step back. And doing my own research on stuff, again. And if I can trust them, it lessens my time of what I have to do.

Interviewer: Okay. So thinking about these different sources, or personal network, are there things that you would've liked to learn about screen media practices that you don't think you've seen on any of these different channels?

Interviewee: Practices. What do you mean by practices, exactly?

Interviewer: How you limit your time, or what you allow your children to do and not do. Your family routines, and the decisions you make.

Interviewee: Okay, ask the question again? I'm sorry.

Interviewer: That's okay. Are there resources, or things that you haven't learned on these resources that you would like to learn? Or that you'd like to know more about?

Interviewee: I don't know. I'd have to think on that one.

Interviewer: Okay, how do you ... Well, I think you mentioned it, already answered this one. But how do you know whose advice to follow?

Interviewee: You don't. You don't. That's the thing, it's kind of scary. Because you've got to see, I'm a researcher. I make sure things are there, to the best of my ability.

Interviewer: Sure.

Interviewee: And then, we take in what works for our family, and what doesn't. And I've learned over the years ... Now before, I would've just said, "Okay." Now I've learned that I have my children's best interests at heart, and I'm the one that will know them, and what's best for them.

Interviewer: Sure. Okay. In what areas of screen media practices do you feel comfortable guiding your child?

Interviewee: In what areas?

Interviewer: Mm-hmm (affirmative)-

Interviewee: Definitely ... Are you talking like education and?

Interviewer: How you let them use their different devices.

Interviewee: Okay. As far as school, I do guide them. Knowing that we do some of their subjects together. But when they go separate ways, they are allowed to have certain sites that they go to only, so I do guide that. But they, as far as like, when they have their free time on there, I trust them.

Interviewer: Okay.

Interviewee: To a point. I still check up on them.

Interviewer: I think every parent does, one way or the other.

Interviewee: Yes.

Interviewer: Are there areas that you have questions about, and would like further guidance? So if a library were developing a parents' program on screen media, what would you like to learn?

Interviewee: I would like to know if, I guess, I, personally, would like to know how to use computers more. And getting into the sites, and what sites are reputable, and which are not, if that's a known fact. If there's a list of them, that would be terrific. I would like to, also, know what, even for the children's sites, as well.

Interviewee: But I would like to know how if you're caught in a ... If something happens, how to get out of it, what to do. You know, if you're stuck in a site, and you're just stuck. Like some of those that pop up, that's like, "You won this." Well what in the world does that mean? And how do you get out of it? Because it won't go away unless you say okay. What is that doing to your device when you're on that? That type of stuff. I don't know, does that answer the question?

Interviewer: Yeah, it's fine.

Interviewee: Okay.

Interviewer: So there are lots of ways you use technology. So for communication, entertainment, work-related tasks, research, or even creative purposes. When you think about those, in terms of the different devices, how would you describe yourself? An expert, a beginner, or somewhere in between?

Interviewee: I'm in between.

Interviewer: Okay.

Interviewee: I still need a lot of help.

Interviewee: That's my husband, my husband, he likes to do it for me. He says, "Let me drive." You know? And I have to have ... That's another thing that would be nice. Because I'm a hands-on person, I learn hands-on. You know, if you're doing it through the library or something, I would like to know how to do it hands-on,

rather than somebody just showing me. Because I have to be able to put it in my mind. Oh, that's the step I took to get that way. So I'm going to ... through that type of learning, that would be good for the library to have.

Interviewer: Okay.

Interviewee: As well.

Interviewer: All right. So you've described your own expertise. How would you describe your husband's? Would you say he's an expert? A beginner? Somewhere in between?

Interviewee: He's an expert.

Interviewer: He's an expert, okay. All right. So no, I'd like to have some basic information about you and your family. How would you describe your ethnic background?

Interviewee: Ethnic ... does that like, white?

Interviewer: So white, non-Hispanic?

Interviewee: White, yeah.

Interviewer: And your husband's?

Interviewee: Yes.

Interviewer: Same?

Interviewee: Yes.

Interviewer: Okay. And could you tell me the highest level of education you have completed?

Interviewee: Me, personally?

Interviewer: Mm-hmm (affirmative)-

Interviewee: Some college.

Interviewer: Okay. And your husband?

Interviewee: He's college. He has degrees.

Interviewer: And, I mean, what area?

Interviewee: Oh, okay. He has his in business. He has a youth pastor, youth ministry. And then he has, I think that's what he has.

Interviewer: Okay. And what are your professions?

Interviewee: I am a stay-at-home homeschool mom.

Interviewer: Okay.

Interviewee: I don't get paid, but I do my job. And then he is actually a, gosh I don't even know what his title is now. He's in sales.

Interviewer: Okay.

Interviewee: Does that work?

Interviewer: Yeah, that's fine. And ... I think those are basically the demographic questions. Is there anything else you'd like to talk about related to this topic that I haven't asked you? Or any questions that you might have for us?

Interviewee: I don't know. I think it's neat, what you're doing. And I'm really interested into, once you get this, that's going to really be cool. I would love to learn, and getting into all of this. And that would be neat. The library, I am just blessed with the library system, and what they do for us. And it's such a great learning experience. And I think this will be something incredible. To be able to raise the bar and the standards here even higher.

Interviewer: So if they develop a parents' program for navigating screens, or using technology in different ways, you would attend something like that?

Interviewee: Absolutely. I'll be the first one on the list.

Interviewer: Okay.

Interviewee: Absolutely.

Interviewer: All right, great.

Interviewee: As long as I'm able to come in the age range, that would be, you know, for the kids' age range. But I think it would be good, not only for the children, but for parents as well.

Interviewer: Well, the training modules that we'll develop will probably be extensible for lots of different ages. Even though what we learned in this study is focused between 5 and 11 year olds, because that's where the real gap is in the research. There's a lot of advice for very young, and of course, a lot of advice for teens. Even though it's not impossible to always follow, teens are stubborn.

Interviewee: Right.

Interviewer: But there's very little concrete research on the ages 5 to 11, in terms of what parents are doing, and what parents want to learn more about. And the kinds of guidance that they use, such as websites, or other people in their networks, et

cetera. And so that's one of the main goals of our study, is to learn more about that. And then, we hope to publish this research as well, I don't know if I mentioned that, in academic journals. But also in journals that can be useful to librarians.

Interviewee: Right.

Interviewer: And so, all of that will be available, once we learn more. We also will have a project website that Anna is actually starting to develop. We'll have a lot of different ...

Speaker 4: It's still on the ground.

Interviewee: That's okay.

Interviewer: We'll have resources there that can be shared by parents or librarians. We'll put the training module materials, all of that, online as well, so there'll be places to learn more.

Interviewee: That'll be great. Absolutely wonderful. Especially as a home schooler that we're very strict on our children. I mean most families are not like this. I mean, public schools and such. So we're very strict. So that'll be very ... You know, very good to have. Especially once y'all get it all done. Have it where it's all certified and stuff. It'd be nice to know which ones are reputable or not, so.

Interviewer: That's part of the whole problem, I think, is just knowing which advice documents are useful, and which are not.

Interviewee: Right.

Interviewer: And we're also going to do what's called a discourse analysis of all of the different advice documents, to figure out what messages are being conveyed oftentimes parents. And what are useful, and not necessarily useful. That are accurate, et cetera. But part of the study, of course, of talking to you and other parents, is to learn what you think is important. Is to learn what you do, and how you make decisions. And that helps us further understand the other, the overall topic.

Interviewee: One thing I think that is another thing that is very important is that, with these sites and resources and such, because anyone can put anything out there. Well you know, that's on Facebook, it has to be true, you know? And it's on the computer, it has to be true, you know? And so, to find out what really is the truth, and what is reputable. So I mean, what is able to be reputable, and stuff. So yeah, that would be very helpful.

Interviewer: Well, there are a lot of people around the world actually working on this type of project.

Interviewee: Cool.



Interviewer: This type of a ...

Interviewee: That's good to know.

Interviewer: Yeah.

Interviewee: Because when you only hear the negative of things, and the out in the social world, you hear more negative than you do positive.

Interviewer: You definitely do.

Interviewee: So that's really good to know, that it's coming.

Interviewer: There are researchers in England that are looking specifically at kind of the same questions we are asking here, in the United States.

Interviewee: Oh cool.

Interviewer: My research team, I think I told you, is in Philadelphia, Pennsylvania, and also in Madison, Wisconsin. So we're trying to get a picture of different areas of the country, and we're visiting with lots of different demographics and individuals, as well.

Interviewee: Cool. With everything going digital anymore, I don't even know if we'll have paper, before too long. I'm joking, totally, you know what I mean by that.

Interviewer: I do, I do. And people 10 years ago said we wouldn't have books now. So we still have books, and we still have libraries.

Interviewee: That's right.

Interviewer: Thank you for chatting with me today.

Interviewee: My pleasure.