File Name: NavScreensParent6Transcript2018

Interviewee: Father of 1 son age 10

Interviewee:	Okay.
Interviewer:	Okay, so thank you for agreeing to participate in this study.
Interviewee:	You're welcome.
Interviewer:	We are going to conduct semi-structured interviews using an interview guide. I'll be reading questions directly from this guide, but there may be additional prompting questions in between. How many children do you have?
Interviewee:	One.
Interviewer:	And what are their ages?
Interviewee:	He is 10. He just turned 10.
Interviewer:	Our project is on children ages 5 to 11. We'll ask questions primarily about your child who falls into this age group, and you have a son correct?
Interviewee:	Yes.
Interviewer:	Okay. We'd like to chat with you about electronic devices, such as TVs, smart phones, laptops, iPads, E-readers, desktop computers, and game consoles. Basically anything with a screen.
Interviewee:	Okay.
Interviewer:	Tell me about the devices your family owns and how your family members use them? Do your children use devices anywhere else? And we'll come back to that question in just a moment, but tell me about the devices your family owns.
Interviewee:	Okay, we have three laptops. We have two TV screens. We have two iPhones. We have a Switch. We have an Xbox. We have a DS, and there's another game console, I don't know which one it is, but there are two different game consoles.
Interviewer:	Okay. Do you have any kind of child specific handheld gaming devices? There's a thing called LeapPads.

Interviewee:	Yeah, he had a LeapPad when he was little, but he grew out of that pretty quick.
Interviewer:	Okay.
Interviewee:	But what else do we have? There's something else that we have. Oh, we have an iPad, but it's so antiquated it's just in the drawer and we don't use it. When he was smaller he did use it.
Interviewer:	Okay, so we're going to come back to more questions about those devices in just a minute, but does your child use devices anywhere else? Such as friends or relatives homes, daycare or even the library?
Interviewee:	He uses devices, iPads in school, and laptops at school. I think they use laptops, they share them. He uses a game console and a computer at his best friend's house across the street, and he uses electronics when he's with us at work.
Interviewer:	Okay. I've written down a list of the electronic devices you've mentioned. Could you talk through each one, such as who is the primary user? What is the primary use? For example, what kind of activities is it used for? So, the laptops first.
Interviewee:	We all use the laptops. We all individually have our own laptop. We use them for business, we use them for commerce, we use them for looking up things, like everybody else uses laptops. The little boy uses his laptop for gaming, communication, and searching the internet. I mean, finding information.
Interviewer:	Okay, and you have two televisions?
Interviewee:	Yes, but we do not have cable. We have cable internet, but we do not have cable subscription. Essentially our televisions are monitors for computer laptops. They're just giant monitors that we use as peripherals for other digital devices.
Interviewer:	Okay, alright. Do you have anything like Netflix or any kind of subscription like that?
Interviewee:	Yes. Yeah, we have Netflix. I think Jon has Hulu, although we really don't watch Hulu. Netflix is primarily what we use for entertainment.
Interviewer:	And you all three use Netflix?
Interviewee:	Yes, extensively.

Interviewer:	Okay, alright.
Interviewee:	As well as YouTube.
Interviewer:	As well as YouTube?
Interviewee:	Yeah, Marcus probably uses YouTube as much as he uses Netflix.
Interviewer:	On the televisions?
Interviewee:	Yes, yes, and on screens, phones, laptops, it doesn't matter. I mean, they're kind of across ... Those things are put on many different platforms.
Interviewer:	Okay, all right. And you have two iPhones?
Interviewee:	Yes.
Interviewer:	And those are yours and ...?
Interviewee:	Jon's.
Interviewer:	And Jon.
Interviewee:	The parents have iPhones, but my iPhone is an iPhone 10, Jon's is an iPhone 5, but Marcus, the son, primarily uses Jon's iPhone. He's on it if he is away from the house quite a bit.
Interviewer:	Okay, and he uses it for what?
Interviewee:	Everything. I mean he looks up information. He watches YouTube, he watches Netflix, he plays games, he communicates with friends. He plays Pokemon Go a lot, and so it's like everything he would use a laptop for.
Interviewer:	Okay, all right. You have a Switch and an Xbox, who uses those primarily?
Interviewee:	Marcus does, the son yeah.
Interviewer:	Okay, and those are purely for gaming?
Interviewee:	Yes, yes.
Interviewer:	He doesn't access the internet through those?

Interviewee: I think, I'm not that familiar with them, but I think on the Switch he can download games directly from the internet to his Switch. But yeah, just primarily gaming.

Interviewer: Okay, and would that be the same for the DS as well?

Interviewee: Yes, yes.

Interviewer: Okay and you have one iPad, you say it's not used very often, it's an older one.

Interviewee: No, it's a first generation and it hardly will connect to the internet and there are almost no apps that are on it anymore. I mean we have so many other digital devices that we really just never replaced it. Plus, I mean for Marcus it's somewhat cumbersome. When a phone fits in your hand, an iPad is just a bigger appliance and it's just hard ... I mean, he used it but a phone is his go to if he is mobile and if he's stationary it's a laptop connected to a flat panel.

Interviewer: Okay, all right. We might come back to that list throughout the interview if necessary.

Interviewee: Sure.

Interviewer: So think about your child's day yesterday, or a recent day you were together. Walk me through the day from the time your child woke up until bedtime, paying particular attention to devices he used and then what did he use them for?

Interviewee: We were off work yesterday, it was a weekend, he pretty much got out of bed went straight to a laptop. He probably played games a little bit. He probably read a little bit of news, and he probably made contact with his peers all over the United States and he probably played on it most all day long doing a myriad of different things from looking up information to playing games to communicating with friends. Then late yesterday afternoon his friend across the street, they're the same age, texted him on a phone that she had a new mod for a video game that she wanted him to see, so he went over to physically play with her, but they were either on a laptop or computer manipulating the mod, installing the modification for the video game and probably playing the video game. While it was downloading they played on her trampoline and then he went back to play on the digital device and then he came home and communicated with friends around the United States more on his computer until it was time to go to bed.

Interviewer:	Okay, all right. Let's talk about that list again, how do these devices fit into your family routines or do they?
Interviewee:	They consume a lot of time. They consume a tremendous amount of time. I don't know as far as routine goes, but the family's digitally connected. Marcus prefers to play on digital things rather than with physical things, and it kind of disappoints me that he doesn't play with physical things as much as he prefers digital things, but I'm not so sure that his world digitally isn't richer and wider and deeper than ... Since he's an only child, playing by himself, you know because they're not a lot of children in the neighborhood. He spends a lot of time on digital devices. Especially being an only child, it's a great way for him to interact with other peers that are the same age and have the same intellect and same interests, because he can find them. They're physically ... Not physically, but they're available to communicate and to interact.
Interviewer:	Okay, and how about the other devices for you and your partner?
Interviewee:	I use my phone constantly. I mean I prefer a phone over a laptop, but I use my phone to check my mail, to communicate with people. I look up information, everything from recipes to any kind of information I want. I use it for entertainment to watch entertainment. I mean my stock in the stock market, I use it constantly. I mean I'm not ... I mean, it's always in my pocket and I'm not addicted to it, but I can't think of an hour that goes by I don't reach for it to do something. To use the calculator, to use a weight conversion chart. It's in my pocket, it's just amazing.
Interviewer:	Okay, all right. How have your use of the devices in your routines changed as your child has grown older?
Interviewee:	Well he used to use digital devices for entertainment, video and for games, but as he has gotten older, he communicates with other people, with classmates, with friends with devices. I mean he still watches video content, he still plays games, but he looks up information. I mean he has access to the world of information. I think in the old days, you know you went to the library, you get out the encyclopedia, but now he has information in his hand and he is not afraid if he has a question to find the answer on his own.
Interviewer:	Okay. Would it be a fair assessment he uses his devices more as he has gotten older and he's more able to do so independently or with your assistance?
Interviewee:	I don't think he uses it more, because he has always used one, but I think the way he uses digital devices is developed and he has found more and more things that he can do with it. So I think ... When he was little he used

them a lot, primarily for entertainment, but as he has gotten older, his world has just exploded when he's figured out what he can access, and what he can find, and what he can do with it. Yeah, so I don't think the amount has changed that much, but how he uses it has changed a lot.

Interviewer: Okay, so do you remember how routines were established when the child was very young?

Interviewee: Well he was adopted when he was four years and three months old, and I know as a small child, before we got him he watched TV. He was exposed to a reasonable amount of TV. What was the question?

Interviewer: Do you remember how routines were established ...

Interviewee: I know that they were ...

Interviewer: ... when the child was very young.

Interviewee: Thank you. I know before we adopted him he had access to TV, but you know he was little and there were digital devices around and he wanted to play on them. I mean he wanted to emulate his parents, because we reached for our pocket for a digital device or went to a digital device or were working in front of a digital device, and he wanted to be like his parents. It was just a natural ... It was just organic. I mean he just learned to do what we do.

Interviewer: Did you ever set limits on the amount of time he spends on devices?

Interviewee: No, not really.

Interviewer: Okay, okay.

Interviewee: I'm not so sure that's a good thing, but no, not really.

Interviewer: Do the children have friends or relatives who make suggestions or model things to do on the devices?

Interviewee: Yeah, his friend across the street makes suggestions, but he really taught her how to use digital stuff so she could keep up and she could be involved. But now that she has come into her own in the digital world, and is kind of on an equal footing with him, yes she makes suggestions, but at first he made suggestions to her because he was like ahead of the curve in technology. I think teachers make suggestions. I think the librarian probably make suggestions. Counselors make suggestions about where he can go on the internet, what resources there are for learning. I know specifically that the gifted and talented instructor really guides him

towards websites online that are learning websites that he can develop coding skills, that he can develop other skills, so yeah, I think he gets suggestions all across the board from everybody in his life.

Interviewer: Who primarily helps your child with the devices? For example when they need help getting started or when something needs fixing?

Interviewee: His other dad, my partner. Yeah, yeah he's more tech than I am. I use technology a lot, but I let messing around with computers go a long time ago. You know, installing things, reworking things, fixing things, that's all Jon.

Interviewer: Who makes decisions about purchases?

Interviewee: As far as content or game applications or hardware?

Interviewer: Any of that.

Interviewee: Jon pretty much makes all the decisions about content, about games. Birthdays, holidays, we both make decisions about what we're going to buy and what he is into. As far as hardware goes, it's usually a mutual decision between Jon and I about what we're going to get, what we're going to replace, what we're going to add. Are we going to get a new router, are we going to get a new modem, are we going to upgrade the iPad or not, are we going to let that go? It's a household expense, so we just agree on it.

Interviewer: Does your son ever make suggestions?

Interviewee: Oh God yes, oh yes. Oh yes he does. "I want a Switch for my birthday, and I want these games. I want this model and I want this color." Oh yeah, he's very specific about exactly what he wants.

Interviewer: Who makes decisions about what your son is doing on the devices?

Interviewee: He does.

Interviewer: Okay.

Interviewee: He does, he decides what he is going to do, where he is going to go, how he is going to use it. You know, that changes a little bit as he gets more skill sets in using digital devices, but yeah, we pretty much let him do what he wants to do with it.

Interviewer: Which of these devices does your child use independently? I think you have already answered that, but ...

Interviewee:	All of them.
Interviewer:	All of them. Okay.
Interviewee:	To the full extent that he can.
Interviewer:	When do you feel you need to guide your child's use of these devices?
Interviewee:	I haven't really run into that yet. I mean if it becomes a distraction from doing your homework, doing your chores, getting things done in the physical world that you need to do to be a responsible person, clean your body, brush your teeth, dress yourself. You know if it impedes eating, you know if you can't eat your dinner because you're too focused on a game. We restrict, you know like you can't do digital while you're eating with family or you're eating. Or you know if he's had a hard time in school, he's not focusing, he's ... We also use it as punishment, as a restriction. Like, you've had a bad day in school, the teacher called, you're grounded from digital devices for ... But no, we really don't restrict it.
Interviewer:	Okay. I think you've answered this one, in what ways have you provided guidance in how your son uses the devices?
Interviewee:	I think Jon does more with like gaming stuff, with how to install a modification, how to look for modification, how to look up a review of a game. How to do all that kind of stuff. How to move files. Jon does all that, but I tend to say more like if he asks, "Why is the sky blue?" I say, "You have an iPhone in your hand, you know how to use Google, look it up." Half the time I answer the question because he needs to know that he can come to his father with questions, but other half the time I make him look up the information so he'll learn how to find information and find the answers on the internet. I also teach him how to like try to qualify that information. Is it believable? Is it true? Can you look for the answer someplace else? Is it the same answer? Is it a credible source? Is it dated information? Is it relevant? Is it irrelevant? I mean, so I try to help him with using technology for good, to expand his horizons.
	I also like often will find an article on the internet, in my newsfeed, that some forwarded me, if I think it would be of interest to Marcus or benefit to Marcus, I email it to him and he reads it, every word. You know?
Interviewer:	Mm-hmm (affirmative), that's wonderful. 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:	Oh my God. Well it's just so different from when I was a kid. Because when I was a kid we had TV and that was it. I mean we had VCR's and we had three channels, so it's kind of like a wild frontier. We kind of like let him do his thing and if he runs into something that we think is inappropriate or is not good for him, but so far that really hasn't come up. I know the day will when we're going to have to like put some parameters on, you know you're not allowed here, you're not allowed there. But right now, he pretty much stays in safe places and so we haven't had to yet.
Interviewer:	So when you make decisions about guiding your child's use, do you think about whether an activity is educational or not?
Interviewee:	Sometimes. Not really. I think there's benefits to everything he's doing. Do I look at a kid playing with blocks and think, "Oh, well that's good and educational," of course it is, but I mean you let kids play. He finds what interests him and when he's interested in something he'll take it to the next level or he'll dig deeper. I mean it started with a video game and the next thing I know he is reprogramming the video game, installing modifications, he's looking up how do you do it, what's available, how can I manipulate it. He talks to other kids online, I mean he figures it out himself.
Interviewer:	Okay, so we mentioned educational, are there other purposes that you see for your child's use of electronic devices? You mentioned he's looking up information on whatever interests him, do you see him doing other things online just purely for entertainment?
Interviewee:	Well I think it's all entertainment. Whether he's ... I mean if he goes across the street and physically talks to the neighbor, the little girl across the street in person, he's entertaining himself. Whether they're riding bikes, he's entertaining himself. I mean you know I think everything he does is entertains himself. He fills time and my hope that is that in filling time through entertainment, he learns about the world, he learns about information, he is exposed to concepts, he's exposed to vocabulary, he's exposed to the world that's out there.
Interviewer:	Are there any uses of the devices that you worry about?
Interviewee:	Yeah, I mean I worry about the whole thing. I worry that he will grow up not being able to connect to other people, that he won't be able to function in a material world. I think we all have that fear. I think when I look at his peer group, if I keep him off of digital devices he's going to be so far behind the curve in relating to his other peers, because they relate to each other completely differently now. It's a digital world and that's how they communicate. That's how they do their homework, that's how they learn things. I mean when I was a kid we had books in the house and we had

TV, that was how we were exposed to the world, if we had books, we did in my family. You know, the National Geographic, periodicals, magazines. That's how he and his peers explore the world is digitally. I don't like it, but it's the way it is.

The one thing I am glad about is it's such a rich source of information. I mean anything you could possibly want to know you can find. In kind of surfing you can find something that you're interested in. It leads to more content and more content and more information and more information. Whatever we read when we were kids or saw on TV, it was that was it. You couldn't click on the picture, you couldn't blow it up, you couldn't link to another article if you were interested in it. Now if he has an interest, even as a child, it's so easy for him to find more information and find more about his interests.

When I was a kid, in the back of a magazine if we saw, "Buy your model rocket here." If I wanted to know more about model rockets, I just had to wonder. Even if I did get a model rocket, how do you put it together? What's the most efficient way to paint it? What other sizes of engines are available? How do people shoot them off? Can I see them do it on YouTube? Can I hear somebody talk about it? Unless I physically knew somebody that was into model rockets to go ask them. Then I had to depend on my parent to connect me with that person through physically take me to them or to get them on the telephone, which didn't happen.

Now kids can just find more if they are interested. Because if I were interested in something as a child, often it was a dead end. I mean it was just a dead end. Now he can find out more and I think that's why it's so good that he's online is because there's so much information available and he can access it, he can find it. He reads constantly. He can link to the next thing or look up more about it and find out more about it. It's kind of amazing the body of knowledge he has in his head because he's looked it up. He's read it. He's been exposed to it. He stumbled across it. I mean he's been able to find information.

When I was a kid we had encyclopedias, but they were highbrow encyclopedias. They weren't particularly kid's encyclopedias. They were hard to understand. It was written way above our head. I mean you turn the page from one page to the next and that was it.

Interviewer: Oh I know, that was my house as well.

Interviewee: Well it was just normal. That's what we had.

Interviewer: It was, it was. Let's shift gears a little bit now and talk about the type of resources that you might use. What websites, magazines, TV shows, or

other resources have you seen or heard about parenting children's use of electronic devices or screen media?

Interviewee: I can't particularly site anything immediately that I've seen, beside from the babble that's out there. What I do kind of get a gist for is it's usually very negative. You know, children should be restricted from the internet. We should be afraid of the internet, we should be afraid of the digital world, that someone's going to digitally molest, kidnap, infiltrate our children, blah, blah, blah. I'm sure that happens, but it doesn't concern me too much. I really don't see that much about it unless I review articles in my newsfeeds that happens to pertain to kids and the internet.

Most of what I see is pretty negative, but no I'm not too influenced by ... But I do talk to people in my clientele. That subject does come up about children and grandchildren and the internet and their access and their views and their feelings and I probably form more of my opinions about what people I'm physically connected to say about the digital world and children. I don't always agree with it, but that's where I get more influenced than through any other kind of media. We don't have cable, so I don't watch the news. I mean and my news feed is kind of curated to what I'm particularly interested in.

Interviewer: Yes, of course. So you've kind of answered this question, but I'll ask it again. Have you received advice from anyone about guiding your child's use of these kinds of devices? So for example have you been offered the chance to get advice from professionals in the community like librarians, or teachers, police officers, pediatricians, or anyone else you can think of?

Interviewee: Mostly from outside sources I get information from teachers. I think they give Marcus directly ideas about where he can go on the internet. The gifted and talented teacher, I think sometimes the librarian. They also share sites with us during parent teacher conferences, through emails, through communication with us like, "They enjoy this site or if they're really interested in computer programing, this is a great site to learn coding." I mean they're really kind of good about that. I really wish they did more of it, but there's some amazing sites out there. I mean there are so many websites that it's nice that they kind of filtered through it and kind of edited it and give you some really good places to go and I really appreciate that.

Tell me the question again.

Interviewer: Have you received advice from anyone about guiding your child's use of these kinds of devices?

Interviewee: Yes, and I get a lot of advice from people I know physically that I work with, you know, the clientele in my business. A lot of it is fear-based. The area we live is very conservative and people are very afraid and they express that. You know the boogie man is going to get your child if your child is on the internet. I'm like, "Well, it hasn't happened yet, and it's not a physical threat, but so far so good." I'm sure that day will come that we'll have to address it, but I do get a lot of influence from people that are ... I think people that use the internet and use digital devices a lot aren't concerned about it, but people that are mostly older people or people that might use a little bit of digital devices tend to be more scared of it and are more vocal about, "Oh, you need to be careful. You need to be really careful. You need to be really careful." I'm like, okay, whatever. I have a lot to say about that, but I won't mention it right now.

Interviewer: Okay, so has your son had any programs in school yet by police officers teach about digital literacy or not digital literacy, internet safety?

Interviewee: I don't think so.

Interviewer: You would receive a handout or something.

Interviewee: I don't think so. I'm sure it has come up in school, somewhere, sometime about being careful on the internet. I know he's mentioned that, that he's learned in school that you need to be careful and you know things but not any particular specific instruction, I don't think so.

Interviewer: Okay. Some school districts have police officers come in and talk to people about being safe online, but I think he may be a little too young for that yet.

Interviewee: I don't think, and I mean I would be pleased if that happened. I don't think it's happened yet. I mean they have had talks about personal space and that kind of stuff and about touching other people and about personal space and those kinds of things, but as far as digital, I don't think so. I mean I think there's a climate that you just kind of learn through osmosis that you need to be safe on the internet in the classroom and in school. I think they do pick it up, but I don't think it's been directly ... I don't think that it's been in a program or a seminar of some sort yet.

Interviewer: Okay, all right. When you have advice given to you or offered to you from other people, do you find it at all useful?

Interviewee: Sure, sure.

Interviewer: Okay, why or why not?

Interviewee:	Advice comes in all kinds of different shapes and forms. Sometimes I roll my eyes and ignore it and I consider the source. Sometimes other parents can be really, really informative about, "Oh my God, my kids loves this site and they really excel doing the tasks on this site," and learning or they entertain themselves, or you know video games. "Oh, they like this video game on their DS, you should look into that video game because my kid loves that one." You know? Technology is a huge topic of conversation. It's always in the conversation.
Interviewer:	What else would you have liked to learn from these conversations, do you think might be missing?
Interviewee:	With other parents and with other people?
Interviewer:	Sure.
Interviewee:	Just what they do. They tell you great sites to go to. They tell you great ways to use the internet. They use digital devices. I mean even just the conversation about cutting the cord, you know? Which we cut the cord before we adopted Marcus, but just that conversation about how you can survive without cable and how you do that and how you fill the gaps. Those are just conversations you have all the time, just part of every day life.
Interviewer:	How do you know whose advice to follow? How do you evaluate the advice?
Interviewee:	In regard to digital stuff? Like every other piece of advice I get from every other person, because some person says you should divorce your husband. Some people says you should have a wedding anniversary. What is that old saying? Opinions are like assholes, everybody's got one and they usually stink. You just filter down through it. Use logic, you consider the source, you consider the angle they're coming from, you consider their objective and you kind of amass it all and filter through it and like cook it all down and think, is this a good thing or bad thing? Use your head.
Interviewer:	Okay, all right. In what areas do you feel comfortable guiding your child?
Interviewee:	Digitally?
Interviewer:	Mm-hmm (affirmative).
Interviewee:	All of them. I don't think there's anything he would ask me that I wouldn't give him advice on. I like to teach him how to find information and to find answers to questions. Sometimes those answers, most often those answers pose another question. It leads you on that path to discovery, to like

discover your world. An example is one day we were talking about how nice elephant ears would look in that pot on the porch and I handed him my phone and I said, "Okay, find out what we need to know about elephant ears." He read out loud three very lengthy articles that he found about everything that you need to know about elephant ears. Then I said, "Okay, well see if you can find a specialty vendor that just sells elephant ears." And he did. A place in Florida. I handed him my phone back and I said, "Okay, order it. Here's my credit card." He ordered an elephant ear bulb, a very specialty bulb, it came, we planted it.

One day we are at a public garden looking around and he says, "Oh look, those are elephant ears and those species are alocasia3, because," blah, blah, blah. I mean it's just amazing how much he learned and how much he retained by just thinking wouldn't an elephant ear look nice in that pot. I like to guide him that way. Or to say, you know if he says something about a different country, "Well let's look it up." Or, "How many people live in that state?" Here let's look it up and find out, and then that leads to something else that leads to something else and the next thing I know he's learned all this information by just surfing around. What I like to teach him to do is just not to entertain himself, but to learn things, answer questions and those questions often pose other questions and you know his brain gets a little bigger. It's good.

Interviewer:	Okay, are there areas in which you have questions and would like further guidance about for now or in the future related to digital media use?
Interviewee:	No I don't think so. If I have a question I just look it up. I go out and find the answer and that answer to that question ... I mean, technology moves so fast sometimes the answers to think about or other opinions aren't there yet, but look six weeks later and you might find it, but I mean I just go to the internet and look it up.
Interviewer:	Okay, so this next one I think you've answered throughout, so I'm not going to ask you to answer it again, but we'll continue with it. Related to the types of things you do with technology you mentioned communication, entertainment, work related, research, creative production, etc, if there is anything else you want to add we can do that. In relation to each device you've mentioned, would you describe yourself as an expert, beginner or somewhere in between?
Interviewee:	I hesitate to use the word expert, but let's just say I'm a very advanced user of technology, very advanced.
Interviewer:	Could you tell us about your partner's experience with technology? Would you consider him, or would he consider himself an expert, beginner or somewhere in between?

Interviewee:	I would say, I hesitate to use the word expert, because he's not a computer programmer and he doesn't do that, but when it comes to using technology, he's probably more skilled at the nuts and bolts of it as far as fixing a program or rearranging computer files and manipulating a computer, he does more of that. But yeah, I would say that he can do pretty much whatever he wants to do with technology.
Interviewer:	He uses it primarily the same way that you do as well?
Interviewee:	He uses it more for entertainment than I do, entertainment and communication. We communicate differently. I tend to do texts, emails, that kind of stuff. He does more message boards, he does board blogging, he does video posts, YouTube channels, things like that. He communicates and he broadcasts, where I communicate about the task that needs to be done. He communicates and entertains himself. I usually communicate with him in mind.
Interviewer:	Okay, okay. Would you say that you both use social media, neither use social media?
Interviewee:	He uses social media quite a lot. Marcus uses social media. I do not use social media. I do not like social media. I do not approve of social media. I mean its incredible technology, but what I see that people have done with it I don't approve of and I don't participate.
Interviewer:	Me too. I am not on any social media.
Interviewee:	I am not either.
Interviewer:	Okay, so it would be helpful for us to have some basic information about you and your family. How would you describe your ethnic background?
Interviewee:	I'm white. I came from rural northwestern Oklahoma. I'm a very liberal person that lives in very conservative area.
Interviewer:	What about your partner?
Interviewee:	He grew up in the city. He's more urban, but he's been exposed to technology forever. He's white, he's male. Same thing, very liberal, and grew up in a very conservative area. We have a child. That's about it.
Interviewer:	Okay, and your son?
Interviewee:	Pardon? Oh, he's 10. He's white, he's American. That's about it.

Interviewer:	Okay, could you tell me the highest level of education you have completed?
Interviewee:	I have two years of college and I have a trade degree.
Interviewer:	Okay, and how about your partner?
Interviewee:	He has a trade degree. He has a high school education and a trade degree.
Interviewer:	Okay, and what are your professions?
Interviewee:	I am a hairdresser and I own a hair salon and Jon has a license and works in the hair salon, and does some hair, but pretty much runs more of the business end of the business. He's really good at managing the business, and helps in the hair industry and I pretty much do the hands on work in the salon.
Interviewer:	Is there anything else you'd like to tell me on this topic that you don't think we've covered or that you'd like to expand on?
Interviewee:	I'm just curious to watch children interact with technology. I think it can be used more. I think people are afraid of it a lot, but I think it's an amazing tool to teach kids. It's an amazing tool to expand their worlds and expand their horizons, expand ... There's such a knowledge base there and the access is so easy and relatively so inexpensive. It's just amazing. I like to watch kids interact with technology and I've observed a lot of really cool things. I think we could use it even more if we just thought about it a little bit.
Interviewer:	Okay, any other comments?
Interviewee:	No.
Interviewer:	Okay, thank you very much for participating in this interview today. I will be sure to share the findings with you once we have something aggregated and ready to share.
Interviewee:	I would love to see it.
Interviewer:	Okay, thank you.
Interviewee:	Mm-hmm (affirmative).