

CASE CHILD

Kamden

Teacher Interview

Family Visits

Parent Interview

BLUE GROUP – INTERVIEW 1 –TEACHER SIX:

Interviewer:

Okay, so that one is going and that one is going. Yes. Okay, so this is teacher interview one at Peak Child Ardene on the 28th of August 2019.

Okay, so the first question. Section A Question One is, how do technologies or media feature in your own planned curriculum, if at all? So, we would understand that, so in terms of your daily program. Is there a formal slot? Where you are using activities that involve using cell phones, apps, computers, tablets, a TV, camera, anything like that. Or is it more ad hoc?

Teacher:

Yeah, um, I wouldn't say it's like formal really, but if you know you feel that you would like to use that kind of material, it's, it's not a problem at all. Like for example, I use. I use YouTube a lot. On a Friday I do experiments with my children. So I need to check on YouTube, how to do the experiment so that I can try at home and it's mostly on the computer, YouTube, and then also with lessons. I also look for craft, I use computer or I use my phone.

When I look for music on a Friday, like to dance, you know, not always nice to be serious all the time, and children, they, they are aware of technology these days, and music. You can't really just sing to them, it's not as fun. So, there are beats there, there are famous people that they recognize when they hear their voices through the phone. They're like hey, isn't that 50 cent or isn't that Akon, or isn't that Beyonce or, isn't that Rhiana? So I always play songs that they listen to at home as well, I'll ask the guys, what song do you guys listen to? Gom, it, it's, it's, it's a dancing, you know, a everyone goes down they do the voice shows, so everything is more technology orientated, because that's actually the generation that we're raising up now so they are much aware, so I would, also have like a portable speaker that I bring to school because, I mean, now, you want to bring something that you just have to plug in or all the time, it's nice having portable things. Radio too much effort where I have a nice square speaker that I handle like a bag, people don't even know that I'm carrying a speaker, and they love it you know, they always press the button, they switch on or they stop on there or they play, or they skip the song so you know.

Interviewer:

They know how to do all that.

Teacher:

Exactly, they know how to press their mother's phones, they play a lot of games in there, so it actually helps.

03:11 Interviewer:

Okay, okay, um and then so the next question is Section B, Question One: Do you think any technologies, or media. So media would be particular apps or particular programs or something that are particularly negative for your children, and which ones might they be and sort of why would you think that they are negative. So, so it's any type of digital technology that the children can access on a digital device that you think could potentially be negative for them.

Teacher:

So it could also be TV right.

Interviewer:

Yeah, for sure. Yeah.

Teacher:

So like like look definitely, so, I have, I have ages, four to five. And they're very much on the stage of experimenting. Ooh, you know this, this is this. This is that, ooh, this is it, they know it's wrong, but they'll still do it because they want to see the result. And if there's no parental guidance, you know, where you're not guided so you will do reckless things. For example, I always remind my parents please, if your child, if you're watching TV, with a child, watch things that are child appropriate. Don't just watch anything. Why, because they act those things at school, like kissing shows, movies where there's naked women or naked men, or maybe they are having coitus there, it's always good to supervise the child. There are there are shows like South Park, for example, it's, it's an anime, but still, it's not a child appropriate anime. So there are like dirty jokes, and children pick up on on on small things, hey, things that you wouldn't think that you know they'll pick up on, because they learning so learning is repeating things. So, yes, I would say, TV, shows that are not, you know, appropriate for children. Same thing with computer. If you're watching things on YouTube, um, it could be porn for example, maybe your father watches porn. And then I don't know he maybe forgets to switch it off and then the child clicks there, they know the on button. They know the play button. So they just press enter and it shows, and then obviously they're not going to switch it off, they're going to wonder what is this, ooh okay. They come to school. And then, while their friends are sleeping they lay on top of the friends. I have been in a school where there was a similar case where like, it was naptime, and a child went on top of another child, and basically like, you know.

Interviewer:

Role played basically.

Teacher:

Role played. Yeah Yeah, definitely. They role play what they saw. And it was not good, you know, and now poor child we have to put that child in timeout where you can't just put the child in time out. It's not wrong what they did, it's what they learned. So you asked them, hey, you know, where did you see this and, etc? So, yes.

06:27 Interviewer

Okay cool. Section A Question Two. So, the use of technologies and media in your planned curriculum. How does how does this relate to national curriculum guidance regarding technologies, media and learning? That might be a question maybe more for formal schools, perhaps in the context of your work, it's like so, so, is there a particular reason why you've made the choice to include technologies and media into your daily program, other than what you've you know you've said. Does the, does the school as a whole, have a policy around that, that drives it or is it a personal choice or, so if you could just talk to that a little bit.

Teacher:

I think, I'm not really sure, but I think it's probably a personal choice, because it makes things easier. And also, by researching, you sort of see what other schools are doing, and

you can sort of see like years. I mean I think it's easier that way. Okay ya, so that's what I can say about that.

Interviewer:

Um, Section A Question Three. You may have answered this but I'm just going to ask it again. What technologies do you use in the classroom. And what are your aims in doing so? So the actual, the actual physical things that you use and the reason that you use those physical things, so like cell phones, computers.

08:09 Teacher:

Yeah I mean, would you include toys as well or just like what I use for my material?

Interviewer:

No I think include the toys as well, yeah for sure.

Teacher:

Cool. Um, we use a portable speaker that I bring. We use my cell phone for craft ideas, we use, we use cell phones that, like, we recycle cell phones sometimes, we don't always buy cell phone toys. I think reason being also recycling a cell phone, they sort of see, oh this is the real thing. Yes, of course, doesn't really work, but they see ooh, this is the weight of the thing, these are real buttons that can be pressed on there. Um, and we also use keyboards. Recycle keyboards like maybe we'll ask parents hey, if you have you know like a, whole PC set that doesn't work. Please bring it in. We'll use it for the children, they happy to do so. So they bring it and the children, yoh so fascinated. Looking at the screen, and they make up you know, ideas in their head, they role playing things. Um, so yeah, those things that we use. We do use ear phones as well, but they make those things, by themselves. So it's not really digital but they make it.

Interviewer:

So say more about that, so what are they using to make those?

09:43 Teacher:

Yeah, sometimes it's playdough I know it's very flimsy, but it's very creative as well. And then they also use a lot of Lego, Lego pieces, they amazing, the children, even make computers, they make phones. Sometimes it might not look like the phone. But as long as it looks like the phone in their heads. It's a phone. If they're making a computer and they say Teacher Six, this is a computer, beautiful it looks amazing. In my head I'm thinking, okay, interesting. Okay. But yeah, you know, yes, that's.

Interviewer:

Do you have wooden blocks in your class?

Teacher:

Wooden blocks.

Interviewer:

Do they sometimes use those as representations for phones or, I mean do they do similar things like build a, yeah?

Teacher:

Yes. We have wooden blocks they, mostly they use the wooden blocks for like cars, for example, but you know they are square or they are rectangular, so they do use it for phones, sometimes for laptops you know, but ya, or iPads.

10:53 Interviewer:

Um, and just in terms of the things that they draw and write? They're not, they drawing and writing anything to do with things that they've seen, or any, I mean, I know it's a hard question. Okay, but is there any, have you had any experience or children drawing stuff related to those technological devices?

Teacher:

Look, I'd say, not directly, but indirectly. For example, you cannot draw something that you haven't seen. And most of the time at home parents don't have time to sort of sit with them. So, what do they do put them in front of the TV. So, so, and I know there's one show in mind that always draws like a skateboard. Or they draw like Barney and where do you see Barney? You see Barney on TV when you watch Barney, so yeah that's how, that's one of the examples I can say.

Interviewer:

Cool, thank you. And then um, so now thinking more about the media that's on those technologies so like apps and games. So, which Section A Question Four, which media such as websites, apps, games or films, do you use in your classroom and what are your aims in doing so? So that would be activities that happen in your classroom that that either the children are using on their own and you have mentioned some of that, but perhaps other ones, where you're using an app or a website or a computer game or a movie or a video actually with the, you're using it with the children. Do you ever, have you?

12:44 Teacher

So we do, we do a bit of role playing sometimes like for example I know everyone likes Avengers, oh my God. So like they talk about Captain America and things like that. So, so, so, with my kind like in my class. Okay, they are destroyed now but like I made colour cards, based on, on the Ninja Turtles. You know, Raphael is red, so like I would paint, the whole character red, so then I ask them, what colour is this? It's red, oh like that's the Ninja Turtles. So like, it relates to them, and it makes it easier for them to work and to learn. So So yes, I've used, I've used, so the internet, the phone to Google, the Ninja Turtles. And yeah.

Interviewer:

So, when you do that. Are you are you Googling before you get into the classroom with them or are you Googling with them, so they see you doing it?

Teacher:

It depends, like sometimes. Yeah, it's both ways. I like them to sort of see as well. I've watched, I've watched a YouTube video with them before, and how to do, okay so like I was working on an experiment. And I forgot how to do it. So I had to take my phone and say, you know what guys actually watch with me and help Teacher Six, maybe I missed something. And they all excited and stuff, so I took my laptop out, and they all came and we all saw the video together and I missed something and one child said no, you don't do it like that so like everyone was participating, so like that just made it like a fun experience, and using digital, you know, so, that was actually cool. Yeah.

Interviewer:

And camera, you ever use the camera?

Teacher:

No, but the Principal does. I don't, oh wait, I'm lying, when was it I think it was two weeks ago we had Occupation Day. So I brought my selfie stick and then on my phone, we took selfies together. And then we made a video and I asked them, so guys, what are you today? And the one was like, I'm Superman and you know, the police guys.

Interviewer:

It's a great occupation.

Teacher:

I know. Isn't it funny though, like he was the only one that that came dressed as Superman. So I've asked him so Sima, why you Superman? He was like well so policemen don't do their job. So I'm going to be the vigilante. I'm like, oh, okay, I'm like you know buddy and the other lady, well not lady, the child, she was a lady COP, so that was cute and she's like, no excuse me, I do my job. So yeah, so yes, we used I used my phone and my selfie stick.

Interviewer:

Great.

Teacher:

Um yeah we did videos and we took pictures. I got involved.

Interviewer:

And do the children, do you ever use a laptop or a TV or something to show, videos or movies, do the children do that ever? Or is that not something that you do with them?

16:08 Teacher:

So like, very seldomly, because of also, I don't have a car, so I don't want to bring my laptop all the time. It would be like I don't know, maybe once a month, but otherwise, we also, they used to watch movies I think some parents were not happy, you know, what their children, watching movies at school, they feel like it's something they keep at home. So, we used to watch movies at the school like, maybe we have like a Popcorn Friday, once a month and then we maybe bring Captain America or Boss Baby or like anything.

Interviewer:

Okay. So section A question Five, are the any technologies, or media that you would like to use if you had the opportunity. So if you had, you know, funding wasn't a problem, support wasn't a problem. Can you think of anything that you would want to use in your classroom with the children that might be cool to do. If you, if the sky was the limit?

Teacher:

You know, honestly, so on my side work. I do music. I'm actually a rapper and a singer and I write my own music. So like, if, if, if they would give me a decks board and a big mix maker. And a DJ table, I would do that with my children. I'd create, I'd create beats for them to dance to and I'd help them, like I'd give extra skills for them to also learn that at a young age. I don't know if you guys know, the famous DJ Arthur Jr?

Interviewer:

Yeah, I've heard of.

Teacher:

So he won he won. America's go talent I think it was, 2016 Or 15. I can't remember, but yeah, he's alike a 6 year old. And he learned that because his father is a DJ, and children. Yo guys. I promise you, children pick up very quickly. He's like six years old and he's like famous, that guys getting thousands if not millions.

So, you know like, it would be a perfect opportunity to use digital and again this is technology on like breaking a lot of levels so it would actually be something that's very worth it and cherishable and, you know, so yes, I would use that mix table And microphones for example, microphones, I feel it's very important to, to, to teach MC'ing at a young stage. Why, because that that builds up your confidence as a child as well. And I know they'll play with a microphone, something that is nice to get used to. If they could give me that in my class, I would be happy. I would really be happy. And earphones you know like like working ear phones, so that they sort of, I don't know, get used to it, it's all part of it, you know, all mixing and DJ'ing, you need a pair of earphones, you need a good working laptop. That's probably Apple and that's expensive, but yeah. I would do that. Yeah, definitely.

Interviewer:

Ya, you would. And so sort of related to that, Section A, Question Six was.

Teacher:

Sorry, can I interrupt.

Interviewer:

Yes, of course you can.

Teacher:

I'm actually getting a lot of ideas.

Interviewer:

No, no, go for it, go for it.

19:43 Teacher:

I'm also thinking, you see, at this stage, we don't, we don't, well not we don't, but at our school, we don't we don't teach music. We don't teach like how to play instruments. And I know there are things such as electric guitars. That's digital, you know, so that those things would be cool as well. Piano lessons, I know other schools, actually there's more like extra classes or things like that, like private classes.

Interviewer:

Like extra murals sort of things.

Teacher:

Yeah, extra murals, yeah, but I think it would be cool if, if, you know, if we sort of did things like that, even if it's touch base, you know, just like guys, this is a piano. These are the key we had a piano in my class, but it didn't belong to the school so, you know.

Interviewer:

Was it an electric keyboard, or was it an actual piano?

Teacher:

No, but yeah, but I think it would be cool to have an electric keyboard, something that's portable and something that you can, like, work on the sounds, can press certain buttons, it gives certain sounds, the children will enjoy that, even if it's part of the toys, where they have those digital pianos. I know people don't like, you know, battery toys, because of you know, I don't know, the disadvantages, yeah, cool.

Interviewer:

Yeah, okay so, the last question for this session, Section A Question Six: What barriers, do you encounter to integrating technologies or media as part of your teaching or classroom program?

Teacher:

Barriers, look, I wouldn't really say barriers, but I mean, I don't know, I'm trying to think of things that have been.

Interviewer:

Anything that sort of stops, prevents it in any way.

Teacher:

Yeah, look I mean, I don't know, like financially. Um, you know you're not always able to afford these things. I think that's why you know we use things that, you know, don't require money, you know, and, and if you and with the digital things, you know, it's always good to get something as durable, and something that's cost efficient, sometimes, you know, if it's cost efficient, it's not really durable, you know why, because it's cheaper. And cheap things break quickly.

Interviewer:

Especially with 4 – 5 years old.

Teacher:

Exactly, especially with 4 – 5 years olds and also if your rules are not done straightly, they'll pour water on it, things like that. And they would break, it's not something that can really laminate, like, you know, you know so yeah those, are barriers. And other children wont sort of understand, but that's not a problem you teach them. Yeah. That's what I can say.

Cool, thank you very much. Thank you.

Case Study child: Lulama

Teacher interview 2a

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 7 Min 37 sec

Interviewer : Okay, so this is the 4th of September Teacher interview Number 2 with Lulama's teacher. Okay just switching it on as well. Okay, so today if we can just talk a little bit more about some of the stuff that we were speaking about last week and the first question is Section A: Question Seven. We are interested in the way technology and media are used in your classroom in relation to different approaches to teaching. So if you could sort of say how you see these things working in your classroom, if at all. And then if you think about technology or anything in relation to them, so collaborative learning would be that so, what would you, what would be your take on collaborative learning? And would you see a role for technology in it? If you just hear collaborative learning.

Teacher: Okay, would I see, do you mean like, if I see technology, the word technology do...

Interviewer: in collaborative learning in your classroom. So the children use collaborative learning, I mean, you use collaborative learning.

Teacher: Yeah. For example, like with just these. Yeah, For the dolly area, the dollies area for fantasy play, we've got these cell phones. And I think I think Yeah, like I think I think we do a mixture of mostly everything. It's always like, bang and start. It is not only technology, but sometimes you don't just play with technological devices, but we imagine them as well like within the our playing. And yeah, so that's how I can answer that one.

Interviewer: Have you come across the term inquiry based learning?

Teacher: Enquiry- based learning, No.

Interviewer: Problem Based Learning?

Teacher: Problem, yeah I've heard. okay.

Interviewer: So do you, so the way the study understands that is, that, so they would be so you'd introduce a problem to the kids and the, the play or the activity would be around on you know how to solve that problem. Is that something you sometimes do with the kids or

Teacher: Through stories, yes, I do that through stories. And sometimes we have Math when we actually do math. I don't just I don't only give them worksheets. I am not sure if you've heard of the Six Bricks. So I'll always have, like a story around it and then I would incorporate Six Bricks in there. Then I'd let them solve it.

Interviewer: Okay. Yeah. So So for people who don't know what six bricks is, do you know what Six Bricks is? No. Okay. So can you just explain this a little bit? Yeah.

Teacher : Sure. So it's blocks right. And all these blocks, there are six blocks, and they all have different colours. So red, blue, orange, etc. So like, how how I use it first, I use to test their colour, to test for numeracy you know, number, are you able to count how many blocks a day. What colour is the second block and what colour is the last block , when it starts a year. So things like that. So how I would you incorporate six bricks with with with some stories is I'd say, Okay guys, for example these blocks are sweets. Right now like oh, let's imagine that these blocks are sweets right? And they I'd say okay? If they're six children, right? How how much wait, if there are six children and here there's six blocks and okay and these blocks are sweets right how many sweets would each person get? So then, lisa would take a block have a Bar (?), then Vuvu, take a block, have a bar (?) take a block. So six children would like Oh, wait, the six of us the six blocks, each person has one. So then 1. So on and so on.

Interviewer: So that's okay. That's great.

Teacher : Yeah, that's an example.

Interviewer: Yeah. Okay. And then, is project based learning something?

Teacher: I've heard some. I've heard, Can you just remind me if you have them on like, You remind me if you have it on notes or anything.

Interviewer: Project based learning, yes. Okay. Yeah. So okay, right. So that would just really be where, you setting up a project that children are working on as kind of the core focus for the way they learn about something. Okay, so I mean, I'm not sure if that's suited to the ages of the kids you have or?

Teacher: It's really it's not something I really do. So I'm not I'm not really familiar with that

Interviewer: So yeah. Okay.

Teacher: Thank you. No problem.

Interviewer: Okay, so next question, which is Section A question eight. [Some disruption of people coming into the room]. .. it's Section A, question eight. Do you experience grade or phase colleagues so in your situation would be fellow Teachers, have equal interest in the use of technology in a

Teacher : No, I wouldn't say equal, I would say. They do try to incorporate it where they can, but not everyone enjoys it as much as other people enjoy it. So yeah, not really, I wouldn't say

Interviewer: Do you think you enjoy it and you think about it more. Yeah.

Teacher: look, I'll also sort of bring age into this. I am younger. So I like I enjoy gadgets more and enjoy ...[children return to class and interview ends].

Case Study child: Lulama

Teacher interview 2b

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 2.56

Interviewer: So this is part B of **Teacher** interview number two. Okay. Sorry just to get back to where we were. Okay, so the question is that so we were talking about how you perhaps are more ...[unclear] and then possibly you saying it's possibly an age related . And the question is, Do the other **Teachers** some of the **Teachers** only include technology for certain activities, do you know, or do they not include it at all? Or,

Teacher: Um, look, we, we do, do planning together. So we always use, like I said the last time for like, if you, can do like art we would reset for art activities, or, you know if we have to download music, we use technology, but otherwise, I don't think anyone sort of takes it like, further than that. Yeah.

Interviewer :Okay. Perfect. Thank you. Um, Section A, Question Nine: Is your use of technology supported by the leadership of the school as a valuable resource for teaching and learning? Ja, so do they view it as a valuable resource for teaching and learning? Do you get supported in, I mean...

Teacher: valuable resource? Well not financially, if that's what you're talking about, but I mean, I think, you know, this support is more of, ' Yay!' ' This is cool!' But I mean, not much financially.

Interviewer: But encouraging?

Teacher: Yes. It's definitely encouraging. They definitely like it. So that's good.

Interviewer : Okay. And then I'm not sure if you how you do assessments of the children for like reporting purposes and stuff or reporting on perhaps what activities have taken place in your class. But are you able to use technology to assess and present evidence of meeting the curriculum requirements? And if so, how is this received by your Head of Department or Principal?

Teacher: Not Head of Department but yeah, Principal, so like, what we do, for example, so we would first right, like with hand, and then she'll take the notes and she'll type it out. So we don't really type out unless like, reports, [sudden interruption of voices].

Case Study child: Lulama

Teacher interview 3

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 8 min 48.

Interviewer: This is part 3 of the interview. So the question is now about Section B question 2: Do you, would you have any concerns about data privacy in relation to the children specifically in your class? And if you did, what sorts of concerns would that be?

Teacher: Right, like privacy

Interviewer: Ja, in terms of Data privacy, or is this not an issue in your...

Teacher: Like for you guys? Like, what you're capturing or not,

Interviewer : you know, and I mean, yeah, it's just a question. Is it an issue? So when you think about the children in your class and the different technologies, things like apps, websites, computers that they might play with, would data privacy be, something that concerns you? And if it is, what sorts of concerns would you have?

Teacher : Like, Yeah, no, I don't, I don't, I don't really have, I don't think a thing, I don't think I have really thought too much into it. But yeah, no, I don't. I don't have..

Interviewer: Okay, Section B, question three. Do you think that the children's use of technologies and/ or media at home impacts in any ways positive or negative on their lives? And if you, if you could just give some examples?

Teacher: Yes. Cool. No definitely, I think, I think I think there is an impact, whether it's negative or positive, but we could start on negative. Like sometimes, I think I had this last week, touched this, like the amount of time that child is given on an App, for example, I think it's very important, because you cannot allow a child to be like on their parent's phone for suppose for like, I don't know, for 30 minutes, I think at least I don't know, maybe if I'd negotiate 20 minutes with supervision. It's important because I know there's a child in my class who always walks in with their mom's phone. And I mean, I'm sure it's from the way home, while the mom's driving to the school and things like that. And the problem is now, they don't want to to let mommy have the phone. So they cause a tantrum when they are here and that causes a disruption. You know, child, pull the child from the mother, and the mother can't go to work, and it's a whole case and the child is sad the whole day. And it's just, you know, I mean, I that's, that's negative, that's, that's a negative thing. Whereas if you negotiate for the child and talk and train the child, look here, you have this phone for 15 minutes. And make sure that that bond during break and we need to set rules, need to make sure that you follow the rules. You follow the rules so that the child can know, even if visitors or there's no visitors, for you at school or your church or wherever those rules always apply. You can I have a child Siso, so in my class, he knows as soon as you get to school, there's no toys at school. So what happens? You have to give mommy the phone and so on and so on.

[there is an announcement calling Ari, ari] And also like what they are exposed to in those apps. You know, it's very important So yeah, child child-appropriate things. Yeah, that's what we would recommend them to watch or play, the maths.

Interviewer: Thank you. Section B Question 4 : What do you think is the role of schools in addressing issues about children's Internet safety and..unclear

Teacher: what's there?

Interviewer: What, What do you think the role of schools would be in addressing issues of children's Internet safety and data privacy specifically what is the role of the school? Is there a role and if it is not, what what do you think it might be?

Teacher: I don't think we have a role yet but I think we're establishing that coz I think we were more at a process of, of raising awareness first that we need to incorporate more of, of technological things. So it's not like, okay, it's already established, This is our role yet. No, it doesn't been like, yeah,

Interviewer: So at the moment, Internet safety and data privacy are not really conversations that are happening here.

Teacher: No, not at all.

Interviewer: Oh, yeah. Okay. And would that also be so it's not a conversation that you'd be having with parents, specifically around Internet safety and data privacy?

Teacher: I mean, like, like, like, if we do have these conversations, they're very minimal. It's more like, like, a picture safety, Facebook, what what all this but I mean, that's basically about it. It's as not as not more than that. There's not many things. So yeah,

Interviewer: Okay. Okay. Section B, question five. I'm not sure that this will be something that you work with, but but let's explore it a bit: Is any content in school filtered? And what impact does this have on the sort of learning you can support? And is it ever a barrier to learning? So is there any content? That would Yeah, that would come via digital technology specifically, and that the school filters. So if there/

Teacher: I'm going to, let me go back to social media, yes. The pictures of children like, for example, with that, like let's say, we having a, we having a concert, for example. So sometimes we do take videos and we obviously want to Share them on our page, perhaps some parents that that don't want their children to sort of show, so those falter and that, you know, like maybe cross out the child's face, or certain details will not be exposed to the media and other children. That's not a problem. So how that's

Interviewer: Teacher: Yeah.

Teacher: No problem.

Interviewer: And last question, Section B, question six. Do you have any concerns about the safety aspects of internet enabled toys and if so, internet, internet enabled? internet enabled toys and if so what would your concerns be?

Teacher: Internet? Look, I don't have too many concerns. I just think as long as it's child-friendly for me, like, I'm good. It really needs I think there's a lot of emphasis on child friendly, coz things go wrong, I promise you and, and, and things are not as easy to correct when you're an adult. You know, it's nice to sort of to make sure that things are done right now. What we expose our children to right now the internet is very broad spectrum. A child can watch, to watch anything the things that they are not allowed to see or play with certain games to not allowed or be on a site that's for adults or anything. So I think, yeah, that's what I have to say on that subject.

Interviewer : Thank you very much.

Kamden Parent Interview 1 (Appendix 3) 31 October

Activity: Parent Interview

Case Study Child: Kamden

Parents: Kameron and Denise

Audio duration: 7:25

Interviewer:

Okay, so it is October 31st and there are questions for parents and we are sitting with Kamden's mother and father and it is appendix 3 question 1.

What kind of play does your child typically engage in?

Denise:

Most of the time it is with toys. Okay, to be honest most times it is toys, but he often wants to watch YouTube videos.

Interviewer:

Okay, but that is a different kind of play. That is actually- just say it as it is. This is research so there is no right or wrong answer. We are just interested in finding out what is going on with technology and children. And, if you are not sure then you just say you are not sure. So, his favourite is YouTube... So, when does he normally watch YouTube?

[00:01:04.748] Denise:

After supertime.

Interviewer:

And where?

Kameron:

Where he is situated.

Denise:

Well actually where we are sitting.

Interviewer:

Where you are sitting? All right. On what device would he watch YouTube on?

Denise:

On a cell phone.

Interviewer:

Can you give me some examples of his favourite play toys? You mentioned YouTube, but is there anything else he likes to do when he is playing?

Denise:

When he plays he likes to play with his LEGO or transformers.

Kameron:

He loves slime.

Denise:

Yes, slime. Sorry. That is what he loves, messing with slime!

I forgot about that.

Interviewer:

And how has your child's play developed over time?

Kameron:

Look, we can see there is a big difference with him, especially when it comes to YouTube. He is very fond of sea creature life and there are some animals I have no clue what they are and he will identify them and tell us. So, it is a big change. So, for a 4 year old to tell us that is a mega squid, it is big man.

Interviewer:

Where did this kind of play start?

Kameron:

Two years ago?

Denise:

Yes, two years ago. When he was between 1 and 2 he would just watch movies and cartoons and just play with his toys. YouTube happened when he was 2, 2 and a half.

[00:03:14.873] Interviewer:

And it sounds like he liked the screen.

Kameron:

Yes, he loves it. Especially National Geographic Channel, as it consists of lots of animals.

Interviewer:

And then what do you think is the value of play in your child's life?

Denise:

It is actually-

Kameron:

Look, it helps him a lot. Um, I mean, you cannot stop them from playing that is the way they learn. So, it is very good for them.

Interviewer:

And how important is play in your family life?

[00:04:03.448] Kameron:

Very important. Look, we learn a lot by just watching them play. That way we are learning from them. We are figuring out how they adapt from their playmates or surroundings. Stuff like that. It makes us learn a lot about him and teaches us more about him. Seeing his likes and dislikes with what he plays with, with whoever and whatever.

Interviewer:

Do you want to say something Denise?

Denise:

No.

Interviewer:

Because at any time you can just pop in and just say.

Denise:
Okay.

Interviewer:

Then, what kind of creative activity does your child engage in?

[00:05:00.367] Kameron:

Um, basically it is, um creativity?

Interviewer:

Creativity, sort of thinking about things he makes.

Denise:

I know it is wrong, but he takes plants and he makes food out of it, but basically anything. He always thinks out of the box and I always think where does he get this from. I mean he will take literally anything and play with it. Like a small example, last night we were eating dinner and he was looking through the window as if it was a camera. So, he was talking as if he was making a YouTube video and the window was reflecting him. So, he was pretending that, that was his camera and he was speaking (to it). Yeah, that is him.

Interviewer:

And then what are your thoughts on creativity and its value.

Denise:

My point of view is that it is a big value to any human, as it makes you think outside the box and also you learn with the things you are doing, whether it is small or big. To be honest at the moment I am watching him, he is doing things I didn't think he could do. Yeah, with his creative mind.

[00:06:32.812] Interviewer:

Do you want to say something?

Kameron:

It is a great value, because look as I say, I take him as a little human being, a little adult and then just to see what he brings from his side at this age, it takes you back. I mean, you don't know how you were at that age and it makes you think, because you don't know how you were at that age. How clever they are because of technology.

Interviewer:

That is the end of appendix 3, we will pick up again from the next visit. There are a lot more questions.

Kamden Parent Interview 2 (Appendix 3) 5 November

Activity: Parent Interview

Case Study Child: Kamden

Parents: Kameron and Denise

Audio duration: 22:50

Interviewer:

It is Tuesday the 5th of November. I am continuing with Appendix 3 questions and I have Denise and Kameron, Kamden's parents here.

Okay, how does technology feature in Kamdens play?

Denise:

Regarding what he uses?

Interviewer:

When you think of Kamden what do you see him doing with technology? How does it fit into his play? So we are probably talking about TV, YouTube, your cell phones, if he has access to your work PC, what is he doing and how does it inform his play? If he sees something, what is it doing? Is he playing it out? What are you noticing?

[00:01:13.866] Kameron:

What I can notice is that he has a good memory. I mean, I would-well probably because I am getting older, I am forgetting things, but I mean its things we don't even know he has learnt like switching on the TV, or the computer and even going into an app on the phone. I mean, we are not always there to teach him how these things work, so it comes down to memorising what he did and then use it again.

Interviewer:

And how does he use it again? So, he remembers it he sees it then how does he use it again?

Kameron:

For example with Paint Application on the computer, he knows exactly where to click on to erase the line or broaden the line or what line makes what-

Interviewer:

And how did he know to do that?

Kameron:

I guess because of the computer class.

Denise:

Similar thing with cell phones, I think he just sees what it is-

Kameron:

Explores.

Denise:

Yes, he explores. I have noticed because I also have paint on my phone, so he draws things and take the eraser and just erase it.

[00:03:14.649] Interviewer:

Does Kamden like to play with particular devices and if so, what does he do with them?

Denise:

The PlayStation 3 and he likes playing car and fighting games on there.

Kameron:

Most of the time he is on YouTube. He watches blogs on how to catch fish and youngsters experimenting with having tanks at home and then experimenting with different fish. He also likes these Transformers, these metal things that transform into robots. I have also noticed he likes robots.

Interviewer:

And whose cell phone does he use?

Kameron:

Mostly-

Denise:

Mine, but he uses an older cell phone as well. Because my phone is more modern, so you can download apps and YouTube videos, because he saves it. He saves YouTube videos by himself.

Interviewer:

And, who directs him to these YouTube videos, how does he know-

Denise:

He goes on by himself-

Interviewer:

On YouTube.

Denise:

Even on computer-

Kameron:

Even on the smart TV we have. He will switch it on and put YouTube on the TV.

Interviewer:

Just remind us how old Kamden is?

Denise:

4.

[00:05:16.725] Interviewer:

So, he goes on to YouTube and chooses his own-

Kameron:

Blogs and cartoons, yeah.

Interviewer:

How does he do that?

Denise:

Most of the times he just sees. To be honest sometimes we just see it there and other times it would just pop up.

Kameron:

I think sometimes YouTube has a memory on what you watch the most. So, with him watching these blogs it will just pop up. So, there are different categories on

YouTube. So, you will get like cartoons for kids or it will say recently watched, and he will just browse and select. Once you select what you want, it will continue to pop up with new episodes, in the range of what it is. Whether it is animals or even if it is transformers.

Interviewer:

And the blogs, what are those about?

[00:06:48.005] Kameron:

It is about, like I said, his favourite is-

Denise:

Raw fan, it is about fishing.

Kameron:

It is this young gentleman he goes to different ponds in their town and catches fish and names and collects them. He then grows and feeds them until they are bigger and then releases the fish.

Denise:

He also watches family blogs. So, like what to do on different days with the kids. He also likes to watch Ocean Life. I know some kids like elephants and stuff, but he loves Ocean Life especially when it has to do with Orcas. He loves Orcas.

Interviewer:

And he sourced that himself?

Denise:

Yes.

Interviewer:

And it is all via YouTube?

Denise:

Yes, YouTube. So, he browses until he gets what he wants.

Interviewer:

What kind of games, devices or apps promotes play?

[00:08:01.449] Kameron:

With the apps it is obviously YouTube-

Interviewer

Because it promotes play?

Kameron:

Yes.

Denise:

With YouTube is where he learnt about the GoPro. On YouTube they show all different things and toys and it makes him want to explore. And he would ask me to buy this so he can try something he saw. Like Slime, he watched a video where they made slime and then he asked whether we could buy a slime kit. So, yes YouTube shows him a lot.

[00:08:51.118] Interviewer:

And then what type of devices, apps or toys limits play in your view?

Should we perhaps go a bit back? What do you understand about 'play'?

Kameron:

I would maybe think, excessive play with PlayStation that limits him from going outside and exploring. With PlayStation it is the same thing repeatedly, but with the new games, that we haven't played I noticed and I have read about, it is more learning. There are however age restrictions and that is why we aren't taking that route yet. That is why we are sticking to YouTube. So, I would say the gaming console would affect and limit play.

[00:10:10.210] Interviewer:

Does your child play when watching TV? If, so what does he do?

Denise:

He does.

Kameron:

Yes, he does. He multitasks. I don't know how he does that. He would have the phone and watch one of the blogs and want to watch what we are watching.

Denise:

Also, if his car is with him or his LEGO, then he would want to play and watch TV. Like on one of the videos, you can't actually see it because he was lying, but he was playing and watching because there was an animal thing on. So, it did not actually come out that nicely, but I put it on to show he is multitasking.

Interviewer:

And does your child's engagement with apps and online sites impact with their play at all and if so how? We did sort of talk about that. So, if we get to a question and you feel we have kind of talked about that then if you want to add something more or just say no.

[00:11:31.043]

Kameron:

What was the question again?

Interviewer:

Do you want me to read it again?

Kameron:

Yeah.

Interviewer:

does your child's engagement with apps and online sites impact with their play at all and if so how?

Kameron:

Yes, it does. You can see it in his look he is an only child, what happens is that when he is alone we would find him talking to himself or he will do stuff that imitates these blogs and what he sees on YouTube. So, it shows where his mind is at that moment. That is why I think it affects his play.

Interviewer:

Does your child play video games? If so, with who, what and when?

Kameron:

Okay basically-

Denise:

He plays the games on his phone alone and the PlayStation with Kameron-

Kameron:

Or when there is family.

Interviewer:

And what sort of video games on the phone would he play on his own?

Denise:

There's a few, transformers and car games and there was a few apps I had on. It is not games, but it was more educational programs. And then also fishing games.

Interviewer:

And when he plays on the TV, with you or family, what kind of videos do you play then?

Kameron:

We are all car fanatics, so we basically play car games when we play together. Not much sport, but even the game that he has is more like obstacles. It is called Rio and they have to do obstacles. So, it is all about movement and dodging.

Interviewer:

And he plays with you and?

Kameron:

Cousins.

Denise:

Cousins, yeah and sometimes he plays alone.

Interviewer:

So, sometimes he plays alone.

How much time do you think he plays alone versus how much time he plays with his cousins or dad?

[00:14:27.913] Kameron:

More alone than with us.

Interviewer:

Is that just because there is no one available to play?

Denise:

Yeah.

Interviewer:

Okay, next question: does your child have any physical toys that relates to his online digital interests? They give examples like Mine Craft blocks. And if so, does he play with these when also looking at it on the TV or screen.

Denise:

Like whatever cartoon is his favourite cartoon at any given moment he would want something. He really liked Thomas the Train, so we bought him the building blocks. He goes through stages; it has been Paw Patrol and Spiderman. So, he has a few different toys that are cartoons. So, yes he does play with the toys while watching TV.

[00:15:37.016] Interviewer:

Does your child play with toys that are digital? Like laptops or robots?

Kameron:

Not, yet. I would say.

Denise:

I don't know. I wanted to get him Leap Frog as a Christmas present last year, but then he (Kameron) said we have cell phones so why get it.

Interviewer:

Does your child play with Internet enabled toys that are digital? For example Furby or Robots.

Denise:

No.

Kameron:

No way, those toys are too expensive.

Interviewer:

And then does your child play with augmented reality or virtual reality equipment?

Denise:

No

Interviewer:

Does your child play with any artificial intelligence assistance such as Alexa or Siri or Google?

Denise:

Google and Siri, yes.

Interviewer:

How does he use them?

Denise:

My sister with the iPhone. He doesn't see her often, but when he does he wants to speak to Siri and ask her questions. Or when she is driving he would to have the GPS on so that he can speak to Siri.

Interviewer:

What kind of questions does he ask Siri?

[00:17:23.789] Denise:

Um, example we went for a Sunday drive- I cannot remember the exact question, it was something to do with Baboons, but she (Siri) did not understand the question. So, it wasn't answered, but he asks random questions.

Interviewer:

Does your child play with technology in outdoor spaces?

Kameron:

Which means?

Interviewer:

Like in the garden? In the park?

Kameron:

With what technology? Like phones? No.

Interviewer:

So, most of these play with technology is indoors?

Kameron:

Yes.

Interviewer:

And who decides which digital apps and devices your child will use? And what guides these choices.

Denise:

To be honest, me.

Kameron:

You just give him his way.

Denise:

That's not true. It is just when it comes to technology and things I think he will learn more. More experience for him also. I don't give him his way. I just let him explore more.

Interviewer:

What guides your choices?

Kameron:

The videos he watches...

Denise:

Um, yeah... To be honest it is because he has seen these things before so that is why he asks to get the things or the app. Example, he saw a milkshake on YouTube that was for growing kids. So, I bought it today and I showed him and he got so excited because he said it was gonna make him grow.

[00:20:04.561] Interviewer:

So, a lot of his interests inform the things that you would choose? The apps and technological things?

Denise:

Yeah.

Interviewer:

And dad?

Kameron:

Yeah.

Interviewer:

What is your view on this?

Kameron:

I go with it. Okay, we also watch things with him so we know what he is watching. It is interesting when it comes to- like I wouldn't know about this new shake his mom is now all of a sudden buying, but then he explained to me. So I ask, how does he know it? Where does he get this knowledge? It is because of this that he could tell me how tall he felt because he drank this milkshake today. He then told me that he will start growing in 8 weeks once he starts drinking it. I was so puzzled by it; I went to go read the can to make sure what he was talking about.

Interviewer:

It is wonderful, isn't it?

What would you choose for Kamden to watch?

[00:21:29.361] Kameron:

More animal, like National Geo, because at a stage he told us he wants to be a-

Denise:

Scuba diver

Kameron:

And? Biologist?

Denise:

He first wanted to be a Scuba diver, but then he learnt about Marine Biology and wanted to become a Marine Biologist.

Interviewer:

Okay, so you would choose things that he would be interested in?

Kameron:

Yes. Things that could be a career for him in the future, that is what I would choose.

Interviewer:

Are you happy to go on or we can continue next week?

Denise:

What is the time?

Interviewer:

17:50

Kameron:

Let's leave it.

Interviewer:

Thank you very much.

Kamden Parent Interview 3 (Appendix 3) 7 November

Activity: Parent Interview

Case Study Child: Kamden

Parents: Kameron and Denise

Audio duration: 13:21

Interviewer:

It is November 7th and we are continuing the questions for Appendix 3. Research Assistant is asking the questions. And Denise and Kameron are sitting here. While we are asking the questions, Denise is filling in where we can find these technology things in the house. We are mapping the house.

Okay.

Here are the questions and its all Questions about LEGO

Research Assistant:

Okay the first question is whether your child owns any LEGO products and if so, how does he play with them?

Kameron:

Quite a lot of different LEGO products. All different sizes, makes and models. Some are to advanced for him, but he plays with them everyday as you can see them lying around the house.

Research Assistant:

cool, what about other things from the LEGO brand? Like bags, film, hats and T-shirts?

Kameron:

Films, yes. We have lots of films that we watch like Batman, the LEGO Batman and Spiderman.

[00:02:09.880] Research Assistant:

And what kinds of toys or products do you think LEGO should be developing for children in this digital age?

Kameron:

I haven't seen any robotic LEGO toys. So, that would be cool to see any robotic movement of LEGO toys.

Research Assistant:

Interesting. We are interested in exploring the link between play, technology and children's emotions and wellbeing. Do you have any thoughts on this topic you would like to share?

Kameron:

NO, not really.

Interviewer:

Do you think technology makes him happier, sadder, more confused, and frustrated?

Kameron:

Well, I would say much more happier and calmer because he seems in his own world once he is using- I would say it brings out his initiative or what he wants to do.

Interviewer:

And do you think that makes him happy?

Kameron:

Yes, definitely. Kamden is a child that needs constant attention, but with LEGO it makes him way happier because there are times it can just keep him busy and he can be without us. Otherwise he is a bit of a paranoid child. He gets that from his parents so he cannot be alone in a room. He can probably only be alone for 15 minutes max, but with LEGO's it is almost like he forgets he is alone. It does make him happier and more confident.

[00:04:39.362] Research Assistant:

What types of technology-mediated play are more likely to lead to expressions of joy from the child? Why do you think that is? Earlier you mentioned you have LEGO films and all that, what is it that makes him happy when he plays it?

Denise:

The technology itself?

Research Assistant:

Yeah.

[00:05:37.758] Denise:

Actually, any technology he gets hold of he makes use of. He explores it because it makes him happy. He is then learning new things. So, on the cell phone he uses it for YouTube and can watch movies on that. Then the GoPro he was happy with it because it is something new. So, once he got hold of it, he would explore it and he was very happy to play and experience it.

Research Assistant:

Wow, interesting.

And which types of technologies is your child most likely to get bored with quickly, when playing?

Denise:

Um, It depends on his mood to be honest. Because there are times you can leave him with LEGO for an hour and he will be happy. Other days I would tell him to go play and he would only be happy and playing for 5 minutes. So, it really does depend on his mood.

Research Assistant:

Okay, which type of technology leads to more social play in your view? If, any why do you think this is? Social being like playing with other kids. What type of technology does he enjoy most when he is playing with-?

Denise:

Other kids?

Research Assistant:

Yes.

[00:07:25.614] Denise:

Um, games on the cell phone. Something that I came across when he was with boys who are older than him, he would see someone play a game and he would also want to play. Then they would challenge each other on the game.

Research Assistant:

Oh wow.

What skills and knowledge do you think he has developed through play and technology? If any.

Denise:

There are actually a lot.

Do you (Kameron) want to answer?

Kameron:

What?

Research Assistant:

What skills and knowledge do you think he has developed through play with technology, if any?

Denise:

Knowledge- he learnt a lot about sea animals. Um, he learn about-

Kameron:

Marine Life.

Denise:

He knows a lot about Marine Life and then also the names of cars. Yes, his father helps him, but he watches vlogs. Also, how to use the remote to the TV and things like that.

Research Assistant:

Wow, that is so clever.

Denise:

We can't think of more things at the moment.

Kameron:

Well, like cooking-

Denise:

Oh! Cooking!

Kameron:

He uses plants and-

[00:09:01.568] Denise:

You see I can't even remember!

Kameron:

Play dough to imitate cooking blogs and channels of kids on YouTube and stuff. He uses it to imitate and then he would say: "look mommy, I am cooking!"

Denise:

He says he is a chef.

Research Assistant:

Wow, how interesting.

Interviewer:
And attitudes?

Kameron:

Attitudes?

Interviewer:

You know I am trying to think- like the knowledge, he knows a lot about sea animals. Is there anything about attitudes that he might have learnt through technology?

Kameron:

Could be because with the blogs I noticed there was this family with 2 kids and it was how this family's household is, like the kids were getting new toys and stuff and the attitude around it?

Denise:

Ninja kids.

Kameron:

Yeah, it is where those kids shout especially those with the robotic type toys. I mean, they express lots of attitude and emotions that I also think he picks up from.

[00:10:42.654] Interviewer:

Do you see him copying it?

Kameron:

Yes, the shouting.

Denise:

But not only that also the excitement of things also.

Kameron:

When she talks about excitement, like the way he pronounces words, I mean I don't think he gets taught that at school.

Interviewer:

Mm, I was thinking language. Do you think that technology has helped him with his language? As, you were talking about words now.

Kameron:

Yes, a lot! Um, when he was younger he would use the word awesome a lot. We would hear him say "mom that is awesome!" I mean we don't use the word awesome. He comes up with it. Then we obviously have to use it to accommodate him. I mean that is the right language to use in that context.

[00:11:56.825] Interviewer:

Did you as a family start using the word awesome?

Denise:

We would not use it as frequently. He would use it for everything when he was younger. I mean when he accomplished something or something happened: "Oh my gosh!" so that was also a word he picked up. So, whatever he did he would just say "Oh my gosh!"

[00:12:26.294] Interviewer:

I am trying to think, language in terms of Mathematics... Counting, numbers, shapes. Have you noticed anything you maybe think he learnt from the TV or video?

Denise:

From an app yes.

Interviewer:

Which app would that be?

Denise:

There is a few apps I got on my phone that I actually got for him. Like drawing of patterns and things that he does at school. A combination of the two I would say, but he does learn the numbers. Like I would ask the teacher what he is struggling with and then I would get the app to help him with it.

Research Assistant:

Thank you so much guys that is the end of Appendix 3 questions.

Interviewer:

Thanks very much.

Case Study Child Name: Kamden
Date: 31 October 2019
Parents names: Denise and Kameron
Duration of audio: 1:38 minutes

Kamden – Family visit 1. 31 Oct 2019 Talking about his drawing

Interviewer: Kamden, it's Thursday the 31st of October. And Kamden has just done a drawing and he's made something and Kamden's going to, we're going to talk about what he's made. Alright, now that's on. Tell me about your drawing.

Kamden: I'm a (unclear) maker, I made a square and a door (unclear), and a house, and a roof with a square paper.

Interviewer: And whose house is that?

Kamden: Mine!

Interviewer: Is it yours?

Kamden: Yes.

Interviewer: How often do you do drawing and cutting?

Kamden: Um, I'm learning all the time and then. I'm doing the (unclear) on the shapes, aaand.... I'm just drawing some butter-..., grass, houses, and some flowers and uh, soo amazing(?).

Interviewer: Alright I'm actually having a look here, 'use the drawing as a stimulus' but he's... alright. I think this is, I'm going to just stop that because actually what it is, it's on.

End of Interview

Case Study Child Name: Kamden
Date 31 October 2019 (?)
Parents names: Denise and Kameron
Duration of audio: 13:33 minutes

Kamden – Family Visit 1. GoPro Camera

Interviewer: We're recording and Kamden is busy looking at me setting up the GoPro camera. So here we go Kamden. Put that one back, that one belongs to the recorder. Come over here, look what we're doing here. So now. I've got a thing that I think, you know what happened last time. So the idea is (unclear).....that what he's got there is, we'd like him to keep a diary. So we've got some paper and we've got, we brought a plastic sleeve. So even if you draw something, you can just slip it in the plastic sleeve. Or if he says something or it's just to keep a record, we're trying to track the technology in the home. How how, you know we take it so for granted, but how is he seeing? What is he doing with it? So you can either just scribble a note and pop it inside, anything you're, anything you fancy. Alright last time I had trouble with this. And I had to use the, the reader you know the card reader. So when I come next time, I'm going to bring the card reader, I didn't bring it today. And then we will show. What else I'm hoping to show him is that here actually... (trailed off). But I think what you might like to do, and I don't know why it doesn't want to connect because the first one did. This one did connect. Okay dad, are you quite suss technologically?

Kameron: I just go as it comes I guess

Interviewer: Yes could you, you might actually have a, so we're asking dad to help. So what happens is, we take this out, in. I've got an app on here and when you connect there up comes the app. Okay, so now don't put it on yet hey Kamden. Now it says here you should just click on 'import files' and you got it. Please select a new important location in settings. So where are our settings? Ah, okay.

Kamden: What are they doing?

Denise: Just reading. What are you doing? Don't press on hey.

Kamden: Why?

Interviewer: It should be here, why is it saying it's not connected? Because this jumped up so it definitely was... select a general...(unclear) No but I don't ,don't want to download it I just want to show it. And new? Nope. Because what it should do is when you connect it, it should pop up, you import and then you should see all of the, what's happening and then you, I think go into media and then you can actually save it says offline here, but yes we are offline.

Kameron: If you press the tick box there.

Interviewer: Shall we tick it? But you see I don't know why... storage... (unclear) folders, import location. This is when technology is pain. I know this is actually, that's the battery. The batteries... Is it on? The USB, so the USB is connected.

Kamden: Maybe we should...

Interviewer: So let's go back to media. 'Cup(?) your camera, turn the camera on, select input files when prompted.' We did that didn't we? But then oh here we go wait , the file's not imported. Unless, unless it wants, okay so what if we go. Where did we find it, here settings. So what if we go, that's not connected. What is it saying thee? Remove folder the media (?) will be removed from quick. Is this quick? Oh it's quick, okay no we don't want to do that. Okay. But somebody's been on here you can see somebody's done it. Okay, let's add new so if we add new what are we going to do?

Kamden: (whispers) I don't know.

Interviewer: Pictures? Ha! Ha ha ha. What about this?

Kamden: I will play. I mess the play (?) (unclear)... new.

Interviewer: It shouldn't do this it should open it, import and then just appear. It says it's, oh, scanning, scanning. Okay let's go back to media. Ha! Look there! Is this not... this is not the folder hey? No, no that's the other family. Do you know whose family that is? That is Lulama .

Denise: Is it new?

Kamden: Ja. Lulama .

Interviewer: Yes that is Lulama 's family.

Kamden: Lulama 's family!

Interviewer: But can you see the other little boy he's older, but he was watching Dan TDM (?) so he was filming himself watching and then afterwards I put it on and then I asked him about it.

Denise: Kamden, Kamden!

Interviewer: Why do you like it? What do you do?

Kameron: Kamden, wait just hang on.

Interviewer: There we go. Okay, but now this this is this this is the thing. This is not this is in the folder. Alright, but now. Alright, let's try that. I don't know. Okay, guys. The card reader, when the last time I did this, I had problems with this. I took the little card out of there, and then I put it in the card reader and plugged it in and then it saw it. Shall I do that next time? Shall I bring the card reader? Alright. In the meanwhile, you just have fun. I think there's about seven hours on there. It's 128 whatever. Okay, but this you can put into your phone. You know, where put your phone in, you plug that you take the phone connection, and you plug it in and it will do that. But it should be, I did charge it. Okay. Alright. So now, let's, would you like to take that one out? Pull it out. Okay, so now we're going to put that back again, okay, and then you and your mom and dad can have fun with this. Alright, I'm going to just put it off because it's quite nice to take bits and then stop and then bits and then stop, alright? I'm not sure how this, it's there's a there's a thing that comes with it but it's pretty useless, the explanation so I don't know how you can delete stuff off here. So if you if you want to free up some more, but the best thing to do is you can go online and look up this quick... Hero it's called Hero.

Kameron: (unclear)

Interviewer: Okay, but I'm not sure why it won't, it's on there... and then you can also use it out of this but this you know what, this is so cool. Let me show you about this. This is what's supposed to

happen here. I think I got this on backwards. Did you put this on here? I think this goes like this? Because this goes on so that you can have both hands to play with.

Kamden: Both hands.

Interviewer: No. Wrong way around, sorry. So you've got there. And then we are going to... can you see that there? Is it in properly? Can you screw this in for me?

Kamden: Yes

Interviewer: Just hold on, I've got to line, can you see is it lined up there?

Kamden: Yes

Interviewer: Okay, put it in. That's right, you got the right way to turn it. Is it going in? Okay, keep tuning it.

Kamden: Almost there.

Interviewer: Yes but you have to do it right to the end. That's it, keep turning. Are they all lined up? It's not lined up, is it? So I think... I'm not technologically... It's supposed to line up and then you just screw it in. Isn't it? Those things go on bikes. I think they are very, very tough. So that's yours and that's yours and then I'll show you and then you put the harness on. So the cameras in front and then the idea is we need to play, he's taking a picture of Sophie, Sophie's watching TV. What kind of TV (unclear) What kind of TV? So he's taking a picture of the TV. The little red thing, dot goes at the top. Clearly we've got a boy in the house. Right? So that's the idea. I'll come back but I'll bring the reader with me next time if it doesn't... I'm not sure why I'm definitely doing something wrong I think.

Denise: No man, the harness, put the harness

Interviewer: Put the harness on for him. Okay, Kamden, here we go. Here's one arm here. There we go, goes through there. This is so exciting.

Denise: No (to Kamden). (laughter) Like a new toy. You know what he's gonna do now, you know what he's gonna do? So he likes watching YouTube videos, he's probably going to talk to himself. Like, 'Subscribe

Kameron: He's gonna want to make a blog.

Interviewer: But that, you know what else, we bought that, but you might want to do a Whatsapp(?) diary. You can also do an electronic diary.

Kamden: I wanna see

Denise: Oh you wanna see?

Interviewer: It's more technological. But what we're doing is just trying to get as much data on how, what he's saying what he's thinking, all sorts of things. What happened?

Denise: He wants to see.

Kamden: I see you, I'm a camera guy.

Interviewer: You're the camera guy.

Denise: Only for now.

Interviewer: So I guess just experiment, have fun. It's pretty unbreakable.

End of Interview

Kamden Family Visit 3: Discussing GoPro video taken by Kamden

Case Study Child: Kamden

Parents: Kameron and Denise

Audio duration: 1:31

Transcriber: Chanique

Interviewer:

We are watching another video that Kamden has taken during the week. Today is the 7th of November.

What is going on here?

Kamden:

I was just doing that.

Kameron:

Doing what?

Kamden:

Toast!

Interviewer:

It's toast?

What is going on here?

Tell us what is happening here?

Kamden:

This is the paper you gave to me.

Interviewer:

Are you busy with it?

Kamden:

Yes, by the house.

Interviewer:

Yes, I can see you are cutting it.

What are you making?

Kamden:

I am just making a-

Interviewer:

Are you making meat?

And what is this on the table it looks like LEGO?

Kamden:

It is a block.

Interviewer:

It's a block and I can see something else...

Kamden:

Oh, that is just my Lamborghini.

Interviewer:

Ah, all right. Did you say the Lamborghini was your favourite car?

Kamden:

And the Ferrari.

Interviewer:

Which one is your most favourite?

Kamden:

The Ferrari and the Lamborghini.

Interviewer:

Okay, so you are busy making something, but you cannot remember?

Okay, Kamden has lost interest. He is only 4 years old.

Kamden Family Visit 3: Mapping Tech in the House

Case Study Child: Kamden

Parents: Kameron and Denise

Audio duration: 12:22

Transcriber: Chanique

Interviewer:

It is Thursday the 7th of November and we are sitting with the Carere's, Kamden and Kameron his dad and Denise the mom. We are actually mapping the technology in the home. At the moment they are not in their own home. So what we are doing is doing a full plan of their home because obviously where they are now is not how it is in their own house. So, we are having a little trip down memory lane to see where the technology is.

Please remind me what your address is?

Denise:

Athlone.

Interviewer:

Thank you.

This is your house, so if you were up in the sky this is how your house would look. Now, come and draw your house. [00:01:49.078]

So we are sitting here and Kamden is drawing his house and he is modelling it on how his dad drew his house using the lid of a container.

Now what are you (Kamden) drawing?

Kamden:

The house where I live.

Interviewer:

Is this the outside of your house?

Keelyn:

Yes, and this is the inside of my house.

Interviewer:

Okay and what's inside your house?

Kamden:

One fish tank.

Interviewer:

Do you have a fish tank? Wait, let me get a pen and write these things down.

[00:03:04.424] So we are going to write F-

Kamden:

Fish Tank.

Interviewer:

What else is in your house?

Denise:

As you walk in what is the big thing against the wall?

Kamden:

A fridge!

Denise:

NO, that is in the kitchen.

Interviewer:

What else is inside your house?

Kamden:

Fridge.

Interviewer:

All right lets draw the fridge.

Oh, and where is the fridge?

Kamden:

In the corner by the fish tank.

Interviewer:

In the corner.

Kamden:

By the fish tank.

Denise:

And what else in house? What do you see when you walk in the house? The big thing against the wall? Where you can see things on?

Kamden:

A door sign!

Denise:

No.

Kamden:

A TV! The TV is just here, next to the door.

Denise:

No, by Pa's house.

Interviewer:

Where is the TV by Pa's house?

Kamden:

It is just here.

Interviewer:

All right lets draw it.

Kamden:

Okay, next to my fish tank.

[00:04:42.669] Interviewer:

What's next to that?

Kamden:

TV!

Interviewer:

And where is the TV? In the bathroom?

Kamden:

No, next to the fish tank.

Interviewer:

TV next to - the - fish - tank.

And where is the fish tank?

Kamden:

Here it is!

Interviewer:

All right. What else is in your house?

Kamden:

Chairs!

Kameron:

Where is the chairs?

Kamden:

Here!

I can't draw the chairs.

Interviewer:

You are drawing beautifully, you really are.

Kamden:

Its chairs!

Interviewer:

How many chairs? Do you have lots of chairs?

Kamden:

Yes, we do.

Interviewer:

Ah look at that.

It is very interesting that he is drawing the bird's eye view, which for a 4 year old is very good.

Just for the record Kamden has drawn the table and chairs and he has drawn it from a birds eye view with a square in the middle and the chairs arranged around it. I can see there are lots of chairs.

So, I am gonna put table and chairs.

What else is in your house?

Where do you watch YouTube?

Kamden:

TV!

Interviewer:

You watch it on the TV?

Kamden:

Yes. And phone.

Interviewer:

Is there anywhere else you watch YouTube on? What else do you have to watch on or just the TV?

Kamden:

Phone.

Interviewer:

Is there some other device?

[00:07:32.994] Kamden:

Um,

Interviewer:

Look over there, does that give you some ideas?

We are looking at the TV station.

Mom is showing Kamden the remote, so you also have the remote there.

Kamden:

I put it just there, the buttons on the computer. It's the buttons.

Denise:

What do you watch YouTube on in the room? That thing that daddy brought for you. Where you paint on?

Kamden:

A paint kit?

Denise:

No, what is that that daddy brought from work? [00:08:27.758] In the room?

Kamden:

Oh, a book!

Kameron:

Kamden, what do you do during the day when I am at work?

Kamden:

Computer.

Denise:

There we go.

Interviewer:

All right.

Where does the computer go?

Kameron:

Where is the computer?

Kamden:

Here.

Kameron:

In whose room?

Kamden:

Your.

Kameron:

In our room.

Interviewer:

All right, let's draw the computer.

Kamden:

And the bed!

Denise:

First draw the computer.

Kamden:

There is the computer thing with the buttons... Now the bed!

Interviewer:

Is this the computer here?

Kamden:

Yes.

Interviewer:

Of course, there is the screen and there is the keyboard.

Denise:

Where else do you play games on in the room?

[00:09:32.398] Kamden:

Phone.

Denise:

No, the red thing where you put your games in?

Kamden:

PlayStation!

Denise:

And where is that? Next to the?

Kamden:

TV.

Denise:

And the-?

Kamden:

Computer.

Interviewer:

Wow!

Ah, that's a CD and what did you call this?

Kamden:

PlayStation.

Interviewer:

A PlayStation, wow. There is a lot of technology in your house!

What is that?

Kamden:

A bed.

Interviewer:

Whose bed is that?

So I am going to write Kamden's bed.

So, any other technology in your house?

We have got a computer, a keyboard, a PlayStation with CD's and we have a remote and a TV.

Is there anything else?

Kamden:

A toilet!

Interviewer:

Oh, yes, very important!

Kameron:

I don't think it is technology; you get technology toilets, but not ours.

Interviewer:

Ah man, he is focused on the important things.

Okay, what shall I write there?

Kamden:

It is a toilet and the thing you use to wash your hands.

Interviewer:

Okay, this is the toilet and the basin.

Any other technology in your house?

Kamden:

A car.

Denise:

I think that is about it...

Interviewer:

Denise has indicated that this is about enough for Kamden. He has had enough.