



The Subjective Evidence Based Ethnography (SEBE) for the study of ICTs-parents-adolescents' everyday interactions



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INTRODUCTION – What is the role of ICTs in parents and children's *'real' life interactions?*

Theories on everyday life (and) ICTs

- **Media and communication:** Mediation theories (e.g. Theory of mediated relationships) (Madianou & Miller 2013), Domestication theory (Silverstone & Haddon, 1996; Lie & Sørensen, 1996)
- **Psychology:** Developmental theories (Microtransition and sociocultural approaches) (Everri et al., 2014; Ochs & Tamar-Sadlik, 2013), Critical approaches (Schraube & Højholt, 2016; Schraube, 2013), Installation theory



INTRODUCTION – What children '*actually*' do with ICTs?

Studies on children, families and digital media

- We can now rely on a vast literature based on:
 - Large quantitative surveys which outline significant trends about children and digital technologies use in Europe (e.g. Livingstone & Haddon, 2009, 2010; Livingstone & Das, 2010)
 - Recent qualitative studies which look more closely at the parental mediation and parenting styles and family systems interactive dynamics related to digital media use (e.g. Mascheroni, 2015; Livingstone et al., 2015)
- **Critical points:** These studies use self-report (the participants' perceptions of the use of ICTs) and/or observational instruments (the researcher's perception of participants' behaviors)



AIM OF THIS CONTRIBUTION

To illustrate an innovative **methodological protocol** which allows to:

- Investigate the subjective experience of adolescent children when using digital devices (their prominent affordances);
- Identify good/bad practices emerging from parent-adolescent-ICTs interaction;
- Define strategies to solve problems/prevent risks and harm;
- Sustain and promote a positive use of ICTs for both adolescents and their parents.





AdoDigitFamX - Parents, adolescents and digital media: Looking for the pattern that dis/connects



A European Marie S. Curie project on the role of digital media in adolescents and parents communication

Participants and project research protocol

- 21 families with at least an adolescent child (13-16 years) were recruited from Italian high schools
- In this project, I used SEBE to complement other classic instruments (interviews, questionnaires, pictures, diaries, etc...)

5. Infine, rispondi alle seguenti domande barrando il numero nella casella corrispondente alla frequenza delle risposte: (rispondi con una crocetta in corrispondenza dei numeri)

	1 MAI/ PER NULLA	2 RARAMENTE/ POCO	3 TALVOLTA/ MEDIAMENTE	4 SPESSO/ ABBASTANZA	5 SEMPRE/ MOLTO
1. I tuoi genitori sanno cosa fai nel tempo libero?	1	2	3	4	5
2. I tuoi genitori sanno chi sono gli amici che frequenti nel tempo libero?	1	2	3	4	5
3. Di solito i tuoi genitori sanno che tipo di compiti hai per casa?	1	2	3	4	5
4. I tuoi genitori sanno come spendi i tuoi soldi?	1	2	3	4	5
5. Di solito i tuoi genitori sanno quando hai un test o un compito in classe?	1	2	3	4	5
6. I tuoi genitori sanno come vai a scuola nelle diverse materie?	1	2	3	4	5
7. I tuoi genitori sanno dove vai quando esci con gli amici di sera?	1	2	3	4	5
8. Di solito i tuoi genitori sanno dove vai e cosa fai dopo la scuola?	1	2	3	4	5
9. Nell'ultimo mese è capitato che i tuoi genitori non avessero idea di dove tu fossi stato la sera?	1	2	3	4	5
10. Parli spontaneamente ai tuoi genitori dei tuoi amici (quali sono gli amici che frequenti, che cosa pensano e sentono riguardo vari argomenti)?	1	2	3	4	5
11. Quanto spesso hai voglia di parlare con i tuoi genitori circa la scuola (come vai in ogni materia, la tua relazione con gli insegnanti)?	1	2	3	4	5





THE SEBE PROTOCOL

Tracking adolescents' everyday activities in real life situations

1. WHAT IS SEBE?

- It is a technique to collect *Subjective experience*
- It relies on a **First-Person perspective** approach in that participants' record their own activities
- It is **Evidence-Based**: the analysis of psychological processes are based on video-recorded behaviors and confronted with participants' perspective
- It is a form of **Digital Ethnography** in that it aims at understanding participants' life in their personal and cultural perspective
- ... data are gathered in the field and discussed with 'natives'

(Lahlou, 2011; Lahlou, Le Bellu, & Boesen-Mariani, 2015)



2. HOW DOES IT WORK?

SEBE consists of asking participants to:

1. Wear at eye-level on a pair of glasses a micro-camera called **subcam** and video record their activities, e.g. what adolescents do in different moments of their day
2. Comment the films provided by the subcam called **subfilms** in a interview with the researcher (RIW)

SUBCAM USE



REPLAY INTERVIEW



THE REPLAY INTERVIEW (RIW)

- In the RIW the **emic** and **etic** perspectives are confronted, i.e. the informant/participant and the researcher confront to find a description acceptable in both based on the display of shared evidences
- Participants become real 'collaborators' to the research process

(Lahlou, 2011; Lahlou, Le Bellu, & Boesen-Mariani, 2015)



THE ANALYSIS OF THE SEBE MATERIAL

- It mainly relies on the researcher's interests and questions:
 - I wanted to track which devices adolescents use, for how long, in which moment of the day and what was the meaning of their use in that moment and their role in parent-children interactions

So

- For instance, I consider the frequency of the use and select and extract the parts of the clips in which we have the parent-children-digital media interaction
- In this analysis we are supported by the use of a software which will be soon available in the market: it allows to do the same operations of classic software but it also allows to do a 'collaborative' analysis with other colleagues but, most importantly, with participants.



In conclusion, what are the potentials of SEBE?

- Children are empowered:
 - They have full control on the data: they are the 'expert' (not the researcher)
 - They can benefit of the confrontation with the researcher during the RIW and learn from commenting upon their behavior
- It can be used for different research purposes
 - In our research team we currently have projects that use SEBE for training purposes in different organizations (hospitals, companies) and as intervention, e.g. to modify certain habits (obese persons, sugary drinks)
- It suits a multimethod approach
 - As I have shown in this presentation it can be used to productively complement other instruments and provide integrative perspectives for the understanding of both individual and interactive dynamics.





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