

## 12 Month Report for NCRM Methodological Innovation Projects

The Final Report should be completed and submitted using the **grant reference** as the email subject to: s.parhar@soton.ac.uk on or before the due date.

Please complete each box as fully as possible, please do not include images within the text. Appendices are not accepted.

Principal Investigators are expected to consult with co-investigators on the content of this report.

<b>Grant Reference:</b>	512589109
<b>Investigator/s:</b>	Rachel Thomson; Kate Howland, Sara Bragg; Mary Jane Kehily
<b>Project Title:</b>	Face to face: tracing the real and the mediated in children's cultural worlds

### 1. A summary drawing out the key points and messages (half a page)

The project examined the movement between face to face and mediated interaction in the everyday lives of children. It has made a methodological contribution to the development and mainstreaming of qualitative longitudinal (QL) research by consolidating and extending emergent QL methodological tools, and using them to capture data on extensive and intensive temporal processes with new and existing panels. Key achievements in this area include the multi-media data showcase and the establishment of the Everyday Childhoods collection at Mass Observation Archive, as well as the NCRM advanced training project profiling the methods and wider dissemination through blogs, conferences and publications. The project has explored and used commercially available digital tools alongside traditional ethnographical practice, and contributed to ethical understanding of good practice in research with children and young people by demonstrating the feasibility of co-producing ethically sensitive documents. These findings have been shared through short films on ethics, and a case study for ESRC research ethics guidelines. Finally, the project has made an empirical contribution to knowledge on movement between the face to face and mediated forms of relating in children's lives. Substantive findings have been established relating to the importance of technological change in the formation of children's cultures, the role that screens play in the transformation of meaning and movement between the virtual and the 'real', and new forms of digitally augmented play that give children control over vast fantasy worlds of their own creating.

## 2. General background to the project (half to one page)

Social research no longer holds the privileged position as a documentor of everyday lives: new technologies and social media enable people to document and publish themselves while ‘big data’ are routinely harvested by corporations and governments as populations move through a digital landscape (Ruppert et al. 2013). This ‘crisis in empirical sociology’ (Savage and Burrows 2005) demands that we look anew at the contribution that social research can make in this new highly mediated landscape. Lisa Adkins and Celia Lury (2009) write about a ‘return to the empirical’, demanding new methods of representation that are ‘open, processual, non-linear and constantly on the move’. In this context, methods that are performative, continuous and move flexibly between online and offline modes are increasingly important – if ethically challenging. This project brought together three distinct threads of methodological development, each of which is engaged with this challenge: First, state of the art thinking in Qualitative Longitudinal Research, especially the need to innovate on micro-processes, thinking creatively about units of analysis and focussing on temporally defined phenomena (for example ‘play-time’, ‘screen-time’, ‘homework’, ‘hanging-out’, ‘family –time’ and cyclical temporal mode such as weekends, holidays, work etc). Second, emerging methodological perspectives from cultural media studies that acknowledge the contemporary ecology of ‘post-convergence’ media, in which stories, images, sounds and symbols move across platforms and mediums, altering both the temporality and spatiality of media consumption (boyd 2007, Luke 2007, Baym 2010, Couldry 2012). Drawing on Couldry’s adaptation of practice theory to consider social functions of digital media usage our aim was to use ethnographic methods to move between on-line and off-line modes and to explore how, when, where and why these boundaries matter including the movement and intensification of affect (Koefed 2012). Third, methods (such as those emerging from multimodal research) which support the transcription and analysis of digital data composed of multiple representational modes, as well as providing a framework for examining embodied aspects in offline ethnography (Hurdley and Dicks 2011). We explored how this approach can expand understandings of practices which are not well represented in language, and examined how these findings can be incorporated into a wider programme of QLR. Our focus on children and on the co-production of performative data (that is visible, public and consequential) also meant that the research was required to be ethically innovative in terms of ensuring a consensual and safe process of engagement and publication. This is an important part of the project given the increasingly conservative climate that is developing in relation to research with children and young people. Our starting point for this research was that we could and should document the ordinary social practices of childhood and parenting, and that ethically robust solutions could be found to most practical challenges relating to anonymity, privacy and confidentiality and safeguarding (Boddy et al. 2010, Wiles et al. 2011, 2012). A key objective of the project was to work collaboratively with co-researchers and a media partner to create ethically sensitive open access documents of everyday childhoods over time, contributing to critical debates concerning the tensions between child protection and participation in researching childhood in a digital age.

The project built on the exceptional access and backstory provided by an existing data set in order to develop a new project which employed both online and off-line ethnographic methods, focusing attention on the youngest generation of the family with a substantive focus on the movement between face to face and mediated interaction in the lives of children. Taking place over 12 months the project comprised two linked parts. Part 1 extended family case studies developed as part of the ESRC funded Making Modern Mothers research (2005-

10), through which children (in 2013 seven and eight years old) who had been followed from before birth. The original research team revisited five families and repeated methods originally piloted with adults: a 'day in a life' observation, object- based interviews and a recursive workbook. Part 2 of the research, which ran concurrently, involved establishing a new panel of nine co-researchers aged 12-14, with whom we explored intensive and mobile methods for exploring movement between face to face and online interaction, combining ethnographic observation and widely available technologies for collating digital material. Methods were shared and adapted across the two parts of the study, and data were analysed by the whole team through workshops with the support of expert advisors.

3. Project objectives (refer to the aims and objectives in the grant proposal and give brief accounts of the grant's achievements under each heading). (half to one page)

<b>Objective</b>	<b>Achievement</b>
1. To make a methodological contribution to the development and mainstreaming of qualitative longitudinal (QL) research through:	Special issue of International Journal of Social Research Methods on 'New Frontiers in QLR'
a) Capturing and relating data on extensive and intensive temporal processes, integrating data from on-going family case studies (that cover the first eight years of a child's life) and data generated with a new panel of young people aged 12-14 over a period of 9 months.	Multi-media data showcase and establishing Everyday Childhoods collection at Mass Observation Archive.  Linked Higher Education Academy project (Bragg PI) which drew on findings from the intensive panel alongside discussions with student teachers and lecturers about digital practices in schools: <a href="http://blogs.brighton.ac.uk/digitalcultureofschoooling/">http://blogs.brighton.ac.uk/digitalcultureofschoooling/</a> '...
(b) Consolidating and extending three emergent QL methodological tools ('day in a life' observations, object- based interviews and recursive workbooks) that were piloted with the support of the ESRC funded Timescapes initiative, and to evaluate (i) their suitability for use with children aged between 8-14, (ii) their value as forms of documentation within a fast-changing digital landscape for empirical social research that demands new methods of representation that are 'open, processual, non-linear and constantly on the move'	NCRM advanced training project profiling the methods.  Dissemination to broad childhood studies field via open access Bernard van Leer methods handbook: <a href="http://www.bernardvanleer.org/files/Steps-to-Engaging-Young-Children-in-Research-vol-1.pdf">http://www.bernardvanleer.org/files/Steps-to-Engaging-Young-Children-in-Research-vol-1.pdf</a> and <a href="http://www.bernardvanleer.org/files/Steps-to-Engaging-Young-Children-in-Research-vol-2.pdf">http://www.bernardvanleer.org/files/Steps-to-Engaging-Young-Children-in-Research-vol-2.pdf</a>

(iii) the potential of these methods to generate psychosocial insight into children’s emotional lives.	Dissemination of findings to other disciplines in planned methodology paper for Journal of Child Computer Interaction.  Contributions to both new materialist and affective/ psychosocial debates through conferences and writing.
2. Experimenting with available digital tracking and collating technologies to capture online activity and integrating these with more traditional ethnographic practices	See Everyday Childhoods blog and showcase.
3. Demonstrating the feasibility of co-producing ethically sensitive documents and in doing so contributing to ethical understanding of good practice in research with children and young people and the value of QLR as offering dynamic and accessible methodologies for knowledge generation.	Ethics short films  Case study for ESRC research ethics guidelines
4. Making an empirical contribution to knowledge on movement between the face to face and mediated forms of relating in children’s everyday lives	See Berriman & Thomson 2015 (Journal of Youth Studies) and forthcoming book

4. Where achievements have either exceeded or fallen short of expectations, please suggest reasons for this. (half page)

Our original project was highly ambitious for a 12 month period which involved intensive data generation. We succeeded in securing modest funding for a follow-on project from the AHRC Digital Transformations theme which has enabled us to more fully realise our methodological ambitions and to develop a collaboration with the Mass Observation Archive through which the data set can be deposited and built on. Together the projects have been extremely productive and generative with potential for future development. The project now benefits from a University of Sussex institutional investment in Digital Humanities without which it would be very difficult to maintain the kind of continuity (for staff and participants) that enables the unique methodological insight generated by a project such as this.

Our original plans to explore the potential for tracking online proved to be inappropriate as we found that it was possible to document everyday media practice without such invasive and ethically dubious techniques. The area into which we devoted a great deal of energy was in experimenting with professional and commercially available software for documenting and showing/ sharing everyday practice, culminating in our use of Prezi as a framework for data display that is flexible, accessible and reliable.

One unexpected achievement deriving from the project has been the way in which our methods have been taken up enthusiastically by others. This includes the use of the favourite

things and day in a life methods by Melissa Nolas in her ERC starter grant CONNECTORS, the use of the ‘favourite things’ method by Jette Kofoed (a project advisor) in a Danish/Australian study of cyberbullying and the adaptation of these methods (including a focus on soundscapes) in Elizabeth Backe-Hansen’s NORAD project following young care leavers ‘Against the Odds’).

5. Report on the results of the project, focusing on methodological developments and any substantive/policy relevant implications of the work. (one to two pages)

**Methodological findings:**

*Micro-processes as an aspect of QLR and temporally defined units:* Our methods have enabled us to capture different temporal modes of children’s lives, capturing the relationships between the unfolding NOW and the ways in which the past is marked, embodied, edited and narrated through storied material culture. Our work can be seen as an antidote to the focus on big data that loses a sense of sequence and historical process (Uprichard 2012). By using digital methods to document the temporalities of everyday life we are creating data sets that are ‘small’, ‘deep’ and ‘rich’ and which in combination can be revealing in new ways.

*Sonic sensibility:* Our approach to documenting a day in a life was characterised by an attentiveness to sound that proved to be very productive, especially as an element of the movement between online and offline engagement. For example we noted that it is much easier to manage multiplicity in a visual mode (multiple screens for example) than in a sonic mode.

*Co-production, documentary:* The longitudinal element of this project and our ambition to create and negotiate public documentation of everyday life has meant that we have been explicitly engaged in co-production of knowledge. This has included groundbreaking work with children, families and researchers exploring what happens to their data once it has been captured.

**Elaborating three methods:** Here we review the learning we gained about our key methods in relation to the challenges outlined in the objectives:

**Object based interviews:**

- (i) *Application to children:* Renamed ‘favourite things’, relevance to popular practices that demand that we sort through and edit the material culture of childhood in regular cycles
- (ii) *Relevance to digital:* Technology as marker of change, broken and obsolete objects. Accessing online culture is currently a genuine turning point in the life of a child. We were able to use relatively simple technologies – photos and sound – to document.
- (iii) *Mobile temporalities:* Hybrid time, held in objects. ‘Choices’ already out of date at time of publishing (eg rooms change). Method captures both the long duree (reaching into the past) and the fast changes of the unfolding present
- (iv) *Psycho social:* Objects as affectively imbued. Younger cohort saw as invitation to play. Unconscious and fantasy process in more evident in extensive case study families where richer sense of context and family dynamics.
- (v) *Intensive/ extensive:* Nostalgia for childhood already part of childhood. 7 year olds for

early/intergenerational, teens for being 7

(vi) *Co-production and ethics*: Child-led and centred. Participants choose object and narrate. Positive experience. Memorialising. Invisible researcher. For most this is a ‘safe’ method and one that gives rise to a positive output. Yet in case of Tempest method produces insights that are challenging. Making panoramic rooms like creating a treasure-box.

### ***Day in a Life Observation***

(i) *Application to children*: Easier and less awkward ‘idea’ for the younger cohort than the teens. Yet strong resonance with YouTube ‘day in life’ genre for teens whilst exposing how labour intensive this is to do.

(ii) *Relevance to digital*: Less use of tracking or ‘data grabbing’ technologies than anticipated. Research-lead approach sees from outside predominantly – which helps understand context and ways that sound is used to bridge and screen. Self-documentary involved more revelation of online activity (an affordance of the software used?). Methods of display allowed us to embed digital content that is only seen from ‘outside’ giving best of both worlds.

(iii) *Mobile temporalities*: Method joins together the spaces of young people’s lives in a powerful (and sometimes subversive way). It also captures the changing temporal rhythms and intensities of the day as well as the durational dynamics (some days incredibly long). Reveals how time used as a form of governance within school. Powerful shifts between formal and informal temporalities.

(iv) *Psycho social*: Paradoxical effect of both centring the child yet running the danger of objectifying the child through the observational mode. Emphasis is on the context and the way that the child is framed and reframed in these. Sometimes in ways that make them invisible. Captures powerlessness. Subjectivity of researcher is key to working through the feelings and meanings of what is taking place.

(v) *Intensive/ extensive*: Depth of contact with extensive case made access simpler and for comfort with child. Researchers also able to work with ‘backstory’ and this is captured in the field notes. Sense of observing a whole family through the observation with the child. Intensive observations much more in the here and now. Complexities of being alongside teenagers

(vi) *Co-production and ethics*: Much more ethically challenging. Both in conduct of the day, access, what to watch, how to act etc. But then also in the writing and the sharing of the resulting documents – especially the written field note. Concern over ‘fixing’ young people through descriptions. Also much harder to assure confidentiality due to the volume of images and sounds, and the social nature of the settings. Strange form of co-production with the young person a ‘celebrity’ yet oddly passive.

### ***Recursive Interview***

(i) *Application to children*: Volume of material overwhelming for younger children who tended to not stay the course, parents however fascinated, especially by the day in a life. Teenagers engaged more with multi-media than written documentation.

(ii) *Relevance to digital*: The digital was the medium through which we shared the edited data with participants – using Prezi and the website as well as edited word documents of field notes. Comments focused on both form and content. The panoramas of rooms had a ‘wow’ factor. Prezi was seen as more ‘clunky’.

(iii) *Mobile temporalities*: The recursive interviews gather temporally rich and heterogeneous material together. For the intensive cases this includes material going back over 8 years, yet which also documents concrete moments and periods of time through images, speech and analytic

reflections. This is then the epitome of the mobile research method that allows dynamism for both the research participant and the research subject, revealing an interweaving of research, biographical and historical time.

(iv) *Psycho social*: The recursive interviews feel like they are quite complicated in that they bring the front and backstage of the research together – sharing with the participant and their significant other/s – what the method has enabled us to see. We work with edited documents as well as sharing our field-notes, so we the researchers are also making ourselves and our perceptions visible in this process. Things tend to ‘happen’ in these encounters, which we try and capture in our field notes and work through analytically. In some cases these are analytic jumps where connections are made by participants and researchers together. Methodologically these recursive interviews are a form of collaborative analysis.

(v) *Intensive/ extensive*: Extensive cases involved looking back at the whole family involvement including mothers’ day in life and objects. This provoked fascinating insights and recollections and real sense of the research as an intervention (making something new happen – for example new conversations about birth). For intensive cases the ‘going back’ was also a rich experience, though less depth. Particular poignancy for ill children where parents are self-consciously documenting ‘life’, using the research in a creative way (for example reading the field note aloud as a story as in the case with Sean who suffered from a progressive disability ).

(vi) *Co-production and ethics*: Internal and external confidentiality proliferated. Gain a sense of difference between immediate ethical issues (for example consent of school) and then the slower ethical issues (such as a story that has not been shared). Breaching of boundaries effected by the day in life method gives rise to new knowledge for others, such as parents who see into school. Some concerns of part of researchers that young people may be exposed by this. Yet mostly appreciated the opportunity for the different spaces of their world to be meshed and seen.

### **Substantive findings**

(i) *Importance of technological change in the formation of children’s cultures*: The obsolescence of objects was a recurrent theme in the research, suggesting that toys and gadgets are not only ways of marking age, but that they produce development/ change. The new toy changes us. We absorb a new set of practices yet we also wear it out, grow out of it, discard it. We also documented practices of care around obsolete object, sense of memorialising, caring for old versions of the self, and creating bridges with the future (saving it for own children).

(ii) *Screens are part of a transformation in the meaning that includes face to face and embodied interaction*: Our study supports the argument that we are becoming polymedia (Miller) making it hard to delineate between online and offline. Yet this is realised in diverse ways. It makes no sense to isolate childhood screen culture from the adult screen culture that it connects to, although young people may be the most versatile and intensive users of the virtual employing it for play and are up for adventure and exploration. The relationship between the formal ICT cultures of school and the informal cultures of home/leisure is increasingly perverse giving rise to patterns of practice that are defensive and reactive.

(iii) *Digitally mediated play and meaning making*. We found many examples of social interactions being mediated through fictional worlds, particularly ones where young people

can exercise control in a way that they are often unable to do in other aspects of their lives. For example, the popularity of Minecraft indicated a fascination with being in command of a fictional world of one's own creating. Play involving care and collecting were also digitally augmented.

6. Describe the project's activities (eg conferences, networks etc). (half page)

Capturing Everyday Temporalities with qualitative longitudinal methods. NCRM Advance training course June 22-23 2015, The Keep Brighton. This two day event provided in depth and hands-on understanding of the 3 core methods refined through the project: the day in a life observation; exploration of favourite things and the recursive interview.

Journal of Youth Studies Conference 2015: Contemporary Youth, Contemporary Risk. Copenhagen, March 30 – April 1 2015. At this conference both Sara Bragg and Liam Berriman presented papers drawing on the project focusing on 'school cultures' and 'favourite things' respectively. Thomson chaired a cross European symposium on methodological developments in QLR focused on vulnerable youth.

Thomson, R. & Berriman, L. 'Spectacles of Intimacy? Mapping the Moral Landscape of Teenage Social Media', presented at In/between Spaces: AHRC Subcultures Network Symposium: Liverpool John Moores University, September 5 2014

The 6th ESRC Research Methods Festival: St. Catherine's College Oxford, July 8-10 2014. The Face 2 Face team hosted a symposium exploring qualitative longitudinal methods. This included a presentations by Berriman, Thomson, McGeeney and Weller's the linked NCRM project.

Thomson, R. & Berriman, L. 'Spectacles of Intimacy? Mapping the Moral Landscape of Teenage Social Media', presented at British Sociological Association (BSA) Conference: Changing Society 2014: University of Leeds, April 23-25 2014

Thomson, R. 'Objects, affect and the research process' departmental seminar by Rachel Thomson, Dept Sociology University of Leicester, 12th Feb 2014

Digital Childhoods, Professorial public lecture by Rachel Thomson, the University of Sussex. January 2013

International Visual Methods Conference, University of Brighton, September 16-18 2015: joint paper by Liam Berriman and Sara Bragg

Media profile

Rachel Thomson's 'Digital Childhoods' talk was referenced in the print version of The Daily Telegraph on 25th January 2014:

<http://www.sussex.ac.uk/newsandevents/sussexnews/2014/january>

Liam Berriman spoke on on BBC Radio Sussex discussing digital childhoods on 28th January 2014: <http://www.bbc.co.uk/programmes/p01pwnh3>

'Curating Childhoods' project mentioned in The Argus newspaper on 17th July 2014:  
[http://www.theargus.co.uk/news/women\\_actually/11348858.A\\_digital\\_diary\\_for\\_teenagers/](http://www.theargus.co.uk/news/women_actually/11348858.A_digital_diary_for_teenagers/)

Berriman, L. & Thomson, R. 'Moral Landscapes of Teenage Social Media'. Article commissioned by A-level journal 'Sociology Review'.

7. Describe any impacts achieved by the project to date. This should cover both academic contributions and impact on policy and practice. (half to one page)

**A) Extending methodological frontiers:** The Face 2 Face project has been ground-breaking in several ways:

(i) *Enriching possibilities within the field of qualitative longitudinal research* (for example exploring how intensive and extensive temporalities can be explored within a single study) and contributing to theoretical development (the idea of the fourth wall in social research). These ideas have been developed and communicated through a special issue of the International Journal of Social Research Methodology on New Frontiers in QLR (March 2015) and through a number of keynote papers by Thomson during 2014/15.

(ii) *Extending ethical understandings of co-production with children:* An important achievement of this project and affordance of the longitudinal approach) has been our ability to go back to participants and share data and to involve them in creating edited case studies that can be shared publically. Our use of the recursive interview and the creation of the 'Everyday Childhoods' collection at the Mass Observation archive contribute to a rebalancing of the imperatives of protection and participation in research with children and in particular open up the potential for co-production in the analysis, presentation and archiving stages of social research in ways that produce new ethical and methodological insight.

(iii) *Innovation in the creative use of digital methods:* The Face 2 Face project has also pioneered innovation in the use of digital methods in qualitative research. This includes: a new focus on the collection of soundscapes as a rich source of qualitative and contextual data; new ways of showing and sharing multi-media data using freely available digital software (eg Prezi); the development and popularizing of 'a day in a life' and 'favourite things' as flexible and generative documentary methods

(iv) *Methodological knowledge transfer:* The Face 2 Face project has worked closely with media professionals (Arnott & Hughes) seeking to understand more about documentary traditions in film-making and photography and to explore ways in which these might enrich an emergent digital research practice. This has been a fruitful collaboration with learning and innovation on both sides. Together we have succeeded in using professional technologies in new ways (for example the interactive landscape technologies used in the favorite things displays) as well as stretching the potential of non-professional applications such as Prezi to deliver media assets of

quality. The research team learned a great deal about sound recording technique as well as principles of visual composition from the professionals, who in turn learned much about a DIY aesthetic and the potential of digital documentary from the researchers and the young participants.

**B) New perspectives on digital childhood:** A focus on methodology enabled us to gain fresh perspectives on digital childhoods and as such to make a valuable contribution to substantive literatures. This includes:

(i) *The moral landscape of digital childhood:* Our interest in the ethics of following and documenting the online and offline activities of our sample provided helped us focus on the importance of practices of data sharing and the significance of participation and visibility as competing imperatives of a new moral landscape of digital youth. Pilot work gave rise to very well-received conceptual paper (Berriman & Thomson 2015) proposing a new conceptual model.

(ii) *Sonic socialities:* Our interest in sound attuned us to the sonic landscapes of contemporary childhoods and the ways in which young people take control of sound, screening personal and communications as a strategy for sculpting domestic and public space. The day in a life method captured sensual data on the dramatically changing soundscapes of everyday life, the ways in which the control of sound is a key element of teaching and behavioural policy and how movement between spaces have a distinctly sonic dimension. Exploring how young people use headphones in everyday life was also revealing and demonstrates a complex choreography of sonic screening actively used by those with little control over space and privacy. This is an area that the team plans to explore in future writing and research.

(iii) *Childhood publics:* Building on conceptual work by Nolas (2015) our research has provided vital empirical evidence for the growing tensions that exist between institutionally based top-down strategies of children's participation and the kind of ephemeral and agentic childhood publics associated with social media use. A focus on publics draws attention towards questions of audience and value in a way the has the potential to reinvigorate debates about children's participation in a digital age. The Face 2 Face project has informed the development of a number of linked research endeavours that seek to elaborate the theory and practice of children's publics such as Nolas's ERC Starter Grant 'Connectors' as well as Bragg's work within education that seeks to rethink e-safety in a child-centred way.

8. Detail the publications and outputs (eg working papers, articles, software, datasets etc) from the project.

**Data set:**

Everyday Childhoods at the Mass Observation Archive. The data set from the Face 2 Face study is the cornerstone of a new collection at the Mass Observation Archive, which will also include new and existing material generated by children as part of the May 12th Mass Observation and responses to directives. This includes an online open access multi-media

case studies (now available) which will be joined by the 'raw data' in 2016.  
<http://blogs.sussex.ac.uk/everydaychildhoods/face-to-face/publications-and-outputs/>

**Journal Articles:**

Berriman, L. & Thomson, R. (2015) 'Spectacles of Intimacy? Mapping the Moral Landscape of Teenage Social Media', *Journal of Youth Studies*, 18(5): 583-597.

Thomson, R. & Arnott, S. (2015) Days of our lives: Making and sharing multi-media documents of everyday mothering'. *Studies in the Maternal* 7 (1)  
[http://www.mamsie.bbk.ac.uk/Thomson\\_Arnott\\_SiM\\_7\\_1\\_2015.html](http://www.mamsie.bbk.ac.uk/Thomson_Arnott_SiM_7_1_2015.html)

Thomson, R. and McLeod, J. (2015) 'New frontiers in qualitative longitudinal research: an agenda for research' *International Journal of Social Research Methodology*, 18 (3): 243-50

Berriman, L. & Thomson, R. (forthcoming) 'Moral Landscapes of Teenage Social Media'. Article commissioned by A-level journal 'Sociology Review'.

**Book chapters:**

Berriman, L. 2014. 'Curating Digital Accounts of the Everyday' in Woodfield, K. (ed.) *Social Media in Social Research: Blogs on Blurring the Boundaries*. NatCen Social Research & Sage.

Thomson, R. (2014) 'Possession: Research practice in the shadow of the archive' in Smart, C., Hockey, J. and James, A. (eds) *The craft of knowledge: experiences of living with data*. Basingstoke: Palgrave Macmillan

Thomson, R. and Hadfield, L. (2014) 'Day-in-a-life' microethnographies and 'Favourite Things' interviews', in Johnson, V., Hart, R. and Colwell, J. (eds) *Steps to engage young children in research: Volume 2, The researcher toolkit*, Bernard Leer Foundation, pp126-130.

**Conference Papers/Presentations**

Thomson, R. 'Call & response: breaking the fourth wall in qualitative longitudinal research' invited paper at 'Researching relationships across generations and through time: celebratory conference for Professor Bren Neal, University of Leeds June 9th 2015

Thomson, R. 'Call and response: beyond the 4th wall in psychosocial research' Keynote address, Association of Psychosocial Studies annual conference, Preston Dec 2014.

Bragg, S. 'Young People, Schools, Digital Cultures and the 'Face to Face'', presented at the Journal of Youth Studies Conference 2015: Contemporary Youth, Contemporary Risk. Copenhagen, March 30 – April 1 2015.

Thomson, R. & Berriman, L. 'Assembling research using qualitative longitudinal methods', methods workshop at Dept Education, Aarhus University, Denmark March 28 2015.

Thomson, R. & Berriman, L. 'Spectacles of Intimacy? Mapping the Moral Landscape of Teenage Social Media', presented at In/between Spaces: AHRC Subcultures Network

Symposium: Liverpool John Moores University, September 5 2014

Berriman, L. 'The 'Face 2 Face' Study: Some Reflections on Qualitative Longitudinal Methods', presented at The 6th ESRC Research Methods Festival: St. Catherine's College Oxford, July 8-10 2014 (Slides available here).

Thomson, R. & Berriman, L. 'Spectacles of Intimacy? Mapping the Moral Landscape of Teenage Social Media', presented at British Sociological Association (BSA) Conference: Changing Society 2014: University of Leeds, April 23-25 2014

**Podcasts**

Berriman, L. 2014. 'Face 2 Face: Tracing the Real and Mediated in Children's Cultural Worlds'. [Podcast] NCRM Podcasts. Available from:  
<http://www.ncrm.ac.uk/resources/podcasts/view.php/face-2-face>

**Blogging:**

Everyday childhoods blog <http://blogs.sussex.ac.uk/everydaychildhoods/blog/>

**Training:**

June 22/23 2015, two day NCRM advanced methods training 'Capturing everyday temporalities using qualitative longitudinal research' University of Sussex (Thomson, Berriman and Courage with keynote from Julie McLeod)

9. Briefly describe and comment on any particular issues (either problems or unexpected opportunities) that were encountered and their impact on the grant. (half to one page)

The very short period of funding (12months) meant that the methodological dividends from the study could only be secured during the year after the end of the project. Fortunately we had support from the AHRC Digital Transformations theme and were able to keep the research team together. Without this the project would not have been – and continue to be – so productive.

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