

Q = Marion Overson (researcher)

A = Man with son (aged 11)

Q So did you get a chance to read through the information sheet and all that?

A Yeah, yeah, it's about technology and how that affects children and how you interact with the child and technology.

Q Yeah, brilliant. So how many kids do you have?

A Two.

Q OK. So for this particular set of questions we wanted you to choose one to think about.

A You gave an age range of was it 6 to 11?

Q Yes, 3 to 11 actually.

A 3 to 11 sorry, yeah well I only have one in that age range.

Q OK, and how old?

A An 11 year old boy.

Q OK, so I'm going to just start by explaining a few things. So when the questions say 'technologies' they refer to both digital devices and media, so digital devices being like mobile phones, tablets, cameras, game consoles, computers, all that kind of stuff that the kids might have in their daily life.

A Yeah.

Q And then 'media' is more like apps and websites and digital games and stuff.

A OK.

Q And like you read, we're interested in the making bit, so stuff around robotics and creative coding if they're doing that. Or making and tinkering, like designing digital artifacts or 3D printing, building virtual worlds, exploring virtual reality and augmented reality, that kind of stuff.

A OK.

Q And then the last thing is that when we say 'play' we are including and interested in adult-led, child-led, peer and sibling-led play. And play that uses digital devices and media, so it can include like playful engagement with digital devices, and just more generally as well as digital toys, if that makes sense.

A Yes.

Q And also play that shows the influence of digital devices and media when they are not present, that's also interesting. So all that makes sense?

A Er...yeah, it's a lot, yeah.

Q It's OK, if you're not sure just ask me and I'll refer back to that stuff.

A Yeah OK.

Q OK so I'll start off with questions relating to your son's play and technology. So how would you say that technology features in your son's play, does he like to play with particular devices or apps, toys?

A Yeah, yeah he has three consoles, he has an Xbox 1, a PS4, and a Wii U. They're sort of shared within the household but he has access to all three.

Q OK, amazing. And when does he use them? So is it mostly at home and who does he play with?

A Yeah he plays at home. He sometimes plays with me, his mother, sometimes his sister. He has friends around.

Q And how often would you say he's playing with the devices?

A Well we try to limit sort of technology, digital access to about 2 or 3 hours a day. So probably about 3 or 4 times a week I'd say.

Q OK. And why do you think that your son plays with that stuff, is there any sort of particular significance to your son?

A I think he enjoys it really, I don't think there's anything more deep than that. He plays a lot of FIFA, he likes football and so he likes the connection between that and the sport he enjoys.

Q And does he play football as well?

A He does, yeah.

Q OK cool. And does he ever watch TV while he's playing with these games or apps or devices?

A Not usually.

Q Yeah, I guess if he's on the console he can't.

A Yeah, yeah.

Q So does he engage with any apps or online sites, like YouTube, Netflix, CBeebies?

A Yeah, yeah we have Netflix. We also have Amazon.

Q And do you think that impacts on the way he plays, the stuff that he watches?

A Yeah well there's a lot of sort of game relations to the things he enjoys, he enjoys Star Wars as well so he watches those Star Wars films and TV shows, and then also plays the games that are linked to that. So it sort of connects with both those worlds.

Q Yeah. Well I guess that kind of leads to this next question which is does he play any video games? Are the console games all video games?

A Yeah, yeah he plays video games.

Q And does he do that only on the console or also on mobile phones or tablets?

A Yeah we have an iPad so he plays on there as well. Mobile phones, we haven't really given him access to a mobile phone yet.

Q Yeah he's young isn't he?

A Yeah.

Q OK. And which video games does he play? So you already mentioned FIFA.

A He plays Fortnite as well; ??? Watch; Red Dead Redemption; he's been playing Spiderman.

Q OK. And I think this is probably going to be a yes. Does your child have any physical toys that relate to their online or digital interests, such as Minecraft blocks or figures?

A He has the Star Wars LEGO. He plays Minecraft but not as regular as the other games. He has the game.

Q And when he's playing those games does he play with the actual toy at the same time?

A Not usually, it's usually a separate activity.

Q And does your son play with toys that are digital?

A Such as?

Q Like Leap Pad, or toy laptops, robots, stuff like that?

A No he doesn't, he doesn't have any of those.

Q OK. And does he play with any internet enabled toys that are digital, so like Furby or robots?

A No, no he doesn't have them.

Q Does he play with any augmented reality or virtual reality equipment?

A No, no we don't have....we are maybe thinking about that for Christmas, but not yet.

Q It's a big investment isn't it?

A It is and it's early stage of development. I think when you get into those technologies early you're usually buying into the early stages, and then within a sort of 12 month period they've become obsolete. So it's difficult to know when to buy those sorts of things.

Q Yeah that's true, changing so fast isn't it?

A They are yeah, yeah they're sort of at the development stage.

Q So does your son play with any artificial intelligence assistants like Alexa, or Siri, Google?

A Do you mean....like I've got an Amazon Echo in the house.

Q Yeah.

A Yeah, yeah we use that.

Q And does he use it, does he ask it questions and stuff?

A Yeah, yeah.

Q And is there a particular time when he asks it, or....

A Erm....well when he's come home from school, like in the afternoon.

Q OK. And does your son play in outdoor spaces that feature technology in any way, or show the influence of technology in anyway? So like in pretend play or language used?

A Yeah sometimes there are....I mean when he's got his friends around they do refer to Fortnite and....

Q Do they pretend to be in like part of the game, characters or anything?

A Yeah, yeah.

Q So can you tell me a little bit more about kind of how they do that, or where, or when?

A Just referring to the characters in a game. I can't think of any specific examples.

Q OK. Do they use sort of similar language that they see or hear?

A Yeah. I can't think of what they do, my mind's gone blank now. Those shoot them ups where it's all got military stickers, you're throwing around language that will be used by a soldier in the army or something, or you know, it's a bit jarring really to be honest. Some of the language you wouldn't expect to come from 11 year olds you know, talking about recon and all those sorts of things.

Q Yeah, interesting yeah. OK, and so when they do that is it like in the back yard, or in parks, or somebody else's house, or at school?

A Yeah, yeah in the house when he's playing with his friends.

Q In the house, yeah. OK great. So we'd also like to know if your son plays with LEGO or similar toys.

A Yeah, as I say he has a few LEGO sets. He has a couple of Star Wars ones, and I think he has a Marvel one as well.

Q And does he have any like branded LEGO stuff, like bags or films or have you gone to Legoland or anything?

A Yes he has the LEGO Movie I think on Blu-ray.

Q OK.

A Can't think of anything else.

Q OK, so now I'm going to ask you questions about your views on children's play and technology. So who decides which devices or digital toys, games or apps, that your children will use – or that your son will use – and what guides these choices?

A Well it has to be something that he enjoys otherwise he's never going to play with it. So I suppose that's the first filter, so if it's not something he would enjoy there's no point in buying it. But then it would be between me and his mother to decide whether it's appropriate. My daughter obviously, influence from friends as well, but you know if they're playing with games then he'll probably want those to feel part of the gang.

Q Yeah. And in your view what type of devices or digital toys, games or apps, which promote play and why do you think that is?

A Well as I say, I think because we have relations towards the things that they see, the films and the TV shows, then that's something that's in their imaginations already, and so there's not as big a leap in creating those things because they've seen the sort of real life, the stories that somebody has told either in the films or the TV shows, and then they can then recreate it in their own imagination with the products that they buy themselves.

Q So which things do you think do that, like what devices or digital toys, games or apps, like out of those things which ones are you referring to?

A Well such as the Spiderman game we bought on PS4, he enjoys the Marvel films and so it's sort of an extension of that world. Similarly with Star Wars, he enjoys the films and the animated TV shows, so he then enjoys taking that into the game and into the LEGO sets.

Q Brilliant. And which of these things, so we're talking about devices, digital toys, games and apps, which ones do you think limit play?

A Oh God that's a question – limit play? I don't think anything limits play, play is imagination and so anything that is something that helps imagination helps play. So I can't think of anything really.

Q OK. And which ones of these things, the devices, digital toys, games or apps, which ones do you think promote creativity then, and why?

A Well I would say if there's a foundation for that imagination, so like films and TV shows, then that thing is already there for them to build on as a starting point. Very difficult for you to come up with something brand new. I suppose something like Minecraft, which is about building and constructing something, that's a sort of more creative tool that you have to create from scratch. But as I say I remember being a child myself and you know having the toys that were linked to something that I already enjoyed would lead to me being more imaginative.

Q And how were you more imaginative in those instances, do you remember?

A Well as I say we didn't have the internet when I was a kid so, you know it's a different world. So you had to be more imaginative because things weren't as good as they are now. I think the companies that made these products realise that it's a cash cow, you know to connect to children's imaginations, that you know children are willing to spend a lot of money and to get the parents to spend on a lot of these products.

Q Yeah. So do you think any of these things do they limit creativity in your eyes?

A Limit? I suppose creativity is a different thing to imagination, because creativity implies from scratch. So to create something is to not have a starting point. And I guess....I can't think of anything that limits it because once something that sparks that idea it's up to the child to then take it wherever they want it to take. I suppose computer games can become repetitive, they can become just automatic, which isn't really creative as such. So I suppose the more sort of shoot them ups and those sort of things are less creative.

Q Yeah, we were kind of wondering about that, because there's a lot of games that have an end goal, right.

A Yeah, and the person who's made the product takes you where they want to take you. And so it's not really creative because those pathways are already there I suppose, they become so complex that there are an endless number of routes to get to a certain point, but usually you are being pulled down, pushed down, one avenue.

Q Right yeah. So I wondered if you saw that as actually limiting play, or if it promoted play in that sense?

A It depends what you mean by 'play'. As I say, if play is imagination then it probably does limit because you're just following the set path of a creator. But if it's imagination then maybe you're not creating something, you're just going along with it, but your imagination can take you wherever it wants it to take you.

Q I guess like these....because we are talking a lot about games, but if you think about like different types of apps, or digital toys that like Cosmo? and stuff where the child moves it and like the child is in charge of that thing, I guess that's where those questions make more sense.

A Or LEGO, you know. LEGO's not digital but there's an imagination there, and if you go off script you have to leave the blueprint that the LEGO maker has given you. But there is an element of creativity.

Q Yeah, yeah. Well that neatly leads me to the next question, which is what kind of toys or products do you think LEGO should be developing for children in this digital age?

A I don't know. Can LEGO cross over to digital, that's the question? Is LEGO limited by its physical nature, or is there a digital element that can bring it into the next frontier of technology. I'm not sure.

Q Or should they?

A Or should they? That's the other question I suppose, are they just going to use the name LEGO just to be a starting point, it's become a recognisable brand name. But maybe it's not...maybe LEGO bricks aren't the future for a company that size. Because I can't see...you know because children are far more digitally based now that, you know bricks aren't going to be something that will interest future generations. So will it just be a brand name? It won't be....we as children, we thought of LEGO as bricks, those two things went together. Now they've come up with films and animated TV shows, that's maybe how they're trying to branch out.

Q Well what do you think they should do? Do you think they should carry on in that direction or stick with the bricks, or do something else?

A Very difficult to tell. You've got to put yourself in the position of a child nowadays because things have changed so rapidly since I was a kid.

Q Well I guess for you as a parent what would you want them to be doing for your kids?

A Well I think LEGO bricks are important because there's....you know. Maybe not the LEGO sets as such because you are fairly limited to what you can make out of them, but just generally. You know I remember having LEGO as a kid and we didn't really have LEGO sets we just had a bucket full of individual LEGO bricks that you then made into whatever you wanted to make into sort of. So maybe you weren't as limited as they are today, which helps creativity because you've made whatever you've wanted to make.

Q OK brilliant. So we are interested in children's active engagement with technology in play, so when playing with technology how far is your son actively engaged, so how far is he interested or focused on the activity in general?

A So with what particular....

Q It doesn't specify, it just says 'with technology'.

A Right, so console, PC consoles?

Q Yeah, so all types of digital devices and media. So it could be mobile phones, tablets, cameras, game consoles, computers, and apps, websites and digital games.

A Well he's usually locked in, you know when anybody's really in front of a screen they're usually focused intently on the screen. So a high level of concentration.

Q Yeah OK. And then we're also interested in the ways that children find play with technology meaningful and relate their experiences to their everyday lives. So when playing with technology how far would you say your son....how far does your son find the play to be meaningful to him and his everyday interests in general?

A Well I've already mentioned the connections between what he enjoys and what sort of games he likes. So I would say he enjoys football, he likes watching football, he likes playing football. So FIFA is a natural outlet, you know if he's not outside playing football then he can play football on the console.

Q So the meaning comes from having a connection to it in sort of another way?

A Yeah. Or his friends are obviously playing games and so he wants to connect with his friends with games that they also play.

Q Yeah, that's interesting. OK we're also interested in the ways that your son might try things out and try then to make improvements, or to set himself challenges when playing with technology. So when he's playing with technology how far do you think your son enjoys trying to do different things, trying to make improvements or trying to change things up a bit in general?

A I think there are in-built limitations with all technologies. I can't think of many technologies that are built to be adapted or to be changed or to be improved. I suppose like Minecraft, you're starting from a blank sheet and you're building whatever you want to build up, so you can improve things in that sense.

Q And you can try things in that game, right, because that's also part of it too?

A Yeah, yeah definitely.

Q And I guess there's some games where you can just explore different parts of that world or whatever it is and sort of try different things?

A Yes, yeah.

Q Does your son tend to do that, or does he stay focused on the sort of mission? Or do you know? It might be hard to say.

A As I say there are certain games, like Fortnite or Battle Royale, you can do both, and he does both, he likes to just wander around the world and if he's playing against people he knows or there's a competition element.

Q OK. So now I'm going to switch to questions relating to play with technology and children's emotions and well-being. So we are exploring the link between play with technology and their emotions and well-being, like I just said, do you have any thoughts on this topic that you would like to share?

A Well I think it's important to limit their access, I think you can't allow unfettered access because I think it can be damaging if you allow a child, especially at that sort of early development stage to too much exposure in an artificial world. As I say, he enjoys playing outside and playing on his bike and playing football, so it's not really an issue. But when the weather's rubbish outside and when it's cold you still have to step in and make sure that he isn't spending 3, 4, 5 hours solid on a computer game.

Q And how do you think that can impact his emotions or his well-being?

A Well it's difficult to track these things, but you can become sort of withdrawn and sort of sullen in yourself if you stay on the computer games for too long. So I mean he has to be monitored, I have to put limitations on the access. Otherwise it's like eating sort of sugary food, you know everybody likes to eat sugary foods but as you get older you realise that you have to limit the sweets otherwise there is an impact. Same thing with digital screens of whatever sort.

Q OK. So when your son is playing with technology would you say he's joyful, so happy and cheerful in general?

A Yeah, yeah, depending on the game. I think it can bring out the aggressive side as well.

Q Yeah that was the next question is, what range of other emotions do you see when he's playing?

A Yeah, I mean I don't think it's a bad thing, I think children have to experience....you can't wrap them in cotton wool, they have to experience emotions. But usually if it's done in a real world context there are consequences, whereas in an artificial world you're pretty much, you know you are the God of the artificial world. So you have to sort of, as I say, keep a control over those sort of things.

Q And so what is the range of his emotions when he's playing?

A Mostly happy. He's a competitive type and sometimes with the shoot them ups mainly and those sort of things there's an element of aggression. But mostly happy. Mostly, yeah, just say when he's playing with his friends then it doesn't usually spill out.

Q But does he get frustrated at the game?

A Oh yeah. Oh God yeah, frustration, yeah I suppose that is an emotion. Oh yeah computer games are, they are frustrating, you can't get away from that.

Q So why do you think there is this sort of range of emotions?

A Because human beings have a range of emotions whether it's in the real world or in the artificial world.

Q OK.

A And those computer games tap into those emotions as well, only on purpose, it's not by accident. Like a TV show or a film, it's all about tapping into human emotions. It's not doing its job if it isn't.

Q Sounds like you know what you're talking about.

A Well as I say I remember being a kid, we didn't have as many shiny new toys as they do today but, you know it's the same thing just on a larger scale.

Q Yeah. OK. So what type of technology would you say your son is most likely to get bored with quickly?

A Something that's repetitive, something that doesn't have a way of keeping him engaged.

Q OK. If you think of not just the console games but maybe other forms of technology, like apps, games or visual toys or anything. I'm just trying to broaden out the....

A Yeah I can't think of anything really other than....I mean as I say he plays a lot of games, he plays....can't think of anything really.

Q So anything that's too repetitive.

A Yeah.

Q And repetitive in what way, because....

A Well I can only relate it to when I was a child, that games were far simpler, they were far more repetitive in nature. You had to go over and over certain things and you would fail and have to go all the way back to the beginning and start all over again. Whereas things like Fortnite, things like FIFA, you know FIFA isn't repetitive because every game is different by its nature.

Q Yeah that's a good example.

A So yeah.

Q So do you think this is similar or different to the way that he becomes bored in play that doesn't involve technology?

A Yeah but technology by definition is repetitive, most technology that is is repetitive. In the real world there are variations, life is about small little details changing, and every moment, every day is different. So as I say, a game of football has endless number of variation and endings and so you can never get bored with playing sport because, as I say it has endless variations.

Q So what do you think makes your son bored when he's playing non-digital games?

A Fear. I think if he's....I mean as I say, he rides his bike, he plays with his friends, he plays football, he'll occasionally go and play tennis, he goes swimming once a week, plays on his computer games, on his console, tablet what have you. And then there isn't really much other in his life really.

Q Well that's a lot.

A It's enough to keep somebody, you know, interested. So he doesn't really get bored. I mean when he's in the house and he can't go and play with his friends he gets bored. You know if there's interaction, you know, then he doesn't really get bored.

Q OK, so he gets more bored if he's on his own?

A Yeah, yeah that's probably the common denominator, yeah.

Q OK.

A Got there eventually!

Q So when playing with technology that allows for social interaction would you say that your son engages well with others in general?

A Yeah, yeah I would say so. There are obviously moments, you know children aren't consistent beings are they, they are quite erratic when they're....you know especially at that stage in life.

Q OK. And which types of technology support social play in your view, if any, and why do you think that?

A As I say if he's playing FIFA with his friends then that's usually when he's usually at his best, but you know he's more engaged.

Q Sort of multi-player like console game?

A That's it, one against one, there's a competitive element you know. That's usually when he's more engaged with his friends. If it's some sort of, you know one-player game then usually there's more aggression maybe. But if he's playing against somebody then it seems to be a healthier atmosphere.

Q OK. What about games that....you can tell I'm not super into technology....you know games that you play online, so the multi-player but you're not necessarily with them in the room like you can be with FIFA.

A Yeah.

Q Do you think those sort of....do they support social play, or is that different?

A No. Me personally I would much prefer, you know being in a physical room with somebody that you're playing against. I think it's a strange sensation maybe, as I say maybe that's because of how I grew up. I remember playing computer games in a room with friends, being that social dynamics.

Q Yeah OK, so sharing the space is important in that?

A For me it is. For him, I think he's grown up with that sort of voice in the head rather than the voice in the vicinity, that he's probably more comfortable with it.

Q OK brilliant. So now I'm going to ask you questions about parents' roles in technology mediated play. So you said you sometimes play with your son, and your wife does as well.

A Yeah, yeah.

Q OK brilliant. And is that just sort of whenever, or is it quite often?

A Yeah, me more than my wife. But yeah once or twice a week I'd say.

Q OK, and that's at home usually?

A Yeah.

Q And are there some devices or digital toys, games or apps that you think are better than others for playing together with your son?

A Well I've already said FIFA. I quite enjoyed Spiderman, it came out this year, I quite enjoyed that game, playing with him. I enjoyed that main character as well, so sort of a shared like of the game.

Q OK. And in FIFA you like football as well.

A I do, yeah.

Q OK, so it's a kind of a shared interest.

A Yeah.

Q OK. If you're using your own devices does your son ever ask to play on them with you, and if so what sort of things do you play together on them?

A Yeah, yeah, the PS4, Xbox, Wii U. Yeah, yeah, all of them.

Q OK, so you guys share those, it's not like... you don't have something that's your own or on your phone or something.

A No, no it's just a household thing, it's not something that's....it's usually in the living room so it's there for anybody to use whenever they want to. Sometimes he takes it up to his bedroom but usually it's in the living room for everybody to use.

Q OK. Are there some devices or apps that your son can only access with you or another family member?

A Erm....yeah I mean we haven't got it at the moment but if we've got like an Xbox pass or something, or a Play Station online thing I wouldn't allow him to use that on his own. So I'd keep the password for that. Because that can have....you know there are....not....people I wouldn't want him to be exposed to on those sort of things that, you know you really need to control access.

Q Yeah, OK. And do you ever initiate play using technology with your son, and if so can you give me some examples?

A Yeah, if I get home from work and we have an hour or so together I'll be asking to play a game, or at the weekend.

Q OK. Now just moving to questions about your general perceptions of technologies. So do you think certain technologies offer more positive or negative experiences for your child, and which ones?

A Yeah I mean it's a bit hypocritical because I enjoy playing those sort of shoot them up games but it's not something I would encourage, and I would control his access to those games so that he didn't play a long amount of time on them. Something like FIFA I have no issue with, you know it's a game that's related to a physical activity that should be encouraged. But again I wouldn't allow him to play for 3, 4, 5 hours solid, there's a time constraint I would put on that. And shoot them ups, again I would say I'm not totally comfortable with him playing them. Something like a Red Dead Redemption is a violent game, so again that's something that I'd want to be there or somebody to be there when he's playing them, because you don't really want your child to be exposed to those sort of things without having somebody there to maintain some context.

Q So it would feel better if somebody was there.

A Definitely for certain games, yeah.

Q Are there some games that you just wouldn't let him play?

A Yeah some of the horror stuff, the slasher stuff – not a chance. They obviously have age restrictions anyway, so....

Q OK. And do you have any concerns about your son's experience with technologies?

A Yeah, again it's difficult putting yourself in that position because I didn't have that experience, and it's a different world, the world is changing every day. So you can't keep

them locked up in a room, but at the same time it's about....like anything in life there's a balance. And as I said, as far as time is concerned, you have to limit the time because I think it's damaging. The content, you have to limit that content that could be damaging to their idea of how the real world works. And it's a difficult balance between the two because you don't want them to miss out with their friends and things that their friends are enjoying, but at the same time you have to be a parent.

Q And do you have any concerns about sort of safety stuff around internet enabled toys?

A Oh absolutely. I would say if it's some sort of online game play, you know like a shared world, then you hear a lot of stories about people that use those sort of things to groom children. So as I say we keep control of the passwords for those. As I say we haven't got it at the moment but if we do get it in the future we'll not allow him to do that unsupervised.

Q Yeah. And do you know about internet connected toys – so they're a bit different than the console games you are talking about – the ones that might have like a camera or a microphone. Have you seen those at all?

A Have you got any examples?

Q Well I wonder if a Furby is one of those.

A It's a bit for younger children though that isn't it?

Q Yeah. And Cosmo is one, I don't know if you've seen....

A I've not heard of that.

Q So they are ones that you can take pictures with them, and they can talk to you or you can talk to them kind of thing. So it's interesting because it opens up a whole bunch of different possibilities.

A Yeah I've not really heard of any of them and I've not heard him ask, he's not really asked for anything like that, I don't know if he's really interested in those sort of thing. But something like a Furby is for younger children and he's got past that point.

Q OK. And are you concerned at all about sort of data privacy in relation to your son?

A I think that's for everybody really, I don't think that's specifically for children.

Q What concerns do you have about that?

A Oh God, where do you start? Where do you start? All these big corporations using our data to market and to sell things to people. So it's a big area.

Q And what do you think has shaped your concerns about that?

A Well, what was that company that....was it connected to Facebook, that was involved in the American elections?

Q Analytica.

A Analytica, that's the one yeah, Cambridge Analytica, yeah. Yeah that is a worry, when data becomes a commodity that can be sold on for profit, where you just become a number.

Q Yeah. OK, good example. Do you think that your son's use of technology influences family life positively in any way?

A Positively in that there is an interaction, you know there's a social element to playing. I try to play as much as I can. I'm busy so there's not as much time as I would like, but I try to connect with him the shared interests that he enjoys and I enjoy.

Q OK. And do you think there are any negative influences with your son's use of technologies – to the family, to the family life?

A As I say, limiting the time element is easier said than done. You know you say that you want to limit the time, but you know when it becomes a tug of war between....again I would draw the comparison between eating sugary foods, there's an addiction level there, and if you don't keep on top of the addictions you become fat, you know. With computer games or anything on a digital screen, whether it's watching television or playing computer games or what have you, if you don't limit the exposure it eventually has a detrimental effect on your psychy, especially for young children. So there's that tug of war. There can be arguments, there can be people throwing things around the house to make a point, that sort of thing. So it's not always great. But you know that's the life of a parent I'm afraid.

Q So the managing of the amount of time that your son spends on the screens adds a sort of stresser to the....

A Yeah, but that's life, you know that's part of the equation I'm afraid whether it's digital or whether it's letting him go outside, you know, there are restrictions that any parent has to put on the child.

Q OK. And....well you've pretty much already talked about this. Do you have any concerns about your son's use of technologies?

A Yeah because I mean I was one of the sort of first generations where computer games became a big thing, not probably the first but one of the first. And so I remember playing computer games and being hooked on playing computer games. Who knows what effect it's had on you long term, I'm not a psychologist, I don't know what the long term effects are. But there's always that worry that if you remove yourself from the real world human beings haven't evolved to play computer games, to be exposed to digital screens for that long a period. So there's always a worry how children will develop. But again, we are in this world for a ??? patch, you know you can't separate yourself, so just try and do the best you can really, it's all you can do.

Q And lastly, what advice or guidance would you offer a new parent on issues relating to data privacy and safety in relation to your child?

A Anything that's connected to the internet you have to monitor closely, because there are so many stories in the media just common sense tells you that if you connect to the outside world there is an opportunity for people to use that for nefarious reasons. So it has to be monitored.

Q Yeah. Anything else?

A Anything else as far as data protection?

Q Yeah, and safety, as advice.

A Well there are a number of organisations about you know security, and maybe look at them because they're the experts on these matters.

Q Yeah OK, brilliant. Well do you have anything else you wanted to add?

A Not that I can think of. I don't know whether this interview is....from what I can gather you're aiming it towards computer games and I understand that computer games is the sort of main thing for my child to use, so I don't know whether it's as helpful as you would want it to be.

Q Oh no it is. I think they want to know about anything. It's also interesting to know what kids aren't playing with.

A Yeah, yeah I suppose, yeah there is that.

Q No it's fine, don't worry, it was really interesting.

A So it's fascinating. It's a minefield. And we haven't had 50 years of this so it's all in its infancy. And you don't know where it's going. And technology by nature changes all the time, so it's not a fixed thing, you can't really....you can draw trends, you can draw lines of how it's affected this or that or the other. It's just such a complex ever changing thing that it's very difficult to put your finger on where it's going.

Q Yeah, well that's I think kind of....

A Virtual reality, as I say that is another....

Q That's the next thing isn't it?

A It is yeah, gee, don't know where that's going.

Q That's why we're doing this research, is to try to understand.

A Mmm, to get people's ideas, yeah.

Q Yeah and try and understand how it affects children and children's development because it changes so quickly.

A That's it. So as I say, I had an early exposure to these things but not at the same level that they do today. They are going to be the first, you know they're going to live....they're born into technology and die into technology, so it's a slightly different thing. Maybe if you evolve....it's all about evolution as well I'm thinking, you know we've evolved to live in the world for certain points, but now the world is changing and so do you have to evolve to live in that new world?

Q Yeah, it's all pretty interesting. Well, I really appreciate your time because I know it's long and....

A No, it's a fascinating subject.