

## University of Southampton Research Repository

Copyright © and Moral Rights for this thesis and, where applicable, any accompanying data are retained by the author and/or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This thesis and the accompanying data cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder/s. The content of the thesis and accompanying research data (where applicable) must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holder/s.

When referring to this thesis and any accompanying data, full bibliographic details must be given, e.g.

Thesis: Coombs, I.N. (2022) "The conceptualisation of social media by young novice users: Implications for the early secondary school curriculum", University of Southampton, Southampton Education School, PhD Thesis, pp517.

Data: Coombs, I.N. (2022) Dataset for University of Southampton Doctoral Thesis: The conceptualisation of social media by young novice users URI:  
<https://doi.org/10.5258/SOTON/D2168>



# University of Southampton

FACULTY OF SOCIAL SCIENCES

Southampton Education School

**The conceptualisation of social media by young novice users: Implications for the early  
secondary school curriculum**

by

**Ian Nicholas COOMBS**

ORCID ID 0000-0001-6618-5843

Thesis for the degree of Doctor of Philosophy

January 2022



# University of Southampton

## Abstract

Faculty of Social Sciences

Southampton Education School

Thesis for the degree of Doctor of Philosophy

The conceptualisation of social media by young novice users: Implications for the early secondary school curriculum

by

Ian Nicholas COOMBS

In the United Kingdom, over 70% of teenagers actively use at least one social media account. The number and variety of platforms available have increased rapidly since 2006 when Facebook first encouraged public access to their social network. While social media companies set the minimum age for holding an account at thirteen years: currently a quarter of UK children have a profile by their eleventh birthday.

What children understand about social media arises from a range of influences including home, school, their peer group as well as personal experience. These all contribute to their understanding of the affordances and conceptualisation of social media. Since many parents feel ill-equipped to support or guide their children in using social media, schools are consequently at the forefront of educating pupils about these platforms.

The English National Curriculum is inclined towards problematising rather than promoting the affordances of online technologies; requiring schools to support young people to develop “safe, respectful and responsible” approaches when online. This research, therefore, seeks to determine whether pupils have a suitable conceptual understanding of social media to allow them to act safely and flourish when online.

The study reviews the extent to which schools respond to statutory guidance from the Department for Education and other influential bodies. Discourse analysis of secondary school policies and Key Stage 3 curriculum materials demonstrate that essential government priorities are reflected in the curriculum. A further line of enquiry reviews Ofsted secondary school inspection reports. Here, where reports explicitly comment on pupil understanding of social

media, they confirm that pupils know how to keep themselves safe. This overwhelming endorsement of school effectiveness belies a wider reality where many children report struggling over their use of social media.

To assess the conceptualisation of social media the study accesses the opinions and voices of pupils aged 11-14, providing them with an opportunity to discuss how they conceptualise social media. A survey was completed by pupils from two schools (n=468) which was subsequently supplemented with interviews with children (n=18) who assisted in interpreting the survey data. This work was undertaken to determine the extent to which pupils' conceptualisation of social media is supported by National Curriculum priorities and the teaching received in secondary schools.

The study concludes that novice users of social media not only have sound knowledge of the names of the most common and popular platforms but may also hold a broader and more fluid understanding of what constitutes social media than teachers might expect. The study also concludes that awareness of pupils' broader definitional boundaries of social media will support teachers needing to help young people stay safe when online. A further conclusion is that there is an insufficient emphasis in schools about how social media may be used beneficially by children.

# Table of Contents

<b>Table of Contents</b> .....	<b>i</b>
<b>Table of Tables</b> .....	<b>xi</b>
<b>Table of Figures</b> .....	<b>xv</b>
<b>Research Thesis: Declaration of Authorship</b> .....	<b>xvii</b>
<b>Acknowledgements</b> .....	<b>xix</b>
<b>Definitions and Abbreviations</b> .....	<b>xxi</b>
<b>Chapter 1 Introduction</b> .....	<b>1</b>
1.1 Research Rationale.....	1
1.2 Defining Social Media.....	3
1.3 Researcher Positionality.....	4
1.4 Research Questions.....	5
1.5 Thesis Overview .....	6
1.6 Thesis Structure.....	7
1.7 Key Terms.....	7
<b>Chapter 2 Literature Review</b> .....	<b>9</b>
2.1 Introduction .....	9
2.1.1 Literature Reviews.....	9
2.1.2 Grey Literature .....	11
2.1.3 Literature Selection .....	11
2.1.4 Chapter outline.....	12
2.2 Section 1 – Schools’ context .....	12
2.2.1 Statutory and Advisory documents.....	12
2.2.2 The National Curriculum .....	13
2.2.3 Keeping Children Safe in Education (KCSIE) .....	15
2.2.4 Grey Data.....	16
2.3 Section 2 - Defining ‘social media’ .....	16
2.3.1 Reviewing the literature selection .....	16
2.3.2 Adopted definition .....	24
2.3.3 Describing affordances.....	26

## Table of Contents

2.4	Section 3 - What children understand about social media .....	27
2.4.1	Children socialising.....	30
2.4.2	Identities and aliases.....	31
2.4.3	Children’s concerns.....	32
2.4.4	Managing privacy.....	32
2.4.5	Unintended disclosure .....	33
2.4.6	Tagging photographs .....	34
2.4.7	Criticality of social media.....	35
2.4.8	Children and Smartphones .....	35
2.4.9	Mitigating risks - Selecting platforms.....	36
2.4.10	Mitigating risks - Managing privacy .....	37
2.4.11	Teaching privacy.....	38
2.4.12	Positive behaviours.....	38
2.4.13	Pupil-Teacher Communication.....	38
2.4.14	Conclusions .....	39
2.5	Section 4 - School Policies.....	40
2.5.1	Philosophy of childhood.....	40
2.5.2	Policy creation.....	44
2.5.3	Policy implementation .....	44
2.5.4	Classroom policies.....	45
2.5.5	Teacher Policies.....	46
2.5.6	Policing policies.....	46
2.6	Conclusions - Literature Review .....	47
<b>Chapter 3</b>	<b>Methodology.....</b>	<b>49</b>
3.1	Methodology Introduction .....	49
3.1.1	Theoretical position .....	49
3.1.2	Mixed Methods Research .....	51
3.1.3	Interdisciplinary Research.....	52
3.1.4	The intersection of Education and Web Science .....	53
3.1.5	Conclusions .....	54
3.2	Study Design .....	55
3.3	Capturing conceptualisation.....	56

3.3.1	Methods employed by researchers.....	57
3.3.2	Pupil Voice Methodologies.....	60
3.4	Pupil voice informing the curriculum: findings .....	61
3.4.1	Models of pupil voice research .....	64
3.4.2	Abuse of pupil voice .....	66
3.4.3	Pupil Voice Methods .....	67
3.4.4	Pupil voice impact .....	69
3.4.5	Reflections on pupil voice research.....	70
3.4.6	Conclusions.....	71
3.5	Phase 1 – Document Review .....	71
3.5.1	Statutory and Advisory documents.....	71
3.5.2	Ofsted Publications .....	71
3.5.3	Gathering the reports.....	73
3.5.4	Content analysis and coding.....	76
3.5.5	School Documents.....	76
3.5.6	School selection process .....	77
3.6	Phase 2 – Pupil survey.....	81
3.6.1	Developing the survey.....	82
3.6.2	The Instructions.....	83
3.6.3	Question 1 .....	84
3.6.4	Question 2 .....	84
3.6.5	Question 3 .....	86
3.6.6	Question 4 .....	87
3.6.7	Question 5 .....	88
3.6.8	Question 6 .....	88
3.6.9	Question 7 .....	89
3.6.10	Question 8 .....	90
3.6.11	The schools.....	90
3.6.12	Introducing the survey .....	92
3.7	Phase 3 – Child Voices.....	92
3.7.1	The Children .....	93
3.7.2	Discussion framework .....	94

## Table of Contents

3.8	Conclusion.....	95
<b>Chapter 4</b>	<b>Results: Phase 1 – Documentary Analysis .....</b>	<b>97</b>
4.1	Guidance for schools .....	97
4.1.1	Document 1: Computing programmes of study: Key Stages 3 and 4 (DfE, 2013) .....	98
4.1.2	Document 2: Computing in the national curriculum: A guide for secondary teachers (CAS, 2014).....	99
4.1.3	Document 3: PSHE Education Programme of Study (PSHE Association, 2015) .....	100
4.1.4	Document 4: Relationships Education, Relationships and Sex Education (RSE) & Health Education (2019) .....	100
4.1.5	Document 5: Keeping Children Safe in education (DfE, 2020) .....	103
4.1.6	Document 6: Teaching online safety in schools (DfE, 2019).....	104
4.1.7	Document 7: Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS, 2020) .....	105
4.1.8	Document 8: Education for a Connected World – 2020 edition (UK Council for Internet Safety, 2020) .....	105
4.1.9	Document 9: UKCIS Online Safety Audit Tool (UK Council for Internet Safety, 2020)	107
4.1.10	Curriculum Guidance .....	107
4.1.11	Conclusions .....	107
4.2	Ofsted .....	108
4.2.1	Document 10: School Inspection Handbook (Ofsted, 2018a).....	108
4.2.2	Review of Inspection Reports .....	109
4.2.3	Where pupils learn about social media .....	110
4.2.4	How social media is referenced in the reports .....	111
4.2.5	Conclusions .....	113
4.3	School policies .....	114
4.3.1	Coding Policies .....	114
4.3.2	Policies referencing social media .....	115
4.3.3	Named platforms .....	116
4.3.4	Risks identified in policies .....	117
4.3.5	Positive comments.....	119
4.3.6	Risks to staff in policies .....	119

4.3.7	Conclusions.....	120
4.4	Curriculum Materials .....	120
4.4.1	Document types .....	121
4.4.2	Curriculum areas .....	123
4.4.3	Lesson framing .....	123
4.4.4	Named social media .....	124
4.4.5	Teaching points .....	126
4.4.6	Pupil actions .....	127
4.4.7	Conclusion .....	128
4.5	Conclusions – Phase 1 - Documentary Evidence.....	128
<b>Chapter 5</b>	<b>Results: Phase 2 – Pupil Survey.....</b>	<b>131</b>
5.1	Section 1 – Survey Results.....	131
5.1.1	Question 1 – Pupil school year .....	131
5.1.2	Question 7 – How pupils access social media .....	132
5.1.3	Question 8 – Where pupils access social media.....	135
5.1.4	Question 5 – Rate of social media account ownership .....	137
5.1.5	Triangulating Question 5 results .....	138
5.2	RQ2: Which platforms do pupils identify as social media and why? .....	139
5.2.1	Accuracy of pupil’s identification of social media .....	146
5.2.2	Accuracy of assessment .....	148
5.3	RQ3: What affordances of social media does this age group most value and why? .....	149
5.3.1	Question 3 – Most valued affordances .....	150
5.3.2	Question 6 – The platforms pupils use.....	156
5.3.3	Conclusion .....	159
5.4	RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum? .....	159
5.4.1	Question 4 – Good and bad aspects of social media .....	159
5.4.2	Summary of Positive Themes.....	160
5.4.3	Summary of Negative Themes .....	161

## Table of Contents

5.5	Chapter Conclusion.....	161
<b>Chapter 6</b>	<b>Results: Phase 3 – Children’s Voices .....</b>	<b>163</b>
6.1.1	Reading transcripts .....	163
6.2	RQ2: Which platforms do pupils identify as social media and why?.....	164
6.2.1	Assessment of the Apps.....	166
6.2.2	Discord .....	167
6.2.3	Minecraft.....	168
6.2.4	Mail (Email) .....	170
6.2.5	Phone .....	172
6.2.6	Messenger.....	173
6.2.7	Twitch.....	174
6.2.8	PlayStation and Xbox .....	175
6.2.9	YouTube .....	176
6.2.10	Skype, Team and Zoom.....	178
6.3	RQ3: What affordances of social media does this age group most value and why?.....	180
6.3.1	Conversations.....	180
6.3.2	Groups.....	182
6.3.3	Identity .....	183
6.3.4	Presence.....	185
6.3.5	Relationships.....	186
6.3.6	Reputation .....	186
6.3.7	Sharing .....	186
	Other affordances .....	187
6.3.8	Access to the news.....	187
6.3.9	Following celebrities .....	188
6.4	RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?.....	189
6.4.1	Benefit: Communicating with friends .....	189
6.4.2	Benefit: Improved self-esteem .....	190
6.4.3	Benefit: Learning.....	190
6.4.4	Benefit: Expanded world-view .....	191
6.4.5	Downside: Addictiveness .....	191

6.4.6	Downside: Cyberbullying.....	192
6.4.7	Downside: Contact by strangers .....	192
6.4.8	Downside: Conformity.....	194
6.4.9	Downside: Well-being .....	194
6.4.10	Downside: Online behaviour .....	195
6.4.11	Downside: Poor communication .....	195
6.4.12	Advice for others .....	196
6.4.13	More knowledge required.....	197
6.5	Conclusions .....	198
<b>Chapter 7</b>	<b>Discussion.....</b>	<b>201</b>
7.1	RQ2: Which platforms do pupils identify as social media and why? .....	201
7.1.1	Defining social media .....	201
7.1.2	Survey Q2: Identifying social media .....	204
7.1.3	Identifying social media – Question 6 .....	209
7.1.4	Zoom as social media .....	210
7.1.5	The status of YouTube.....	212
7.1.6	Starting points .....	214
7.1.7	Conclusion .....	215
7.2	RQ3: What affordances of social media does this age group most value and why? .....	216
7.2.1	Groups - Creating groups .....	218
7.2.2	Identity - Creating a profile .....	218
7.2.3	Presence - someone is online.....	221
7.2.4	Relationships .....	222
7.2.5	Reputation.....	225
7.2.6	Sharing.....	227
7.2.7	Other affordances .....	228
7.2.8	Adapting Kietzmann’s Model .....	229
7.2.9	Conclusions.....	230
7.3	RQ1: To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media? .....	232
7.3.1	Policies.....	234
7.3.2	Curriculum Priorities.....	235

## Table of Contents

7.3.3	Recent advice .....	236
7.3.4	Conclusions .....	236
7.4	RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum? .....	237
7.4.1	Private accounts.....	238
7.4.2	Post sparingly .....	238
7.4.3	Social media abstinence.....	239
7.4.4	Psychological concerns .....	240
7.4.5	Beware strangers .....	241
7.4.6	Critical thinking .....	242
7.4.7	Advice for peers .....	242
7.4.8	Curriculum comparisons .....	243
7.4.9	Conclusions .....	244
<b>Chapter 8</b>	<b>Conclusions and Future Work.....</b>	<b>247</b>
8.1	Summary of findings .....	247
8.1.1	The Pupils and Children .....	247
8.1.2	Social media conceptualisation.....	247
8.1.3	Issues for teachers .....	248
8.1.4	Advice for Schools.....	249
8.1.5	The Curriculum.....	249
8.1.6	Teachers Professional Development .....	250
8.1.7	Definitional clarity.....	250
8.2	Reflections on the Research Questions .....	251
8.3	Areas for development .....	252
8.4	Original Contribution .....	253
8.5	Future Work.....	254
8.5.1	Adult conceptualisation .....	254
8.5.2	Earlier knowledge .....	254
8.5.3	Alternative delivery.....	254
8.5.4	Pupil feedback.....	255
8.5.5	Broader teaching.....	255
8.6	Recommendations .....	255

<b>Appendix A Structured Review Results.....</b>	<b>257</b>
A.1 Social Media Definitions.....	257
A.2 Pupil understanding or experiences of social media .....	263
A.3 School policies regarding social media .....	268
A.3.1 Notes about affordances.....	272
A.4 How to capture conceptualisation in pupils and children .....	275
A.5 Pupil Voice.....	280
A.5.1 Methods used to listening to pupil voices from the literature selection.....	287
A.6 Grey Literature .....	289
<b>Appendix B Schools selected for the FOI Requests.....</b>	<b>293</b>
B.1 Table showing all the schools selected for the FOI.....	293
Local Authorities not represented in the FOI sample.....	302
<b>Appendix C Ethics.....</b>	<b>303</b>
C.1 Introduction .....	303
<b>Appendix D Pupil Survey.....</b>	<b>305</b>
<b>Appendix E Child Voice Power Point Slides.....</b>	<b>314</b>
<b>Appendix F Classification of Curriculum Documents.....</b>	<b>317</b>
F.1 Classification Name:.....	317
F.2 Nodes .....	321
<b>Appendix G Responses to Survey Question 4.....</b>	<b>327</b>
G.1.1 Negative Nodes .....	327
G.1.2 Positive Nodes .....	328
<b>Appendix H Child-Voice Transcripts.....</b>	<b>331</b>
H.1 Transcript 1 .....	332
H.2 Transcript 2 .....	341
H.3 Transcript 3 .....	346
H.4 Transcript 4 .....	364
H.5 Transcript 5 .....	376

## Table of Contents

H.6 Transcript 6 .....	384
H.7 Transcript 7 .....	404
H.8 Transcript 8 .....	411
H.9 Transcript 9 .....	421
<b>Appendix I Affordance quotes from child-voices .....</b>	<b>443</b>
<b>Appendix J Teaching Themes .....</b>	<b>449</b>
<b>Appendix K Publication .....</b>	<b>453</b>
<b>List of References .....</b>	<b>471</b>

## Table of Tables

Table 1-1 English School Key Stages, Years Groups and Pupil Ages .....	3
Table 2-1 Taken from: PSHE Association (2017) Programme of Study (Key Stage 3).....	14
Table 2-2 Keeble and Kirk's Stages for Part 1 – Locating definitions of social media.....	17
Table 2-3 Social media functionality and affordances After: Kietzmann et al (2011) .....	26
Table 2-4 Keeble and Kirk's Stages for Part 3 – What children understand about social media.	28
Table 2-5 Keeble and Kirk's Stages for Part 4 – What teachers understand about social media	41
Table 3-1 Philosophical Perspectives on Knowledge Building from Hesse-Biber, 2010:105 .....	50
Table 3-2 Keeble and Kirk's Stages for Part 3 – How to capture children's understanding.....	58
Table 3-3 Methodologies employed to access student voice.....	61
Table 3-4 The number of methods employed in research studies .....	61
Table 3-5 Keeble and Kirk's Stages – Gathering pupil voice articles.....	63
Table 3-6 – The number of schools approached with a FOI Request, January 2019.....	81
Table 3-7 Comparing Schools A and B. ....	91
Table 3-8 The ethnic makeup of Schools B and C (Fuzzy data).....	92
Table 3-9 Breakdown of participants by year, interview grouping and pseudonym.....	93
Table 3-10 Breakdown of activities between format and group makeup .....	93
Table 4-1 Social media references in 'Teaching online safety in schools' (2019) .....	104
Table 4-2 Social Media Exemplars from 'Education for a Connected World' (2020) .....	106
Table 4-3 Inspection judgements from sample schools compared with all secondary schools	110
Table 4-4 Curriculum areas Ofsted indicate where learning about social media occurs .....	111
Table 4-5 Categorisation of Ofsted Inspection Report comments referring to social media....	111
Table 4-6 The Top 10 Positive Codes applied to Ofsted comments .....	113

## Table of Tables

Table 4-7 School policy documents that refer to social media .....	116
Table 4-8 - Social media named in school policies .....	118
Table 4-9 – Social media ‘dangers’ identified in school policies .....	119
Table 4-10 Risks to staff from social media .....	120
Table 4-11 Type of document submitted .....	122
Table 4-12 Curriculum Area of documents submitted .....	123
Table 4-13 Lesson Framing .....	124
Table 4-14 Social media names used in the documents .....	126
Table 5-1 A breakdown of the number of completed surveys from pupils in Schools A and B	131
Table 5-2 Question 7: How pupils in schools A and B access their social media accounts.....	132
Tables 5-3 Chi-Square test for Question 7: Use of mobile phone .....	134
Table 5-4 Summary of Chi-Square Analyses of Question 7 $\alpha=.05$ .....	134
Table 5-5 Question 8: Where pupils in schools A and B access their social media accounts....	135
Table 5-6 Summary of the Chi-Square Analysis of Question 8 $\alpha=.05$ .....	136
Table 5-7 The responses to Question 5 .....	137
Table 5-8 Chi Square test for having a social media account .....	137
Table 5-9 Responses to Ofcom survey QP43 from 11–14-year-olds.....	138
Table 5-10 Responses to Ofcom Survey QP43, 11-14 in small city/large town in SE England ..	139
Table 5-11 Software Recognition Results from Schools A and B in rank order .....	140
Table 5-12 Social media identification results from Schools A and B .....	142
Tables 5-13 The rank order of School A and School B school media identification .....	143
Table 5-14 The rank order of School A and School B school media identification of all pupils	144
Table 5-15 Schools A and B rank order of social media identification .....	147
Table 5-16 The rate of incorrect identification of social media .....	148

Table 5-17 The % of social media identification: pupils with and without social media .....	149
Table 5-18 Survey affordances mapped against Kietzmann et al's (2011) functions .....	150
Table 5-19 Responses to Question 3 - School A.....	151
Table 5-20 Responses to Question 3 - School B.....	152
Table 5-21 The top three mode responses from schools A and B.....	152
Table 5-22 The affordances from each school whose mode was 'Not important' .....	154
Table 5-23 Chi Square test for sending messages affordance ( $\gamma = 0.05$ ) .....	155
Table 5-24 Summary of Chi Square Analysis of Question 3 $\alpha=.05$ .....	156
Table 5-25 The social media used by pupils in Schools A and B .....	157
Table 5-26 The most popular social media used by pupils in Schools A and B.....	157
Table 5-27 Most popular pupil social media and their Kietzmann et al functionalities .....	158
Table 5-28 Summary of positive views about social media from Schools A and B.....	160
Table 5-29 Summary of negative views about social media from Schools A and B .....	161
Table 6-1 Child Voice Identification of Social Media Platforms.....	167
Table 7-1 Schools A & B Combined Results: Q6 – Which social media do you use most often?.....	211
Table 7-2 Assessment of Zoom against Kietzmann et al functionalities.....	211
Table 7-3 - Content analysis codes sorted by Kietzmann et al's (2011) functionalities.....	220
Table 7-4 Comparing DfE advice with Lesson content.....	236
Table B-8-1 - Local Authorities with no schools in the Policy/Curriculum sample. ....	302



## Table of Figures

Figure 1-1 The four research questions .....	5
Figure 1-2 The three phases of research supporting this thesis .....	6
Figure 2-1 Selection flow diagram for definitions of social media .....	18
Figure 2-2 Social Media Functionality after Kietzmann et al (2011:243) .....	25
Figure 2-3 Selection flow diagram for articles containing child understanding of social media .....	29
Figure 2-4 Selection flow diagram for the school social media policy searches.....	42
Figure 3-1 Ontology, epistemology, methodology and methods (after Waring, 2017:16) .....	50
Figure 3-2 Proportion of articles citing MMR 1990-2016 (after Timans et al, 2019:195) .....	51
Figure 3-3 The three phases of data collection in this research.....	55
Figure 3-4 An overview of the mixed methods sequential design of this research .....	56
Figure 3-5 Selection flow diagram for articles concerning evaluating children's understanding.....	59
Figure 3-6 Flow diagram for pupil voice articles.....	64
Figure 3-7 Screen shot of a school's inspection report page .....	74
Figure 3-8 The data scraped by webscraper.io for Coombe Boys' School.....	75
Figure 3-9 The sets of schools providing policy and teaching documentation.....	77
Figure 3-10 Copy of the email sent in support of the FOI request .....	79
Figure 3-11 The introduction to the survey .....	84
Figure 3-12 Question 1.....	84
Figure 3-13 Introduction to Question 2 .....	85
Figure 3-14 Question 2 (Note: the original printed page is A3).....	86
Figure 3-15 Question 3 (extract).....	87
Figure 3-16 Question 4.....	87

## Table of Figures

Figure 3-17 Question 5 with the instructions for the question.....	88
Figure 3-18 Question 6 .....	89
Figure 3-19 Question 7 .....	89
Figure 3-20 Question 8 and final instructions .....	90
Figure 4-1 The structure of Chapter 4 .....	98
Figure 4-2 The Year of Publication for each Ofsted Report in the research sample .....	109
Figure 4-3 The Fakebook worksheet returned by several schools – source unknown .....	122
Figure 4-4 - The actions pupils are told to take as a response to social media issues .....	127
Figure 5-1 Results of Question 7 from Schools A and B .....	133
Figure 5-2 Results of Question 8 from Schools A and B .....	136
Figure 5-3 The rates of software recognition between Schools A and B .....	141
Figure 5-4 Graphing the rates of social media identification between the two schools .....	145
Figure 5-5 Comparing the affordance weightings of Schools A and B .....	153
Figure 5-6 The total affordance weightings School A + B.....	154
Figure 5-7 The rank order of social media platform adoption between Schools A and B .....	158
Figure 7-1 Kietzmann functionalities identified in the children’s social media definitions .....	203
Figure 7-2 The double page spread of Question 2 as presented in the paper survey .....	209
Figure 7-3 Screen grab of one screen from Question 2 - online version.....	209
Figure 7-4 Social media identification - starting points.....	215
Figure 7-5 Median and mode of affordances from the pupil survey .....	217
Figure 7-6 Kietzmann a) Original and b) Adapted Diagrams .....	230
Figure 7-7 Teaching Slide from a secondary school .....	243
Figure 7-8 Managing Emotions Slide from a school in south-east England .....	244

## Research Thesis: Declaration of Authorship

Print name: **Ian Coombs**

Title of thesis: **The conceptualisation of social media by young novice users: Implications for the early secondary school curriculum**

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. Parts of this work have been published as:-

Coombs I. (2021) Assessing the effectiveness of schools to safeguard their pupil's use of social media through an analysis of school inspection reports, *Buckingham Journal of Education* 2021, Vol 3 pp 117-134

The full text is reproduced in Appendix K.

Signature: ..... Date:.....



## Acknowledgements

*Nanos gigantium humeris insidentes*

As this thesis neared completion, I had a growing sense that no matter how much it is an individual's effort, as Bernard of Chartres (or possibly Sir Isaac Newton) attested, work of this sort is built, standing on the shoulders of giants. Many have contributed to this thesis either deliberately or by simply being in the right place at the wrong time.

So, I would like to acknowledge the contributions of the many academics at the University of Southampton working in Web Science and the Education School who contributed both scholarship and encouragement: Dr Mark Weal, Professor Susan Halford, Dr David Millard, Dr Christian Bokhove, Dr Su White, and others. Their conversations, which don't appear here, in journalistic parlance are in deep background. But their contributions were generous and most welcome.

I received excellent support from my supervisors Dr Nick Gibbins and Dr John Woollard. There are scare stories about supervisors who do not reply to emails, are rarely available to meet and then provide less than helpful feedback. This was absolutely not my experience, and I would like to offer my heartfelt thanks to Nick and John for guiding me on this journey of discovery.

I am also immensely grateful to the Headteachers, schools, teachers, support staff, parents, pupils, and children who gave time and contributed to this endeavour. My one sadness was the way Covid-19 interrupted some best-laid plans. One year 8 implored in a note scrawled at the bottom of their survey form, "Please come into school I want to talk to you about this". Alas, the pandemic meant an in-person school visit was impossible to arrange. The topic of social media is important to young people, and I sensed in some a desire to understand more and gain greater control.

Thanks, are also due to Linda Deacon, who did sterling work proofreading the text. Then closer to home my thanks to Deanne who supported and encouraged me to go and play at the "big school".

Finally, forward looking thanks, to examiners Dr Christina Preston and Professor Les Carr, who will no doubt be instrumental in helping fashion further improvements. Giants all.



## Definitions and Abbreviations

- AUP.....Acceptable Use Policies. A set of rules applied by the owner of a network, website, or service, that restrict the ways in which the network, website or system may be used.
- CAS .....Computing at School. A professional association supporting the teaching of Computing.
- CEOP.....Child Exploitation and Online Protection Command is a command of the UK's National Crime Agency (NCA), tasked to work both nationally and internationally to bring online child sex offenders to the UK courts. It also provides online support tools for children.
- Child .....In the thesis this term is used to refers to one of child-voice contributors who were directly recruited via their parents (as opposed to being recruited via schools)
- DCMS.....Department for Digital, Culture, Media and Sport is the government department with responsibility for culture and sport in England and some aspects of the media throughout the UK.
- DfE .....Department for Education. The UK Government's department with responsibility for child protection, education, and wider skills.
- DfES.....Department for Education and Skills. The name of the UK's education department between 2001 and 2007.
- DM.....Direct Message. This is a function of many social media platform, the ability to communicate 1:1 with chosen people. This is a contrast to posting which may be visible to all users.
- FGM.....Female Genital Mutilation – the partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
- FOI .....Freedom of Information Request - The Freedom of Information Act 2000 provides public access to information held by public authorities.
- FOMO.....Fear of missing out. A condition often associated with high social media use where users repeatedly look at their phones to ensure they do not miss anyone's post.

## Definitions and Abbreviations

IMDB .....	Internet Movie Data Base. An online database of movies, actors and production personnel. <a href="http://www.imdb.com">www.imdb.com</a>
ITTE .....	The Association for Information Technology in Teacher Education, now part of TPEA (Technology, Pedagogy and Education Association) professional associations for ICT teachers
KCSIE .....	Keeping Children Safe in Education. Statutory guidance for schools and colleges in England regarding how to keep pupil safe.
KS2 .....	Key Stage 2. The four years of schooling in maintained primary or middle schools in England known as years 3, 4, 5 and 6 where pupils are aged between 7 and 11.
KS3 .....	Key Stage 3. The three years of secondary schooling in maintained schools in England known as years 7, 8 and 9 where pupils are aged between 11 and 14.
KS4 .....	Key Stage 4. The two years of secondary schooling in maintained schools in England known as years 10 and 11 where pupils are aged between 14 and 16.
MirandaNet .....	A professional educational community supporting teachers using computers in schools through research and CPD.
NAACE.....	National Association of Advisors for Computers in Education (UK) a professional association supporting members and advising government.
NSPCC .....	National Society for the Prevention of Cruelty to Children – a charity campaigning and working in child protection in the United Kingdom
Ofcom .....	An abbreviation for ‘Office of Communications’ is the UK government’s regulation authority for broadcasting and telecommunication
Ofsted .....	The Office for Standards in Education, Children's Services and Skills. A non-ministerial department in the UK government with responsibilities which include inspecting schools.
PSHE.....	Personal, Social, Health and Economic education. This is the curriculum area which seeks to give children the knowledge, skills and understanding to lead confident, healthy, and independent lives.

- Pupil .....In this thesis the term is used to refer to a child who completed the survey and was therefore recruited through their school
- SLR.....Systematic Literature Review
- Student.....In this thesis the term student refers to a young person aged 16 or older who may be at school, college, or university.
- UGC .....User Generated Content – any material produced by social media users including blogs, Images, videos and likes.
- VOIP .....Voice over Internet Protocol – the capability of speaking to people using an Internet rather than a telephone connection
- VPN.....Virtual private network – a software solution which extends a private network onto otherwise public Wi-Fi.



# Chapter 1 Introduction

## 1.1 Research Rationale

Social media impacts everyday life in diverse contexts such as the performing arts, warfare and even knitting (Coleman et al, 2018; Ajir and Vailliant, 2018; Malcolm-Davies, 2018). The platforms are also attractive and popular with children. Ofcom, the UK's Office for Communications, reports that by the age of ten, half of UK children own a smartphone, and around 70% of 12-15 year-olds have a social media profile (Ofcom, 2019). With this many children using social media, questions are rightly raised about the potential benefits and possible negative impacts of the technologies on the development and well-being of children (Uhls et al, 2017). Technology and social media scholar danah boyd argues that the introduction of any new or innovative technology in society has the tendency to instil 'moral panic'. This is not a new phenomenon for even Aristotle (384-322 BCE) raised concerns about the impact on young minds of the introduction of writing tools into his classroom (boyd, 2014). Yet it would be misplaced to simply dismiss all criticisms out of hand. Children need both nurturing and protecting and the impact social media upon them is the subject of themed research such as: cyberbullying (Whittaker and Kowalski, 2015), poor performance in school (Aladwani and Almarzouq, 2016; Lee, 2014), exposure to inappropriate food advertising (Kent et al, 2019) and increases in obesity (Suchert et al, 2016). In 2019, following the self-inflicted death of a 14-year-old child who had been exposed to suicide sites on social media, The Children's Commissioner for England Anne Longfield (2015-21), indicated that she felt there was more social media companies needed to do in terms of safeguarding children. In an open letter Longfield wrote,

*I have also called for companies like yourselves to be bound by a statutory duty of care, a legal obligation to prioritise the safety and wellbeing of children using your platforms.*

*(Longfield, 2019)*

There is recognition then that some children can be put at risk through their use of social media; yet this is an area of knowledge and expertise where parents often feel ill-equipped to effectively support their children (Livingstone et al, 2018; Daneels and Vanwysberghe, 2017). Schools, therefore, have an important role in providing information and guidance for pupils.

## Chapter 1

In England, maintained schools (those schools whose funding comes directly from Local Authorities) teach a statutory National Curriculum which places on schools the duty to teach pupils,

*“...how to use technology safely, respectfully, responsibly and securely...”*

*(Department for Education, 2013:2)*

Academy and Free Schools do not have to teach the National Curriculum, although in practice many will (Roberts, 2021). In addition to a National Curriculum, schools also receive direction regarding what to teach from other sources such as statutory or advisory orders from the Department for Education (DfE), the schools inspectorate Ofsted, as well as advice from organisations who have an interest or expertise in technology education, child well-being and health education. The National Curriculum does not mention social media, rather broader generic terms such as ‘online’ are used, and it is therefore left to schools to develop a curriculum which is appropriate for their pupils which may or may not include specific mention of social media.

When teachers prepare to teach a topic, planning is most effective if they have an appreciation of what their pupils have already learned and can still remember. Foundational knowledge is important; for example, there is little point in teaching Pythagoras’ Theorem ( $a^2 + b^2 = c^2$ ) if the pupil is not secure in understanding triangles, right-angles, or square numbers. This appreciation of what the pupils understand, know or can do may be gathered through a process of formative assessment (Wiliam, 2011). Thus, discovering what pupils know, understand, or can do and then using the information to develop the next steps of the teaching programme is sound educational practice. When teachers are dealing with traditional school subjects such as English, mathematics or science, curriculum planners have procedures they can employ to ensure that the classroom activities are appropriate and have maximum impact on learning (Griffiths and Burns, 2014). Also, where most of the prior learning happens in school it is easier for teachers to comprehend pupil foundational knowledge. However, where prior learning largely takes place away from the classroom, as will be the case with social media, having an appreciation of a pupil’s knowledge is problematic; for pupils will experience social media at home, alongside friends and through first-hand experiences. The ideas, familiarity, and the level of support they receive with their developing use of social media differs from individual to individual. Therefore, while teachers planning the curriculum can be guided by the National Curriculum there may be insufficient attention paid to the actual experiences or needs of the pupils. At the heart of this research is the question of whether secondary schools are teaching their younger pupils’ appropriate information about social media and whether what is being taught aligns with what the pupils already know or understand.

Most of the primary data collected for this study comes from pupils and children who are in Key Stage 3. English schools group pupils into five Key Stages, see Table 1-1. Key Stage 3 (KS3) represents the first three years of secondary education with pupils in school years 7, 8 and 9 being aged between 11 and 14 years. This is an important age group for several reasons. First, many social media companies set their minimum age for creating an account at 13 years (internetmatters.org, (n.d.)). Thus, KS3 is an age group on the cusp of legal social media use; though it is important to note that Ofcom reports that 50% of three to four year olds consume video content from YouTube (arguably a social media platform) and 20% of eight to eleven year-olds have social media profiles, demonstrating that minimum age limits are being widely ignored (Ofcom, 2019). Consideration of how 11-14 year olds conceptualise and use social media is an under-researched area and an age group which features less often in academic literature than older teens (Henderson et al, 2013). This may be because the age group is harder to reach due to the twin hurdles of first requiring parental permission and distancing by busy schools who can easily decline researcher's requests for access.

Table 1-1 English School Key Stages, Years Groups and Pupil Ages

Key Stage	School Years	Age of Children
Key Stage 1	R, 1 and 2	4 – 7 years
Key Stage 2	3 – 6	7 – 11 years
Key Stage 3	7 – 9	11 – 14 years
Key Stage 4	10 – 11	14 – 16 years
Key Stage 5	12 - 14	16 – 19 years

As will be demonstrated later, there is a gap in our knowledge regarding how Key Stage 3 pupils conceptualise social media. There is, as will be shown in chapter 4, an apparent consensus about what pupils should be taught about social media, which draws largely on a 'risks' and 'dangers' agenda. This focus may or may not be helpful for the pupils, who have a wide variety of experiences, views and understanding of social media. Thus, this thesis is going to compare what is currently being taught in secondary school classrooms, with the understanding and conceptualisation of social media of Key Stage 3 pupils. The qualitative data provided by pupils through a survey completed in school are triangulated through child-voice focus groups and interviews conducted in homes.

## 1.2 Defining Social Media

Since this research is seeking to understand how pupils conceptualise *social media*, it is essential to establish a definition of the term. It will not be possible to assess the extent of pupils' conceptualisation without an established definition for comparison. Within academic literature

## Chapter 1

numerous definitions are available. These have been created within disciplines as varied as: law, commerce, computer science, education and so forth. For the purposes of this thesis a definition is required which is neither simplistic nor narrow, rather a definitory model is needed that allows for a clear comparison between pupil thinking and other 'expert witnesses'. The definition also needs flexibility so that as new and possibly innovative forms of social media are produced, the definition will be robust enough to encompass them without having to repeatedly revisit or amend the wording. To this end, a broad and adaptable definition developed by Kietzmann et al (2011) is adopted as the benchmark. Kietzmann et al, writing to a business audience, described seven functionalities of social media. However, the authors are clear that platforms do not need to exhibit all these functions to be classified as social media, but they are likely to possess at least three. In summary the seven functions of social media are:

1. Conversations – the capability of communicating with individuals or groups
2. Groups – the capability within the platform to form common interest groups
3. Identity – the capability to create a user profile and/or the ability to control privacy settings
4. Presence – the ability to know whether someone is currently online
5. Relationships – a mechanism for appreciating relationships between users
6. Reputation – a mechanism to identify users in terms of system reputation markers (E.g. number of followers or number of 'likes')
7. Sharing – allowing user generated content to be shared

After: Kietzmann et al (2011)

The rationale for selecting this definition over others is explained in chapter 2.

### **1.3 Researcher Positionality**

My interest in young people's understanding and use of social media arose from being a teacher and school leader in English secondary schools between 1984 and 2017. Over this time period the somewhat niche maven bulletin boards were replaced, thanks in part to the development of Web 2.0 capabilities by a plethora of increasingly user-friendly social media platforms (Henderson et al, 2013). Today while there are numerous social media platforms, the socio-technological phenomenon is dominated by a handful of global technology giants including Meta (owners of Facebook, Messenger, WhatsApp, and Instagram), Alphabet (the parent company of Google and YouTube), and smaller platforms such as Twitter, Snapchat and TikTok. As a senior leader in several secondary schools, I became increasingly concerned about the increasing frequency of having to deal with pupils, or their families, over issues which included some facet of social media.

These issues included: pupils making inappropriate contact with unknown adults, abuse and bullying of peers and occasionally issues concerning inappropriate pupil-staff communications. It became common for arguments between pupils facilitated by social media over a weekend, to become in-school face-to-face issues on a Monday morning. Thus, from a school's point of view although disruptive online activities mainly originate outside the school day away from the premises, issues arising from the use of social media increasingly come into school where staff are expected, by parents and pupils alike, to investigate, mediate and, as necessary, dispense punishments. This is not a study of bullying or poor behaviour per say, that is for others, here I am interested in seeing whether children's knowledge of the technologies, benefits, and affordances, are being effectively and appropriated addressed by the curriculum and understanding whether what is taught about social media meets the needs of pupils.

## 1.4 Research Questions

1. To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media?
2. Which platforms do pupils understand to be social media and why?
3. What affordances of social media does this age group most value and why?
4. To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?

Figure 1-1 The four research questions

Four research questions provide a structure and motivation for this research which begins in schools (Figure 1-1). Schools do not exist in a vacuum but are subject to numerous pressures and external influences. These including a statutory framework, high status examinations, parental and governor expectations, staff expertise, pupil interests, local traditions and so on. These and other factors affect both the formal taught and "hidden" curricula. If schools teach anything about social media, it will be a response to these influences.

The first research question seeks to understand the regulations, advice and guidance schools receive which may influence what they teach about social media.

### **1. To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media?**

Having discovered what schools are teaching about social media, the research turns to pupils in Key Stage 3, many of whom are young adopters of social media. Through two linked research questions the study seeks to understand what computer platforms or apps the pupils understand

to be social media and why. Then, since social media is used for numerous purposes, the third question finds out which affordances the pupils value most.

**2. Which platforms do pupils identify as social media and why?**

**3. What affordances of social media does this age group most value and why?**

The final research question is:

**4. To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?**

This returns to a consideration of the curriculum with the intention of determining whether what is being taught meets the needs of pupils and whether the curriculum, in the light of any new knowledge, would benefit from realignment.

Further explanations about the development and rationale of these research questions are provided in chapters 2 and 3.

## 1.5 Thesis Overview

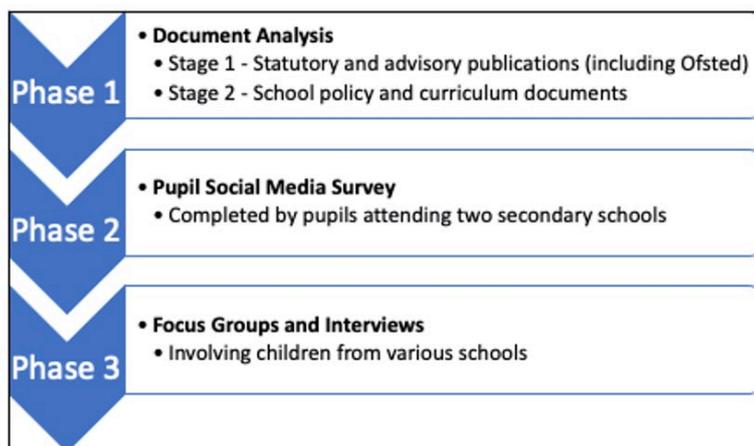


Figure 1-2 The three phases of research supporting this thesis

There are three distinct phases to this research (Figure 1-2). The sequence of activity had an impact on the development of the research questions. The first phase involved two stages of document analysis. The first included an analysis of documents published for or about schools from the UK government or other organisations, including Ofsted, which influence what schools include in their curricula concerning social media. The second stage involved reviewing a sample of secondary school policies and curriculum documents to establish what is currently being taught to KS3 pupils about social media. This initial phase provided an overview of what schools may be teaching in relation to the advice they are given. The second phase of the research was a questionnaire completed by Key Stage 3 pupils attending two secondary schools. The final phase involved interviews and focus groups with school age children, seeking their reflection,

clarification, and observations on the second phase survey results. Once all three phases were complete, it was possible to reflect on the fourth research question which sought to determine what, if anything, schools could do differently in the light of new knowledge gained.

## 1.6 Thesis Structure

Following this introduction, the remaining seven chapters are organised as follows. Chapter 2 contains the Literature Review which is comprised of structured literature reviews supporting the development of a definition of social media, a review of pupil knowledge about social media and research involving pupil voice. While this chapter primarily focuses upon academic literature, this is a topic where there is significant grey literature in the form of reports and research from various organisations and these will also be referenced within the reviews. Chapter 3 outlines the mixed method sequential approach adopted alongside a description of how the three phases of the study interrelate and complement each other. Chapters 4, 5 and 6 share the results of the three phases. Chapter 7 is a discussion of the key research findings with respect to the research questions. Chapter 8 concludes the thesis with a review of new knowledge gained along with a critique of barriers faced in the research and recommendations for future work.

## 1.7 Key Terms

This study of pupils' understanding of social media, draws on research from around the world where a range of different collective nouns or terms for young people is used. To bring clarity, the thesis will wherever possible use the term *pupil* to refer to someone who attends school (aged between 5 and 17). The word *student* will refer to those aged 18 and over in education or training. A *young adult* is someone aged 18-25 who may be in education, employment or neither. The words *child* and *children* are reserved for those aged under 18 who are mentioned in a context other than school.



## Chapter 2 Literature Review

### 2.1 Introduction

Scholars working in many disciplines are interested in social media (Zimmer and Proferes, 2014; Zhang, 2015). Some seek to understand the impact platforms have upon individuals or groups while others interpret the data users generate (He et al, 2015). Away from academia, the platforms are of interest to, democratic governments seeking to hear a broader range of voices (Social Media Research Group, 2016), commercial companies looking to exploit the digital record of human behaviours manifest within the data (Fuchs 2014; Hajli, 2014), and not-for-profit organisations raising funds through their supporter base (Nah and Saxton, 2012; Thackeray et al, 2012). One sub-set of this research focuses upon social media's impact upon and use by children; here too the contexts for these studies are varied, social media's use in the classroom, (Martino, 2008; Casey, 2013; Chromey et al, 2016), consideration of the development of children's digital literacy (Livingstone, 2014), concern about social media's impact on wellbeing and mental health (Barry et al, 2017; Frith, 2018; Lin et al, 2016; Scott and Woods, 2018), and the influence of social media on children's relationships (Edwards and Wang, 2018). Yet in spite of all this activity, there appears to be little published research into how children understand or conceptualise the social media that they are using. This chapter chronicles the literature to provide both a context for this thesis and a motivation for the research questions. First, a consideration of literature review methodology.

#### 2.1.1 Literature Reviews

One criticism of literature reviews is that they can fall into the trap of simply relaying literature which either simply supports the thesis being constructed or provides simplistic counter arguments. As Littell (2006) points out, poorly constructed or inadequately written literature reviews create problems for decision-makers and others who are faced with conflicting, incomplete, or unconvincing evidence.

*..... traditional narrative reviews proliferate, despite their well-known limitations; many published meta-analyses are not based on systematic attempts to identify, retrieve, and critically assess potentially-relevant studies; and many so-called systematic reviews are only partially systematic.*

*(Littell, 2006:1)*

## Chapter 2

Allowing the researcher to share a selection of their favourite literature runs the risk of promoting researcher bias whilst possibly ignoring broader, conflicting, and more nuanced evidence. There is therefore benefit in applying an open process for the literature selection, which is not bound by researcher predispositions. To avoid this predilection, a structured approach to selecting literature is applied here. An initial selection of literature to review was identified through using a methodology outlined by Keeble and Kirk (2007). This systematic method was then supplemented with other literature encountered during the period of study.

Keeble and Kirk's 'Systematic Literature Review' (SLR) process is comprised of five-steps:

1. **Ascertain the concepts** - begin by constructing a search strategy by mapping the key concepts associated with the research question.
2. **Identify the keywords or key phrases** – these will arise from the concept maps created in step 1.
3. **Set limits to the searches** - this could be in terms of publication date, type of journal, location of the writing, language and so forth.
4. **Explain which indexes will be used for the searches** – and say why.
5. **Keep an account of the searches.** The authors suggest that careful records are kept of the keywords used and the number of results found.

After: (Keeble and Kirk, 2007).

An account of the decisions made against these steps is shared throughout the chapter. Once a list of texts is identified, there is a further issue,

*Authors of literature reviews are at risk of producing mind-numbing lists of citations and findings that resemble a phonebook-impressive cast, lots of numbers, but not much plot.*

*(Bem 1995:173)*

This chapter therefore must avoid having a weight of content without a clear supporting narrative. Instead it needs to be an 'innovative' account of what others have determined (Booth et al, 2016). Clarity is key.

*No matter how technical or abstruse a review is in its particulars, intelligent non-psychologists [or non-educationalist/non-computer scientists] with no expertise in statistics, meta-analysis, or experimental design should be able to comprehend the broad outlines of your topic, to understand what you think the accumulated evidence demonstrates, and, above all, to appreciate why*

*someone--anyone--should give a damn.*

(Bem 1995:173) [My addition in square brackets]

### 2.1.2 **Grey Literature**

A further body of texts contributing to the knowledge base is grey literature. The term *grey literature* is subject to a range of definitions. For this thesis GreyNet's definition is adopted:

*Grey Literature is a field in library and Information science that deals with the production, distribution, and access to multiple document types produced on all levels of government, academics, business, and organization in electronic and print formats not controlled by commercial publishing i.e. where publishing is not the primary activity of the producing body.*

(GreyNet, 2021)

Thus, grey literature included in this chapter has come from government organisations, charities, or other expert groups but it is acknowledged that it may not have been subjected to a peer review process. These materials can be difficult to locate through a systematic method (Adams et al, 2016) and some of the recommended repositories including Open Grey and the British Library did not deliver significant results. Yet, over the study period a comprehensive selection of grey documents was gathered comprising twenty-four principal publications. Many of these are referenced below. There is a brief description of each document in Appendix A.6.

### 2.1.3 **Literature Selection**

The literature review makes no restriction in terms of the location of any research study. However, published articles (not just the abstract) had to be in English. While there is a possibility of missing some important research, the view was taken that if research which had been published in a non-English language is considered significant there is a reasonable chance that the article will have been translated into English. While fully acknowledging the conceit of this judgement, it is a pragmatic and practical response to the issue of costly translations.

It was also important to consider how far back in time to gather evidence. Since the term 'social media' was first used in 1984 the literature originates from then. However, a more recent year was selected. In September 2006 Facebook first opened its service to anyone over the age of 13, so long as they had an email account (Abram, 2006). In April the same year the UK Child Exploitation and Online Protection Command (CEOP) agency was set up by the National Crime Agency. This was indicative of growing concern about potential risks children were exposed to

## Chapter 2

while online. A report from the London School of Economics published the year before describing the experiences of children online, pointed to increasing levels of Internet use but made no mention of 'social media' nor names any of the platforms popular at the time (Livingstone and Bober, 2005). Similarly, a 2006 web training programme produced by CEOP made no mention of the term social media (BBC News, 2006). This suggests that even in the first years of this century UK children were not using social media in sufficient numbers to merit comment. Therefore, the decision was made to search for published discussion about social media's impact on children from 2006 onwards.

### 2.1.4 Chapter outline

This chapter has four sections, which together develop the theoretical background of the thesis. Section one outlines literature which informs schools about social media in relation to the needs of pupils. Section two reviews articles which define the term 'social media'. The third section reports on what researchers already know about children's understanding of social media. The final section looks at how schools, through the application of policies, have sought to manage and control pupil access and use of social media. Each section also supports the development of the research questions.

## 2.2 Section 1 – Schools' context

Before looking at what children understand about social media, it is necessary to understand the environment within which they are educated. Schools in England have responsibilities and priorities regarding the curriculum. Much of what is taught is a result of decisions made by policy makers and specialist groups who have contributed to the National Curriculum and other advisory documents. Although this study has the target of capturing pupils' understanding of social media, this is conducted within the context of also considering whether schools are appropriately supportive of pupil's intellectual and social development.

### 2.2.1 Statutory and Advisory documents

In United Kingdom four separate authorities have responsibility for education: the Department for Education (DfE) overseeing schools in England, The Scottish Parliament, The Welsh Assembly, and the Northern Ireland Assembly. They each have devolved responsibilities for education in their respective regions. English schools are the focus of this study.

There are relatively few statutory and advisory documents responsible for the regulatory setting within which secondary schools operate, certainly regarding teaching about social media. The

National Curriculum provides high-level guidance regarding what should be taught, and this is supported by the following publications:

- Computing programmes of study: Key Stages 3 and 4 (Department for Education, 2013)
- Keeping Children Safe in Education (Department for Education, 2018)
- PSHE Education Programme of Study (PSHE Association, 2017)
- Safeguarding in Schools: best practice (Ofsted, 2011)
- School Inspection Handbook (Ofsted, 2018a)
- Teaching online safety in schools (Department for Education, 2019)
- The National Curriculum: Handbook for secondary teachers in England (HMSO, 1999)

These documents are summarised and evaluated in the results chapter 4, Section 4.1.

### 2.2.2 The National Curriculum

State secondary schools in England operate within a statutory framework underpinned by various Acts of Parliament. In 2013 a new 'Computing' programme of study (one section of the National Curriculum) was published, complete with the three teaching strands: Computer Science, Informational Technology, and Digital Literacy. The Computing 'Programmes of Study' for key stages 3 and 4 is dominated by the computer science element. There is a single paragraph outlining the digital literacy strand,

*Pupils should be taught to:*

*understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.*  
(Department for Education, 2013:2)

This short statement was subsequently clarified by specialist interest groups including the 'Computing at School' (CAS) organisation. CAS, who publish guides for Computing teachers, explained that the statement means that pupils should know what constitutes safe practice, understand about their digital footprint, have an appreciation that their activities can be tracked online, and have awareness of the dangers associated with sexting, grooming and cyberbullying (Kemp, 2014). CAS does not mention of social media as such, although the ideas can easily apply to use of the platforms.

## Chapter 2

Away from the Computing curriculum, the other subject with an interest in social media is 'Personal Social Health & Economic Education' (PSHE). This is the only curriculum area without a DfE Programme of Study.

*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

*(Department for Education, 2020)*

Instead, the DfE commissioned the education charity *The PSHE Association* to draw up guidelines concerning what should be taught. Table 2-1. is an extract from The Association's Programme of Study and lists every mention of social media at Key Stages 3, 4 and 5. At Key Stage 3, within the 'relationships' topic, social media is given an example of a tool for spreading sexualised imagery, while pupils in Key Stages 4 and 5 are encouraged to understand how social media can be a source of news, views, and propaganda.

Table 2-1 Taken from: PSHE Association (2017) Programme of Study (Key Stage 3)

Key Stage	Section	Statement
Key Stage 3	Relationships	<b>R23.</b> To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
Key Stage 4	Living in a wider world	<b>L6.</b> How social media can offer opportunities to engage with a wide variety of views on different issues
		<b>L7.</b> To recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
Key Stage 5	Living in a wider world	<b>L4.</b> Be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media

Further support for the PSHE curriculum is published by charities such as Childnet, which is dedicated to making the Internet safe for children (Childnet, 2016; Childnet International, 2016), and the NSPCC through their online safety hub (NSPCC, 2021).

### 2.2.3 Keeping Children Safe in Education (KCSIE)

Another document that impacts what is taught is not focussed on the school curriculum, rather it concerns pupil safeguarding. Safeguarding is the principle that schools have a responsibility to ensure pupils are kept safe from harm be it physical, emotional, or sexual. This important guidance has been published by the DfE since 2014. It includes the following comment about e-safety,

*An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.*

*The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

**content:** *being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;*

**contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*

**conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.*

*(Department for Education, 2018a:93)*

This has become a critical document for schools since its implementation is tested by Ofsted, the school inspection directorate, and it is possible for a school which may be otherwise 'good' or 'outstanding' to be graded 'inadequate' if *any* basic aspect of safeguarding is found to be deficient. Schools therefore pay close attention to KCSIE and their responsibility to educate young people about the risks and dangers associated with being online.

#### 2.2.4 Grey Data

The DfE holds data about schools, pupils and pupil performance going back over twenty years (Department for Education, 2020). While pupil level data remains confidential, the department makes summative comparative information about schools available through the GOV.UK website. Some of this data informs chapter five. Another government body Ofsted publishes school inspection reports and is a further source of evidence informing chapter 4 (Ofsted Communications Team, 2018). The thesis also uses data from Ofcom's *Children's Media Lives* in chapter 5 (Ofcom, 2019b).

### 2.3 Section 2 - Defining 'social media'

The term 'social media' was first used in 1984 to describe a Japanese 'online media environment' (Aichner et al, 2021). Since then, the number and diversity of social media platforms has increased, notwithstanding that many early platforms no longer exist. Social media is a ubiquitous technology, as already seen coming to the attention of many disciplines. Arguably, since young people grow up in a multi-disciplinary world it is appropriate to consider social media definitions beyond a narrow standpoint of say education or child psychology.

In Table 2-2 and Figure 2-1 below, the process of literature section around definitions of social media follows Keeble and Kirk's stages. This process is followed throughout the rest of this thesis.

#### 2.3.1 Reviewing the literature selection

Most of the 137 selected publications did not provide a definition of the term social media. This is either because authors only referenced named platform such as Facebook or Twitter and therefore did not need to provide a definition, or the term was used without explanation with authors simply assuming that readers understood the concept. This may go some way to explain why it is comparatively rare to find definitions of social media, and even when they exist, they are not always useful. For example, Burgess et al (2017) in the introduction to the 'Social Media Handbook' simply define social media as

*...digital internet technologies that facilitate communication and collaboration by users.*  
(Burgess et al, 2017:3)

Table 2-2 Keeble and Kirk's Stages for Part 1 – Locating definitions of social media

Keeble and Kirk's Stages	Response searching for definition of social media
<p><b>1. Ascertain the concepts - begin by constructing a search strategy by mapping the key concepts associated with the research question.</b></p>	<p>The concept of a 'social media' is at the heart of this section.</p>
<p><b>2. Identify the keywords or key phrases – these will arise from the concept maps created in step 1.</b></p>	<p>Keywords: "social media" AND "definition" OR "define"</p> <p>While there is interchangeability of terms, for example, "social network" can replace "social media", however since the former can also refer to in-person social connections as well as those mediated by technologies, to keep the initial number of search responses to manageable numbers the term "social media" alone was applied in this search.</p>
<p><b>3. Set limits to the searches - this could be in terms of publication date, type of journal, location of the writing, language and so forth.</b></p>	<p>The searches are from any journal article or thesis published since 2006. (The rationale for this date is explained below).</p> <p>No restriction was based on the location of the research reported.</p> <p>The articles (and not just the abstract) had to be in English. There is a possibility then of missing out on some important research, but the view was taken that if research which had been undertaken in another language and the findings were deemed significant, there is a reasonable chance that the article would be translated into English.</p> <p>The material should not exist behind a paywall.</p> <p>There is no limit or restriction in terms of the discipline publishing articles.</p>
<p><b>4. Explain which indexes will be used for the searches – and say why.</b></p>	<p>ERIC – the online library of educational research hosted by the US Institute of Education Sciences. This index was chosen because it is likely to contain definitions arising from education writers</p> <p>AND</p> <p>Web of Science –this is a multidisciplinary database providing access to definitions from across different research areas</p>
<p><b>5. Keep an account of the searches. The authors suggest that careful records are kept of the keywords used and the number of results found.</b></p>	<p>414 articles initially selected and reviewed. 19 articles retained.</p> <p>See figure 2-1 below.</p> <p>A summary of each article's definition is in Appendix A.1</p>

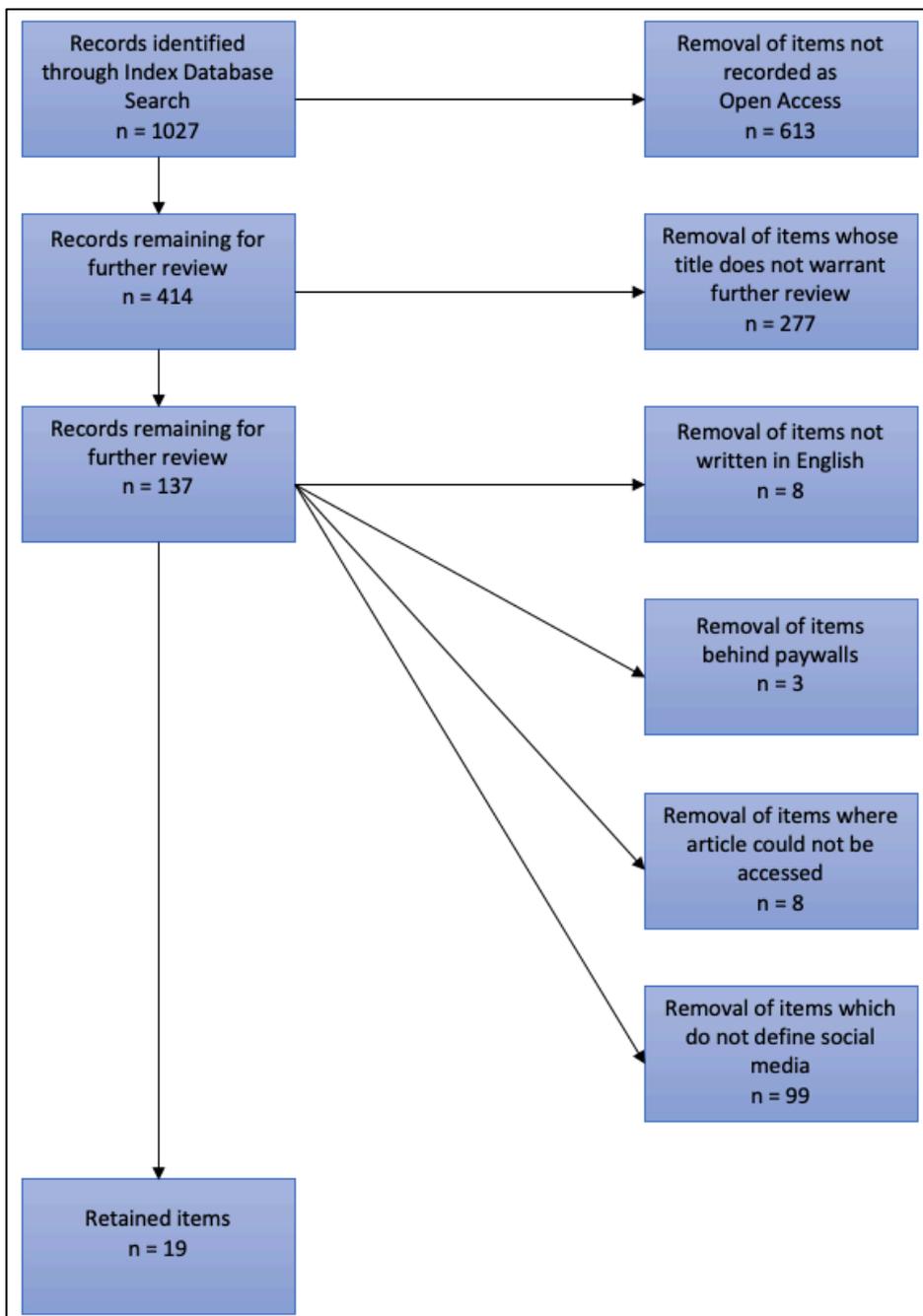


Figure 2-1 Selection flow diagram for definitions of social media

while immediately acknowledging that the definition,

*is so broad as to be useless, but because as such technologies develop so quickly, this definition is expansive and vague by design.*

*(Burgess et al, 2017:3)*

Others prefer to acknowledge definitions from other scholars, for example, Alamri (2018) writing about social media’s intercultural adaptations draws on several definitions including those from Kaplan and Haenlein (2010), boyd and Ellison (2007), and Slot and Frissen (2007).

Some writers provide their own succinct definitional statements of social media, and how they frame them appears dependent on the topic they are studying. For example, Ali et al (2018) writing from a data security standpoint assert,

*Social media are a source of communication between the data owner (data generator) and viewers (end users) for online communications that create virtual communities using online social networks.*

*(Ali et al, 2018:1)*

The specific terms *data generators* and *end users* are not seen elsewhere, which really precludes this from being a universal definition. Similarly, Pikalek (2010) considering the impact of social media on US universities, creates a definition that involves exemplars related to student users and their practices,

*...the term [social media] generally refers to the media based on user participation and user-generated content. Social media can take many different forms: blogs, forums, message boards, wikis, podcasts, social bookmarking, picture-sharing, and instant messaging, just to name a few. Some specific examples of popular social media sites include YouTube, Flickr, Facebook, mySpace, and Twitter.*

*(Pikalek 2010:151)*

The use of illustrative examples to support definitions is not uncommon. O’Keeffe and Clarke-Pearson writing in the journal ‘Paediatrics’ give, as part of their definition, examples of platforms that children use,

*...such as Facebook, MySpace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs*

*(O’Keeffe and Clarke-Pearson 2011:800)*

While it is tempting to illustrate social media through platform names, there are shortcomings to this approach.

## Chapter 2

*...defining social media by exemplars limits our ability to develop broad, robust theories, as a theory of interaction on Twitter remains utile only as long as Twitter remains stable, both in technology and how users communicate through tweets, and cannot be extended beyond Twitter to other media, further limiting the utility of the theory.*

(Carr and Hayes, 2015:47)

So, while it may be generally agreed that Facebook is a social media platform, its functionality and affordances have varied over time and geographic location. As such, it is not always helpful to use any named example to exemplify social media. Support for this view comes from the detailed ethnographic investigation of how social media is used by diverse global communities by Miller et al (2016). They found striking variance in the way different cultural groups appropriate the same platform. So simply saying people use Facebook, does not automatically explain what people do or understand about the platform. It is therefore erroneous to assume that everyone who uses a platform has the same intent or experience. Local custom and culture can determine which technological features are used, when and how.

Fortunately, some academics do fashion broad definitional statements. Lang and Benbunan-Fich (2010) see social media as,

*...web applications that process, store, and retrieve user-generated content.*

*(Lang and Benbunan-Fich 2010, quoted in Postill and Pink 2012:123)*

Kaplan and Haenlein (2010) state social media are,

*...electronic communication platforms that convey content generated and exchanged by networks of users*

*(Kaplan & Haenlein, 2010:61).*

While Jan Kietzmann et al (2011) propose that,

*Social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content.*

*(Kietzmann et al, 2011:241)*

These succinct definitions arising from diverse disciplines (digital media, information systems and business respectively) contain measures of agreement about user generated content (UGC). Yet

other core affordances are omitted. For example, there is no mention here of the ability to *form groups* or *create personal profiles*, both of which have been core attributes others have identified.

It may then be then that a more complex or detailed definition is required. From their influential paper, *Social Network Sites: Definition, History, and Scholarship*, boyd and Ellison (2007) fashioned a definition that is widely cited<sup>1</sup>. They assert that social media requires three elements:

*We define social network sites as web-based services that allow individuals to*  
*(1) construct a public or semi-public profile within a bounded system,*  
*(2) articulate a list of other users with whom they share a connection, and*  
*(3) view and traverse their list of connections and those made by others within*  
*the system.*  
*(boyd and Ellison, 2007:211)*

However, despite the clarity and detail within these statements, fifteen years on the definition is too restricting for the range of social network platforms in use today. For example, Twitter might be excluded for although users can create a profile, it is not compulsory. It is possible to keep one's presence on Twitter both anonymous and private. Further, other social network sites such as Reddit actively discourage self-identity, expecting users to employ pseudonyms. The boyd and Ellison definition was written at a particular point in time, and with specific reference to the experiences of US teenagers.

In contrast to the brevity of boyd and Ellison, Houston et al (2014) writing in the journal 'Disaster' offer a definition which delivers (1) an overarching definition which appears to owe much to boyd and Ellison; (2) it goes on to consider how social network are accessed; (3) gives examples of social media and then (4) focusses upon the geographic impact of different platforms.

- (1) Social media (which may also be referred to as social networking or Web 2.0) is a broad term for a variety of web-based platforms and services that allow users to develop public or semi-public profiles and/or content, and to connect with other users' profiles and/or content (Houston et al, 2014:3)*
- (2) Social media typically can be accessed by a variety of computing devices, including desktop or laptop computers, smartphones, and tablets.*  
*(Houston et al, 2014:4)*

---

<sup>1</sup> According to Google Scholar, 18 000+ times (March 2020)

(3) *Examples of social media include blogs and micro-blogs (such as Blogger, Twitter, WordPress), discussion forums (such as Quora, Reddit), digital content sharing platforms (such as Flickr, Instagram, Pinterest, YouTube), social gaming sites (such as Gree, Mobage, Zynga), and social networking sites (such as Facebook, Google+, LinkedIn, Mixi, Orkut)*  
(Houston et al, 2014:4)

(4) *Some social media platforms and services are used by global audiences (such as Facebook, Twitter), whereas other social media are mostly popular in specific countries or regions (such as Mixi, Orkut). Furthermore, while an individual may be using a global social media platform or service (such as Facebook), he/she may be connected to local individuals and organisations.*  
(Houston et al, 2014:4)

This detailed series of comments taken together deliver a comprehensive definition of social media. One item of interest is the name 'Zynga' which was a platform for the distribution of social games on smartphones. As such Zynga provided some social networking tools alongside a game delivery system (Zynga, 2012). Here included in the social media definition are sites which have different principal functions while sharing affordances. This is helpful since it acknowledges that a comprehensive definition of social media may need encompass platforms which were not created with the primary purpose of being social media.

This idea is also conveyed by O'Riordan et al (2016) writing in the journal 'Decision Systems' (a publication looking at the socio-technical aspects of decision making) where they identify the core features of social media as;

(1) communication,

*facilitating the interaction of their users*

*(O'Riordan et al 2016:244)*

(2) its location on the Internet,

*Internet-based applications that facilitate the creation, organisation and sharing of information online*

*(O'Riordan et al 2016:244)*

and (3) where users co-construct and share content

*Social media will include: blogs, wikis, social bookmarking sites, social network sites and content-sharing communities*  
(O’Riordan et al, 2016:244-5)

Yet the authors question whether a social media must include all these features to be social media.

*social media have evolved rapidly through the introduction of new features, which blur the distinction between the different types of applications*  
(O’Riordan et al, 2016:245)

A difficulty in defining social media is also encountered by Carr and Hayes (2015) such that they crafted two versions of a definition. The first:

*Social media is: Internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content.*  
(Carr and Hayes, 2015:49)

This concise definition is not helped by the inclusion of the word ‘disentrained’ which neither appears in the Merriam-Webster nor the Oxford English Dictionaries. However, Carr and Hayes reworked their first effort into a more comprehensible form.

*Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others.*  
(Carr and Hayes, 2015:50)

This definition written almost 10 years after boyd and Ellison, shares none of the features that were pertinent to them in 2007 (production of personal profiles, identifying lists of friends and the ability to connect with friends of friends), yet it is both contemporarily relevant and backwardly compatible. Carr and Hayes conclude by asserting:

*Taken together, these elements constitute an inductive, abstract conceptualization of social media encompassing the diversity of tools and functions that will remain utile alongside sociotechnical developments yet can*

*guide categorization of today's social media.*

*(Carr and Hayes, 2015:52)*

For the purposes of this research though, it is important to adopt a definition of social media which is neither platform nor time specific. Some argue this mission may be fruitless for,

*providing a single definition that encompasses all of the technologies and activities associated with social media is extremely difficult, in part because social media is not defined by any specific scope, format, topic, audience, or source.*

*(Treem et al, 2016:768-9)*

It may be helpful to recognise that core social media definitions have changed over time. In a systematic literature review of social media definitions published between 1994 and 2019, Aichner et al (2021) found three principal terms within the literature; “virtual communities”, “social networks” and “social media”, which they argue actually describe the same phenomenon. From 1997 to 2002 *virtual communities* was the dominant phrase, between 2005 and 2009 the term *virtual networks* was used but from around 2010 onwards the term *social media* became dominant in the literature. Other noteworthy changes the authors observed was a gradual move from the word ‘people’ to the term ‘user’ and from around 2010 onwards the acknowledgment that *user generated content* was what energised social media. One further transition of terms that also occurred around 2010 was that prior to that date it was common to read about social media bringing together people who had shared interests. After that date, the focus has been more upon the way companies, influencers or celebrities use social media to project their messages (Aichner et al, 2021).

It is important then to be aware that the concepts and terms used in various publications will be influenced, in part, by the times and priorities reflecting when they were written. Yet, what is required for this thesis is a definition of social media that is both clear (so that comparisons with pupil’s understanding can be made) and not tied to named platforms (which has limitations).

### 2.3.2 **Adopted definition**

During the process of reviewing definitions, one stood out as having sufficient detail and clarity while maintaining flexibility. It could also provide a sounding board to hold up against pupils’ understanding. Writing to a business audience about how social media may be used by companies, Kietzmann et al (2011) developed an explanatory diagram comprising a honeycomb of seven interlocking hexagons ( Figure 2-2) which identify the core functions of social media. The

order and arrangement of the functions is not important. The functions are described in Table 2-3.

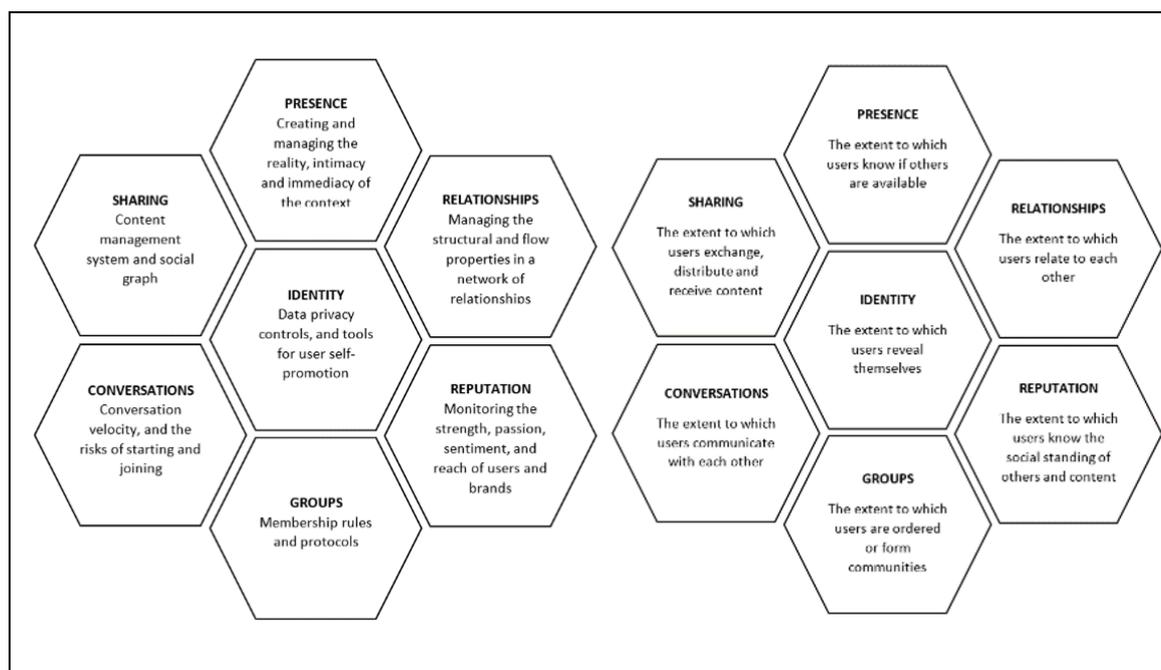


Figure 2-2 Social Media Functionality after Kietzmann et al (2011:243)

Figure 2-2 is reproduced from Kietzmann et al's 2011 article. Alongside a brief description of each function, the right-hand section of the diagram explains some implications of the functions (for businesses). Another point which makes this model powerful is,

*These building blocks are neither mutually exclusive, nor do they all have to be present...*

*(Kietzmann et al, 2011:243)*

This means that a social media platform can be described and defined in terms of the functions, but they are *not* all expected to be present in any every platform. For example, Twitter does not (at the time of writing) indicate if a user is currently online. This doesn't negate it being a social media, it is simply a platform without that function. Thus, adopting this definitional model of social media makes it possible to take pupil data and compare their thinking with these attributes in order to assess the quality and scope of their understanding.

Table 2-3 Social media functionality and affordances After: Kietzmann et al (2011)

Kietzmann et al's Social Media Functionality	Explaining the functionality	Related terms and affordances identified from the wider reading
<b>1. Conversations</b>	The extent to which users communicate with one another	Synchronous and asynchronous communication Forums Rating Messenger services
<b>2. Groups</b>	The extent to which users can form groups and how group rules are protocols are managed.	Forming groups
<b>3. Identity</b>	The extent to which users reveal themselves – this includes the existence of privacy controls and tools for self-promotion	Creating a personal profile Privacy
<b>4. Presence</b>	Knowing if others are available and being able to create reality, intimacy, and immediacy.	Access to individuals, organisations, and companies (Much of this will come from platform functionality assessments).
<b>5. Relationships</b>	The extent to which users relate to each other – the ability to develop network relationships	Friending Liking content Wikis
<b>6. Reputation</b>	How users are aware of the social standing of others.	Friending/likes – (numbers of) could be a proxy for social standing Seeing other's friends
<b>7. Sharing</b>	The extent to which users create, exchange, distribute and receive content.	User Generated Content Blogging Commenting on posts Creating original content Posting content Q&A Rating Reviewing Uploading video Tagging Voting Wikis

Arguably there are some affordances omitted from the Kietzmann model. Primarily the ability to play games using social media. Though this may indirectly come into the *reputation* function if, for example, highest scores are shared. Also, the function of accessing information such as news or weather, via social media platforms are assumed to be included within *sharing*.

### 2.3.3 Describing affordances

The Kietzmann definitional model resonates with the term 'affordance'. Since academics sometimes struggle to create neat definitions of social media it is unlikely that pupils will fare

better. As such, they may find it easier to talk about what they do with social media and as such working with their descriptions of the activities or affordances associated with social media is likely to be a more productive approach (Jan, 2017; Ledbetter 2021).

The term 'affordance', was first used by environmentalist James Gibson ('Affordance', 2020) describing the environment provided for an animal or plant (Gibson, 1966). Later the term was adopted to describe the properties of products. In the influential book 'The psychology (later *design*) of everyday things' D.A. Norman explained that *affordance* refers to,

*the perceived and actual properties of (a) thing, primarily those fundamental properties that determine just how (a) thing could possibly be used.*

*(Norman, 2002:9)*

Thus, an affordance is a description of what something is used for. Sometimes affordances may be different to that which "an inventor" originally intended. To give a trivial example, while a telephone directory is a book containing alphabetical listings of names and phone numbers, it also has the affordance of a doorstep. Both affordances exist. Therefore, defining social media affordances will consider both what the platforms intended, but may also include what children do with them.

The second research question seeks to discover which platforms pupils consider to be social media and why. This question demands children to reflect on both formal definitions but also some consideration of affordances.

## **2.4 Section 3 - What children understand about social media**

The second and third research questions are connected in that they seek to understand what pupils understand to be social media and why. To reflect what is known about how children understand social media, this section of the literature review draws on literature which reports on children's use of the platforms along with consideration of its impact. While the research element of the thesis focusses on the lives of 11–14-year-olds, here the review investigates what *pupils* (young people in secondary school settings) and *children* (young people in non-school settings) aged between 8 and 18 know about social media. The wider age-range is used for two reasons. First, it provides insight into children both younger and older than the age range being studied, which may provide some useful contrasts. It is also a practical response to the paucity of literature if searches are restricted to the narrower age range. As before, Keeble and Kirk's (2007) methodology is employed.

Table 2-4 Keeble and Kirk's Stages for Part 3 – What children understand about social media

<b>Keeble and Kirk's Stages</b>	<b>Response searching what children and pupils understand about social media</b>
<b>1. Ascertain the concepts - begin by constructing a search strategy by mapping the key concepts associated with the research question.</b>	<p>There are two key concepts here. The first regards children who may be in school, home, or other settings.</p> <p>The other is about studies of children's use, understanding or experience with social media.</p>
<b>2. Identify the keywords or key phrases – these will arise from the concept maps created in step 1.</b>	<ul style="list-style-type: none"> <li>• Articles referring to teenagers, adolescents, youth, tweens, students, pupils, or schools AND</li> <li>• Articles referring to social media – both the generic term or platform names such as Facebook AND</li> <li>• Articles referring to knowledge and/or understanding</li> </ul>
<b>3. Set limits to the searches - this could be in terms of publication date, type of journal, location of the writing, language and so forth.</b>	<p>The searches are from any journal article or thesis published since 2006.</p> <p>No restriction was based on the location of the research reported.</p> <p>The articles (and not just the abstract) had to be in English.</p> <p>The material should not exist behind a paywall.</p> <p>There is no limit or restriction in terms of the discipline publishing articles.</p>
<b>4. Explain which indexes will be used for the searches</b>	<p>Journal articles in support of this question came from the following indexes:</p> <ul style="list-style-type: none"> <li>• Australian Education Index</li> <li>• ERIC</li> <li>• Teacher Research Center</li> <li>• IBSS</li> <li>• PsycINFO</li> <li>• Scopus</li> <li>• Web of Science</li> </ul>

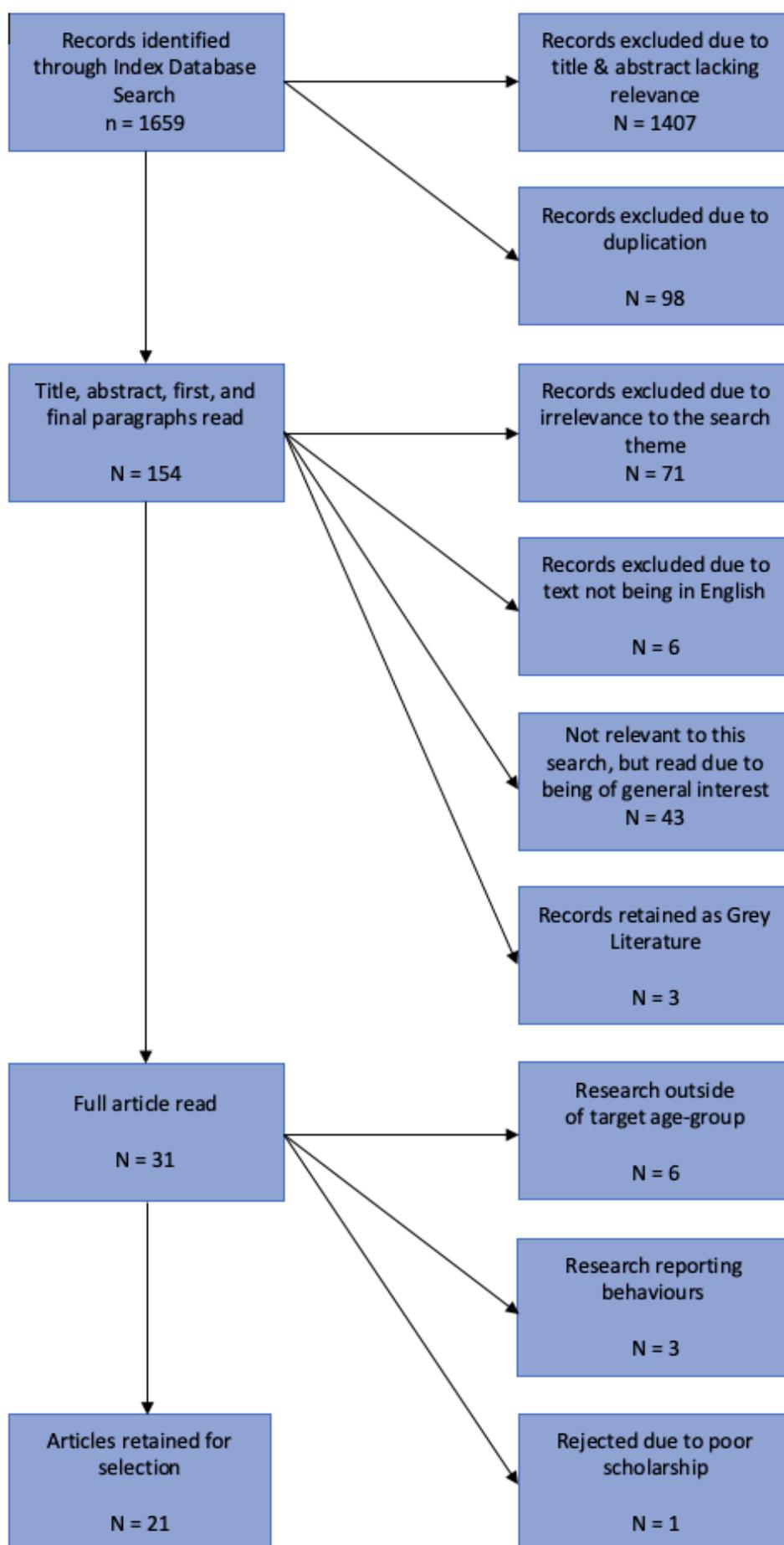


Figure 2-3 Selection flow diagram for articles containing child understanding of social media

## Chapter 2

Appendix A.2 contains notes about each of the retained items of literature. Holding 21 articles appears a small number. Yet in another literature review into social media and education completed by Rodriguez-Hoyos et al (2015) which searched the Web of Knowledge, Scopus and ERIC indexes gathered 62 articles. Of these, the majority (87%) referenced Higher Education and just five (8%) related to secondary education. It is possible then to conclude that the pool of literature reporting on what secondary age pupils understand about social media is small.

The following sections summarise the articles, grouping them into themes. The choice of headings arose from a grounded approach to the articles. It would be possible to reorganise papers under different headings if desired. Some articles are included under more than one heading, where they serve more than one theme.

### 2.4.1 **Children socialising**

The social media site MySpace was launched in 2003 and is the earliest platform identified in the literature review. De Souza and Dick (2008) investigated its popularity with Australian 12–18-year-olds and concluded that it was primarily used for socialising with friends. While this may appear to be an obvious conclusion, it is worth remembering that social media has numerous purposes, but the children in their cohort used it to socialise. The same conclusion is drawn by others (Badri et al, 2016; Reich et al, 2012; Rodriguez-Hoyos et al, 2015; Kennedy & Lynch, 2016).

Some seek to determine whether children perceive any difference between online and real-world socialising. In a study of 250 Californian Latino pupils and their use of Instant Messenger, Reich et al (2012) concluded that rather than online communication being something separate from real life, there was a high degree of overlap, with pupils viewing online communications as an extension of daily social face-to-face interactions. Here social media communication strengthened existing social relationships. The same conclusion is drawn from a study of children in the Irish Republic with Kennedy and Lynch (2016) reporting that children saw online interactions as an extension of real-world social relationships. Further, most children reported that online socialisation was a safe place for friendships and social bonds to develop. These studies emphasise the continuation of relationships rather than any wholesale development of new friendships. However contrary to these findings, another study of children in the north of England found that most (53%) perceived the online world to be different to the 'real world' and consequently they moderated their behaviour by sharing less personal information (Gray, 2018). These two studies used similar methods for gathering their data (focus group and semi-structured interviews) yet the findings contrast. It is not possible to definitively explain the difference in the findings. Possibly children growing up in different local cultures have dissimilar socialising

practices and consequently diverse perceptions of safety. This points to the need to understand any cultural impacts upon children's social media experiences.

If using social media is seen to be advantageous for socialising, it is perhaps not surprising then that some children detect a cost to not being online through "missing out" on social interaction (Kennedy and Lynch, 2016). Christofides et al's (2012) work with Canadian children also identified a reduced social standing of any children who were unable to communicate digitally. Further, Rosenberg and Asterhan (2018) studying school-based pastoral networks in Israel, where social media is used for everyday teacher/pupil communication, reported a sense of 'isolation' faced by pupils without access to their teachers' WhatsApp group. Thus, irrespective of potential risks or drawbacks, children perceive overall benefits to having online social interactions.

#### 2.4.2 **Identities and aliases**

Adolescence as the period of transition between childhood and adulthood provides children with an opportunity to develop and explore their character (Kroger, 2008) and social media networks provide unique 'spaces' where children can, if they wish, experiment with their identity (Pangrazio, 2013). Kennedy and Lynch (2016) describe the online world as an 'identity playground' where children are free to experiment with fake identities and fake profiles. The fake identities need not be elaborate creations. One of the most common misrepresentations is age. As one twelve-year-old girl is quoted as saying:

*"I am not sure what you have to say you are, but I am like 23 on Facebook"*  
*Kennedy and Lynch (2015:160)*

This false disclosure arises in part due to social media platforms generally having 13 as the minimum age to open an account (internetmatters.org, 2021). This age limited is set because under US law, companies are not allowed to gather personal information about children under the age of 13 without parental consent (UK Safer Internet Centre, 2018). Therefore, children wishing to have early access to social media must provide a false date of birth in order to sign-up.

One study of 1700 Spanish pupils discovered widespread ignorance of social media minimum age-limits. Most, incorrectly, thought Facebook's minimum age was 16 and Gmail's was 10. Even when they correctly identified a minimum age little effort was made to abide by the requirements (Lareki et al, 2017). In this respect, ignorance or otherwise of minimum ages appears to have little impact on children's behaviour and there is little evidence of social media companies proactively checking the age of their users (The Children's Society, 2018). The implications for a child registering with a platform using their correct age is that some social media companies provide all

## Chapter 2

under 18s with additional protections through pre-determined privacy controls appropriate for a child (Christofides et al, 2012). Of course, these features can never protect 12-year-old girls masquerading as 23.

### 2.4.3 Children's concerns

It is not just adults who worry about the impact of social media on children. From the literature there are a number of recurrent themes over which children express concern. Christofides et al, (2012) working with Canadian children (n=256) identified four main anxieties arising from their use of Facebook:

1. *Bullying/meanness* – with around half reporting they had been bullied or suffered harassment by peers online. One example given is of a 'Hate Chloe' group set up by a girl inciting others to gang up against Chloe, which is an example of technical architecture enabling cyberbullying.
2. *Unwanted contact* – about a third of the sample reported receiving unsolicited contact from strangers, which they found unsettling. However, sometimes the contacts were simply old school friends or family members trying to establish connections. Davis and James (2013) report similar findings.
3. *Unintended disclosure* – this is where the user, or one of their friends, posts information which they do not want shared. Inappropriate posting can be a form of bullying, though often the unintended disclosure is self-inflicted with older children regretting their posts from when they were younger.
4. *Misunderstandings* – this is where children fall out with each other or argue over the content of messages and posts. Sometimes this causes a drama which leads to a breakdown of friendships. During this type of incident, some children chose to block others to distance themselves from the quarrels.

While it is useful to appreciate these concerns, it may not be appropriate to extrapolate the findings to all children. Christofides et al's child participants were recruited while they visited a science centre with their parents. The sample profile (children whose parents who take them to a museum) may not be representative of a wider population. That said, the themes of unwanted contact and unintended disclosure are reported elsewhere.

### 2.4.4 Managing privacy

The widely quoted claim that children are 'digital natives' (Prensky, 2005), suggests that they have the necessary skills to look after themselves online, is challenged in some of the literature.

Agosto and Abbas (2015) found that some inappropriate self-disclosure from children was the result of peer pressure. In their study, the majority taking part in focus group discussions were able to discuss issues of privacy and indicated that they understood how to maintain it. While this was a majority view, a range of opinions were expressed: from those who only sought to share information with a small select group to others who appear reckless.

*“I don’t worry about privacy stuff, because I don’t have anything to hide”*

*(female)*

*Agosto and Abbas, (2015:353)*

One idea arising from the focus groups suggest that children are beginning to treat social media platforms as public rather than private spaces and there is evidence of some having a healthy scepticism about personal data privacy (Agosto and Abbas, 2015).

In one survey, secondary pupils reported that they did not believe that their information was safe on MySpace. Unfortunately, the paper does not elaborate exactly what the pupils meant. It could be their data was unsafe because MySpace had access to it, or it may have been a broader concern about others being able to access their personal information via the platform. Here, De Souza and Dick (2008) see that a majority of MySpace users self-reported both concerns about privacy but also actively took measures to protect themselves. The age of the child appears to be a factor though, with pre-teens appearing less-concerned or less-aware about privacy than their older peers. The finding is consistent with work from Agosto and Abbas (2015) who also concluded that children learn over time what they should and should not post online. It is a maturation process; with age comes greater digital proficiency. A further study of 13-18-year-olds from Singapore (n=700) concluded that the level of concern a youngster has about their privacy has a direct impact on the amount of personal information they chose to share online (Liu et al, 2013).

It appears that the more children were aware of the risks and issues surrounding privacy, the more likely they are to take appropriate action to protect themselves. Hofstra et al (2016) identified some evidence that pupils in larger social networks take cues about appropriate privacy settings from their peers. There is also a minority of children who see the only way to achieve online privacy is to abstain from posting (Agosto and Abbas, 2015).

#### 2.4.5 **Unintended disclosure**

While recent research demonstrates that children appear thoughtful about the personal information they are prepared to share online, Davis and James (2013) cite a 2006 survey where

## Chapter 2

most teenagers were reported to be happy to post their real name (82%) and school name (49%) on social media. Similarly, De Souza and Dick's (2008) study found 54% of Australian teenagers prepared to share their full name online. Also, 67% posted their email address but only 13% would provide details of address and phone number. The children were clearly formulating different constructions of privacy between email and physical addresses.

Some children though were found to be disclosing personal information simply in response to the demands of MySpace's sign-up template. They reported that, when faced with a series of screens asking for personal information, they simply entered what was requested without appreciating that the questions were not mandatory (Agosto and Abbas, 2015). It is important then to recognise that a platform's architecture may impact children's online behaviour.

Older children do perceive the 'cost' of sharing either too much, or inappropriate information online. For example, Irish children understand that social media "never forgets", or to use Boyd and Ellison's (2007) term it *persists*; for photographs and posts written either by themselves, or perhaps even more embarrassingly about them by family members, are difficult to erase from social media (Kennedy and Lynch, 2016). One child reported Googling his name, just to see what would appear and was shocked to discover posts from years earlier on an account he could no longer access (Agosto and Abbas, 2015).

While children have not been asked to explain how social media stores, catalogues, and shares posts with others, they were clearly aware of the potential social and personal reputational dangers associated with over-sharing. As one child laconically observed,

*"You can log out anytime you like, but you can never leave".*

*Kennedy and Lynch (2015:162)*

### 2.4.6 Tagging photographs

Control over personal privacy is made even harder when platforms like Facebook provide users with the facility to tag faces in photographs. The effect of tagging not only adds a name to an image but this information is shared by Facebook not just with the person who has been tagged but may also share it among a wider network of friends and associates. Thus, an unflattering or embarrassing image can be uploaded and shared within a social network without the permission of the person whose face is tagged. It therefore becomes increasingly difficult to manage online identity when other people are posting images that may not project a positive image (Dhir et al, 2016).

It is not just privacy from friends, family and strangers which is of concern. In an interview one pupil reported concerns about Facebook itself,

*Pupil: "It seems like Facebook knows more about me than I know about myself sometimes.*

*Moderator: Does that bother you, or is that fine?*

*Pupil: It bothers me sometimes ... It bothers me to the point where it's annoying, but it doesn't bother me like I fear for anything."*

*Agosto and Abbas (2017:357)*

In spite this level of concern, there is nothing in the literature to suggest that children are interested in understanding either the technological processes or the commercial imperatives that drive social networks to value information about their user's online behaviour and associated data.

#### 2.4.7 **Criticality of social media**

Children may spend hours each day using social media. They are skilled at communicating with friends and many appear adept at keeping themselves safe, at least regarding keeping their personal information away from prying eyes. There remains a question of the level of criticality children bring to these platforms.

Pupils from an affluent area of Melbourne (n=37), discussed Facebook through a series of focus groups which were set up to gauge their level of criticality about the platform. The researcher concluded that young people could be highly critical of the actions, motives, and behaviours of other users, yet they displayed very little criticality about the platform itself. Thus being skilled with Facebook, as many were, was not the same as being fully digitally native (Pangrazio, 2013).

#### 2.4.8 **Children and Smartphones**

While a smartphone is an expensive accessory, possession of a smartphone is no indicator of family income. In fact, the widespread access to smart phones actually masks disparities between rich and poor (Kochhar and Cilluffo, 2017). Park (2015) identified a digital divide in terms of how different groups of older children use social media on their smartphones. Children from higher income families are more likely to create content while those from poorer, and in particular those from non-white backgrounds, tend to use mobile phones to play games and be entertained. Park argues that policy makers should be aware of this divide and consider acting to close it through

providing children with greater awareness of social media's affordances. This could improve life outcomes for disadvantaged children who through increased information sharing could have an impact on their social visibility and ultimately their employability.

#### 2.4.9 Mitigating risks - Selecting platforms

The literature points to several approaches teenagers take to control their online privacy and security. Older children appear able to exhibit some sophistication when choosing which social networks to use. While many are drawn to platforms simply to join their friends, others carefully consider the platform's affordances. For example, when Snapchat was launched it was originally promoted as providing a fun way to send images to friends which would not be retained on the phone. Images were displayed for 10 seconds and then would be automatically deleted (Alba, 2012). The platform quickly grew the number of users. Yet once some children understood that images could actually be saved by a nimble fingered recipient, they left the platform (Agosto and Abbas, 2015). Other children provide a critique for choosing certain platforms,

*“(Tumblr is)...my safe haven....is like a place where people can feel comfortable say anything whatever’s on their mind....people within Tumblr aren’t going to judge you, because they’re not your close friends” (female)  
Agosto and Abbas (2017:356)*

Some children may have a particular need to develop privacy practices to carefully manage their identity. For example, LGBTQ+ children may seek to hide their orientation from family, friends, parents, or acquaintances. As such, the technological behaviours of some platforms may do them a disservice. For instance, a child 'liking' a gay pride event on Facebook may discover this information is automatically shared in the timelines of parents, grandparents, and others in their network, breaking down boundaries between public and private lives (Cho, 2018). As MacAuley and Moldes, (2016) note,

*... Facebook’s ‘real name’ policy pays lip service to user safety and accountability while actually serving its aim of making users more transparent to markets and to the state.  
MacAuley and Moldes (2016:19)*

For this reason, some LGBTQ children are drawn to platforms like Tumblr where privacy and anonymity have higher currency. On Tumblr users are not encouraged to display genuine identities, pseudonymity is actively encouraged and consequently it is a network where LGBTQ children feel safer and may express themselves (Cho, 2018).

#### 2.4.10 Mitigating risks - Managing privacy

Most children from a survey of American 10-14 year olds (n=42) reported that they were able to manage their privacy setting online (Davis and James, 2013). In fact, children often work hard to prevent adults (parents as well as strangers) from seeing their posts (Martin et al, 2018; Reich et al, 2012). Children can achieve online privacy through employing one of several strategies. One is the holding of multiple accounts with some children managing both an “official” social media account which is available to family whilst simultaneously maintaining a separate account for friends, just to ensure that the two groups do not meet in cyberspace (Davis and James, 2013). Other practices include: completely avoiding the platforms their parents use, using pseudonym usernames and/or providing false personal information (Cho, 2018). Some have found girls more likely to control privacy settings than boys. This is done to reduce the number of incidents of poor behaviour girls experience on Facebook. As such, bad experiences on social media can be the trigger for some children to investigate a platform’s privacy settings (Christofides et al, 2012).

There is a tendency to frame online privacy as an individual’s responsibility. Yet this simplistic view is insufficient to explain how children who are present on platforms, which after all are socio-technical networks designed to connect people together, can ensure privacy. De Wolf et al (2014) studied Belgium children (n=900) and suggest that one way to appreciate privacy is through studying boundaries. For example,

- *An inclusive boundary* – is where individuals share private information with a trusted other. This would describe a parent/child or doctor/patient relationship online.
- *An intersected boundary* – exists when equals communicate together. Close friends are a good example of people who share intersected boundaries.
- *A unified boundary* – this is where everyone is in control of private information, but no one owns it. For example, a sports team where everyone has information about the others (in terms of fitness level, personal bests, misdemeanours and so on) and could share it.

The difficulty comes with the unified boundary because there needs to be some shared understanding of privacy which is followed by everyone in the group. With sports clubs and companies, it is possible to lay down protocols and have clear expectations. If a large informal friendship group shares a unified boundary with lots of intersected boundaries, then privacy becomes much harder for individuals to control. In De Wolf et al's (2014) research children can develop an understanding of the properties of unified boundaries, becoming more sensitive and proficient with age.

## Chapter 2

### 2.4.11 **Teaching privacy**

With all this concern about managing privacy, schools teach young people about online safety. However, some US pupils found the 'scare tactics' and 'shock videos' used counterproductive,

*"They are going about it in the wrong way, man!"*

*Agosto and Abbas (2017:360)*

The same research found that while there was a high level of general awareness about privacy and security issues, in spite of 7 years of teaching, many of older children lacked detailed practical knowledge about how to protect their online privacy on social networks (Agosto and Abbas, 2015).

### 2.4.12 **Positive behaviours**

While research has identified childhood social media use as a catalyst for various issues including eating, mental health and sleep disorders, there is some evidence that most child activity on social media is positive. A large-scale (n=1720) study of Belgian children looked at self-reported online antisocial and prosocial behaviours. While a self-reporting survey provided evidence of both positive and negative conduct, the children identified more prosocial than antisocial events. However perhaps there should be caution over these findings since there is inherent weakness with a self-reporting survey, as there may be a tendency for a halo effect where personal positive behaviours are easier to report than negative ones (Erreygers et al, 2017). These findings are broadly consistent with Martin et al's (2018) work which found that children were able to describe what good digital citizenship looks like. Though again when challenged about their online activities, many confirmed that they sometimes fail to exhibit the behaviours they wish to see in others.

### 2.4.13 **Pupil-Teacher Communication**

From the literature review there are examples of how cultural norms differ between countries. In Israel, for example, schoolteachers set up WhatsApp groups to support their classes. The groups are used as a forum for conversations about school and homework (Rosenberg and Asterhan, 2018). Although pupils generally appreciate this type of contact with their teachers, the WhatsApp groups are not without tensions. Some pupils reported that teachers express displeasure about the use of bad language or have expectations of good spelling and punctuation. Another pupil reported that one teacher had left a WhatsApp group following criticism they received from disgruntled pupils. Many reported running parallel WhatsApp groups so that they

could continue conversations about or around the teacher without causing offence. This demonstrates that while pupils can benefit from having teachers in spaces which traditionally, they might see as pupil only domains, some proactive management of protocols is essential.

From a UK standpoint, the use of a 'closed' social network such as WhatsApp for discussion between teachers and pupils is not permitted, such is the concern to protect young people from potentially predatory adults (National Education Union, 2019). This theme is explored further in the review of school policies in chapter 4.

#### 2.4.14 **Conclusions**

The question of how children conceptualise social media has not been systematically investigated in any of the literature reviewed here. Yet from the articles it is possible to conclude that children understand that social media is useful technology for socialising (Reich et al, 2012; Rodriguez-Hoyos et al, 2015; Kennedy and Lynch, 2016) though it is a space where privacy has to be managed (Gray, 2018). While many children know how to manage their privacy (Pangrazio, 2013; Liu et al, 2013; Davis and James, 2013; Martin et al, 2018) this is likely to be a skill which is developed over time (De Souza and Dick, 2008; Agosto and Abbas, 2015). Children understand that different social media platforms offer distinctive affordances and some make informed decisions about which ones to use (Agosto and Abbas, 2015; Cho, 2018). Social media is also somewhere that experimentation with personal identities can take place (Pangrazio, 2013) (Kennedy and Lynch, 2016; Cho, 2018; Reich et al, 2012). Other affordances children identified include creating groups (Christofides et al, 2012) and tagging photographs (Dhir et al, 2016). There is also a shared appreciation of good netiquette on social media, though not everyone follows the 'rules' (Martin et al, 2018). Children also appreciate that information shared on social media is difficult to remove or manage (Kennedy and Lynch, 2016; Agosto and Abbas, 2015).

There appear to be some gaps in children's understanding. This includes some confusion over platform minimum age requirements (Lareki et al, 2017; Christofides et al, 2012) and the risks of oversharing, which is a lesson often learned only when a child attempts to retract a photograph or post (Agosto and Abbas, 2015). It is also rare for children to display criticality about the social platforms they use (Pangrazio, 2013). There are differences in how different groups of children use social media and not all understand the benefits or opportunities which can be derived from creating content (Park, 2015).

Some research suggest that parents can be good sources of information about social media security (Liu et al, 2013), while teachers generally are not (Agosto and Abbas, 2015; Davis and

James, 2013), yet bringing teachers into social media spaces also used by pupils can be both rewarding and challenging (Rosenberg and Asterhan, 2018).

The literature indicates the variety of interests, yet it remains unclear which social media affordances, children most value. Since these studies often consider a single issue, it is unclear what children value most and least about social media. Therefore, this thesis' third research question seeks to determine which affordances are of most value.

### **2.5 Section 4 - School Policies**

The final section of this chapter looks at research that has provided insight into how schools develop policies in response to new technologies including social media. This section is important because it informs some of the reflections about the extent to which schools have effectively adopted policies which appropriately support pupil use of social media. As such, this section is complemented by the methodology chapter review of secondary school policies, Section 3.5.4. Details of the 28 retained articles (Figure 2-4) are given in Appendix A.3.

Children attending school come into an environment where their use of and access to the Internet, including social media, is regulated, and ordered according to policies. These policies will be different to their home and other lived experiences (Ahn et al, 2011). It is also likely that the policy creators, which in most cases will be school leaders, have a different perspective on social media than the pupils (Green and Hannon, 2007). For while teachers may view social media as having positive or negative influences on school life, pupils tend to view social media simply as a set of tools used to access social spaces (Dinsmore, 2019). To appreciate how children's conceptualisation of social media is affected by school policies, one area of activity is to review policies relating to social media in English secondary schools. To prepare for this work, this section reviews some existing thinking on school IT policies.

#### **2.5.1 Philosophy of childhood**

It is worth recognising that policies are an extension of people's beliefs. They are not constructed neutrally, rather they are developed within a philosophical context (Schön and Rein, 1994). Muls et al (2020) argue that Headteachers and school administrators hold one of three views of childhood which will directly impact the policies which are written. The view can be summarised as:

1. Children are innocent – they therefore need protecting from the potential harm of Internet content, or predatory people, or even their peers. Thus, policies will be

developed which accentuate a reduction of the risk of harm through restricting children's access to the Internet. Or,

2. Children are evil – (or they have the potential to be evil) and should they access inappropriate material or ideas, it will “pollute” them. Therefore, schools have an obligation to keep pupils away from anything which is potentially corrupting.

Table 2-5 Keeble and Kirk's Stages for Part 4 – What teachers understand about social media

<b>Keeble and Kirk's Stages</b>	<b>Response searching for teachers' definitions of social media</b>
<b>1. Ascertain the concepts - begin by constructing a search strategy by mapping the key concepts associated with the research question.</b>	This section is looking to find peer reviewed articles which indicate what teachers, educators or school overseers understand about social media and the policies that they impose as a result.
<b>2. Identify the keywords or key phrases – these will arise from the concept maps created in step 1.</b>	Keywords: Social Media AND School AND Policy
<b>3. Set limits to the searches - this could be in terms of publication date, type of journal, location of the writing, language and so forth.</b>	<p>The searches are from any journal article or thesis published since 2006. (The rationale for this date was explained earlier).</p> <p>No restriction was based on the location of the reported research.</p> <p>The articles (and not just the abstract) had to be in English.</p> <p>The material should not exist behind a paywall.</p> <p>There is no limit or restriction in terms of the discipline publishing articles.</p>
<b>4. Explain which indexes will be used for the searches – and say why.</b>	ERIC – the online library of educational research hosted by the
<b>5. Keep an account of the searches. The authors suggest that careful records are kept of the keywords used and the number of results found.</b>	ERIC produced 166 results (the search and results saved on the system)

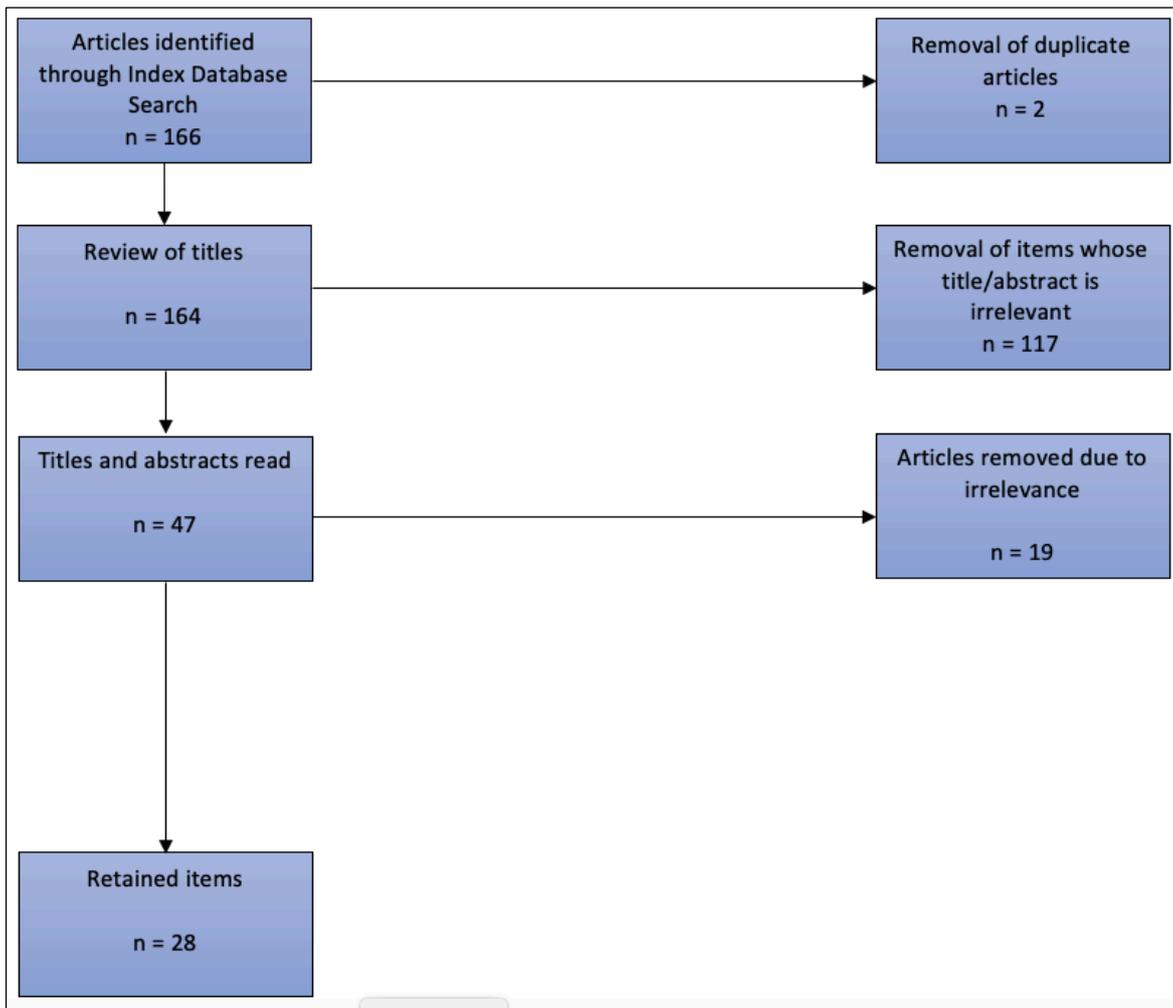


Figure 2-4 Selection flow diagram for the school social media policy searches

3. Children have rights – a view which gained purchase in Western Europe in the late 20<sup>th</sup> century. This view affords children agency, arguing that they should to be consulted in order to co-construct policies which directly affect them

After: Muls et al (2020).

The upshot of the first two views is a restriction of pupil access to the Internet, with schools maintaining tight controls over its use. In contrast, the third view can result in freer more open access to the Internet to pupils in school. Arguably, Muls et al’s analysis omits a further viewpoint which may be described as:

4. Children need to learn – while social media can both enhance and extend learning, it can also be a distraction to learning and as such access to platforms is something that schools must manage and regulate.

A further set of philosophical beliefs which drive education policy, is the presence of ‘moral panic’ and ‘digital faith’. Moral panics may arise from the belief that the Internet is simply too dangerous a place for children since it contains access to pornography, fake news, drugs promotion and so forth. Another moral panic concludes that learning does not take place while children are online, and the Internet drives a ‘copy and paste’ culture of thoughtless plagiarism. On the other side of argument are those who espouse ‘digital faith’ believing that since children love being online that alone should be the reason for schools to embrace the Internet in order to exploit engagement (Green and Hannon, 2007). Not all moral panics are misplaced, and some aspects of digital faith may be justifiable, but it is too easy for policy creators to be unaware or unreflective about their predispositions or biases.

There are also practical considerations associated with policy enactment; even the most progressive school policies can be frustrated by individuals failing to support them. As one Scottish teacher working in a school which actively encouraged social media use in the classroom reported, connectivity was not achieved due to the IT technician having other priorities,

*“I think people in the school might be quite happy to do it (use social media) but I think the barriers might be more with the sort of technical, the ICT support guys. Their job is to make sure that everything is locked down and secure”. (Teacher in an urban school)*  
(McGillivray et al, 2016:734-5)

Another way to understand the approach to policy creation is the concept of ‘policy frames’ which refer to the underlying beliefs which impact how policy is created. As Ahn et al observed,

*If technology access and media literacy are the dominant frames, then policies to widen student access to new media are appropriate. If safety is the dominant frame, monitoring and blocking access to new technologies become relevant school policies.*  
(Ahn et al, 2011:2)

Of course, schools can no longer completely control access to social media. Pupils have independent access to platforms via home computers or the smart phone in their pocket which in some ways renders school policies less relevant. Pupils in one US school observed that even if social media was blocked from the computer network and Wi-Fi, students using VPNs easily circumvent the blocks (Dinsmore, 2019).

## Chapter 2

It is important to understand that the policies which may appear obvious in any school system are unlikely to represent universal truths. Taking the issue of pupils being permitted to communicate with their teachers via social media as an example. In education systems such as the UK, and New York State, regulations from the highest echelons of state authority demand that teachers and pupils have no contact with each other via social media, while different domains including Belgium and Israel are open and accepting of the practice (Hershkovitz et al 2019; Muls et al 2020).

### 2.5.2 Policy creation

Policies are usually created by school leaders, the headteacher, or governing boards (Muls et al, 2020). In the US, policies are often created by regional superintendents, whereas in English schools it will be Academy Trust boards, Headteachers or senior leaders with governor support. It is also common for English schools to make use of third-party professional services to support the creation of policies (Rodesiler, 2015). For example, in the UK, The Key<sup>2</sup> is an organisation which provides school leadership teams with advice on recruitment, legal and policy issues. Included in the annual subscription is access to a wide range of policies which schools can simply download, amend to fit their local circumstances, and then adopt. Further sources of information are teaching unions and other professional associations. This raises a question as to whether schools always adopt policies they have developed through debate and reflection, or whether the thinking of third parties has a significant impact. Chapter three contains a review of school policies.

### 2.5.3 Policy implementation

Writing a policy is one thing, enforcing it is another. Dinsmore (2019) observed a US High School enact a liberal social media policy whereby teachers were allowed to incorporate platforms in their teaching. However, some of the schools' teachers were frustrated by the policy since it blurred what had previously been a hard boundary and they wanted policies to restrict access to social media so that the classroom was always protected from Facebook inspired distractions. Interestingly, this desire was supported by many pupils but with different motivations.

*...students co-constructed the educational boundary, excluding the social from the educational, not for the sake of the educational (like their teachers did) but*

---

<sup>2</sup> <https://schoolleaders.thekeysupport.com>

*because doing so protected their interactions with peers from teacher surveillance.*

*(Dinsmore, 2019:669)*

In this example pupils who valued their social tool wanted to ensure that teachers had no access to their personal social lives and reported it was worth generally adhering to school policies, if only to prevent teachers from uncovering details of their private lives (Dinsmore, 2019). In this instance a policy gained traction from two parties but for different reasons.

#### 2.5.4 Classroom policies

Where schools permit or even encourage the use of social media in the classroom it appears to be most commonly associated with pupils writing blogs (Schneider, 2015; Schnittka et al, 2016). Teachers who promote these tools are often enthusiastic about the benefits to learning and literacy development (Thibaut, 2015). Children are given access to safe pupil-friendly blogging tools, where the audience is restricted to other pupils from across the world. What users found is that while some pupils were keen to create blogs, generally there was very little use away from the classroom. The blogs were deemed to be for schoolwork only and lacked the necessary functionality, or privacy, to support social application.

Sweden is one country which has adopted a policy of allowing pupils free access to social media in school time. A 1:1 (pupil:computer) policy has been in place since 2010, (Andersson et al, 2014). This means that every secondary pupil should have access to either a classroom laptop or is permitted to bring their own device to school. The laptops are often open on desks throughout lessons. Swedish school networks do not filter access to social media sites and therefore pupils have access to social media from their desk throughout the day. However, many teachers find social media to be a growing distraction. The tension is that the 1:1 policy created by national and municipal level policy makers was introduced without reference to the concerns of teachers.

*The initiative to implement 1:1 in Swedish schools has in most cases been introduced by the municipality and the decision is thus politically governed.*

*(Andersson et al, 2014:39)*

One outcome is a significant minority of teachers see social media as being a disruptive element in the classroom which distracts pupils. Others though see this as an opportunity for pupils to co-construct a solution.

## Chapter 2

*The notions of students own responsibility for their education and the school as a workplace have recently been promoted strongly in Sweden and can be seen as reflections of education policies directed toward a higher degree of workforce market adaptation, individual responsibility, and educational choice for the student.*

*(Andersson et al, 2014:48)*

In this way, the policy framework follows a rights and responsibilities agenda. Pupils have the right to access and use social media in support of their learning, but alongside this they must be responsible in its use.

### 2.5.5 Teacher Policies

If school policies are in part an embodiment of views of childhood, they also express beliefs about teachers. Some school social media policies regard teachers as professionals who can be trusted to make appropriate, informed judgements about how they use the platforms in relation to their teaching and wider life. While other policies clearly view teachers as potential risks to pupils providing clear guidance designed to ensure that the teacher's behaviour causes no harm to pupils or damage to the school's reputations (Rodesiler, 2015). Examples of teacher policies are further explored in chapter 4.

### 2.5.6 Policing policies

In the United States there is proactive enforcement of some school social media policies. High School athletics teams often receive significant income via commercial sponsorship. There is a subsequent imperative then to guarantee sponsors that the athletes are in good physical health (i.e. not taking drugs), good mental health (not suffering from depression), and also ensure that they do not post comments which are detrimental to the school, team, and by extension the sponsors. A range of approaches are taken to manage the situation including insisting that pupil athletes provide their usernames and passwords to sports coaches so that regular checks can be made on their accounts (Hurst, 2014). To European sensibilities this may appear to be intrusive behaviour, yet in the United States the *first amendment* regarding freedom of speech provides little protection,

*In general, courts will uphold "forced consent" policies over the student's reasonable expectation of privacy when the school's teachers and administrators have a substantial interest "in maintaining discipline in the classroom and on school grounds." (Hurst, 2014:198)*

Other schools or school districts even employ third-party companies to monitor pupil online behaviour, whether they are in an athletics team or not (Shade and Singh, 2016). For example, one company *Geo Listening* utilise tools to automatically search and monitor pupil social media accounts and then flag up concerns to schools. The company proudly promotes,

*The goal of Geo Listening is to monitor, analyse, and report to school administrators, on a daily basis, relevant public social media postings made by students aged 13 and older that could be cause for concern.*  
(Shade and Singh, 2016:2)

When challenged about the ethics of this activity, the company explains that the children have computer privacy settings which allows this level of surveillance. What is most likely, but not reported, is that pupils may employ a range of strategies to circumvent and thereby prevent adults from knowing what is actually happening online (boyd, 2014).

## 2.6 Conclusions - Literature Review

Later in this thesis a range of policies relating to social media, pupils and staff will be scrutinised. Having reviewed the literature which supports this thesis, it is worth returning to the research questions.

1. To what extent do statutory and other expert guidance impact what schools teach school-age pupils about social media?
2. Which platforms do pupils understand to be social media and why?
3. What affordances of social media does this age-group most value and why?
4. To what extent does school-age pupil conceptualisation of social media present a challenge to what is taught in secondary schools?

Research questions two and three look to comprehend what pupils and children understand as social media. Pupil understanding is likely to be affected by how they experience and use social media, so it has been helpful to appreciate the discoveries made by others working in this field. In terms of developing a methodology for the research, it is supported by the second section of this review. The pupil voice section will support the development of suitable methods to gain the insights necessary to answer the questions.

The next chapter draws upon and evaluates some of these themes further as the various methods for the research are developed and discussed.



## Chapter 3 Methodology

### 3.1 Methodology Introduction

This research is seeking to understand how school-age pupils conceptualise social media. The work undertaken could bring dividends in terms of helping teachers or policy makers become more effective in supporting and guiding young people in their use and appreciation of social platforms. Tapping into pupil perceptions brings novelty to the research as at present pupil voice is seldom sought or heard in this space.

Social science research does not take place in a vacuum, nor can it be protected from external influences. It is essential then that this chapter not only describes the methods used in this research, but also explains the philosophy and assumptions which supports it. Some warn about the hazards faced by researchers coming to an area of study and simply selecting methods of research without reference to ontology or epistemology as this may lead of “a problem of logic” where methods are utilised which come from contradictory or even inconsistent epistemological standpoints (Hesse-Biber, 2010).

The first part of this chapter reviews different ontological, epistemological, and methodological positions the philosophical foundations of any research. It concludes with a justification of the philosophies underpinning the thesis. The second part of this chapter outlines in detail each phase of the research along with a rationale for the methods used.

#### 3.1.1 Theoretical position

Gathering data in support of research questions is never a neutral activity. It is therefore important that scholars appreciate that research is “framed by a series of related assumptions” which should be openly declared (Waring, 2017). Waring is co-author of a text on educational research and as such is well placed to guide the researcher in considering and declaring standpoints. Figure 3-1 illustrates the relationship between researchers’ beliefs and how they should relate to the methodology and methods adopted. There ought to be, at the very least, a logic associated with these issues.

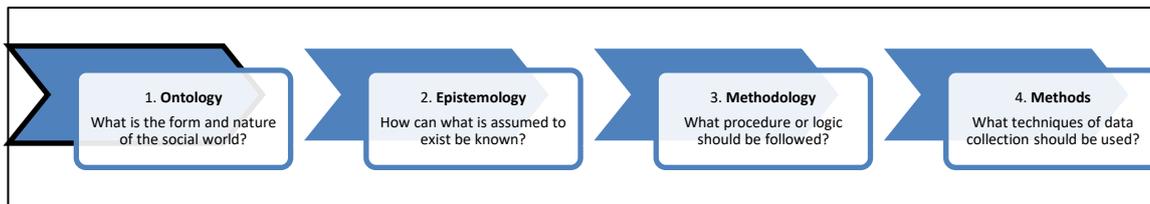


Figure 3-1 Ontology, epistemology, methodology and methods (after Waring, 2017:16)

An ontology is the researcher’s fundamental assumptions about the nature of existence and reality (Hesse-Biber, 2010), as such, responses lie along a continuum between realism and constructivism. To give one example, if somebody believes that understanding of the world is socially constructed without any factual basis then there is no benefit in seeking to devise laws to describe the world (Coe, 2017a).

Table 3-1 Philosophical Perspectives on Knowledge Building from Hesse-Biber, 2010:105

Philosophical perspectives on Knowledge Building		
Perspectives	Subjective ←	→ Objective
<b>Ontological:</b> What is the nature of reality?	Social reality is multiple.	There is a concrete social world.
<b>Epistemological:</b> What can we know and who can know?	Goal is to understand multiple subjectivities. Individuals are experts. No definitive subject-object split.	Goal is to find trust to predict/uncover laws of human behaviour through objective social enquiry. Scientists are the experts.

From the literature review it appears reasonable to conclude that while there are some shared experiences of social media, there remain powerful cultural influences which mean humans use, adapt, and ultimately conceptualise social media but seen through their community or cultural lens (Miller et al, 2016). While Miller et al’s work demonstrate significant differences in the use of social media when comparing say Italian and Indian villagers, it has also been possible to identify differences between communities who are geographically much closer. Therefore, this thesis is accepting of a more subjective constructivist appreciation of knowledge. Thus, whilst seeking to understand pupils’ conceptualisation of social media, it is unlikely that global truths will be unearthed; they are more likely to be contextual realities. This being the case, it is timely to consider how this ontological and epistemological position guides the approach to uncovering new knowledge.

The theory of knowledge acquisition should also be appropriate to the declared discipline or paradigm. As Repko asserts epistemology is,

*a way of testing any belief or assertion of truth.*  
(Repko, 2008:252)

Seeking to understand what children think can be elucidated through attention to their language and actions. Since “reading” brains is not yet a viable option, it is important to speak to children and allow their language and personal descriptions to provide an insight into their thinking. The written word is also a valid source of data, accepting that documentary analysis needs to be mindful of audience, author, and researcher biases. At the same time, behaviours both of individuals and groups may also point to collective understandings, if the data is treated with care.

This leads on to a consideration of methodology which has been described as deriving from assumptions about the nature of existence (Hesse-Biber, 2010). A fundamental choice is whether to follow a quantitative or qualitative approach. If a researcher takes a nomothetic approach in seeking to uncover “laws”, then methodologies are likely to be quantitative in nature and employing statistical techniques in the analysis. In contrast, idiographic researchers recognise the uniqueness of humans and their selection of methods will more likely to be qualitative, social and often hermeneutic in form with the acknowledgment that what is seen or known will vary from situation to situation, researcher to researcher (Waring, 2017). There is a third way: mixed methods research (MMR), which brings together methods from both quantitative and qualitative traditions.

### 3.1.2 Mixed Methods Research

There has been demonstrable growth in the number of journal articles reporting the application of MMR design. Timans et al's (2019) reviewed literature cited in the social science indexes of the Web of Science and graphed the growth in articles mentioning MMR between 1990 and 2016 (Figure 3-2).

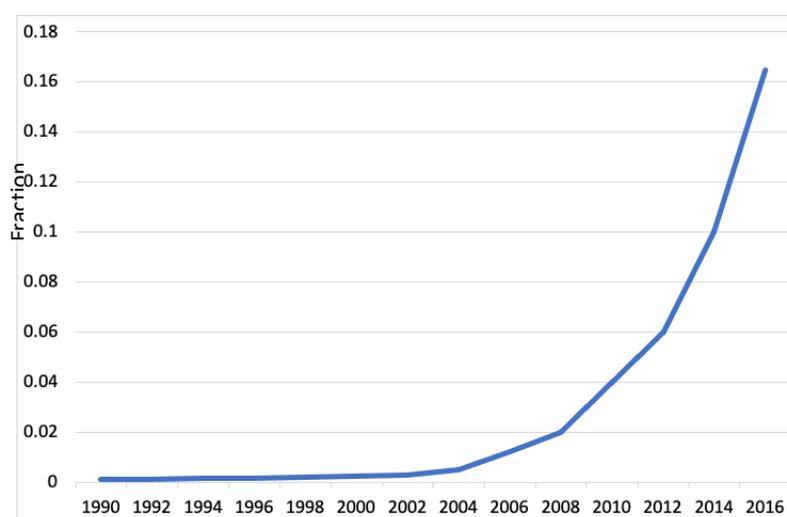


Figure 3-2 Proportion of articles citing MMR 1990-2016 (after Timans et al, 2019:195)

## Chapter 3

The origins of mixed methods research is disputed. Some reference back to Socrates and Plato (Johnson et al, 2007) while others locate the origins to the early 20<sup>th</sup> century. For example, Lisle (2011) quoting Brannen (2009) identifies multiple methods present in the research of Thomas and Znaniecki who studied the lives of Polish peasants in the 1920s. Over the past thirty years or so, the fundamental differences between qualitative and quantitative methods have been discussed. Quantitative studies, based on large data samples seek to 'objectively' measure and analyse the data numerically and statistically. For this reason, quantitative data is seen by some to be more 'scientific'. Within the social sciences common quantitative methods include questionnaires and surveys. By contrast, qualitative data is by nature more subjective and thereby more open to researcher interpretation. Sample sizes can be small, and findings consequently may not extrapolate to whole populations. Common methods associated with qualitative research are interviews, focus groups, participant observation and document analysis.

One motivation for mixing methods is in response to the sheer complexity of some research situations. As Rogers (2008) observes, complex social issues may "resist" the efforts of any researcher who seeks to rigidly hold onto a particular epistemological standpoint while disregarding the realities of the situation they are seeking to explain. However, the increased application of an MMR approach can be driven by practical dogmatic issues as opposed to being led by any guiding philosophy. This can result in researchers mixing their methods in a way that lacks uniformity and can be fragmented (Denscombe, 2008). Others though argue that the adoption of a particular paradigm should not constrain the questions asked nor the methods used in educational research (Coe, 2012). Thus, it is possible to take a large scale positive statistical approach which is subsequently contextualised by qualitative methods to develop richer meaning.

The philosophic position most often cited as supporting MMR is pragmatism. Though this may appear to be a clear identification, some note that philosophical pragmatism is more akin to "expediency", since the philosophic term is rarely used when a genuine position can be supported (Bryman, 1984). Others go further by insisting that pragmatism should not be viewed as an alternative philosophy, rather it is anti-philosophy due to a lack of coherence (Coe, 2012). Yet as will be demonstrated later, a mixed methods approach remains extremely common in educational research.

### 3.1.3 **Interdisciplinary Research**

An additional layer of complexity in this study is to acknowledge that this study is also interdisciplinary research. The issue of pupils' conceptualisation of social media is being studied from both an *education* and a *web science* perspective. This confluence could be a catalyst for

conflict and dissonance, but equally it could strengthen the quality of knowledge by providing an internal philosophical triangulation or generating original knowledge which only arises from having multiple perspectives.

*Individuals demonstrate interdisciplinary understanding when they integrate knowledge and modes of thinking from two or more disciplines in order to create products, solve problems, and offer explanations, in ways that would not have been possible through single disciplinary means.*

*(Boix Mansilla et al, 2000:17-8)*

Both education and web science, support interdisciplinary approaches. Web Science, which is a comparatively new discipline, has interdisciplinarity at its core such that the 2019 Web Science 'manifesto' states,

*Web Science has been calling for interdisciplinarity since its beginning and has been aiming to provide platforms for interdisciplinary work for a long time.*

*(Berendt et al, 2019:20)*

Similarly educational research has proponents prepared to champion interdisciplinarity,

*As educational researchers, depending on (the) complexity of the issue, multidisciplinary or interdisciplinary approaches can be particularly appropriate. In general, as a research question or concern becomes more complex, the greater utility there is in interdisciplinary research.*

*(CohenMiller et al, 2017:290)*

It also important to recognise that even within single disciplinary research, researchers are not always as pure or consistent in their methodology as they may claim. Some note that those who exhibit loyalty to a specific 'paradigm' to the exclusions of others may struggle while others can see all sides of the argument and can be more pragmatic in their approach (Coe, 2017). Therefore, this thesis is confidently adopting an interdisciplinary approach.

#### 3.1.4 **The intersection of Education and Web Science**

The process of educating children exists in all human societies whether it is a preserve of an elite or a universal offering, and it has been studied from many philosophical standpoints.

*Marxism, psycho-analysis, existentialism, phenomenology, positivism, post-modernism, pragmatism, neo-liberalism, the several waves of feminism, analytic*

*philosophy in both its ordinary language and more formal guises, are merely the tip of the iceberg.*

*(Siegal et al, 2018)*

Thus, it is impossible to conclude that there is a single correct filter or approach when investigating children's understanding of social media. Further, social media being a feature of the World Wide Web, has developed into a highly complex sociotechnical system which,

*demands integrated expertise from the engineering and social sciences and the humanities if we are to understand its past, present and potential futures.*

*(Berendt et al, 2019:2)*

Thus, with a history of interdisciplinary work within in both disciplines, this research endeavours to fuse approaches and methods to discover how school-age pupils conceptualise social media.

### 3.1.5 **Conclusions**

For the type of research questions present in this study, there are benefits from combining quantitative and qualitative approaches, as advocated in mixed methods research (Tashakkori and Teddlie, 1998). An approach based on just asking children what they understand about social media will provide some evidence of children's perceptions. However, even then the words spoken will require analysis to derive meaning. If only quantitative data is gathered, data analysis may be able to offer some level of 'robust' evidence tested for statistical significance, which is a useful tool, but may ultimately deliver no depth of understanding. However, by allowing those whose actions created the statistical data to then help interpret it, could provide an even deeper holistic appreciation of their understanding (Miller and Venkatraman, 2018).

This study is situated within the social sciences. It is humanistic research subjectively looking at how young people understand the technology they use. It is not seeking to derive universal truths. As Miller et al (2016) discovered in their ethnographic study of how different global communities use social media, and Livingstone et al's (2012) pan European study of young people's online lives demonstrated, there are significant regional and societal differences that a small-scale study cannot detect. Here the study reports the experience of school-age pupils from two different, though geographically close, school communities in southern England. The study is interdisciplinary in nature as it attempts to uncover meaning from both a Web Science and Education Studies standpoint in seeking to discover how school-age children conceptualise the social media they experience. Further, the study's research questions, which are reproduced

below, require the application of both qualitative and quantitative methods to gather data to develop answers to the research questions:

1. To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media? (Qualitative)
2. Which platforms do pupils understand to be social media and why? (Quantitative and qualitative)
3. What affordances of social media does this age-group most value and why? (Quantitative and qualitative)
4. To what extent does the conceptualisation of social media present a challenge to the secondary school curriculum? (Qualitative)

### 3.2 Study Design

The challenge for any researcher is to gather data which is of sufficient quality in order to support unambiguous conclusions being drawn about the subject being studied (Hedges, 2012). Thus, to attempt to establish how school-age pupils conceptualise social media, it is important that the research tools applied deliver sufficient data to address the question. One important element of this research is the presence of young people and close attention will be paid to the intellectual capabilities and developmental experiences to ensure that the research tools are appropriate to the data subjects.

The research comprises several phases, which are detailed in this chapter. The phases were completed in the order listed in Figure 3-3.

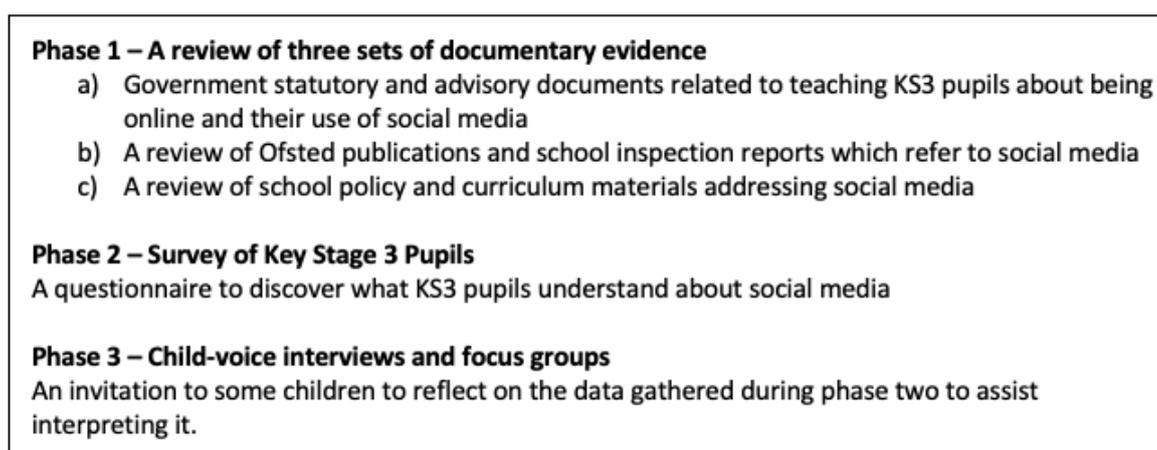


Figure 3-3 The three phases of data collection in this research

Thus, this mixed methods research will incorporate the gathering and analysis of both qualitative and quantitative data. The actual balance of methods and sequencing of these elements are illustrated in Figure 3-4.

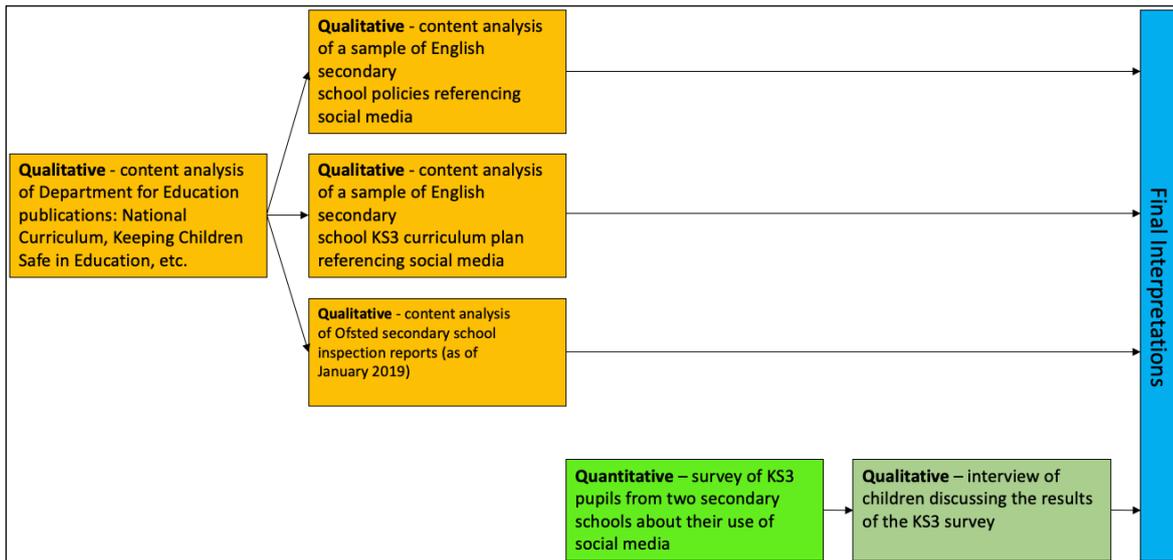


Figure 3-4 An overview of the mixed methods sequential design of this research

### 3.3 Capturing conceptualisation

To establish how pupils and children conceptualise social media it is essential to consider the methodologies used by other researchers. There is much literature reporting what pupils understand, know, or can do. It is at the heart of all good educational practice (William, 2011). Class teachers need to appreciate whether their efforts to teach a topic have resulted in pupils understanding key concepts, learning vital facts, or mastering new skills. Since the English national examinations which pupils take between the ages of 5 and 18 are arguably the focus of the education system, it means that there is considerable interest in determining pupil understanding and conceptualisation.

While national tests assess ‘formal curriculum’ knowledge, which is the learning that arises from planned programmes of study prepared by teachers in response to published curricula, pupils’ knowledge of social media is likely to be knowledge derived through a combination of intentional school processes alongside considerable ‘informal knowledge’ gained by pupils via their families, friends, and through their use of social media. This section looks at examples of how recent studies have approached the challenge of assessing pupils’ conceptual understanding. This will in turn inform the selection of methods.

Academics from various disciplines seek to understand the extent, depth, and security of pupils’ knowledge. For example, there have been investigations into the use of ‘reference frames’ in the

teaching of physics (Juhász et al, 2017), the development of logical thinking skills to aid problem solving (Gurcay and Gulbas, 2018), the impact of visualisation techniques in the teaching of mathematics (Özkan et al, 2018) and the extent to which pupils understand hydrological systems (Pan and Liu, 2018). The methodological approaches used to gain insight into pupil conceptualisation vary and the presence of this variability suggests that there is no agreement about a most effective method.

To gather a selection of methodological articles, a structured approach was followed using Keeble and Kirk literature selection process. The outcomes are illustrated in Table 3-2 and Figure 3-5.

### 3.3.1 **Methods employed by researchers**

Some studies of pupil conceptualisation apply either a single qualitative or single quantitative method. For example, Bermea et al (2018) studying 14-19-year-old pupil-mothers in the United States gathered all their data through focus groups. They were investigating how the pupil-mothers felt their teachers perceived them. The discussions were recorded, and verbatim transcripts produced. Although the researchers could have legitimately created a survey asking the pupils questions about how they felt teachers viewed their pregnancy, the small number of participants (n=89) may not have produced statistically meaningful results. Also, closed answer questions limit the range and nuance of views and open-ended questions can create other limitations due to pupils' literacy skills or desire to contribute. Thus, a qualitative focus group does at least allow for an in-depth discussion of the pupil's point of view. The research conclusions may or may not be applicable to other settings, but the study provides an insightful snapshot of the lives of pupil-mothers from this specific context.

In contrast, another study relying entirely on one quantitative tool sought to understand the knowledge middle school pupils have about the consequences of their behaviour while using social networking sites (Kite et al, 2010). Here the results of a 33-question survey assessed pupil understanding. The authors justified their approach by suggesting other researchers had done the same.

Where more than one research tool is used, studies can remain exclusively in either the quantitative or qualitative realm. In Gurcay and Gulbas (2018) study of High School pupils' logical thinking, researchers recruited participants to complete a series tests and then applied descriptive statistical techniques to analyse the findings. The authors never spoke to the pupils. The study brought together three separate surveys, and regression tests supported researchers in identifying the pupil profiles which led to the most successful learning outcomes. The team

reported successfully achieving the aim of identifying the pupil 'profile' most suited to logical thinking.

Table 3-2 Keeble and Kirk's Stages for Part 3 – How to capture children's understanding

Keeble and Kirk's Stages	Response searching how to capture children's understanding of conceptualisation
<b>1. Ascertain the concepts - begin by constructing a search strategy by mapping the key concepts associated with the research question.</b>	The core concept is the assessment of pupil's understanding (sometimes called conceptualisation). For this study, with particular references to 8-18 year olds
<b>2. Identify the keywords or key phrases – these will arise from the concept maps created in step 1.</b>	<ul style="list-style-type: none"> <li>• Child OR Children OR Pupil OR Student OR Youth(s) OR Young People OR Adolescent OR Teens</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Understand OR Know OR Conceptualise</li> </ul>
<b>3. Set limits to the searches - this could be in terms of publication date, type of journal, location of the writing, language and so forth.</b>	<p>The searches are from any journal article or thesis published since 2006.</p> <p>No restriction was based on the location of the research reported.</p> <p>The articles (and not just the abstract) must be in English.</p> <p>The material should not exist behind a paywall.</p> <p>There is no limit or restriction in terms of the discipline publishing articles.</p>
<b>4. Explain which indexes will be used for the searches – and say why.</b>	Journal articles in support of this question came from: Australian Education Index ERIC Teacher Research Center IBBS PsycINFO Scopus Web of Science
<b>5. Keep an account of the searches. The authors suggest that careful records are kept of the keywords used and the number of results found.</b>	107 articles initially selected and reviewed. 33 articles retained.

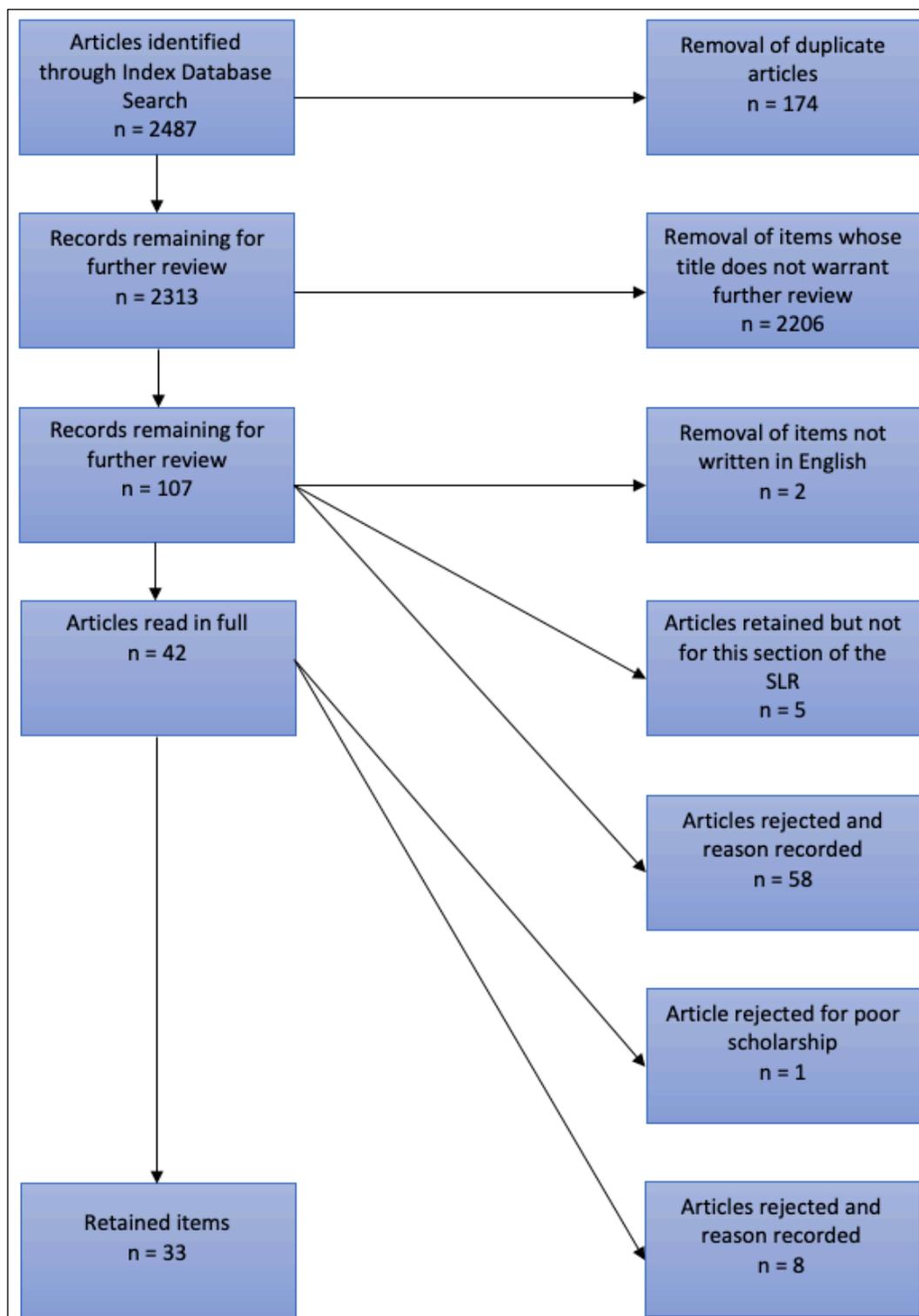


Figure 3-5 Selection flow diagram for articles concerning evaluating children's understanding

Another study sought to assess pupils' level of 'scientific competence': Bravo-Torija and Jiménez-Aleixandre (2018) used a problem-solving activity as the key assessment tool. The pupils, working in small groups, had to decide the best way to support a remote coastal village community after it

## Chapter 3

has been hit by a hurricane. The pupils wrote up the activity and this was what was initially assessed. While it would have been possible to simply evaluate the written answers, the researchers saw speaking with the pupils as an imperative,

*One implication is that the assessment of students' performances in the use of evidence needs to take different arguments, both oral and written, into account; if we solely assess the written statements, the picture remains incomplete.*

*(Bravo-Torija and Jiménez-Aleixandre 2018:636)*

This approach of triangulating evidence within a study is also used by Olsson (2018) while assessing the benefits of using computer software to support learning about linear equations. Here Olsson looked at pupils' written answers but also analysed the conversation generated by pairs of pupils working together to solve the problems. He analysed the activity on the computer in terms of mouse movements and keystrokes. Finally, when the students had finished, they were interviewed about the task and their approach to the activity. All this effort was made to provide a more complete, rounded understanding of the learning journeys the students had undertaken.

The purpose of this summary is to illustrate the diverse range of approaches educational researchers have employed while seeking to establish pupil understanding. There is no dominant approach. Rather, teams select the methods they believe are going to be most appropriate methods for the group of children they are assessing with reference to their age and abilities.

### 3.3.2 Pupil Voice Methodologies

There is a cornucopia of pupil voice methodologies evident in the literature selection. The most common methods for accessing student voice are interviews and focus groups with surveys, questionnaires, and classroom observations also being popular (Table 3-3). Over a quarter of the published research involves interviewing children in spite of the concern expressed by some over the asymmetric power imbalances arising from adult researchers interrogating children (Nishiyama, 2018). As such, focus groups settings provide children with mutual support from their peers. From this literature sample, interviews were used with pupils as young as 5.

Table 3-3 Methodologies employed to access student voice

	Articles	Theses	Total	%
Class discussion	2		2	1%
Cue Cards/Concept cartoons	2		2	1%
Document analysis		9	9	6%
Focus Group	22	14	36	23%
Interviews	20	24	44	28%
Observations	11	13	24	15%
Photo voice/Video production	3	4	7	5%
Questionnaire/Survey	11	18	29	19%
Student writing		2	2	1%
Other single mention methods	16	5	21	14%

Table 3-4 reflects the number of different methods used in the studies reviewed. While 40% of the studies use a single method, 60% are triangulating or deepening the data by employing two or more methods.

Table 3-4 The number of methods employed in research studies

	Articles	Theses	Total	%
Single	19	14	33	40%
Two	15	8	23	28%
Three	7	12	19	23%
Four or more	3	6	9	11%

This high-level review is useful in terms of helping to justify the methods used with pupils and children in this research.

### 3.4 Pupil voice informing the curriculum: findings

This section looks at the whole process of listening to the voices of pupils and children. This is not necessarily a common activity, for as Michael Fullan ruefully comments,

*We hardly know anything about what students think about educational change,  
because no one ever asks them  
(Fullan 2001:182)*

‘Pupil voice’ is the English term and ‘student voice’ is the US term for the process of consulting those who attend school about some issue or other. As such the terms are interchangeable. Towards the second half of the twentieth century there was a growing conviction that schools, teachers, and policy makers should pay greater attention to what young people experience and

## Chapter 3

desire from education. In the United Kingdom academics such as Cambridge University's Jean Rudduck and Julia Flutter were significant proponents of pupil voice,

*Too often,....research has concentrated on looking in from the outside and has not focussed on participants' conceptions  
(Flutter and Rudduck, 2004:3)*

In the United States, Alison Cook-Sather reflected,

*...educators think that we know what education is and should be. Because we have lived longer and have a fuller history to look back upon, we certainly know more about the world as it has been thus far. But we do not know more than students living at the dawn of the 21st century about what it means to be a student in the modern world and what it might mean to be an adult in the future.  
(Cook-Sather, 2002:12)*

This increased interest in pupil voice is also motivated by an international accord. Researchers including, Byrnes & Rickards (2011), Forde et al (2018), Quinn & Owen (2016) and Thomson & Gunter (2006) situate their work by acknowledging the importance of the 'The United Nations Convention of the Rights of the Child'. Article 12 which states:

*Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.  
(Unicef, 1990)*

Having signed up to the UN convention, governments then moved to ensure that legislation offered opportunities for children's voices to be heard. As such in the UK, the 2005 Education Act gave the schools inspection service Ofsted the duty to take into consideration the views of the pupils in every school they inspect (*Education Act 2005*).

A selection of studies which incorporate pupil voice have been reviewed and the selection process is outlined in Table 3-5 and Figure 3-6.

Table 3-5 Keeble and Kirk's Stages – Gathering pupil voice articles

Keeble and Kirk's Stages	Response searching for articles about pupil voice
<p><b>1. Ascertain the concepts - begin by constructing a search strategy by mapping the key concepts associated with the research question.</b></p>	<p>The key concept Pupil Voice in various forms</p>
<p><b>2. Identify the keywords or key phrases – these will arise from the concept maps created in step 1.</b></p>	<ul style="list-style-type: none"> <li>• Articles referring to pupils OR students OR schools OR children AND</li> <li>• Pupil voice OR Student voice</li> </ul>
<p><b>3. Set limits to the searches - this could be in terms of publication date, type of journal, location of the writing, language and so forth.</b></p>	<p>The searches are from any journal article or thesis published since 2006.</p> <p>No restriction was based on the location of the research reported.</p> <p>The articles (and not just the abstract) had to be in English.</p> <p>The material should not exist behind a paywall.</p> <p>There is no limit or restriction in terms of the discipline publishing articles.</p> <p>In error: the search criteria also gathered from ERIC theses. They were retained for analysis, but as a sub-set of items.</p>
<p><b>4. Explain which indexes will be used for the searches</b></p>	<p>Journal articles in support of this question came from the following indexes:</p> <ul style="list-style-type: none"> <li>• Australian Education Index</li> <li>• ERIC</li> <li>• Teacher Research <u>Center</u></li> <li>• IBSS</li> <li>• PsycINFO</li> <li>• Scopus</li> <li>• Web of Science</li> </ul>

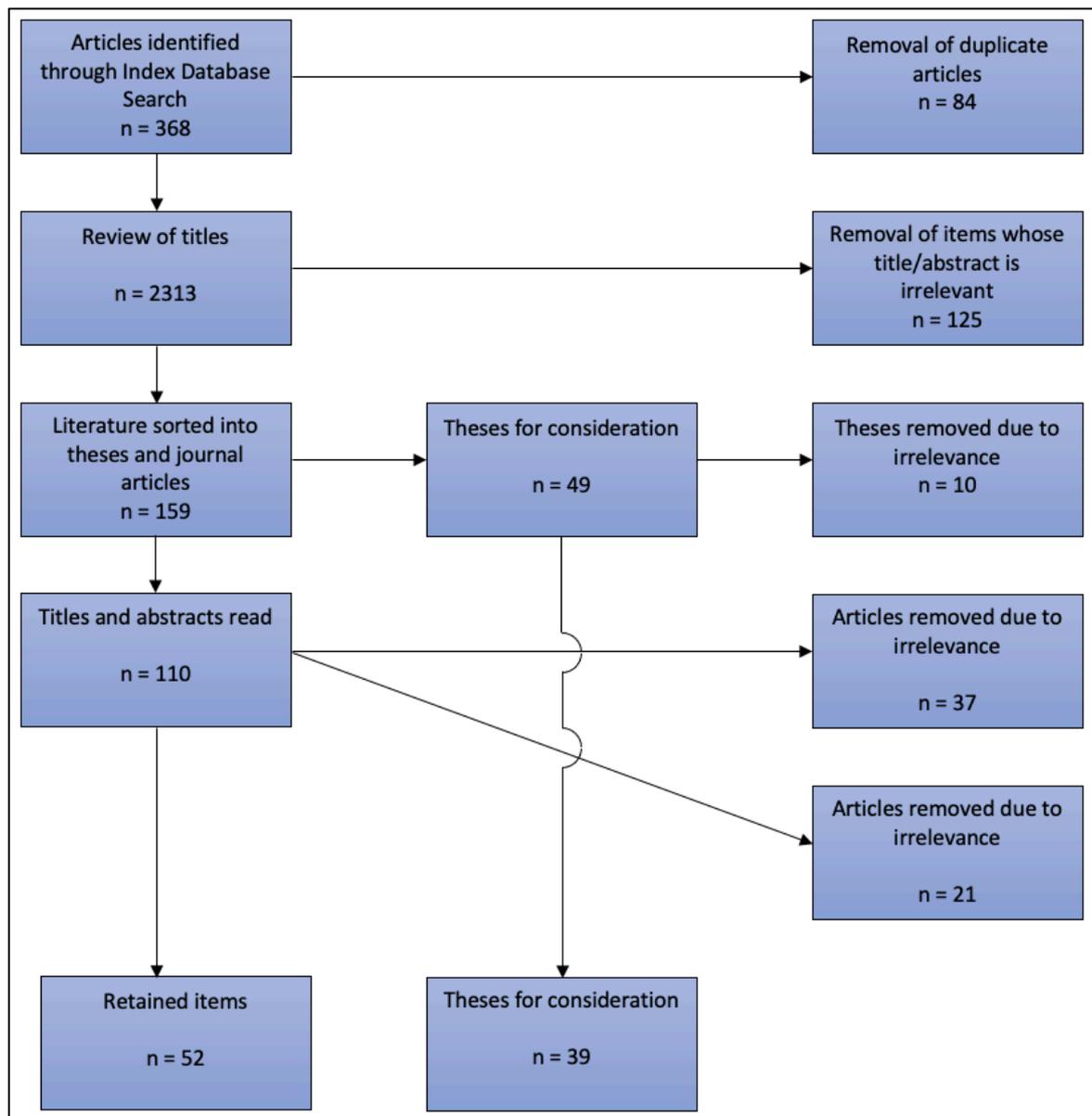


Figure 3-6 Flow diagram for pupil voice articles

### 3.4.1 Models of pupil voice research

There are many examples of pupils undertaking or directly contributing to research. Beyond the research questions themselves, academics have sought to explain, understand, and categorise what is going on when adults *listen* to the voices of children. Several models have been developed to provide insight and guidance for researchers in this field. For example, Thomson and Gunter (2006), identify three broad approaches:

1. Consulting pupils – this work was pioneered by the likes of Flutter and Rudduck
2. Engaging pupils in school self-evaluation – John Macbeath and others were keen to incorporate the *authentic* voices of pupils as schools evaluate their strengths and areas for development

3. Pupils as researchers - is an area of work promoted by Michael Fielding and others.

Another categorisation produced by Brooker and MacDonald (1999) identified three overlapping *political* imperatives for engaging pupil voice:

1. Humanist liberal reasons – this it is right to give every individual the opportunity to have their say (Byrnes and Rickards, 2011; Forde et al, 2018; Quinn and Owen, 2016).
2. Critical and feminist reasons – in terms of correcting power imbalances by giving those who are furthest away from the locus of power a voice (Byrnes and Rickards, 2011; Donovan, 2015; Flynn, 2014; HMSO, 2003; Laux, 2018; McDonald and Farrell, 2012; Tefera, 2019; Ward, 2014). Critical theory identifies that ‘*reality*’ is found in the multifarious power relationships at work. Therefore, encouraging pupil voice is one method of meeting the goals of critical theory since,

*it can address power struggles between teachers and students and alter the imbalances*  
(Laux, 2018:124).

3. Post-structuralist reasons – which questions the very need to listen but at the same time promotes multiple voices. No proponents of this viewpoint were identified in this literature review.

Each of these models have measures of validity and are useful tools for reflecting on the nature of the work with pupils in research. For English schools there is a further issue,

*“Student voice” has re-emerged on the educational landscape in the United States, Canada, and the United Kingdom in the past decade. The focus has not been geared to rights and empowerment as it had in the past, but instead it has focused on the notion that student outcomes will improve and school reform will be more successful if students actively participate in shaping it.*  
(Mitra, 2004:652)

Therefore, to Brooker and Macdonald’s three imperatives we could add:

4. The economic imperative reason – where the state intends that a pupil’s successful navigation of the education system results in them joining a workforce capable of contributing to a thriving economy. If pupil voice enhances a school’s “output”, then that justifies its use (Laux, 2018; Lodge, 2005; Pazey et al, 2015).

While this may be a legitimate cause and effect link, Forde et al (2018) warn that,

*Neo-liberalism in education tends to militate against “democratic imperatives”  
(Forde et al, 2018:506)*

This may be the case where pupil voice is manoeuvred by adults to justify their policies or preferences. Therefore, while pupil voice research offers opportunities for young people to be heard, if researchers are not careful,

*Efforts to engage students in developing their student voice programs can quickly dwindle into tokenism if school leaders and teachers [and researchers] are not genuine and committed in their approach  
(Quinn and Owen, 2016:61) [my emphasis]*

There is also concern over what pupils are being invited to talk about. While some may be reflecting on the quality and effectiveness of teaching, too often the pupil voice hyperbole overshadows the reality that it often has a mundane purpose with limited impact. As Australian researcher Keddie acknowledged,

*Many of the students when asked about what they had a say on, for instance, focused on fairly superficial matters such as choices of food in the canteen, uniform changes and improvements to the school toilets (Fielding, 2001).  
(Keddie, 2015:238)*

#### 3.4.2 **Abuse of pupil voice**

While pupil voice permits changes and developments in schools which are in the best interests of pupils, care must be taken regarding

*‘whose interests are being served and whose interests are excluded’  
(Cherryholmes, 1987:311 quoted in Brooker and MacDonald, 1999:84).*

For while some researchers actively seek to hear excluded voices, such as children with disabilities, children who don't attend school, children from lower socio-economic households, and so forth, too often pupil voice represents the thoughts and ideas of those who are easiest to reach: those who are most articulate or a majority who simply reflect the accepted norms of the school.

Others have been critical of the attempts made by policy makers to tap into student voice. Lodge (2005) referring to one Department for Education and Skills (DfES) policy document “Working

together: giving children and young people a say" (Department for Education and Schools, 2003) observed,

*(the document) specifically refers to this curriculum and states that the document aims to help "decision-makers in LEAs and schools think about how to organise and offer children and young people opportunities to develop their skills as active citizens" (Department for Education and Schools, 2003, p. iii) (yet) The DfES consultation is couched in terms of "the level of control to give up to children", and "powers being shared" or "delegated" (p. 6). (Lodge, 2005:128)*

This somewhat simplistic view of power and control, does not honour the complexity of school life where unlimited control cannot and would not be handed over to pupils (Lodge, 2005). The imperative then for anyone engaging in pupil voice work is to consider their personal motivations along with being open about whether pupil voice messages could actually be acted upon. An honest assessment should be shared with the pupils before inviting them to participate in any study.

### 3.4.3 Pupil Voice Methods

The research methodologies identified in the literature chapter included the following:

**Case Study** - though this might be viewed by some as offering a limited approach since it lacks evidence of whether the phenomena discovered exists anywhere else, Oerlemans and Vidovich (2005) argue that case studies,

*can constitute heuristic devices or 'good tools for thinking with' and they can provide the reader with some insights into potential student responses to educational change elsewhere. (Oerlemans and Vidovich, 2005:369)*

Thus, the findings from a case study may be applicable elsewhere, a view supported by Quinn and Owen (2016) who argue that their findings from one primary school will be of use to others,

*the context and mechanisms found in this primary school's approach to student voice and the benefits and negative effects it produced for students, provide useful information and guidance for schools and teachers when designing their own programs. (Quinn and Owen, 2016:69)*

**Focus Groups and Interviews** - directly listening to children through interviews or focus groups is common. Though the ages and capabilities of children taking part requires careful consideration. While Fletcher et al (2015) found that they could spend over an hour speaking with their focus groups of 12-13 year olds, Damiani (2014) needed to play games in order to 'warm-up' Key Stage 2 pupils and needed to incorporate drawing as well as conversation in shorter periods of interaction.

Although focus groups seek to identify the views of groups of individuals, Stefl-Mayry (2010) advises that:

*Students do not make up a massive homogenous group and "have very different identities and respond and are responded to differently based on those"*  
(Cook-Sather (2007) quoted in Stefl-Mabry et al, 2010:77)

Care therefore must be taken not to conclude that a group's response is simply correlated with an individual's point of view.

Some argue focus groups as a more secure methodology to use with pupils. In an interview a pupil is placed one-to-one with the researcher and there is inevitably a status and power differential. Also, some pupils may be overcome by shyness unless they are surrounded and supported by their peers. Yet focus groups can help in situations where there may be cultural or racial differences between the researcher and the participants (Storz, 2008).

**Questionnaires and surveys** – allow researchers access to the views of large numbers of pupils. In some cases several thousand pupils can be accessed via one research tool (Wilson and Mant, 2011). In one of the studies, a questionnaire was used to allow for a statistical comparison between two schools as well as some quantitative data analysis (Walker, 2013). Here the questionnaire, which provided the initial data for the study, was backed up with observations in the classroom, pupil diaries and interviews. The researcher was applying a research model first postulated by Wali et al (2009) who, while recognising that pupils were generally accurate in self-reporting their behaviours, noted that there were cases of misremembering or misrepresenting.

*...self-report methods can be used as a reliable data collection method, but we believe that it remains prudent to compare this with data collected through other research methods.*  
(Wali et al, 2009:330)

**Pupils as researchers** – Having pupils acts as researchers is, as seen earlier, a high ideal for those seeking to work with pupils (Hart, 1992). There are some examples where pupils offer a

perspective that is beyond the reach of adult researchers. For example Reyes (2019) describes 'peer brokering' where a pupil from a specific ethnic background, successfully worked alongside them while studying ethnic pupils who were learning English as an additional language. To support Reyes' interviews, the service of an older pupil was enrolled to support the interviews. They were able to ask questions Reyes felt unable to ask or ask questions which were beyond her knowledge or experience, since they also acted as 'cultural brokers'. Engaging pupils as researchers is not always easy. Though when done well the results can be rich and inciteful (Simmons et al, 2015).

**Other novel methods** – this describes a range of research methods employed to gather the views and opinions of pupils. They all have measures of validity but are very much the matching of a research method with specific research questions within a particular context. Novel methods include; all day listening circles where any topic selected by pupils or adults is discussed (Burgoa and Izu, 2010), using pupil photography to support an ethnographic research project and the use of text and pupil drawings to support a study of well-being in schools (Simmons et al, 2015). A summary of these and other methods are documented in Appendix A.5.1.

#### 3.4.4 Pupil voice impact

While engaging in any pupil voice activity it is essential that the researcher exercises self-criticality. Brooker and MacDonald (1999) challenge pupil voice work against three questions:

1. How was pupil voice positioned?
2. Why should pupils have spoken?
3. What were the outcomes from what the pupils said?

The first question concerns who and what is being investigated and why? Is pupil voice being invoked to bring about genuine change or improvement, or will it simply be used to manufacture support for a decision already made? This also raises issues about which voices will be heard, or perhaps more appositely whose voices will not be heard?

The second question references power relationships and determining who is giving the pupils a voice? Issues of power and control are an important consideration, and researchers may not always be sufficiently self-conscious of their impact or their responsibilities while in a position of authority over young people.

The impact and outcome of any pupil voice exercise has the potential to be far reaching and significant, or equally it may be tokenistic or completely lacking in impact. One of the issues is to be transparent with the pupils regarding how the data gathered will be used; for if pupil

responses are 'homogenised' into a single pupil point of view, then the richness and diversity of young people's opinions are not being appropriately valued (Orner, 1992).

For this thesis, pupil voice is central within the results. The research questions are not looking to confirm any predetermined hypothesis, rather the questions are deliberately open promoting a listening approach to what will be heard. The pupils were recruited in as open a way as possible and through the application of ethical imperatives; no pupil had to participate or provide data. The outcome of the survey was moderated and triangulated against other child voices, thus seeking as far as possible, to ensure that the pupil voice and understanding was at the forefront.

#### 3.4.5 Reflections on pupil voice research

The purpose of this study is to discover how pupils conceptualise social media. While the question is straightforward, the options available for involving pupils are plentiful. Since the research questions about social media are raised by a former secondary teacher, one question to be addressed is the motivation for the work. Who is interested in knowing this and why do they want to know? Following on from that, why should young people agree to be involved in the work? If a purposeful rationale can be established, then as Brooker and MacDonald (1999) indicate, the question will be about how the voices will be heard.

*If relevant and meaningful curriculum offerings are to be made to students, then it is appropriate to move beyond the question of why students must speak to consider how 'students' engagement in the construction of their own schooling experiences' might be made more explicit*  
(Grundy 1988: 91 In Brooker and MacDonald 1999:95)

Once pupils have spoken, it is the task of the researcher to authentically interpret and analyse what they said. Students do not speak with a single voice. There will be a diversity of views. Jenkins (2006) saw that boys and girls often have differing views. Reyes (2019) reports that researchers cannot go too deeply in seeking to understand what children mean when they talk. She employed a *micro-level discourse analysis* which looked not just at the transcripts, but also reflected on the context for the conversations as well as seeking to define the relationships between interviewer and interviewee.

It is also important to give pupils time for reflection,

*an obvious limitation is that one-off data collection may not provide sufficient time for students to critically reflect on their views*  
(Simmons et al 2015:141)

A survey might be a useful tool for gathering a lot of data in a short period of time, yet whether the data has arisen because of focussed deep thinking and personal reflection by pupils is open to question. The challenge therefore is to involve young people only because they appreciate the worth of the research question, whilst developing tools of investigation which capture as many voices as possible from within the target group. It is important to ensure that no voices are deliberately or unintentionally excluded. Ideally methodologies should capture rich data that can be triangulated in some way. There will also be benefit from involving children in the analysis of the data and that their interpretation is given due prominence.

#### 3.4.6 **Conclusions**

This is interdisciplinary research, not subject to a single paradigm. Therefore, there is freedom to select a single method, multiple methods, or mixed methods to gather data to answer the research questions. It appears that qualitative and quantitative methods are both feasible and acceptable in education-based research settings. This study then will be the application of a mixed methods approach. A survey completed by pupils will gather mainly quantitative data. Then the survey results will be triangulated through qualitative interviews with children. The intention is that this combination of methods which incorporates triangulation involving some of the data subjects assisting with analysis, should provide rich insights.

The next sections of the chapter describe in detail the methods employed at each phase of the research.

### **3.5 Phase 1 – Document Review**

#### 3.5.1 **Statutory and Advisory documents**

Section 2.2.1 introduced the key statutory and advisory publications. Since these are succinct documents written to explain government policy or offer specific advice for schools, they will be individually summarised and analysed in the results phase 1 chapter, section 4.1.

#### 3.5.2 **Ofsted Publications**

To evidence how effectively schools support pupils in their use of social media, the second part of this phase examines how Ofsted, the English school inspection service assesses schools' teaching and pupils' understanding of social media. This will be achieved through reviewing some pertinent Ofsted publications but more importantly from reading school inspection reports.

## Chapter 3

The quality of education provided by state schools in England is evaluated and reported by Ofsted (the 'Office for Standards in Education, Children's Services and Skills'). The schools' inspectorate is a non-ministerial department within government, remaining independent of government.

*Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.*

*(Ofsted, 2017)*

Ofsted is an evidence-led organisation, such that statements in an inspection report must be supported by evidence read, seen, or heard by Inspectors during an inspection visit.

*We will ensure that: All of our work is evidence-led*

*(Ofsted, n.d.).*

The organisation's work covers all aspects of education from early years to sixth forms, day schools, residential settings as well as secure units. While there is an emphasis on academic performance, pupil safeguarding is also of importance.

*Inspectors will always take into account how well learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this important aspect of a provider's work, they will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding learners are effective.*

*(Ofsted 2019:5)*

Thus, Ofsted makes pupil safeguarding a core focus for schools, alongside the drive to raise academic standards.

A school inspection generally takes place every four years with a team of inspectors spending one or two days in the school (Ofsted, 2021). The inspection is to ensure that schools meet a minimum standard in all aspects of their work. Inspectors write a report which includes an overall grade for the school against a four-point scale: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, or 4 – Inadequate (Ofsted, 2021). Most English secondary schools are graded 'Good' or better. However, it is worth noting that it is possible for an otherwise 'outstanding' or 'good' school to be graded 'inadequate' if any aspect of their pupil *safeguarding* is found to be deficient.

*When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement.*

*(Ofsted, 2019: Paragraph 269)*

As such, safeguarding is a limiting judgement for unless a school's safeguarding measures are secure, it cannot be judged to be good or better in other categories. Inspection reports are sent to parents and local press and therefore receiving a favourable inspection report is an important motivation for schools in terms of their local reputation and subsequent ability to attract and retain pupils and teachers. Schools achieve successful inspection outcomes when there is effective teaching, often demonstrated through good examination results, alongside close attention to published expectations from government and Ofsted. Yet Ofsted's considerable impact on school leadership is a concern for some who feel it has a disproportionate influence on the curriculum,

*... Ofsted's agenda, as detailed in their framework for inspection was, to some extent, driving the response to policy; if it was valued, and was to be judged by Ofsted, then it would be valued by the school.*

*(Perryman et al, 2017:154)*

So, it is fair to assume then that schools will teach pupils about how to keep themselves safe online and this may include specific reference to their use of social media.

To understand what Ofsted reports indicate about social media literacy, a piece of documentary research was completed reviewing the most recent Ofsted report for every secondary school. Content analysis was used to determine how, or indeed whether, social media is referenced in the inspection reports. Content analysis is discussed further in 3.5.4.

### 3.5.3 **Gathering the reports**

In the early years of Ofsted's existence when there were only a few inspection reports it was feasible for a researcher to manually read all of them (Bokhove and Sims, 2020). Today, with many thousands of reports in the archive, an automated process is essential. Thus, a process of computer-mediated web scraping, supported by a semi-automated text analysis was pursued.

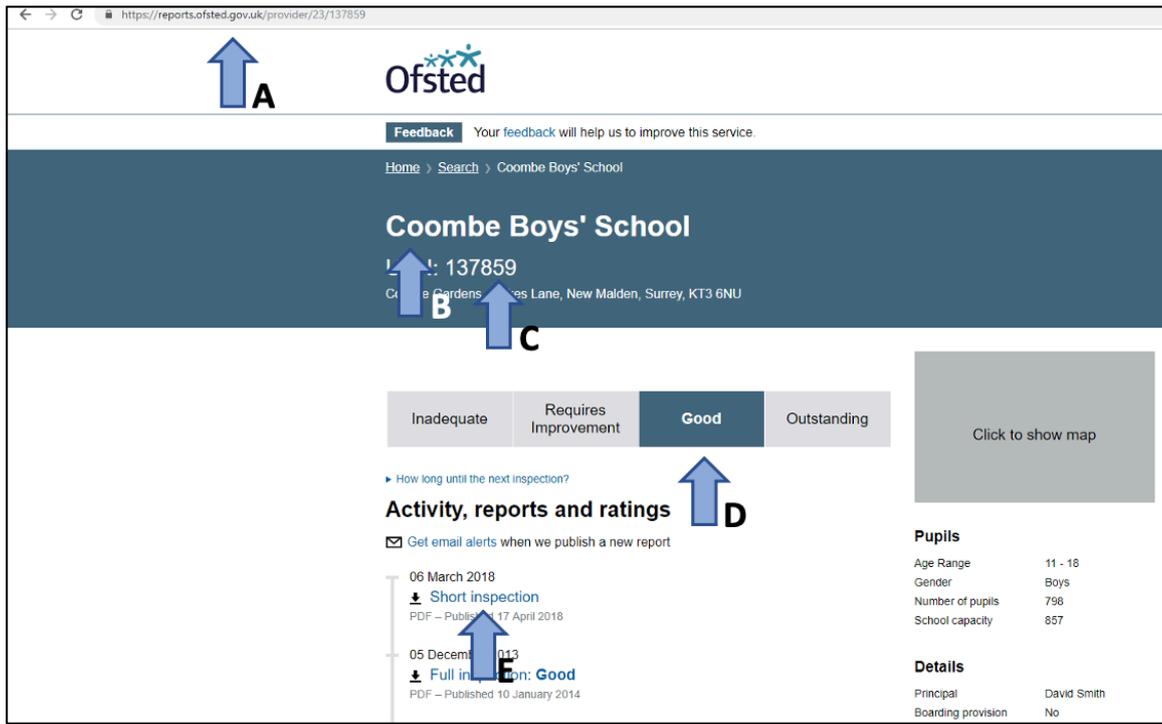


Figure 3-7 Screen shot of a school's inspection report page

Every inspection report is published on the Ofsted web portal. Manually locating and downloading the most recent report for each school would be excessively time-consuming, consequently an automated approach was achieved through use of a Google Chrome browser extension called 'Web Scraper'<sup>3</sup>. This software systematically visits websites and extracts data automatically. The retrieved data is saved to a csv file. The documents are arranged in folders which group reports for similar institutions. Figure 3-7 shows an example of a typical secondary school homepage captured from the Ofsted website. Each school's homepage contains the same information structured by a common layout. It is this regular structure that makes it possible to 'scrape' the site for information about every school. Web Scraper was configured to gather the following data.

A: the URL <https://reports.ofsted.gov.uk/provider/23/137859>. The folder 23 indicates that the report is regarding a secondary school and the 137859 identifier is the schools Unique Reference Number (URN). Every school has a URN which allows differentiation between school sharing the same name.

B: the name of the school,

<sup>3</sup> <http://webscraper.io>

C: the school's URN,

D: the current Ofsted grading and

E: the URL for most recent report. This was needed since the reports are located away from the front page in a different area of the portal. In this example, the 6 March 2018 short inspection report has the URL <https://files.api.ofsted.gov.uk/v1/file/2767301>.

web-scra-ord	web-scra-start-url	school	date	url	url-href	grad
155119922-582	<a href="https://reports.ofsted.gov.uk/provider/23/137859">https://reports.ofsted.gov.uk/provider/23/137859</a>	Coombe Boys' School	06-Mar-18	Short inspection	Short inspection, PDF - 17 April 2018	<a href="https://files.api.ofsted.gov.uk/v1/file/2767301">https://files.api.ofsted.gov.uk/v1/file/2767301</a>

Figure 3-8 The data scraped by webscraper.io for Coombe Boys' School

The full csv file lists every school along with the URLs locating their reports. With this information, the next step was to download the reports using another Google Chrome extension, '*Simple mass downloader*'<sup>4</sup>. When presented with the csv list of locations from the column 'url-href' it took less than thirty minutes for the extension to locate and download a total of 2378 inspection reports.

Next, the reports were imported into SQR NVivo12<sup>5</sup>. A list of keywords and phrases which might be seen in the inspection reports referencing social media was drawn up. The list included terms such as 'social media' and 'social network' along with platform names such as 'Facebook', 'Twitter', 'TikTok', etc. All the keywords and phrases were applied simultaneously in a search of all the reports. The search returned 317 reports (13% of the total) that make some reference to social media. Having gathered this subset, the final stage of data gathering was to read and manually code the comments in NVivo.

Some authors champion text-mining which includes automated sentiment analysis to determine the meaning of the comments (Bokhove and Sims, 2020), however with just over 300 reports to read, it was deemed manageable to complete the processes manually. It also affords more nuanced analysis. NVivo not only identifies the reports which include any of the keywords, but it also highlights where in the text they are used which makes the reading, analysis, and coding of the data an efficient process.

---

<sup>4</sup> <https://chrome.google.com/webstore/detail/simple-mass-downloader/abdkkegmcbiomijcbdaodaflgehffed>

<sup>5</sup> NVivo. Burlington, USA: SQR International Pty 1999-2021. Available at: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

#### 3.5.4 **Content analysis and coding**

The data gathered in the study's first phase is textual. To ensure the appropriate meaning is extracted from the text, complementary tools were employed. The first is Content Analysis. The term has been in common use since the early 1960s though the origins can be traced back to the 1660s (Krippendorff, 2013). At its heart it is a technique researchers use to extract meaning from texts using a process which is replicable by others. Since written text and speech is qualitative in nature, one of the outcomes of content analysis is that the data can be transformed into a quantitative form, which may help describe the trends in the content or patterns of communication (Cohen et al, 2000). Here, the text from Ofsted Reports, pupil surveys and the transcripts of child interviews are all subject to content analysis.

The tool used for this analysis is NVivo 12. This allows pdf or Word documents to be stored, searched against key-word criteria, and then manually coded. Where transcripts are coded the process of coding is part of the analysis (Saldaña, 2016). Transcripts are imported into NVivo read and coded. Sometimes the coding is multi-layered with different features identified within one piece of text.

This process was also applied to the analysis of phase 3 child-voice interview transcripts. While the researcher is involved in the initial interviews, they may not be able to pay full attention to the detail of every answer. However, through repeated reading of transcripts ideas are identified and then noted through the application of codes (Saldaña, 2016). The codes captured during the period of content analysis ultimately form categories or themes. Sometime the meaning comes from identifying the codes seen most often. Other times codes allow comments from different sessions and speakers to be drawn together for comparison, contrast, or emphasis.

It is worth noting that NVivo is software. It is the right tool for this task, but of itself it can do little more than organise information through codes and other features the user exploits. It does not create meaning or "carry out" analysis. It remains the responsibility of the researcher to use the tool correctly and appropriately in order to derive meaning or support analysis (Woolf and Silver, 2017).

#### 3.5.5 **School Documents**

The third part of this first phase was to review school policy and curriculum documents. As already discussed, policy documents are likely to reflect the core beliefs about children, education, and technology of those producing them (Ahn et al, 2011). The purpose of reviewing school policies referencing social media is to determine how the broader legislative setting

impacts school policies and teaching programmes. To answer this question, it was necessary to gather appropriate documents from schools. This part of the research existed to help set the scene for the substantive part of the study involving pupils. It was resolved not to generate unnecessarily large data sets due to the associated time-consuming workload of coding and analysis. That said, sufficient data was sought to be able to assert that what was gathered forms a sufficiently representative sample of the type of documents found in schools.

Two Freedom of Information (FOI) requests seeking to gather examples of school policy and Key Stage 3 curriculum documents were sent to selected sets of secondary schools. FOI is a legal tool that allows UK citizens to request information held by public bodies such as schools (UK.Gov, n.d.). The two FOI requests were for:

- a. Copies of any school policies which reference social media
- b. Copies of Key Stage 3 curriculum maps, outlines or teaching materials that mention social media.

### 3.5.6 School selection process

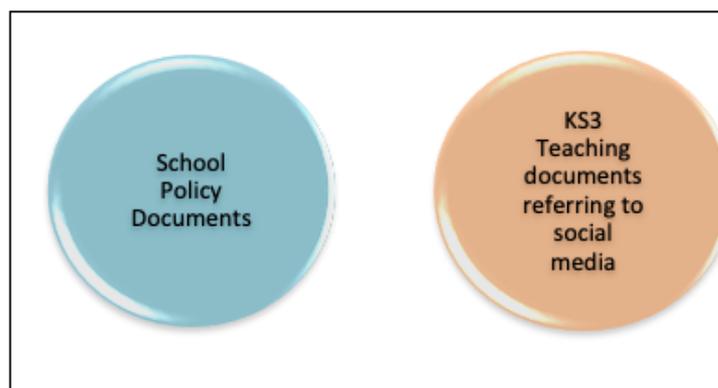


Figure 3-9 The sets of schools providing policy and teaching documentation

The schools selected for each of the FOI requests formed two separate sets (

Figure 3-9). The decision to have non-overlapping groups of schools was made for two reasons. First, to ensure that the requests were not too demanding for any school in terms of the time and effort required to fulfil them; asking for either set of documents would hopefully be seen as a “reasonable request”. Second, since there was no intention to investigate links between a school’s policies and curriculum materials, it was unnecessary to gather both sets of material from any school. While it would be interesting to understand the extent to which policy documents are reflected in teaching materials, this is an investigation for others to conduct.



The steps taken to select schools were:

Step 1: From a list of all the secondary schools in England (available online from the DfE), the schools were sorted into order according to postcode. This was to ensure a geographic spread of schools and to avoid capturing an inadvertent cluster of school having similar names. For example, the 52 academies forming the Oasis Learning Community all have the name “The Oasis Academy... ‘name of location’”.

Step 2: The schools were then assigned a number between 1 and 15. One in every fifteen schools represents 6% of secondary schools.

Step 3: All the number 1 schools were selected for the FOI Policy requests.

Step 4: All the number 7 schools were selected the FOI Curriculum material requests.

The gap between these two numbers was to ensure that schools were unlikely to share postcodes. Details of the proportion of schools from each local authority (LA) and how that differs from the national proportion is shown in Appendix B.

Each of the schools selected was approached by email (Figure 3-10). The school’s administration email address was gathered from an earlier FOI request received by the DfE and whose results were shared on their website.

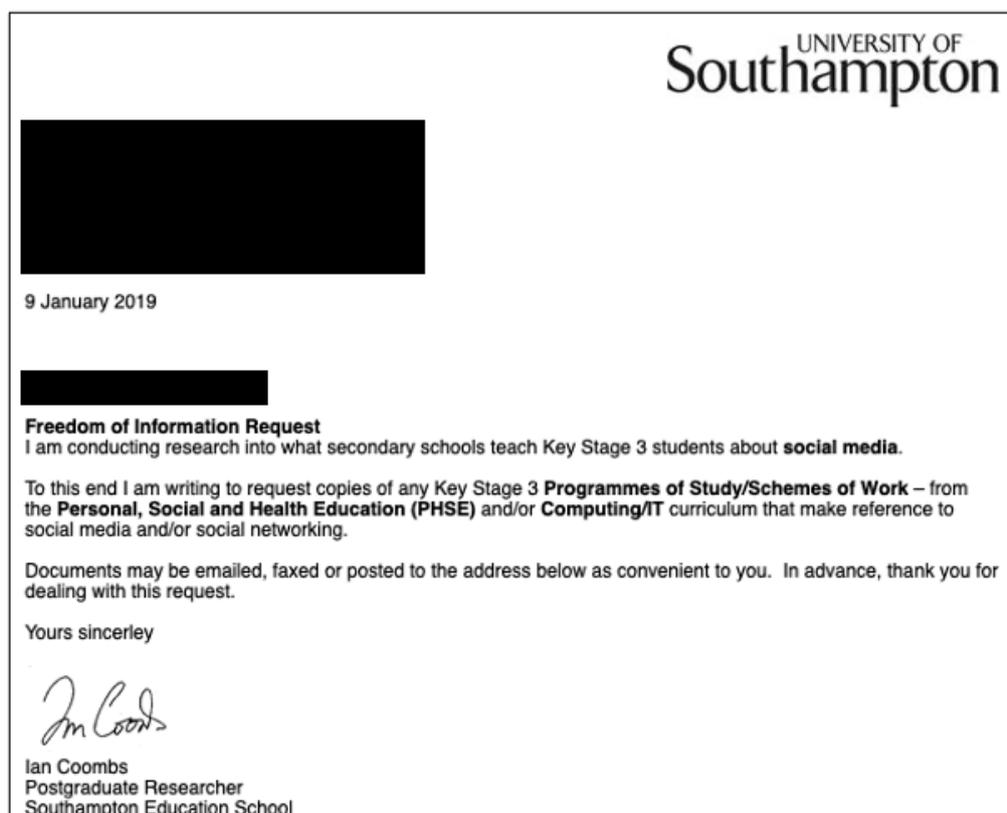


Figure 3-10 Copy of the email sent in support of the FOI request

## Chapter 3

Schools returned a wide range of documents in response to the requests. The curriculum documents included lesson plans, worksheets, guidance documents for teachers and in one case some video clips.

Being textual data, NVivo12 was used for the coding and managing of the documents. Documents were loaded into folders with the school name which thereby become the 'case classification'.

Additional information about each school was stored:

- Full name of the school
- Number of pupils on roll – rounded to the nearest 100
- Location – using an Office for National Statistics (ONS) terms, each school's location is defined using terms such as 'urban city and town', 'major conurbation', 'rural', etc. (Bibby and Brindley, 2013)
- The most recent Ofsted rating: outstanding, good, requires improvement or inadequate
- Local authority – the name of the local authority where the school is located

In addition to the actual content of the documents stored, additional metadata about each document was created.

- Type – indicating whether the document was: 'a teaching PowerPoint', 'a lesson plan', 'a pupil worksheet', type of policy, etc.

For the curriculum materials the metatags included:

- Year – if it was known which year group the document was used with: 'year 7', 'key 8', 'key stage 3', etc.
- Curriculum area – if known whether the materials came from: 'computing', 'PSHE', 'in support of an assembly' etc.

In total 26 schools sent through 161 documents. A few schools provided only one document but most shared multiple files. While the majority were suitable and an appropriate response to the FOI request, materials from three schools were disregarded as they provided materials irrelevant to the research question since they did not reference social media. Once the initial categorisation was complete, each document was coded. A grounded approach was applied adopting a method outlined by Bazeley and Jackson (2013) with the coding beginning with a few predetermined broad categories which were subsequently refined in response to the content of the documents.

The school policies FOI resulted in 311 policy documents being returned by 47 schools. To build up a picture of the concerns about social media expressed within the policies they too were analysed in Nvivo.

In 2017 there were 3408 state-funded secondary schools in England (BESA, n.d.). It was intended that when combined both FOI requests would gather information from around 5% of English secondary schools. This target was to be achieved through two systematic random samples of secondary schools each comprising approximately 3% of the total pool. Contacting 6% of schools was an effort to achieve a 5% sample, assuming that some schools would fail to provide a return. In the event the rate of return was lower than expected (Table 3-6) with a mean return around 2%. So, although this cannot be taken as a representative sample of schools, nonetheless it provides a useful insight into how schools have developed policies and teaching programmes. Detailed results from both these reviews are shared in Chapter 4.

Table 3-6 – The number of schools approached with a FOI Request, January 2019

Secondary Schools	Number	Percentage
Number of secondary schools in England	3408	100%
Number in systematic random samples	204	6%
<b>3% sample - Policy documents</b>		
Number of returned in error emails	10	10%
Number of schools responding to FOI request	42	41%
% of school represented in the returns		1.2%
<b>3% sample - Curriculum documents</b>		
Number of returned in error emails	5	5%
Number of schools responding to FOI request	26	25%
% of school represented in the returns		0.8%

### 3.6 Phase 2 – Pupil survey

The second phase of the study was to gather data from pupils. From the reading no existing instrument for surveying pupil views about social media conceptualisation was located, therefore a bespoke tool was developed in the form of a questionnaire. Its prime objective would be to uncover the extent of school-age pupils' experience of and thoughts about social media. The questionnaire evolved over a period of three months, being amended, and refined both as result of personal reflections but also through feedback from various adult expert groups and pupil trials.

This survey described here, refers to the final paper document, though an identical online version was created alongside it. The online version was produced using the University of Southampton's secure surveying tool, iSurvey. The creation of different forms of the survey came about in response to contact with two schools who agreed to provide access to their pupils. One school was unable to give their pupils access to computers and therefore needed a paper version of the survey. The other was insistent that they wanted the survey in an electronic format so that it could be completed online.

## Chapter 3

Research into the comparability of paper based and online surveys has established that while there are some differences in terms of response rates, with paper-based surveys having higher rates of return while online surveys are cheaper to produce (Ebert et al, 2018; Hohwü et al, 2013; Yetter and Capaccioli 2010), they do delivered similar results. In previous studies when the outcomes of different survey collection methods have been assessed little impact in terms of the data gathered is noted.

*The review showed that, while some studies were inconsistent or inconclusive, different modes of questionnaire administration are likely to affect the quality of the data collected. The effects appeared to be more marked between interview and self-administration modes, rather than within modes.*  
(Bowling, 2005:288)

This conclusion is supported by Denscombe (2009) who also found that online and paper based surveys produce similar results although online surveys have few non-response questions, except when a questionnaire seeks open-ended responses. Therefore, since the same mode, in this case a questionnaire, is being used this should not create any significant data anomalies.

### 3.6.1 **Developing the survey**

The paper-based version of the survey was deliberately produced to look like a Key Stage 2 examination paper, something that KS3 pupils are familiar with. This was not about making the document look like a test. Rather, by using familiar formatting the aim was to encourage the pupils to complete the survey seriously. The survey was printed both sides on high quality A3 paper, folded with two staples along the spine, thereby producing an eight-sided booklet. All pages were printed in black and white except for the middle spread which was printed in colour. The original plan was to print the entire document in colour, but the cost proved prohibitive. The centre pages needed to be colour since they contain images of computer app icons and it was important to present them to pupils as they are used to seeing them. The paper survey is reproduced in Appendix D.

When writing a survey designed for pupils to complete, particular attention has to be given to the language and nature of the questions presented. When anyone, child or adult, is asked a question in a survey the brain is required to action four stages:

- i. The question must be comprehended. What am I being asked?
- ii. The knowledge needed to answer the question must be retrieved from memory
- iii. A determination of the best or correct answer

- iv. Actually responding: being willing to deliver a response.  
(Leeuw et al, 2002)

There was a further issue, noting the age of the pupils contributing to the research.

*Pupils aged 11 – 14 are developmentally diverse and while some will have thinking similar to an adult, others will be thinking in a childlike manner, in that their cognitive and language abilities are developmentally less than an adult. A proportion within our age group will struggle due to taking literal interpretations of questions or will find negatively framed questions difficult to comprehend. Some children have a tendency to write what they think the adult wants to see. Questions, therefore, must use a simple vocabulary, not be complex in construction nor offer too many options. The questions themselves should be surrounded by clear, concise instructions, short but not so brief that they are insufficient.*  
(Leeuw et al, 2002).

Therefore, it was important to develop a survey tool, which could be understood and used without adult support by the weakest KS3 pupils.

It is good practice when writing surveys to test them prior to use. This can be achieved by sharing the questionnaire with an expert panel, checking the reading age of the questions with an index such as Flesch-Kincaid and also pre-testing the survey with a sample panel from the target audience (Leeuw et al, 2002). All these steps were taken in the development of this questionnaire. Expert panels came from both the University of Southampton Education School and interdisciplinary PEGasus Research Group which investigates online learning. Finally, a group of pupils from one of the two schools piloted the survey and provided feedback. Each group made suggestions which contributed to the finished form of the survey. The next sections outline the pupil survey.

### 3.6.2 The Instructions

It was assumed that some children completing the survey will not read instructions, or at least will invest little time in reading them. Thus, they were intentionally kept brief and supplemented by a short introductory video. Since the two videos (one for each school) clearly identify the institutions, they have not been included with the thesis.

## Social Media Survey

Thank you for helping with this survey. Read the instructions carefully. You may not need to answer every answer so watch the arrows to see which ones you can miss out.

The survey is going to ask you about social media. There are no trick questions.

If you hand in this sheet it will be used in the research.

Figure 3-11 The introduction to the survey

The final statement refers to the ethics surrounding the research. Details of the ethical approval for all this research is explained in Appendix C.

### 3.6.3 Question 1

This first question captures a proxy for the age of the pupil completing the questionnaire. Rather than ask for an age or date of birth, the school year sufficiently identifies the general age of the pupil.

**Question 1:** What is your school year? Tick one box only.

Year 7

Year 8

Year 9

Other  → Please state Year:

Figure 3-12 Question 1

While it may be interesting to analyse differences in survey responses due to personal characteristics such as gender, socio-economic status and so forth, these lines of enquiry were not motivated by the research questions, so the school year remained the sole personal identifier.

### 3.6.4 Question 2

Arguably this is the core question of the survey since it asks pupils to identify only computer programs that they have heard of and then go on to indicate the ones they consider to be 'social media'. No definition of social media is given in the introductory video, although Facebook is

named once as an exemplar. It was assumed that the name Facebook is so synonymous with social media, while it may not be a platform the pupils use, they were likely to have heard of it.

This question was placed early in the survey, so that if pupils ran out of time (or interest) there would be a sufficiently large data set.

**Question 2**

This next question wants to find which computer programs you know and whether you think they are social media.

Each program is show by an icon and its name. Next to the icon there are two columns.

- If you have heard of the program – put a tick in the first column
- **And**, if you think it is a social media program – put a tick in the second column too

	Heard of it	Is social media
 Facebook	✓	✓

- If you have not heard of the program – do nothing, leave both boxes empty

Figure 3-13 Introduction to Question 2

The question presented the children with the names and icons of 48 different pieces of software. They were asked to do two things. First to indicate whether they recognised the name of the software (by placing a tick in the left-hand column) and then whether they consider it to be social media, by putting a tick in the second column too.

The selection of programs in this question was the result of considerable deliberation. The list was built up from social media platforms mentioned in the literature, along with some which had been created specifically for children such as Yubo and Monkey. Added to this list were some games along with Microsoft office applications and other utilities. The pupil panel piloting the survey were also asked to suggest programs.

**Question 2: First part**

Which of the following programs have you heard of and think are social media sites?  
Put a tick if you know the name and a second tick if it is social media.

	Heard of it	In social media		Heard of it	In social media		Heard of it	In social media
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

	Heard of it	In social media		Heard of it	In social media		Heard of it	In social media
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

**Question 2: Second part**

Which of the following programs have you heard of and think are social media sites? Put a tick if you recognise the name and a second tick if it is social media.

	Heard of it	In social media		Heard of it	In social media		Heard of it	In social media
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

	Heard of it	In social media		Heard of it	In social media		Heard of it	In social media
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Figure 3-14 Question 2 (Note: the original printed page is A3)

3.6.5 **Question 3**

To determine the social media affordances that the pupils most appreciate, a series of sentences asked them how important they found each affordance. The origin of this question came from the literature review. The list of affordances given in question 3 were aligned with a list produced by Kietzmann et al (2011) and other authors. Here, the questions were asked of all the pupils regardless of whether they have first-hand experience of using social media.

The Likert-like rating scale offered only positive responses and with fewer choices than would be the case with an adult survey. This design was in response to the advice that some younger children find negative ideas difficult to comprehend (Leeuw et al, 2002). The choice of rating words was important, and clearly there will be differences in perception between ‘quite important’ and ‘very important’ among the children.

**Question 3:** Think now about what you would like to be able to do on social media

How important is it that you can do the following on social media? Tick <b>ONE</b> box in each row	Not important	Quite important	Very Important	Essential
Send messages to other people				
Make <b>group</b> for people to join				
Show that you 'Like' other people's posts				
See the names of other people's social media friends				

Figure 3-15 Question 3 (extract)

3.6.6 **Question 4**

The only open question in the survey was written to focus the pupils onto their reaction to social media. The two parts are deliberately without context or build-up but were provided to let the pupils mention any issues important to them.

**Social media good or bad?**

**Question 4:** The next questions wants to find out what you think is good and bad about social media.

What do **you** think is the **best** thing about social media?

What do **you** think is the **worst** thing about social media?

Figure 3-16 Question 4

During the design and testing stage some effort went into considering the amount of space to provide for these answers. There needed to be sufficient space to allow some development of ideas, while not putting off weaker writers by making them feel they were expected to write a lot. The size of the writing space was increased following feedback from the pupil panel. In the online version of the survey, the question of space was not an issue since the pupils could write as much or as little as they wished in an expanding text box.

3.6.7 **Question 5**

This was the final question for every pupil to answer. It asks whether they have their own social media accounts. Those who did, were then asked to complete questions 6, 7 and 8. Those who did not finished here.

The next question asks if you have your own social media account

You have a social media account if:

- You have your own username and password to get onto social media, or
- You share a social media account with someone else, E.g. an adult or brother/sister

**Question 5:** Do you have any social media accounts? (Tick one box)

NO  → **STOP**, you have finished the survey.  
Thank you for your time and effort.

YES  ↓

Figure 3-17 Question 5 with the instructions for the question

This was the hardest part of the survey to manage since there was still one and a half pages of the paper survey for some pupils to consider, and yet others were being told to finish. There could be no control over whether question 5 was answered honestly. Chapter 5 will report the rates at which pupils self-reported that they did not have social media accounts, and this is compared to nationally reported rates.

The online survey had greater control over question 5. The wording is identical. However, the answer to question 5 fundamentally affected how the survey was experienced. Those who answered “No” to the question, were taken to the end of the survey unaware of any further questions. Only those who answered YES to question 5, were presented with the final three questions. This design feature might have resulted in fewer incidents of pupils falsely reporting that they use social media.

3.6.8 **Question 6**

This question sought to establish which social media accounts were most popular with the pupils by asking which platforms they used most often. Providing three boxes for the answers could be understood to be asking for three answers (when it is possible a child regularly uses just one or two accounts), but it also limits the answers where pupils may use many more. Certainly, one of the pleas from the pupil test panel was to have more boxes. The compromise was to word the question as being about the social media they most regularly use. If they use six platforms, they are encouraged to report the three they use most.

**Question 6:** What social media programs do you regularly use? If you use more than three, name the ones that you use most often.

Don't worry about spelling the names correctly.

1.

2.

3.

Figure 3-18 Question 6

Although it tempting to treat the answers as a rank order, pupils were not asked to rank their answers in order of importance. Again, this might have been appropriate with older participants, but this could over complicate the issue as not all pupils would be able to formulate a rank order, or even to evaluate successfully which platforms they used most often.

### 3.6.9 Question 7

The next two questions ask about how and where pupils access social media.

**Question 7:** How do you get onto social media? Tick **ONE** box in **each** row.

	Never	Sometimes	Often
a. A mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A desktop or laptop computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A touch-screen tablet (Such as an iPad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A games console (Such as Xbox or Nintendo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 3-19 Question 7

A lot of thought went into how to describe the items. The danger of giving exemplars as in 7c. and 7d. is that some pupils could take this literally. Giving the example of an iPad, was hopefully to prompt those who use a Motorola Zoom, HP TouchPad, etc. to understand that this included them. The pupil panel were happy with the wording.

Consideration was also given to the options offered as to how they get onto social media: 'never', 'sometimes' or 'often'. An older participant could be asked about actual frequencies, and there are many surveys of teenagers where they self-report how often they use social media (once a

week, every 2-3 days, daily, more than one a day, etc.). Again, for the age of some of the participants, it was best to leave them to assess their understanding of the terms, accepting that not everyone will mean the same when they respond ‘often’.

3.6.10 **Question 8**

The final question gathered information about where pupils are when they access social media. As before, settling on appropriate exemplars proved demanding as they needed to trigger support understanding without becoming limiting. In the outdoor prompt the beach is included because one of the schools is located close to the coast.

At the end of the survey, there were repeated instructions linked to research ethics. Pupils were reminded that they didn’t have to hand their answers in if they didn’t want to. The electronic survey included a similar piece of information as the pupils were invited to submit their answers or exit the browser without submitting.

**Question 8:** Where do you go onto social media? Tick **ONE** box in **each** row.

	Never	Sometimes	Often
a. In your bedroom			
b. In a living room			
c. At school			
d. Travelling to or from school			
e. At a friend’s home			
f. When shopping			
g. On transport (bus, car, coach, taxi or train)			
h. Outdoors (in the street, park, woods, at the beach, etc.)			

**STOP:** You have reached the end of the survey. Thank you for your time and effort.

**REMEMBER:**

- If you want your answers to be included in the research, you **MUST** hand this sheet into your teacher.
- If you don’t want the answers included, then **DO NOT** hand the sheet into your teacher.

Figure 3-20 Question 8 and final instructions

3.6.11 **The schools**

Pupils completing the survey attended one of two secondary schools in southern England (School A and School B). The schools are located within 15km of each other but are in different urban areas. School A is one of three secondaries serving a non-metropolitan district town with a

population of 80,000. School B is one of twelve secondaries serving a city of 250,000. To preserve the anonymity of the schools, the data in the following two tables are subject to approximation and should be understood to include fuzzy data for comparisons.

The schools are both above average size for an English secondary. Neither has a 6<sup>th</sup> form. School A roll has a balanced gender population, while School B has two-thirds boys. The rate of Free School Meals is similar with both schools having double the national average (England: 17.7%, GOV.UK, 2020). In terms of performance, pupils in School A have in recent years attained less well (Attainment score) and made less progress (Progress 8 score) compared to pupils in School B. The schools are similar in terms of the levels of disadvantaged pupils and non-mobile pupils. Regarding the school's recent Ofsted judgements, School A is judged to be 'requiring improvement' while School B has a 'good' rating. School A has been in 'special measures', 'requires improvement', 'inadequate' or 'satisfactory' (the terminology changes over the years) for the past 20 years. It has never had a 'good' or better Ofsted rating. School B has been rated 'good' for the past decade.

Table 3-7 Comparing Schools A and B<sup>6</sup>.

	<b>School A</b>	<b>School B</b>	<b>England (Average)</b>
<b>Type</b>	Academy Sponsor	Foundation	75% Academy
<b>Age</b>	11-16	11-16	
<b>Gender</b>	Mixed	Mixed	
<b>NOR</b>	~1300	~1100	965
<b>Admissions</b>	Non-selective	Non-selective	
<b>Girls on roll</b>	~50%	~35%	49.8%
<b>Boys on roll</b>	~50%	~65%	50.2%
<b>Ofsted Rating</b>	Requires Improvement	Good	
<b>English as second language</b>	~<5%	~50%	16.9%
<b>Free School Meals</b>	~35%	~40%	27.7%
<b>Progress Data</b>			
<b>Progress 8 Score</b>	Well below average (20%)	Above Average (17%)	(% of English schools)
<b>Attainment Score</b>	~35	~45	46.7
<b>EHCP</b>	~1.0%	~1.7%	1.7%
<b>SEN Support</b>	~4%	~12%	10.8%

<sup>6</sup> Source: Compare School Performance (2018/19), GOV.UK (2019)

Table 3-8 The ethnic makeup of Schools B and C (Fuzzy data)<sup>7</sup>

	White British and other white	Other White	Other ethnic groups
School A	~95%	~5%	~<1%
School B	~70%	~10%	~20%

School A has a predominately white British pupil population while School B's pupils are more ethnically diverse (Table 3-8). Details of the ethnic backgrounds of School B are not available. When the schools' survey data results are compared below, one question, which will go largely unanswered since it is beyond the remit of the study, is whether the ethnic backgrounds of the pupils result in different experiences with social media.

### 3.6.12 Introducing the survey

With many classes in each school completing the survey it was important to reduce opportunities for different teachers to introduce or explain the survey in diverse ways. To seek uniformity, a 4-minute video was produced which was shown to each class immediately prior to them completing the survey. The video introduced the researcher and the aims of the survey. It then briefly explained the survey questions and the ethics around the study by making it clear that the pupils did not have to complete it. The video was also reviewed by the pupil panel who made suggestions which resulted in additional filming.

The video was a key element for delivering one of the core messages in support of the research ethics. It is important that pupils should not be coerced into completing the survey by over-zealous teachers. The pupils had to choose to complete the survey. This message was included twice in the video introduction, to ensure that pupils understood their rights.

School A reported that the video was shown to every class and in the event some pupils choose not to complete the questionnaire, though some appeared irritated when there was no confrontation over the choice they made.

## 3.7 Phase 3 – Child Voices

The original research plan was to return to schools A and B with summaries of their data and speak with groups of pupils, seeking their support to understand what the data meant. In the

---

<sup>7</sup> Source: *Compare School Performance (2018/19)*, GOV.UK (2019)

event, the Covid-19 pandemic made access to schools impossible. School A's data was ready by late March 2020, by which time all schools in England were closed for in-person teaching. When schools began reopening later in the summer term 2020, they did not want guests from outside existing bubbles to come on site. An attempt was made to recruit pupils for online focus groups, but they did not respond to the requests, even when parents had completed consent for their child to participate.

Eventually, children with other connections to the researcher were recruited and completed interviews either face-to-face or online. None of the children were family members or the children of close friends. The resulting mix of participant groups was not as planned, but ultimately whether online, in-person, individual, pair or group interviews, they provided rich data.

The children were all recruited through direct contact with their parents and in one case via the children's Scout leaders.

### 3.7.1 The Children

Eighteen children participated in phase three in nine separate sessions. The children are only identified through codes C1 to C18. They came from a variety of primary and secondary schools geographically located between Schools A and B (Table 3-9). The same discussion framework was followed regardless of whether the researcher worked with individuals, pairs, or the large group.

Table 3-9 Breakdown of participants by year, interview grouping and pseudonym

	Individuals	Siblings	Friends	Community Group	Totals
Year 5		1 (C10)			1
Year 6				2 (C12 & C13)	2
Year 7	2 (C2 & C6)	2 (C8 & C9)		1 (C16)	5
Year 8	1 (C5)			2 (C14 & C18)	3
Year 9		1 (C7)		2 (C15 & C17)	3
Year 10	2 (C1 & C11)				2
Year 11			2 (C3 & C4)		2
Total	5	4	2	7	18

The in-person interviews took place with individuals or pairs of children speaking to the researcher in back gardens. The remaining activities took place with individuals, pairs or the larger group over video conferencing using the platform either provided either by the researcher, the school (one instance), or a Scout group (one instance).

Table 3-10 Breakdown of activities between format and group makeup

	Individual	Siblings	Friends	Group
In person	2	2		
Video Conferencing	3	2	2	7

3.7.2 **Discussion framework**

Child recruitment for phase three followed the process approved by the ethics protocol (52841.A2 – See Appendix C). First parents/carers were contacted and given an information sheet and parental consent form. Once their consent was received, the young people were contacted and a time, location and means for the activity were agreed. At the start of each session, the purpose, an outline of the activity and the rights of the participants were explained. The children also provide informed consent.

In each session, regardless of whether the session was being conducted in person or via video conferencing, PowerPoint slides (Appendix E) provided the stimulus and organisation for the semi-structured discussion. The sessions were planned to last up to one hour. Though the actual length of the discussion was dependent upon the loquaciousness and experiences of the children. One child, a year 7, completed the exercise in little more than 20 minutes. While a couple of chattier friends, clearly at ease with each other and the activity, were still talking at the 90 minutes mark.

Each session followed this structure:

**Opening**

1. Welcome slide and introductions
2. Explain what will happen during the session:
  - a. There are no right or wrong answers
  - b. The session is recorded (for later transcription)
  - c. There is no need to participate, and the child can stop at any time
3. After checking the children understood 2, their consent was formally recorded.
4. Where there was a group activity, some ground rules were shared including:
  - Listen respectfully
  - Disagree with ideas, not the person
  - Allow other people to speak
  - Respect confidentiality
5. Do you use social media? (Either answer is fine)

**Core Questions (Recording starts)**

6. What is social media?
7. Sharing the list of top social media sites identified by pupils in School A. Discuss the list.  
What should or should not be viewed as social media and why?

8. What are the downsides of social media? Using School A data to stimulate discussion.
9. What advice would they give younger children about starting to use social media?
10. Is there anything they wished they understood about social media?
11. Optional: return to the second question 'What is social media?' (To see if thinking had changed).

#### **Post activity (Recording stops)**

12. Thank you
13. Is there anything the children want to ask the researcher?

The discussions were audio or video recorded, then later transcribed by the researcher, and finally coded within NVIVO as described earlier.

### **3.8 Conclusion**

Having explained the methodology and methods of this three-phase sequential research, the next three chapters will address the results in sequence. Chapter 4 reviews the three sets of documents analysed to understand the context within which schools work regarding teaching about social media. The aim is to explore the extent to which statutory guidance, and Ofsted impact school policies and the curriculum. Then chapter 5 reports on the results of the pupil survey and finally chapter 6 shares the outcome of the child voice activities. All this seeks to gain an insight into how young secondary age pupils and children conceptualise social media through addressing four research questions:

1. To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media?
2. Which platforms do pupils identify as social media and why?
3. What affordances of social media does this age group most value and why?
4. To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?



## Chapter 4 Results: Phase 1 – Documentary Analysis

Having outlined the methods used in this research, the next three chapters report results. Before turning to the pupils and children, this chapter seeks to understand something of the broad political context within which English secondary schools operate and the impact of guidance regarding social media upon their curriculum. While schools may not be the most influential factors in determining how pupils use and experience social media, they have, as will be shown, a statutory responsibility for helping pupils understand how they should be behaving while online. This chapter then, provides an overview and context for appreciating the understanding, views and opinions of the pupils which will be shared in chapters 5 and 6.

Chapters two and three outlined four sets of documents to be analysed in this chapter. They are:

1. Government statutory and advisory documents: which provide direction to schools concerning how they should teach children about being online
2. Ofsted Publications: including school inspection reports which reference social media
3. A sample of school policies which reference social media
4. A sample of school produced KS3 curriculum materials supporting teaching about social media

The task then is to understand what is taught in schools about social media, and try to recognise the extent to which the curriculum is the result of the regulatory environment within which schools operate. Figure 4-1 shows how each set of documents relate to the structure of the chapter.

### 4.1 Guidance for schools

State secondary schools in England operate within a regulatory framework established by Acts of Parliament along with other items of statutory guidance. *Statutory guidance* means the content of a publication must be enacted and schools held accountable for their actions. In terms of what should be taught in schools there is nothing specific informing schools what must be taught about social media. Most documents refer to pupils being 'online', a generic term which includes social media, alongside using the Web, sending emails, texting, online gaming, and so forth. From this guidance, it is left to curriculum planners in school to work from the generic to the specific. Each of the core documents are outlined below.

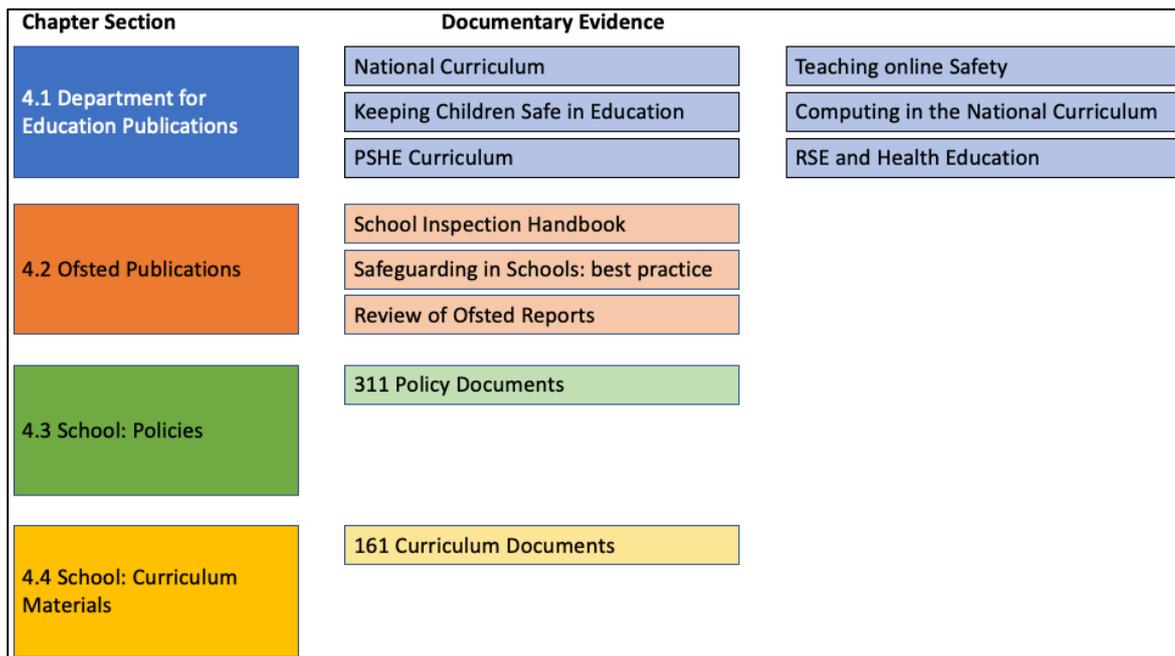


Figure 4-1 The structure of Chapter 4

4.1.1 **Document 1: Computing programmes of study: Key Stages 3 and 4 (DfE, 2013)**

Since 1988, English state funded schools have been required to teach a nationally determined curriculum which is periodically revised. In the early 2010s it was subject to the most recent major revision initiated by the then Secretary of State Michael Gove. The pre-2010 ‘Information and Communication Technology’ (ICT) curriculum was an area which was significantly amended by the revision. One influential group arguing for change to ICT was The Royal Society. The organisation has been advising government about science education since the 1660s. In a 2012 report The Royal Society found that there was a “dwindling enthusiasm for Computing”, and consequently many young people were being insufficiently challenged or engaged in developing digital skills. They advocated reconfiguring the ICT curriculum into a ‘Computing’ curriculum comprised of three stands of learning:

***Computer Science** – a well-defined discipline with an agreed body of knowledge and methodologies. The Royal Society report emphasises that Computing is a ‘rigorous subject’.*

***Informational Technology** – which is the application of computer systems. For example, the use of office software (word processors, spreadsheets, and databases). This would be the remnant of the ICT curriculum.*

**Digital Literacy** – which is the skills and knowledge necessary to use computer systems safely and responsibly.

*(The Royal Society, 2012)*

Other groups including the Association for Information Technology in Teacher Education (ITTE), MirandaNet, and National Association of Advisors for Computers in Education (UK) (Naace) who were working in this sphere felt that The Royal Society's plans would be restrictive in terms of reducing time for tackling topics such as digital citizenship and e-safety (Preston, 2013; 2018). Yet the revised national curriculum for 'Computing' was duly published in 2013 closely aligned with The Royal Society's advice complete with the three thematic strands.

Schools are given curriculum expectations through published 'Programmes of Study'. The 'Computing programmes of study: key stages 3 and 4' is a three-page document dominated by the *computer science* strand. There is a single paragraph guiding the *digital literacy* curriculum which stipulates,

*Pupils should be taught to:*

*understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.*

*(Department for Education, 2013:2)*

From these three lines of guiding text, teachers create a digital literacy curriculum appropriate for their pupils. The expectation then is that pupils will use online technologies knowing how to keep themselves safe online through the promotion of positive and responsible behaviours. In terms of knowledge, the paragraph suggests that pupils should know how to secure their personal data and privacy, be able to identify inappropriate content and know how to report any concerns. Social media is not mentioned.

#### 4.1.2 **Document 2: Computing in the national curriculum: A guide for secondary teachers (CAS, 2014)**

While the National Curriculum programmes of study only provides high-level statements. It is left to other expert bodies such as 'Computing at School' (CAS), which supports teachers in the delivery of an effective and creative computing curriculum, to provide its 30,000 members with advice (Humphreys, 2021). In their teacher's guide to the 2013 national curriculum CAS explains that digital literacy means that pupils should understand: what constitutes safe practice, have a concept of their digital footprint, along with an appreciation that their online activities can be

## Chapter 4

tracked, and recognise the dangers associated with sexting, grooming and cyberbullying (Kemp, 2014). Again, social media is not referenced yet all the exemplars could easily be woven into schemes of work which addresses appropriate use of social media.

### 4.1.3 **Document 3: PSHE Education Programme of Study (PSHE Association, 2015)**

The Computing programme of study is statutory, and as such all-state secondary schools must deliver it. Personal, Social, Health and Economic (PSHE) is also a curriculum area which can teach about social media use, but from a less technological standpoint. This is the only curriculum subject which, while containing compulsory elements, is not directly guided by a DfE programme of study. Here the DfE has appointed the *PSHE Association*, a charity, to provide guidance for schools. PSHE is not an examined subject, rather the expectation is that the PSHE curriculum is written to meet local needs:

*“...while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.  
(Department for Education, 2020)*

Extracts from the PSHE Association Programme of Study which mention social media are shown in Table 2-1. At KS3 social media is only mentioned with reference to the portrayal of sex in the media. This places the platforms alongside newspapers, magazines, streaming services, and websites where body images, sex and pornography may be experienced by 11–14-year-olds. In the Key Stage 4 curriculum, it suggests that social media provides pupils with an opportunity to engage with a range of views and ideas whilst appreciating that the potential for echo chambers might falsely validate views or reduce the range of voices heard. Taken together these statements suggest that schools help pupils become critical users of social media.

### 4.1.4 **Document 4: Relationships Education, Relationships and Sex Education (RSE) & Health Education (2019)**

In response to growing concerns about the impact being online was having on pupils, the DfE published additional statutory guidance for PSHE specifically regarding relationships education. In the foreword, the then Secretary of State for Education, Gavin Williamson, outlines the justification for the new guidance,

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

*(Williamson, 2020)*

In September 2021, the 'Relationships and sex education' element of the PSHE curriculum became a compulsorily taught element. In the guidance social media is specifically identified and it is worth reviewing how the platforms are referenced. In the introduction social media is specifically identified,

*...the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.*

*(Department for Education, 2019:9)*

Here there is recognition that pupil behaviour online is not always transparent or restrained and this is an area for schools to address. Then in the 'Relationships and Sex Education' section of the publication there is reiteration of the National Curriculum Programme of Study indicating that pupils should know how to keep themselves safe online, recognise risks, and be able to report issues of concern to them. Then, statement 80 breaks new ground by suggesting pupils should understand how their personal data can be used and passed on to other parties by the social media companies.

*80...Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.*

*(Department for Education, 2019:27)*

This is a curious comment to have in a section about sex and relationships. Arguably an appreciation of how personal data is used by businesses and platforms would be better included within a social media broader topic.

In the 'Physical health and mental well-being' section of the guidance, social media is referenced positively with teachers being encouraged to share how spending time online may be beneficial especially for pupils encountering difficult circumstances.

*102. Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.*

*(Department for Education, 2019:36)*

Finally, towards the end of the document there is a table gathering lists of additional content schools should ensure that pupils know. It covers eight headings including; 'Healthy eating', 'Drugs, alcohol and tobacco', 'Basic first aid' and 'Internet safety and harms'. The latter states,

*Pupils should know*

- *the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.*
- *how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.*

*(Department for Education, 2019:36-7)*

This collection of ideas and themes presents schools with quite a challenge. Taking just the first bullet point, for some schools it may mean having to tackle issues such as body image, online vs real-world relationships, gambling, and online advertising. In an already packed curriculum, finding time to deal with these issues effectively is challenging.

What this publication has done for the first time is provide schools with specific guidance regarding what pupils should understand about social media. Social media is not seen as entirely negative and there is acceptance of some potential benefits to be derived by pupils using social

media. There is also some depth and nuance provided to the *risks* agenda. While *cyberbullying* and *safety* are core themes, there is also recognition of the commercial forces that drive social media algorithms and how educating pupils about the systems behind their free-to-use platforms could result in greater understanding of wider socio-technical systems.

#### 4.1.5 **Document 5: Keeping Children Safe in education (DfE, 2020)**

Another influential publication which directly impacts what schools teach about social media, is not a curriculum document, but one primarily concerned with pupil safeguarding. Since 2014 the DfE has published annual statutory guidance in the document 'Keeping Children Safe in Education' (KCSIE). The focus is upon schools' responsibilities towards safeguarding with respect to how they work with other organisations (the Local Authority, health and social care services, the Police, etc.), recruit and train staff, and deal with allegations of misconduct against teachers or other staff.

This has become an indispensable document for schools seeking to ensure that they comply with safeguarding standards. KCSIE also informs Ofsted, who review school safeguarding arrangements as part of the inspection processes. Therefore, issues concerning safeguarding are extremely important to schools for as explained earlier a school, which may otherwise be 'outstanding' or 'good' can be graded 'inadequate' by Ofsted should any aspect of safeguarding found lacking. Therefore, schools pay very close attention to KCSIE including their responsibility to educate young people about the risks associated with being online.

Social media is specifically referenced on only four occasions within the 112-page KCSIE document: once mentioning that social media can be used to deliver unwanted sexualised messages to pupils, once stating that social media can be used to post images of children without their knowledge and twice in relation to being a potential tool for those seeking to radicalise young people. In none of the examples is social media the sole concern since there are other online tools which could achieve the same outcomes. However, the broader message regarding pupils being online is about the potential and real risks and dangers they will encounter.

It is unsurprising then that a safeguarding publication advising schools focusses in on the potential risks and dangers of being online and entreats schools to ensure staff and pupils are aware of what can go wrong.

## 4.1.6 Document 6: Teaching online safety in schools (DfE, 2019)

One further recent publication from DfE is non-statutory guidance supporting the teaching of online safety. For the first time, schools are given detailed information about what they could teach in terms of supporting pupils while online. The key thrust of the paper is that pupils need to understand about both e-safety and the potential harms which can arise from being online. Also, this should be complemented with modelling respectful and positive online behaviours. These ideas are not new as they exist within the National Curriculum.

For teachers planning the curriculum, there is a list of issues which directly relate to social media (summarised in Table 4-1). The list provides teachers with the challenge of addressing some quite complex socio-technical issues which lie at the intersection of human behaviour, technological affordances, psychology, and design choices.

Table 4-1 Social media references in 'Teaching online safety in schools' (2019)

Social Media Topic	Commentary
<b>Sticky Design</b>	How designers of social media sites build in features to ensure that users stay on their platform for as long as possible. This may include posting content understood to interest the user
<b>Banter or abuse</b>	Helping pupils appreciate that online banter may in fact be online abuse
<b>Age of digital consent</b>	Pupils need to know about the age at which they can consent to use various platforms. This could be taught in relation to GDPR.
<b>Targeting Information</b>	In health education, pupils could be taught how social media targets information in response to user searches
<b>Targeted Advertising</b>	Also, pupils should understand that their searches and uses of social media directly affect the advertising they see
<b>Fake profiles</b>	People are not always what they appear online
<b>Influencers</b>	The role and potential difficulties associated with social media influencers
<b>Social media and wellbeing</b>	Pupils should be made aware of the links between social media use and anxiety and depression.
<b>Social media and relationships</b>	Reiterating the Relationship Education (2019) publication referred to earlier

The document was published at the end of June 2019. Since the policy evidence in this chapter was gathered from schools prior to that date, it is inappropriate to look for evidence of the impact of this guidance on the curriculum. However, there is the opportunity to examine the curriculum to see whether schools were already looking to some of these newly identified issues.

The remaining advisory publications come from other government departments or non-government quangos.

**4.1.7 Document 7: Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS, 2020)**

This advisory document is written with advice for those who work in schools regarding how to deal with nude or semi-nude images taken or shared by pupils. Curiously it comes from the Department for Digital, Culture, Media and Sport (DCSM) rather than the DfE. Social media is only mentioned as a potential delivery tool for images.

**4.1.8 Document 8: Education for a Connected World – 2020 edition (UK Council for Internet Safety, 2020)**

This publication comes from the UK Council for Internet Safety which is part of the DCMS, a department responsible for culture and sport in England and some aspects of the media throughout the UK. This detailed online publication outlines what the Council sees children needing to understand to be equipped for living a digital life. The advice is organised into nine areas: self-image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security, and copyright and ownership. The guidance is then written in sections for those teaching Key Stages 1 to 5. In each section there are a set of descriptors written in the first-person to describe what pupils should be able to do, know or understand.

Social media is referenced throughout, and each inclusion is documented in Table 4-2. What is striking about this publication is level of detail that pupils are expected to know. It should be noted that Table 4-2 has only extracted explicit references to social media. The entire document comprises 320 statements, which would be a huge undertaking for any school to cover. Yet it is the only example of direct, specific curriculum advice from a government source. Again, it is curious though that it has not come from the DfE. The document is comprehensive, thorough and provides curriculum creators with many practical suggestions.

One recurring theme in the document, is the recognition that social media can distort reality and as such pupils should be aware of false personas, incorrect information or how information can be targeted at individuals.

Table 4-2 Social Media Exemplars from 'Education for a Connected World' (2020)

Theme	Age-group	Statement
Self-image and identity	7-11	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an <b>avatar</b> ; social media) and why.
	11-14	I can give examples of how the internet and social media can be used for positive self-promotion.
		I am aware that a person's online activity, history or profile (their ' <b>digital personality</b> ') will affect the type of information returned to them in a search or on a <b>social media</b> feed, and how this may be intended to influence their beliefs, actions and choices.
		I can describe some of the pressures that people can feel when they are using social media (e.g., peer pressure, a desire for peer approval, comparing themselves or their lives to others, ' <b>FOMO</b> ').
	14-18	I can explain how online content can be shaped and targeted to influence body image, purchasing choices and behaviour (e.g. fashion, pornography, <b>lifestyle sites</b> and <b>social media influencers</b> ).
		I can explain why some social media influencers promoting products and lifestyle can be 'virtual' (computer generated personalities) and not real people.
		I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects.
Online relationships	7-11	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
Managing online information	7-11	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
	11-14	I can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, <b>sitemaps</b> , <b>breadcrumb-trails</b> , site search functions).
		I can understand that individuals and organisations can be impersonated to deliberately mislead. I can explain how activity on social media may be contributed by ' <b>social bots</b> '.
		I can explain and recognise how social media can amplify, weaken or distort the apparent strength, validity, or popularity of sometimes extreme ideas, beliefs or opinions, (e.g. an ' <b>echo-chamber</b> ').
	14-18	I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material).
		I can assess how my developing ' <b>digital personality</b> ' might affect (focus or limit) the type of information returned to me in a search or on a social media stream.
		I can explain ways someone's own personal online choices, history and profile will be increasingly affecting the type of information returned to them in a search, on a social media stream or through targeted advertising or political messages. I can describe ways of recognising and assessing such targeting.
Health, well-being and lifestyle	11-14	I recognise and can discuss the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).
Copyright and ownership	11-14	I can explain why controlling copyright of my content may be limited when using social media, website and apps.
	14-18	I can evaluate whether current measures for preventing and responding to copyright theft are fit for purpose, e.g. with current social media use, private profiles etc.

#### 4.1.9 **Document 9: UKCIS Online Safety Audit Tool (UK Council for Internet Safety, 2020)**

This ten-page online document has been prepared for trainee and newly qualified teachers. It references other publications such as KCSIE and Teaching online Safety but is primarily a survey document asking new teachers to reflect and understand the limits of their knowledge. At one point, the document asks the reader to reflect on what they understand by 'online safety'. One question asks:

*A student in a focus group said, "I don't go online; I just use YouTube and Snapchat". What can we learn from this quote and how can we ensure that what pupils learn is relevant to their lives?  
(UK Council for Internet Safety, 2020:3)*

Through the comprehensive set of questions, newly qualified teachers are encouraged to reflect on online safety from different points-of-view and consider their own use of social media and how it could impact upon their professional career. The document concludes with the warning that over 200 teachers have lost their jobs in the past 4 years because of inappropriate online behaviour.

#### 4.1.10 **Curriculum Guidance**

Beyond the policy focus of this document review, several curriculum support publications were collected. The materials are produced by charities working in the UK with children and pupils. Mostly available online, they provide teachers and educators with lesson ideas and resources to support the teaching of eSafety. A summary of the publications reviewed is contained within Appendix A.6

#### 4.1.11 **Conclusions**

In the time since the publication of the 2012 National Curriculum, there has been an increasing focus from the government upon online safety. It is possible to identify development from generic comments about 'keeping safe online' and 'awareness of the danger' to a more specific appreciation of how various actors use social media to influence for personal, sexual, or commercial reasons. There is growing awareness of the recruitment of pupils to radical causes via social media which easily bypasses traditional controls such as the family or school. Also, in some of the most recent publications, there is reference towards teaching children about the potential benefits which may derive from social media use.

## 4.2 Ofsted

This thesis contains some original research into school inspection reports and how they reference social media. The outcome of the study is provided in section 4.2.2 below. First, for context, it will be helpful to understand from one key Ofsted publication how the issue of safeguarding and social media is addressed.

### 4.2.1 Document 10: School Inspection Handbook (Ofsted, 2018a)

The Ofsted Inspection handbook is updated annually. It is written for an audience of both school leadership teams and Ofsted inspectors and outlines how school inspections are organised, the responsibilities of the school and the inspectors, and the criteria for the judgements to be made. The inspection handbook does not mention social media. The term *online* appears twice, with reference to parent surveys and in the list of descriptions of outstanding schools:

- *Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.*
- *Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.*  
(Ofsted, 2018a:56 & 57)

In contrast, the term *safeguarding* appears on almost a third of the handbook pages. While the term is broad and often concerns issues of school safety and pupil behaviour, there are a couple of references which point unambiguously to e-safety.

*It is also essential that inspectors are familiar with the statutory guidance in relation to safeguarding:*

- *'Keeping children safe in education: Statutory guidance for schools and colleges'*

(Ofsted, 2018a:23)

As already seen in 4.1.5, KCSIE details school leadership responsibilities towards pupil safeguarding including e-safety. A couple of the judgement criteria for leadership and management, reference safeguarding and it is possible to see how this may involve issues relating to social media.

The following extract is a statement about the features of a 'good' school, and it is possible to see how safeguarding here can be taken to include online risks,

*Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.*

*(Ofsted, 2018a:48)*

While social media is rarely mentioned, the safeguarding agenda is a thread running through the report. While outstanding schools help pupils make extraordinary progress, offer a dynamic engaging curriculum, work well with parents and so forth, this must be within the context of sound safeguarding systems and outcomes; yet safeguarding is often about being preventative and protective. Arguably then, Ofsted's impact on the curriculum is to ensure that the *risks* and *dangers* aspects of safeguarding are effectively covered.

#### 4.2.2 Review of Inspection Reports

Using the method described in the previous chapter a web scraping of inspection reports took place in March 2019. The exercise accessed the most recent inspection report for each secondary school in England. While schools should be inspected every four years, there was a legacy policy of not reinspecting outstanding schools so long as their results and other data remained strong. Four schools had not been inspected since 2012. The low numbers for 2019 is due to the scraping taking place in March of that year and there being a six-to-eight-week period between inspection and publication of reports.

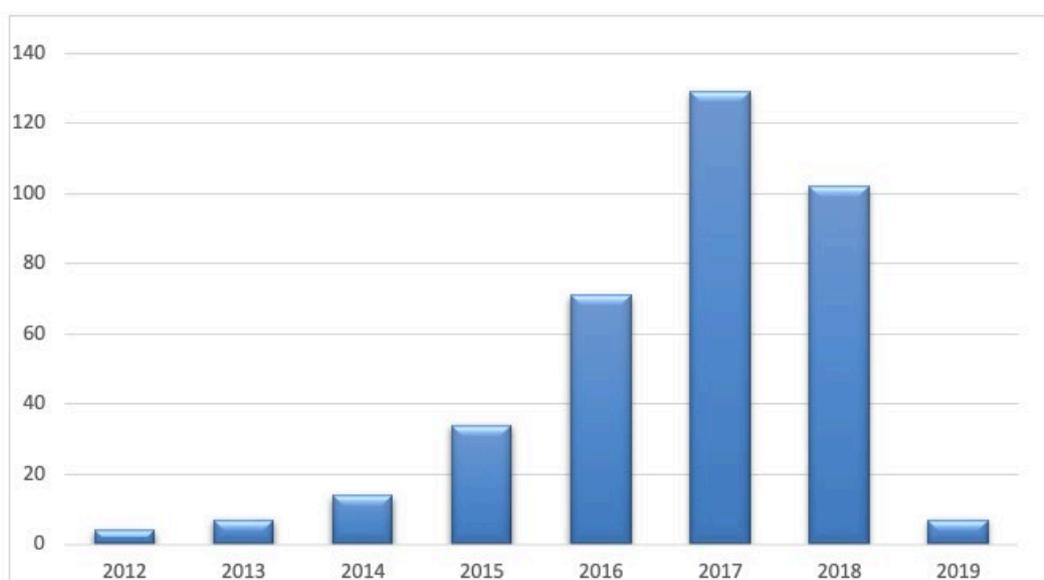


Figure 4-2 The Year of Publication for each Ofsted Report in the research sample

The reports which reference social media came from schools with inspection judgements across the continuum from 'outstanding' to 'inadequate'. The proportion of each judgement in the sample does not match the national distribution. Table 4-3 reveals that while 23% of all secondary schools are graded 'Outstanding', only 15% of the 'social media sample' had that rating. The proportion of 'Good' schools exceeded the national proportion by 10%. Schools 'Requiring Improvement' were 2% below and schools rated 'Inadequate' were 7% below the national proportions. It is not possible to account for these differences though it is fair to deduce that mention of social media in an inspection report is no indication of the overall judgement.

Table 4-3 Inspection judgements from sample schools compared with all secondary schools<sup>8</sup>

Research Sample			All Secondary Schools 2017/18	
Judgement	Number	%	Judgement	%
Outstanding	55	15%	Outstanding	22%
Good	241	65%	Good	53%
Requires Improvement	60	16%	Requires Improvement	17%
Inadequate	5	1%	Inadequate	8%
Other	8	2%		

#### 4.2.3 Where pupils learn about social media

Some Ofsted reports indicate where pupils gained their understanding of social media (Table 4-4). Around 60% of all social media mentions are linked with PSHE lessons, assemblies, or tutor times. The 25% of "unnamed" occasions are when generic terms such as "teaching", "lessons" or "learn" were used when attributing the pupil's knowledge or understanding to the efforts of the school but without identifying a particular subject.

It is worth noting how rarely Ofsted attribute learning about social media to either ICT or Computing lessons. Thus, while online safety is explicitly mentioned in the Computing KS3 Programme of study, schools are not required to teach these themes in Computing lessons. Schools can make a judgement about when and how the ideas are taught. It appears then that many schools believe that PSHE lessons, school assemblies and class tutor times are the most effective occasions for pupils to encounter this sort of teaching.

---

<sup>8</sup> Source: Ofsted, 2018:41

Table 4-4 Curriculum areas Ofsted indicate where learning about social media occurs

Name	References	%
Assemblies	52	23%
Curriculum	20	9%
Drama productions	1	0%
ICT	5	2%
Pastoral	2	1%
PSHE	56	25%
Tutor session	31	14%
Unnamed	57	25%

#### 4.2.4 How social media is referenced in the reports

In addition to noting where in the curriculum social media is mentioned, and the topics discussed, a simple code capturing whether the social media comment referenced social media teaching or pupil knowledge as a positive, negative, or neutral matter was applied (Table 4-5). It appears from this data that schools do an extraordinarily effective job of informing pupils about the risks and dangers of social media along with helping keep themselves safe while online. It was very rare for social media to be mentioned in negative terms.

Table 4-5 Categorisation of Ofsted Inspection Report comments referring to social media

Array of comments	Number	%
Positive comments	642	97%
Neutral comments	10	2%
Negative comments	8	1%

Table 4-5 can be best elucidated through exemplars. Negative comments were made where social media was found to be contributing to an undesirable aspect of school life. For example,

*Parents and some pupils did state that sometimes poor behaviour and bullying occurred outside lessons, often associated with social media.*

*Southeast England secondary school Ofsted Report (2017) Judgement: Requires improvement*

Negative comments also included occasions where adults were making poor use of social media, and this was having an impact.

*Some parents have formed a group which initially campaigned for the reinstatement of the previous headteacher. This group is now vocal in raising its concerns about the school. Their concerns include some issues identified by inspectors and referred to in this report. However, the group's extensive use of*

## Chapter 4

*social media means that it is often impossible or inappropriate for the school to respond.*

*Northeast England secondary school Ofsted Report (2018) Judgement:  
Inadequate*

Neutral comments are where social media is mentioned, but in terms that are neither positive nor negative. The following is the conclusion of a long sentence about 6th form provision.

*...[the pupils] also learn about health screening and consider issues such as driving safety and social media.*

*Southern England secondary school Ofsted Report (2016) Judgement: Good*

The positive comments are numerous and have many forms. The most common positive phrase used was in association to pupil's knowledge about how to 'keep themselves safe' or having 'awareness of the risks' associated with social media.

*Pupils are aware of dangers such as knife crime and the risks associated with using social media. They know how to keep themselves safe.*

*London secondary school Ofsted Report (2018) Judgement: Requires Improvement*

*You make sure that pupils understand the potential risks and dangers associated with, for example, substance misuse and the use of social media, through careers, personal, social and health education lessons and assemblies.*

*Midlands secondary school Ofsted Report (2016) Judgement: Good*

Sometimes the term social media is included in a complex paragraph whose purpose appears to be bringing together several diverse unconnected themes.

*Both form time and personal, social and health education lessons provide good opportunities for learning about broader topical issues including fundamental British values, staying healthy and keeping safe using social media.*

*Outer London secondary school Ofsted Report (2018) Judgement: Good*

*The students articulate an excellent understanding of different types of safe and unsafe practices and clearly know what to do in order to protect themselves, including when using social media networking and using the internet in different*

situations.

*Midlands secondary school Ofsted Report (2014) Judgement: Outstanding*

*Pupils report that they feel safe, well cared for and know which staff to speak to if they have a concern. They are knowledgeable about the pitfalls of social media and how to stay safe. The school's surveys of pupils show that the vast majority are positive about the school and the work of the specialist staff who support them.*

*Outer London secondary school Ofsted Report (2016) Judgement: Good*

The final part of this analysis considered the themes mentioned by Ofsted in relation to social media. Fifty-four separate codes were generated to capture the range of positive comments. The ten most frequently assigned codes are shown in Table 4-6. Together these represent 80% of the positive codes applied.

Table 4-6 The Top 10 Positive Codes applied to Ofsted comments

Comment	Number	%
How to stay safe	197	31%
Knowledge of risks	103	16%
Awareness of dangers	92	15%
Staff impact	31	5%
Cyberbullying	26	4%
E-safety	25	4%
Visitor knowledge	15	2%
Sexting	11	2%
Strong school leaders	7	1%
Responsible behaviours	5	1%
Other	121	19%

Table 4-6 suggests that most comments are about pupil knowledge of safety and their management of risks and dangers while using social media. Just under 10% of the positive comments relate to adults displaying knowledge or skills in support of the pupils and 2% relate to a specific negative behaviour that has inherent risks for pupils, for example, sexting. Sexting is a topic of concern and is specifically mentioned in KCSIE.

#### 4.2.5 Conclusions

Just 13% of schools in the sample have a comment referring to social media. However, when it is mentioned, it is most likely part of the evidence supporting the strength and effectiveness of the school. While headteachers will not undertake this type of systematic study, they do read other school's Ofsted reports and will be aware of the sort of issues which reportedly trip up schools or

## Chapter 4

are used positively. As Perryman et al (2017) identified in their reflection of Ofsted's influence on schools,

*... there was a definite sense that Ofsted's agenda, as detailed in their framework for inspection was, to some extent, driving the response to policy; if it was valued, and was to be judged by Ofsted, then it would be valued by the school. (Perryman et al, 2017:154)*

As seen earlier, Ofsted is an evidence-based organisation, only reporting on elements of school life where evidence has been gathered. While it is possible for inspectors to observe an assembly or PHSE lesson where social media safety is being discussed, it can also be gathered through conversations with pupils in corridors or at lunch time. There is not much depth of knowledge required to provide 'correct' answers about passwords, online identity and knowing how to report issues.

The next section reports on the review of school policies which reference social media gathered.

### **4.3 School policies**

A sample of schools was asked to provide examples of policy documents that referenced social media. Policy documents are written to ensure there is a collective approach to the way a school deals with issues and to ensure consistency of institutional behaviour and clarity of expectations. While some policies must be published on school websites, none of them has to reference social media (Department for Education, 2014). Thus, it remains up to individual schools to determine whether they specifically reference social media in their policies.

#### **4.3.1 Coding Policies**

Following the FOI request forty-two schools contributed a total of 311 policies documents (an average of six per school). Each policy was uploaded into NVivo and searched for terms associated with social media such as 'social media', 'social network' etc. alongside platform names ('Facebook', 'Twitter' etc.). The same keyword searches were applied to every document. Documents with no occurrences of the terms were excluded from further analysis. The coding used was developed from a grounded approach as outlined in chapter 3.

#### 4.3.2 Policies referencing social media

Social media was mentioned in different policies (Table 4-7), with the three most common being Child Protection Policies (sometimes named the Safeguarding Policy), Anti-Bullying Policies and E-Safety Policies (also named Online Safety Policies). These policies all focus on the responsibility of schools to keep children safe from harm. The theme has always been present in schools but the issue of proactive safeguarding of the young and vulnerable came into sharp focus following the torture and murder of eight-year-old Victoria Climbié at the hands of her guardians in 2000. The subsequent reports (Laming, 2003 and Laming, 2009) made very clear that anyone who works with children, be they in the medical profession, youth services, social services, the voluntary sector or schools, has an unequivocal duty of care towards the children they work with. OFSTED in 2011 brought further clarity by stating:

*There can be no issue of greater importance to parents and carers, or to schools, than the safety of their children; safeguarding remains high on Ofsted's agenda and will continue to do so.*

*(OFSTED, 2011:4)*

Therefore, the inclusion of social media in Safeguarding and Safety Policies within 97% of the schools in this sample is evidence of schools taking seriously this aspect of risk reduction and wider care issues. 40% of schools provided explicit expectations about how pupils, and staff, should use computers and social media. This was often implemented through Acceptable Use Policies (AUPs). Also, 40% of the schools had a specific Social Media Policy, but it should be noted that these wide-ranging documents often focussed upon the behaviour of adults in the school as much as pupils.

Table 4-7 School policy documents that refer to social media

Name	Files	% Schools
Safeguarding - Child Protection	41	98%
Anti-Bullying	33	79%
E-Safety - Online Safety Policy	30	71%
AUP - Staff	18	43%
Behaviour Policy	18	43%
AUP - Pupils	17	40%
Social Media Policy	17	40%
Mobile Phone	7	17%
Staff Code of Conduct	7	17%
SRE	4	10%
Parent Expectation Policy	3	7%
E-mail Policy	2	5%
IT Policy	2	5%
Peer on peer abuse Policy	2	5%
Prevent Policy	2	5%
Anti-radicalisation	1	2%
AUP - Volunteers	1	2%
Data Protection Policy	1	2%
Keeping Children Safe in Education	1	2%
PSHE Policy	1	2%
Relationships Behaviour Policy	1	2%
Social Network Guide	1	2%
Staff Harassment and Bullying	1	2%
Use of Images	1	2%

### 4.3.3 Named platforms

Many school policies used the generic term “social media”. However, on over three hundred occasions platforms were identified through their names. The full list of names is in Table 4-8. The most frequently named platform was Facebook, unsurprising perhaps since it is the world’s largest social media site with over 2.2 billion active users (Statista, 2019). Some of the named platforms though are defunct such as, Blackberry Messenger (closed 2019), ooVoo (closed 2017), Yammer (closed 2019) and Wetpaint (closed 2018). Other policies identify niche platforms, possibly in response to an historic issue at the school. The platform Ning, for example, was named in two policies from one school. It is possible that the school at some point experienced difficulties arising from pupil use of Ning and consequently the commercial name was inserted into their policies. It is curious to note that the third most frequently named site was Twitter. Twitter is the eleventh largest social media platform (Statista, 2019) and is reportedly used by a

declining number of young people (fewer than 1 in 5 according to Ofcom, 2017), though it is likely to be of greater interest to adults. This leads to the suggestion that policies may not always be written with reference to the lives of the pupils. There is a further issue of ensuring that policies are kept up to date. Some of the references appear dated, even if the platforms are still available.

#### 4.3.4 Risks identified in policies

Before considering the risks identified in the policies it is important to note that some did refer positively to social media. For example,

*“[Name of school] identifies that the internet and information communication technologies are an important part of everyday life, so children must be supported to be able to learn how to develop strategies to manage and respond to risk and be empowered to build resilience online”.*

*South Coast School*

Most comments though identified dangers (Table 4-9), the foremost of which, in terms of the number of citations, is *cyberbullying*; a broad term that does not only apply to activity on social media; however, the assumption here is that social media can be a tool supporting abuse. The next highest concern, receiving half as many references is sexting which may be evidence of policy documents reflecting concerns appearing in statutory documents such as KCSIE. Four schools identified a potential institutional risk of damage to the school’s reputation due to pupil misbehaviour on social media.

Table 4-8 - Social media named in school policies

Name	Files	Percent
Facebook	40	13%
Chatroom	37	12%
Twitter	35	12%
YouTube	27	9%
Blogs or Wikis	16	5%
Instagram	16	5%
forums	13	4%
Instant Messenger	11	4%
Multiplayer online games	11	4%
Snapchat	11	4%
E-mail	10	3%
Myspace	8	3%
Flickr	7	2%
Bebo	6	2%
Text Message	6	2%
Podcasting	5	2%
Bulletin Boards	4	1%
Del.icio.us	4	1%
LinkedIn	4	1%
MSN	4	1%
Wikipedia	4	1%
ooVoo (Closed Nov 2017)	3	1%
Google Chat	2	1%
Google+	2	1%
Ning	2	1%
Tumblr	2	1%
WhatsApp	2	1%
Windows Live	2	1%
Blackberry messenger	1	0%
Hotmail	1	0%
Mailing lists	1	0%
Personal websites	1	0%
Sahara	1	0%
Skype	1	0%
Wetpaint	1	0%
Yammer	1	0%

Table 4-9 – Social media ‘dangers’ identified in school policies

Item	Files	% Files
Abuse	21	7%
Bringing school into disrepute	4	1%
Child exploitation	9	3%
Cyberbullying	115	39%
Inappropriate images	29	10%
Loss of control over personal information	5	2%
Peer on peer abuse	14	5%
Radicalisation	17	6%
Sexting	51	17%
Other	29	10%

#### 4.3.5 Positive comments

Within the policies, there were just three comments acknowledging benefits arising from social media. One school promised to use their social media channels to “publicise, inform and communicate” in positive manner. Another school recognised that social media provided a “unique forum” for sharing information and participating in discussions. A third school stated that notwithstanding that it was necessary to have a social media policy for staff and contractors, it was while “...recognising the benefits of social media for new opportunities for communication...”. None of the policies indicated any intrinsic benefits to pupils from using social media.

#### 4.3.6 Risks to staff in policies

This review included a significant proportion of policies referring to school staff, their behaviour, and the need for them to keep both professionally and personally safe (Table 4-10).

The single greatest risk identified for staff employed by schools was their social media use with the potential of bringing the institution into disrepute. Examples given included staff using social media in school time, making disparaging comments about the school’s management or colleagues, or poor communication with parents via social media. Most schools stated that staff should not ‘friend’ pupils or former pupils on social media. Four schools went as far as advising staff not to ‘friend’ their work colleagues. While there are several safeguarding issues such as not posting images of pupils on social media accounts, much of the effort was towards securing a professional tone and guiding staff about how to use social media on behalf of the school and within their private lives.

Table 4-10 Risks to staff from social media

Item	Files	% Files
Bringing the school into disrepute	30	11%
Contacting pupils over SM	19	7%
Cyberbullying	20	7%
Friending pupils	25	9%
Friending colleagues	4	1%
Data Protection Act	8	3%
Identifying staff	3	1%
Keep SM professional and appropriate	11	4%
Maintaining professional tone	12	4%
No personal accounts for school	10	4%
Privacy settings	20	7%
Publishing own image on SM	3	1%
Sharing personal details	10	4%
Staff keep professional distance	10	4%
Staff posting images of pupils	12	4%
Using school details to set up personal SM	9	3%
Other	71	26%

#### 4.3.7 Conclusions

The literature review suggested that policies are expressions of human belief. If school leaders consider cyberbullying harmful to their pupils, then a policy outlining mitigation and responses to the issues will be the result. Of course, some beliefs could be simply reflecting the priorities and concerns of others including Ofsted, government, the press, or parents. What is clear from the policy review is that social media is often mentioned and appears in a wide range of situations, many of which are not referencing pupils. Staff, both teachers and support staff, seemingly require clear guidance about their use of social media in relation to the workplace.

The extent of Ofsted's impact on these policies is difficult to gauge. Although with all but one school returning a Safeguarding Policy this suggests a determination to respond to KCSIE. Policies are one thing, the execution and delivery of them is another matter.

The final section of this chapter reviews the curriculum materials gathered from schools.

## 4.4 Curriculum Materials

Most secondary schools at some point will teach pupils something about social media. As seen earlier, the National Curriculum Programme of Study for Computing places on schools some statutory priorities (Department for Education, 2013). While social media is not specifically mentioned, many schools will interpret *online identity* and *safe use of technology* as concepts which apply to social media. While the imperative is written into the Computing curriculum,

schools are free to deliver the teaching anywhere they choose. Consequently, many schools incorporate this strand of the Computing curriculum within the PSHE curriculum. Further, while these topics can be delivered through lessons, they can also be delivered through assemblies and tutor times.

The schools were asked to share documentary evidence of any curriculum materials used at KS3 which refer to social media. An eclectic mix of letters, curriculum overviews, schemes of work, lesson plans, teaching materials and pupil work sheets were received. While some schools just wrote a paragraph or two of outlining their teaching programme, many returned multiple documents comprising of planning papers, PowerPoint slides and worksheets. The materials were reviewed and coded in NVivo.

#### 4.4.1 Document types

While conclusions cannot be drawn in terms of the type of document received, it may be helpful to understand the range and frequency of what schools shared. The most common return was teaching PowerPoints which represented a third of all the documents amassed (Table 4-11). These presentations are created by teachers for projection on classroom whiteboards and consequently the slides help to structure the lesson and reinforce key learning messages. Although lessons have not been observed for this study, the PowerPoints are useful in terms of understanding the visual material pupils see. One of the crucial slides in the analysis of the PowerPoints is the title slide, since that often provided an insight into the way the whole lesson is introduced or *framed* for the pupil. The title slides often stated the learning objective, a key question or simply had a word or phrase stating the topic. This lesson framing is discussed further in section 4.4.3.

Just over 10% of the contributions were commercially produced material. Thirteen separate commercially produced documents were received, these came from six schools. No two schools provided the same materials. This implies that most schools create their own teaching materials, albeit the work may involve adopting ideas from various sources. Even then, there were very few repeated images or ideas. The only item received from several schools was a dummy Facebook profile page called Fakebook (Figure 4-3). While a copy of the graphic was found on the US based SlideShare portal ([www.slideshare.net](http://www.slideshare.net)), it is not possible to verify whether this was the original source of the image.



Figure 4-3 The Fakebook worksheet returned by several schools – source unknown

The only other source of shared materials was slides or ideas derived from one of the annual Safer Internet Days<sup>9</sup>. Safer Internet Day (SID) is a pan-European event which provides training materials for schools, families and children looking into all aspects of Internet safety. Each year has a different theme. It appears that some of the SID materials are retained and reused.

Table 4-11 Type of document submitted

	Number of items	Percentage
Assembly PowerPoint	4	4%
Commercial Publications	13	13%
Curriculum overview	13	13%
Lesson plans	3	3%
Other	10	10%
Pupil Worksheets	10	10%
Scheme of Work	14	14%
Teaching PowerPoints	31	32%

<sup>9</sup> [www.saferinternetday.org](http://www.saferinternetday.org)

The categories applied in Table 4-11 are as follows: a curriculum overview is a publication which summaries the teaching in a subject over several years. For example, a PSHE *overview* would list the teaching topics over Years 7, 8 and 9. As such, for example, Year 7 term 3 might be entitled *e-safety*, but there would be no further details. A *scheme of work* on the other hand will break down a topic into a series of lessons, each with a learning point or key question. A *lesson plan* details an individual lesson. The *Pupil Worksheets* category included some workbooks which supported an entire topic's learning and some single lesson worksheets.

#### 4.4.2 Curriculum areas

While it was not always possible to recognise which curriculum area material was associated with, where it could be identified, documents were coded against a curriculum area. Well over half the coded documents came from the PSHE curriculum with a further third coming from the Computing or ICT curriculum (Table 4-12). This PSHE preponderance is perhaps not surprising since the subject area can reference social media within a wide range of contexts including cyberbullying, careers education, health, and well-being.

Table 4-12 Curriculum Area of documents submitted

	Number of items	Percentage
Assembly	4	8%
Computer Science/ICT	17	33%
PSHE	29	57%
Tutor Time	1	2%

#### 4.4.3 Lesson framing

One strand of analysis studied how a topic was introduced at the start of the lesson. A lesson's framing sets in the teacher's and/or pupil's mind the tone of what will follow. Where it was possible to determine a particular framing, it was usually identified from the lesson's key question or learning aim. When assessing the content of teaching PowerPoints, the words within in the title slide at the start of a lesson is one indication of how the learning is framed. From the analysis, where the lesson planning was sufficiently detailed, it was possible to draw up Table 4-13 to indicate the most common lesson themes making referencing to social media.

Table 4-13 Lesson Framing

	Number of items	Percentage
Cyberbullying	14	16%
Dangers	11	13%
Digital Footprint	3	3%
eSafety	39	45%
How to lessons	9	10%
Sexting and other issues	5	6%
Positive Framing	6	7%

Social media was most likely to be included within the context of 'e-safety' learning. This implies a neutral approach where the lesson's planner assumes that keeping themselves safe is something pupils wish to do, and the lesson will provide advice or guidance. The second most common context for social media was 'cyberbullying' and 'dangers' was the third most common framing. In these lessons pupils needed to consider how they should behave or act to counter the potential dangers associated with being online. The dangers identified included contact with strangers, identity theft and health issues arising from technological addiction. One in ten lessons were introduced as 'How to' lessons: 'how to read tweets', 'how to use chatrooms', etc. The final three topics referred to sexting and possession of sexual image issues and 'Digital Footprint'. Although this term was rarely used to frame lessons, it is an enormously important concept which, as will be shown later, is often mentioned in lessons. A digital footprint is the personal data left behind after anyone has used the Internet or social media. It could be personal information such as posts or photographs, or the online behaviours such as 'likes' which are seen by other people and captured by social media companies. As such digital footprints can be passive activities where user data is captured, or active where users generate content. The digital footprint is often mentioned in schools with reference to future careers. Pupils are encouraged to think about how their post may be viewed by future employers seeking to select a suitable candidate for a job.

Just 7% of lessons referred to social media in a positive light. These included topics such 'how to develop positive mental health online', 'how to create, connect and share with other users' and 'be proud of your body image'.

#### 4.4.4 **Named social media**

One area of interest again concerned which social media platforms were named in the curriculum documents. The coding took no account of whether the documents are written for pupil or staff documents. It was assumed that an exemplar in the planning could be shared with pupils. If a

social media name is used repeatedly in a document, it was only counted as one reference in Table 4-14.

The most common examples used are Facebook (24%) and Twitter (14%). While these are popular platforms, they are not the ones which pupils use in high numbers. Ofcom research indicates that the social media sites most used by children aged 5-15 are Instagram (35%), Snapchat (34%), Facebook (32%), Twitter (13%) and Pinterest (9%) (Ofcom, 2021). One obvious omission from the list is TikTok, though the report states:

*While use of YouTube (to watch content) was consistent across ages, TikTok (65%), Instagram (65%), Facebook (50%) and Snapchat (53%) were more likely to be used by 12-15s. Among this age group, girls were more likely than boys to use TikTok and Snapchat, but no differences by gender were seen in use of the other sites/apps.*  
(Ofcom 2021:14)

This suggests that TikTok is more widely used by the older age group, yet none of the school materials received named the platform.

A further reflection on Table 4-8 suggests confusion within some policies regarding what constitutes social media. This is also the case with some teaching slides where there are suggestions that Google, IMBD and email are social media. While the document request was not seeking teaching about online gaming, there were many lists and images of multiple “social media” sites and just one reference to gaming which was included in a commercial PowerPoint slide.

Table 4-14 Social media names used in the documents

Name	Number of items	Percentage
Facebook	35	24%
Twitter	20	14%
Instagram	12	8%
Snapchat	11	8%
WhatsApp	8	5%
YouTube	8	5%
Blogs	6	4%
Chatrooms	5	3%
Google	4	3%
LinkedIn	3	2%
Pinterest	3	2%
e-mail	2	1%
Instant messaging	2	1%
Kik	2	1%
MySpace	2	1%
Stumble Upon	2	1%
Wikipedia	2	1%
Digg	1	1%
Flickr	1	1%
Forums	1	1%
Gaming - generic term	1	1%
Google Hangouts	1	1%
IMDB	1	1%
Instagram Collage	1	1%
Lost FM	1	1%
MSN	1	1%
Musical.ly	1	1%
Orkut	1	1%
Periscope	1	1%
Podcast	1	1%
Skype	1	1%
Technorati	1	1%
Tumblr	1	1%
Vlog	1	1%
Xbox live	1	1%
Yelp	1	1%

#### 4.4.5 Teaching points

Beyond the overall framing of lessons, the coding also identified numerous teaching points indicating how schools seek to help pupils understand about social media. The most frequently identified topics are listed in **Error! Reference source not found**. There is a wide range of approaches and references within the schemes and lesson plans submitted.

Two issues of note are the schools recognising that social media use can have negative impacts on pupils' mental health and wellbeing. Consequently, they are delivering lessons about information overload and how to create digital well-being. Also, pupils are taught to report online issues to CEOP, teachers, parents, or the platforms themselves.

The full list of curriculum content codes is in Appendix J. A total of 86 codes were generated. Schools take a varied approach to teaching about social media including, asking pupils to think about how they can present themselves well online, approaching social media from a 'rights and responsibilities' perspective looking first at what rights are signed over to the social media companies when setting up an account then moving on to consider what rights they as users have.

The focus of this study is not to critique or discuss the efficacy of any of these approaches. However, it is possible to conclude that schools are addressing social media within PSHE and Computing lessons covering a diverse, and often creative, range of themes and ideas.

#### 4.4.6 Pupil actions

In some lessons pupils are given suggestions about how they should respond to negative behaviour or inappropriate social media content. (Figure 4-4).

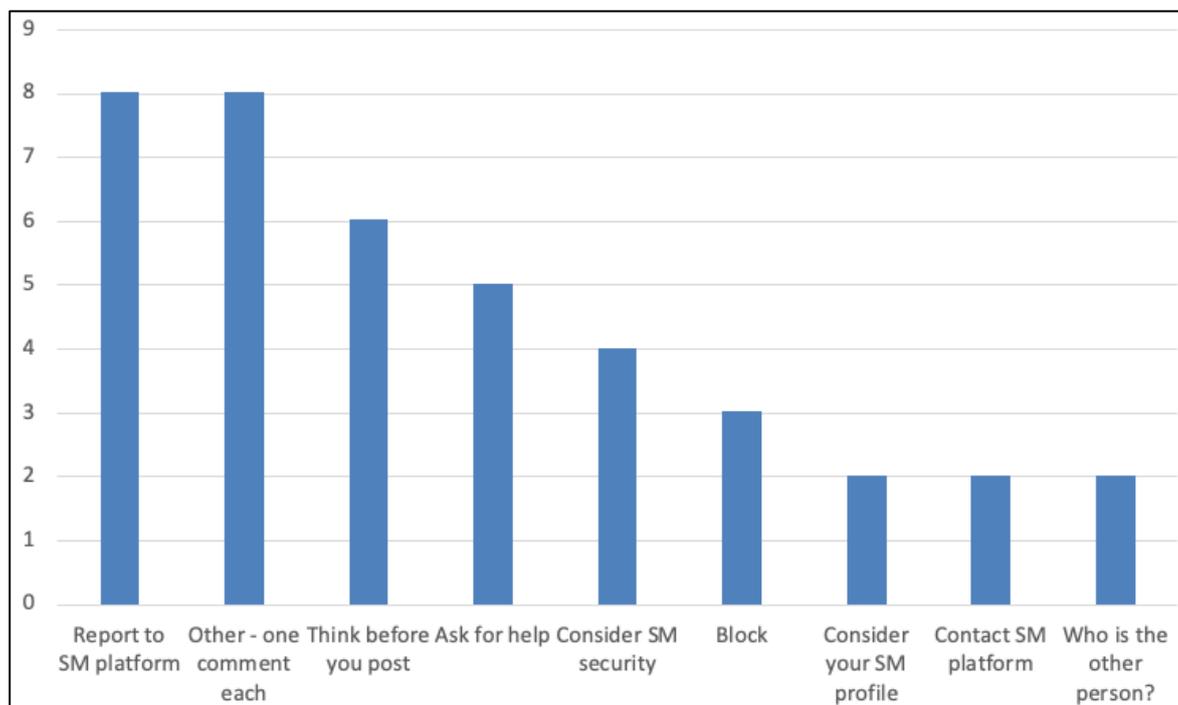


Figure 4-4 - The actions pupils are told to take as a response to social media issues

Reporting issues to social media companies was the most common piece of advice. This may reflect the fact that most social media access happens outside the school day and therefore any

## Chapter 4

issues arising from using the platforms, should ideally not become a school issue. Much of the advice is proactive and encourages the young people to take positive action including blocking people, being on top of privacy settings and thinking before they post.

### 4.4.7 Conclusion

While the school policies had much in common, in terms of the issues they addressed and the responses. The curriculum materials, while fewer in number were a far more diverse set of documents with great variation in approach and content.

It is possible to see some direct links between government priorities, particularly with reference to safeguarding. But there was a wider selection of topics and approaches which schools use. Only a couple of schools provided the same curriculum materials, so it appears that many are creating bespoke curriculum materials. It was comparatively rare to find schools prioritising positive messages about social media though there is a drive to support young people to become aware, confident, and knowledgeable users of the technology.

One omission from these materials, was any encouragement for the pupils to be critical thinkers around their use of social media. It is one thing to tell pupils what they should or should not do, it is another to help them to think independently and apply their thinking to a wide set of situations.

## 4.5 Conclusions – Phase 1 - Documentary Evidence

Over the past ten years the government has published increasingly detailed and specific guidance regarding what schools should teach about social media. The 2013 National Curriculum spoke of the 'safe use of technology', 'respectful behaviour' and 'protecting privacy' while KCSIE requires action against sexting, cyberbullying, and radicalisation. School effectiveness in teaching these themes is reported by Ofsted. Schools know they are accountable and need, in part through their policies but more important their practices, to have pupils who are knowledgeable and well informed. The evidence from the review of inspection reports suggests that schools have a curriculum that currently meets this standard; though whether the gathering of "correct" answers is the same as having pupils who always behave appropriately is another question.

The broad safeguarding agenda is visible within the policies. More surprising perhaps is the variability of curriculum responses. There appears to be little commonality and much originality in the teaching schemes seen, written to support pupil use of social media. This study is not about the effectiveness of teaching programmes, this can be work for others to consider, however it does appear that a 'risks and dangers' thread, is often visible within the curriculum. It is not

possible to know whether these topics would be in the curriculum without statutory guidance from the government.

The next chapter introduces the results from the two schools whose pupils completed the survey.



## Chapter 5 Results: Phase 2 – Pupil Survey

The substantive primary data supporting this research was generated through two phases of activity involving pupils and children. The first phase was a survey completed by pupils attending schools A and B. Once the survey data was gathered, the original plan was to share the survey results back with pupils from schools A and B; using the results as a catalyst for discussion. However, Covid restrictions resulted in schools being closed during the second phase of data collection. Consequently, interviews and focus groups were only possible by recruiting children who did not attend Schools A or B.

The chapter is structured as follows:

- **Section 1 – The Pupils** – introduces the pupils who completed the survey. There follows a comparison of the two schools’ results concentrating on how and where the pupils access social media.
- **Section 2 – The Research Questions** – the second section reports on results which support answering the research questions

### 5.1 Section 1 – Survey Results

The survey was described in chapter 3 and there is a copy of the paper version in Appendix D.

#### 5.1.1 Question 1 – Pupil school year

The number and year group of pupils completing the survey is shown in

Table 5-1. The pupil’s year group was the only personal information gathered and it provides a proxy for their age. Year 7 pupils are aged 11 or 12. Year 8 pupils are aged 12 or 13 and year 9 pupils are aged 13 or 14. So in terms of social media, use where platforms generally have a minimum age limit of 13 years, Year 8 is the cusp when young people may first legally have social media accounts; notwithstanding that many get accounts when younger.

Table 5-1 A breakdown of the number of completed surveys from pupils in Schools A and B

	Year 7	Year 8	Year 9	Not given	Totals
School Total (percentages shown in brackets)					
<b>School A</b>	207 (52)	184 (46)	0 (0)	5 (1)	396
<b>School B</b>	29 (40)	17 (24)	24 (33)	2 (3)	72
<b>Totals</b>	236 (50)	201 (43)	24 (5)	7 (1)	468

School A supported the data collection by allowing pupils to complete the paper surveys in PSHE lessons, though due to the school's curriculum design, it was only able to involve years 7 and 8. Pupils in School B completed the online version of the survey as a voluntary extra-curricular activity. Between the schools, Year 7 provided 50% of the data while years 8 and 9 combined provided 48% of responses.

The following four sections (5.1.2 – 5.1.4) evaluate the backgrounds and experiences of pupils in the two schools.

### 5.1.2 Question 7 – How pupils access social media

While this is the penultimate survey question, it is appropriate to consider these results first since it provides contextual information about the respondents. The question was only completed by pupils who reported having social media profiles and it asks about the hardware they use to access their social media accounts.

Table 5-2 Question 7: How pupils in schools A and B access their social media accounts

	School A			School B			School A & B Combined		
	Never	Sometimes	Often	Never	Sometimes	Often	Never	Sometimes	Often
Mobile Phone	3	14	306	1	5	41	4	19	347
Desktop PC	132	142	48	17	23	7	149	165	55
Tablet PC	19	136	168	14	19	15	33	155	183
Games Console	155	74	94	32	9	5	187	83	99
	Never	Sometimes	Often	Never	Sometimes	Often	Never	Sometimes	Often
Mobile Phone	1%	4%	95%	2%	11%	87%	1%	5%	94%
Desktop PC	41%	44%	15%	36%	49%	15%	40%	45%	15%
Tablet PC	6%	42%	52%	29%	40%	31%	9%	42%	49%
Games Console	48%	23%	29%	70%	20%	11%	51%	22%	27%

The device most used by pupils from both schools to access social media is a mobile phone (Figure 5-1a). Tablet computers are the second most used device with the combined 'sometimes' and 'often' use at 91% (Figure 5-1c). The graphs (Figures 5-1c and 5-1d), demonstrate some visible difference in the response rates between the two schools. To test whether this is a statistically significant difference, a Chi-Square Test of Independence was used to determine whether there is an association between the categorical variables. This is a nonparametric test, which is appropriate since neither data set forms a normal distribution.

Chi-Square was the test applied to determine whether it is possible to reject the null hypothesis. The analysis was conducted using SPSS 26<sup>10</sup>. A full description of the process is provided for the first question (7a), with just summary results provided thereafter.

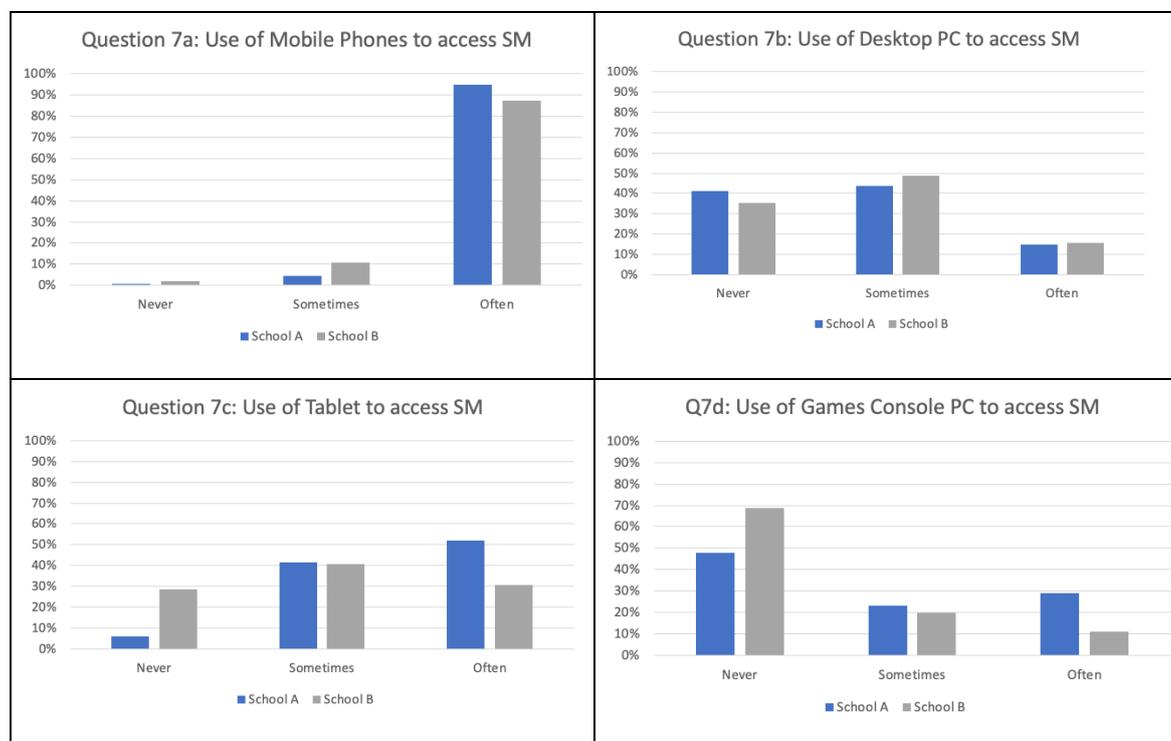


Figure 5-1 Results of Question 7 from Schools A and B

For survey question 7a:

**H<sub>0</sub>:** There is no difference in the rate of accessing social media via mobile phones between School A and School B pupils

**H<sub>A</sub>:** There is a statistically significant difference in the rate of accessing social media via mobile phones between School A and School B pupils

<sup>10</sup> IBM Corp. Released 2019. IBM SPSS Statistics for Windows, Version 26.0. Armonk, NY: IBM Corp

Tables 5-3 Chi-Square test for Question 7: Use of mobile phone

Cross Tab				
Count		School A	School B	Total
Mobile Phone	Never	3	1	4
	Sometimes	14	5	19
	Often	306	41	347
Total		323	47	370

Chi-Square Tests			
	Value	Df	Asy. Sig.
Pearson Chi-Square	3.967 <sup>a</sup>	2	.138
Likelihood Ratio	3.231	2	.199
N of valid cases	370		

Critical values			
Probability exceeding			
d	.05	.01	.001
1	3.841	6.635	10.828
2	5.991	9.210	13.816
3	7.815	11.345	16.266

Symmetric Measures			
		Value	Approx. Sig.
Nominal by nominal	Phi	.104	.138
	Cramer's V	.104	.138
N of valid cases		370	

Reading the Chi-Square critical values table (see above) for 3 degrees of freedom, the test value is 3.967 which is less than 7.815 meaning we are unable to reject  $H_0$ . This means it is safe to conclude that there is no statistical difference in the rates of mobile phone usage between the two schools. (Note: having 3 cells with fewer than 5 is not an issue for this test).

Table 5-4 Summary of Chi-Square Analyses of Question 7  $\alpha=.05$

Category	Chi Square Value	Cells < 5	Reject null hypothesis? (5.991)
Mobile Phone	3.967	3	No
Desktop	.553	0	No
Tablet PC	9.682	0	Yes
Games Console	8.381	0	Yes

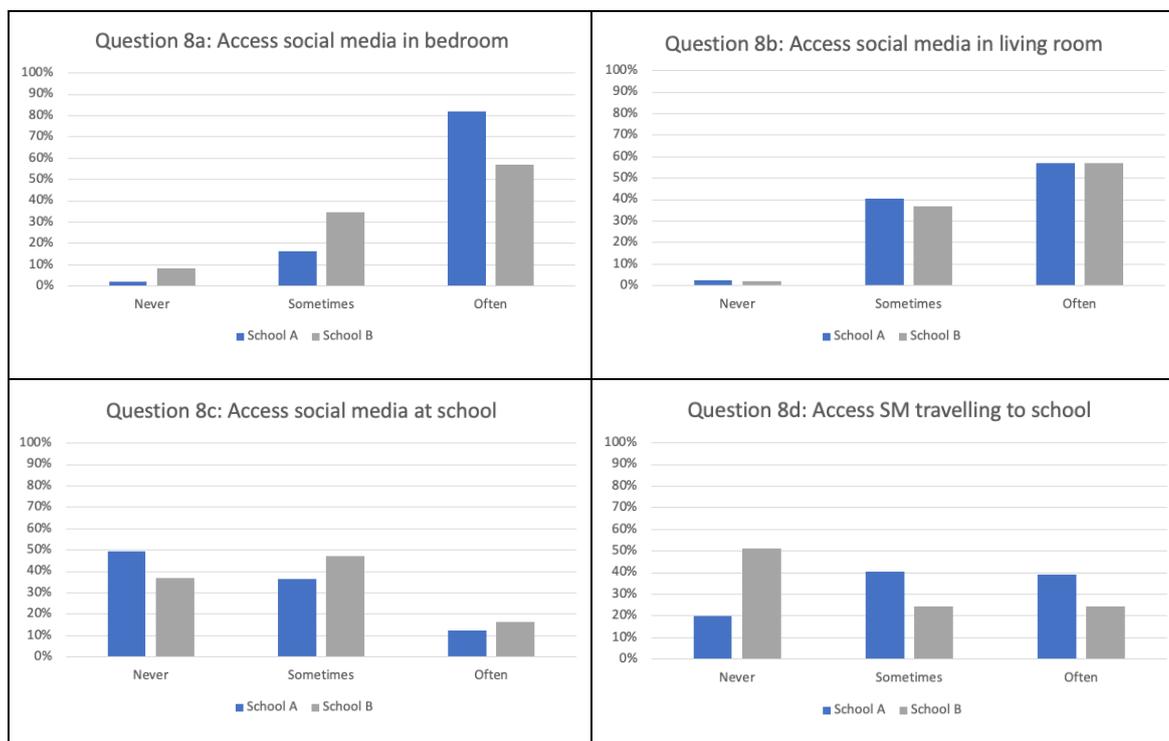
Table 5-4 indicates where the null hypothesis can be rejected. It is possible therefore to conclude that the rates at which pupils in Schools A and B access social media on tablets and games consoles are statistically different. School B pupils are more likely to use tablet computers than those attending School A, while School A pupils are more likely to access their games consoles than School B. Whether these differences are an indication of affluence, culture, or other local idiosyncrasies it is not possible to determine. As the final phase of the data collection did not involve pupils from either of these schools, this line of enquiry is frustrated.

### 5.1.3 Question 8 – Where pupils access social media

The survey's final question asked the pupils to report where they access social media. Access in the bedroom is presumed to be a pupil's private space at home, the living room is regarded as a public space.

Table 5-5 Question 8: Where pupils in schools A and B access their social media accounts

	School A			School B			School A & B Combined		
	Never	Sometimes	Often	Never	Sometimes	Often	Never	Sometimes	Often
Bedroom	6	52	264	4	17	28	10	69	292
Living Room	8	130	184	1	18	28	9	148	212
At School	159	117	40	18	23	8	177	140	48
Travel to School	64	130	126	25	12	12	89	142	138
Friend's House	20	134	167	14	20	15	34	154	182
Shopping	123	121	74	29	15	5	152	136	79
Transport	44	116	157	14	22	13	58	138	170
Outdoors	83	149	85	18	24	5	101	173	90
	Never	Sometimes	Often	Never	Sometimes	Often	Never	Sometimes	Often
Bedroom	2%	16%	82%	8%	35%	57%	3%	19%	79%
Living Room	2%	40%	57%	2%	38%	60%	2%	40%	57%
At School	50%	37%	13%	37%	47%	16%	48%	38%	13%
Travel to School	20%	41%	39%	51%	24%	24%	24%	38%	37%
Friend's House	6%	42%	52%	29%	41%	31%	9%	42%	49%
Shopping	39%	38%	23%	59%	31%	10%	41%	37%	22%
Transport	14%	37%	50%	29%	45%	27%	16%	38%	46%
Outdoors	26%	47%	27%	38%	51%	11%	28%	48%	25%



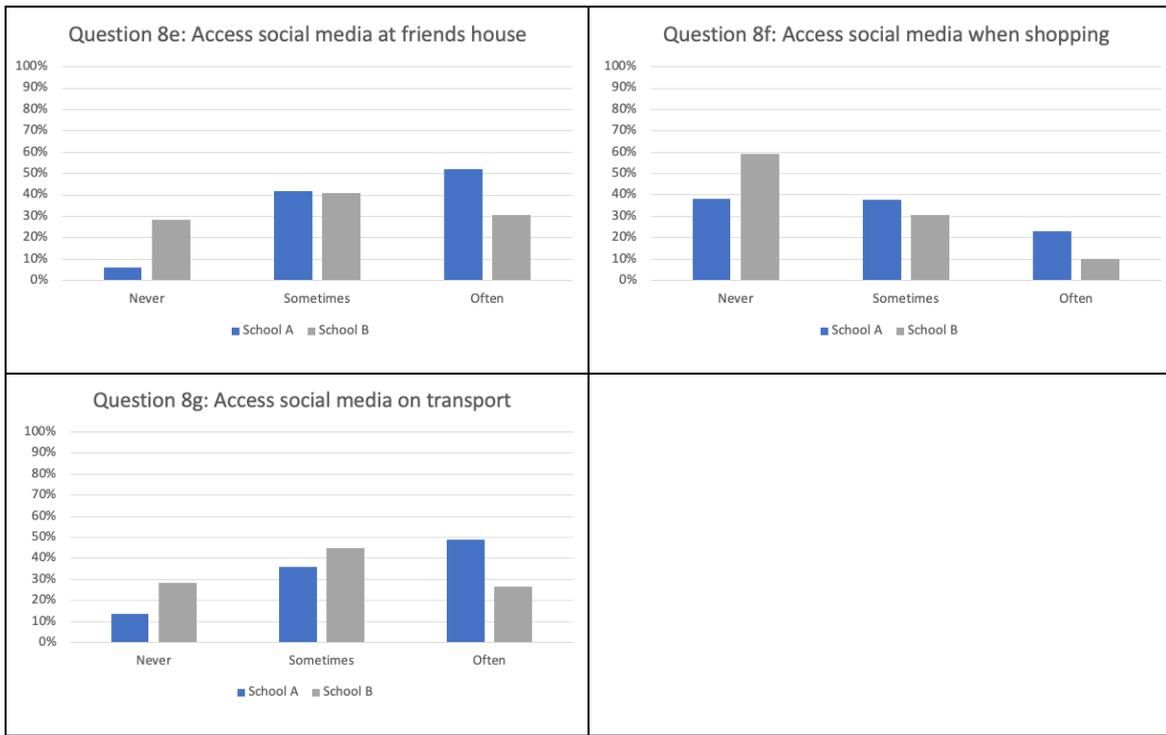


Figure 5-2 Results of Question 8 from Schools A and B

As with question 7, the Chi-Square Test of Independence was used to determine whether there is variability in the categorical variables.

Table 5-6 Summary of the Chi-Square Analysis of Question 8  $\alpha=.05$

Category	Chi Square Value	Cells < 5	Reject null hypothesis? (5.991)
Bedroom	17.462	1	Yes
Living Room	.108	1	No
At school	3.135	0	No
Travelling to school	22.346	0	Yes
Friend's house	27.061	1	Yes
Shopping	8.311	0	Yes
Transport	11.389	0	Yes
Outdoors	6.639	0	Yes

Here there are more differences than similarities between the schools. One area of statistical similarity regards the use of social media in school. Both schools have policies stating that mobile phones, and by extension social media, should not be used during the school day. Also, the school computer networks have filters to prevent access to social media. The data here suggests similar rates of conformity, and rebellion, regarding this issue.

The greatest difference between the experiences of pupils from the two schools is the rate at which they access social media at friends' houses. School A has 94% of pupils reporting that they use social media at friends' houses, while School B has just 72% doing this. Since it was not possible to speak with pupils in either school, it is not possible to determine the reason for this

difference. It could be a result of gender or cultural differences between the two schools, but this is conjecture.

The data demonstrate both similarities and differences in the experiences of pupils in each school. While they are similar in terms of their access to mobile phone and personal computers, there is variation in tablet and console access. There are also significant differences between the locations where the pupils report using social media.

#### 5.1.4 Question 5 – Rate of social media account ownership

The survey's fifth question was for some pupils the final question. It asked whether they had social media accounts. As indicated in the previous chapter, school A pupils who completed the paper version of the survey could see questions beyond question 5. Pupils in school B only accessed questions 6 – 8 if they answered question 5 positively, otherwise the survey concluded at this point. The responses to the question are in Table 5-7.

Table 5-7 The responses to Question 5

	School A		School B	
	Number	Percent	Number	Percent
Yes	340	90.4	49	86.0
No	36	9.6	8	14.0

The rates of social media account ownership between the two schools are similar though the self-reported rate is 4.4% higher in school A. To test whether this is a statistical difference again a Chi-Square test performed to see if the null hypothesis may be rejected:

- **H<sub>0</sub>**: There is no difference in the rate of owning social media accounts between pupils in School A and B
- **H<sub>A</sub>**: There is a significant difference in the rate of owning social media accounts between pupils in School A and B

Table 5-8 Chi Square test for having a social media account

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.220 <sup>a</sup>	1	.269	
Continuity Correction <sup>b</sup>	.752	1	.386	
Likelihood Ratio	1.116	1	.291	
Fisher's Exact Test				.339
N of Valid Cases	432			.189

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.67.  
b. Computed only for a 2x2 table

Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	-.053	.269
	Cramer's V	.053	.269
N of Valid Cases		432	

Critical values of the Chi with <i>d</i> degrees of freedom			
<i>d</i>	Probability of exceeding		
	0.05	0.01	0.001
1	3.841	6.635	10.828
2	5.991	9.210	13.816
3	7.815	11.345	16.266

## Reading Chi Square Tables for 1 degree of freedom (blue box)

The test value of 1.220 means we are unable to reject  $H_0$

Therefore, the rate of social media ownership is not statistically different between the two schools.

### 5.1.5 Triangulating Question 5 results

The rate of social media adoption appears to be high, certainly higher than nationally reported rates. For example, Ofcom's 'Children's Media Literacy' summary sets the national rate of 12-15s having a social media profile at 70% (Ofcom, 2019). Therefore, to assess the level of difference, schools A and B data was compared with this national data set. The annual Ofcom 'Children's Media Literacy' survey gathers information about social media usage from n=1430 participants. The survey accesses 5 – 15-year-olds from across the United Kingdom. From the full data set it is possible to extract the responses from children aged 11 – 14 (to match this research focus) answering question 43:

*"I'd now like to ask you some questions about your child's use of social media or messaging sites or apps, so websites or apps like Facebook, Twitter, Instagram, Snapchat, WhatsApp and some activities on YouTube. Does your child have a profile or account on any of these types of sites or apps?"*

*QP43, Ofcom (2018)*

The results from the Ofcom cohort are in Table 5-9 below.

Table 5-9 Responses to Ofcom survey QP43 from 11–14-year-olds

	Responses to QP43			
	Yes	No	Don't know	Not online
<b>Age 11</b>	31	59	1	2
<b>Age 12</b>	82	85	0	4
<b>Age 13</b>	75	35	1	1
<b>Age 14</b>	77	19	0	0
<b>Total</b>	265	198	2	7
<b>%</b>	56%	42%	<1%	1%

A 56% take-up having a social media profile/account is far lower than the 86-90% self-reported rate in Schools A and B. One reason for the differences could be that the Ofcom data comes from all parts of the United Kingdom. Further filtering of the results to consider only the 11–14-year-olds located in 'Southeast England' and living in a 'small city/large town' setting, which is the closest criteria for pupils attending Schools A and B, reduced the data set from 470 to 12 participants (Table 5-10).

Table 5-10 Responses to Ofcom Survey QP43, 11-14 in small city/large town in SE England

	Yes	No
Age 11	1	1
Age 12	3	1
Age 13	3	
Age 14	2	1
Total	9	3
%	75%	25%

The rate of social media use has now increased by 19% to 75%, yet remains 9% adrift from the study's data set. However, the number of respondents in this sub-set of the Ofcom data set is too small to safely provide a comparison. Also, the Ofcom survey was collected by researchers who interviewed children in their family home. Parents may be present during the interview, and this could impact some responses. For example, if a child has a social media account of which the parent is unaware, they may have chosen not to declare it to Ofcom. Alternatively, the survey responses may have been subject to misunderstanding of the question or exaggeration as the young people overstated their actual circumstances.

This concludes the overview of the pupils attending Schools A and B. The next sections analyse Research Questions 2, 3 and 4.

## 5.2 RQ2: Which platforms do pupils identify as social media and why?

Survey question two showed the name and icon of 48 computer/mobile phone applications. First pupils were asked to indicate if they had heard of the application; an awareness of the name was sufficient knowledge. Second, if they knew the name, pupils were asked to indicate if the software was 'social media'. This two-step approach was taken to try and prevent pupils simply guessing whether software was social media based on the name alone.

Two changes were made to the list of software presented to pupils in School B. This was responding to experiences during the pandemic. School A completed their survey immediately before the first lockdown in March 2020 and School B pupils answered the survey nine months into the pandemic. Thus, to understand how pupils understood their newly experienced online teaching tools (Zoom, Google Hangouts, Microsoft Teams, etc.) the icons for Teams and Zoom replaced two lesser-known non-social media apps from the list. Thus, the rank lists in Table 5-11 have four unmatched software names when comparing the two school's results.

Table 5-11 Software Recognition Results from Schools A and B in rank order

	School A		School B		
	Recognition(%)	Recog. Rank		Recognition(%)	Recog. Rank
YouTube	98.7	1	WhatsApp	90.3	1
WhatsApp	98.5	2	Zoom	90.3	1
Instagram	98.0	3	Angry Birds	88.9	3
TikTok	98.0	3	PlayStation	88.9	3
Xbox	98.0	3	Xbox	88.9	3
SnapChat	97.7	6	Google	87.5	6
Google	96.5	7	Google Playstore	87.5	6
Messenger	96.5	7	Instagram	87.5	6
Minecraft	96.5	7	Messenger	87.5	6
Phone	96.0	10	Phone	87.5	6
Facebook	95.7	11	Super Mario	87.5	6
PlayStation	94.7	12	Word	87.5	6
Twitch	94.4	13	Facebook	84.7	13
Mail	94.2	14	Mail	84.7	13
Spotify	93.2	15	TikTok	84.7	13
Google Playstore	92.2	16	Skype	83.3	16
Pokémon	92.2	16	Spotify	83.3	16
Sims	89.9	18	Excel	81.9	18
Super Mario	87.9	19	Minecraft	80.6	19
Call of Duty	87.4	20	Pinterest	80.6	19
Angry Birds	87.1	21	Pokémon	80.6	19
Skype	86.6	22	Sims	80.6	19
Word	85.9	23	Twitch	80.6	19
Calendar	83.1	24	Wikipedia	80.6	19
Grand Theft Auto	80.6	25	YouTube	80.6	19
Wikipedia	79.8	26	Calendar	79.2	26
Pinterest	70.5	27	SnapChat	79.2	26
Assassin's Creed	63.6	28	Reddit	75.0	28
Excel	55.3	29	Call of Duty	73.6	29
Discord	55.1	30	Discord	73.6	29
Reddit	54.5	31	Grand Theft Auto	72.2	31
Tumblr	48.2	32	Hangout	70.8	32
Skyrim	41.9	33	Tumblr	54.2	33
Hangout	39.6	34	Dropbox	52.8	34
Dropbox	36.4	35	BBC Sounds	50.0	35
BBC Sounds	36.1	36	Teams	50.0	35
Yubo	26.0	37	LinkedIn	40.3	37
IMDB	22.5	38	Yubo	29.2	38
Monkey	22.0	39	Lifeline	20.8	39
LinkedIn	14.4	40	IMDB	19.4	40
Periscope	10.6	41	Periscope	13.9	41
Go Bubble	9.3	42	Animoto	12.5	42
Lifeline	8.3	43	AskFM	12.5	42
AskFM	8.1	44	Monkey	12.5	42
Evernote	6.1	45	Evernote	11.1	45
Animoto	5.8	46	N	11.1	45
N	5.3	47	Go Bubble	8.3	47
Teams			Assassin's Creed		
Zoom			Skyrim		

Table 5-11 demonstrates that most of the software names were recognised by over half of the respondents. The rate of recognition, indicated by the % of pupils who reported knowing the name in each school, was plotted on a scatter graph (Figure 5-3). This was done to help establish whether the two school populations had similar rates of recognition, or whether there are significant differences or outliers.

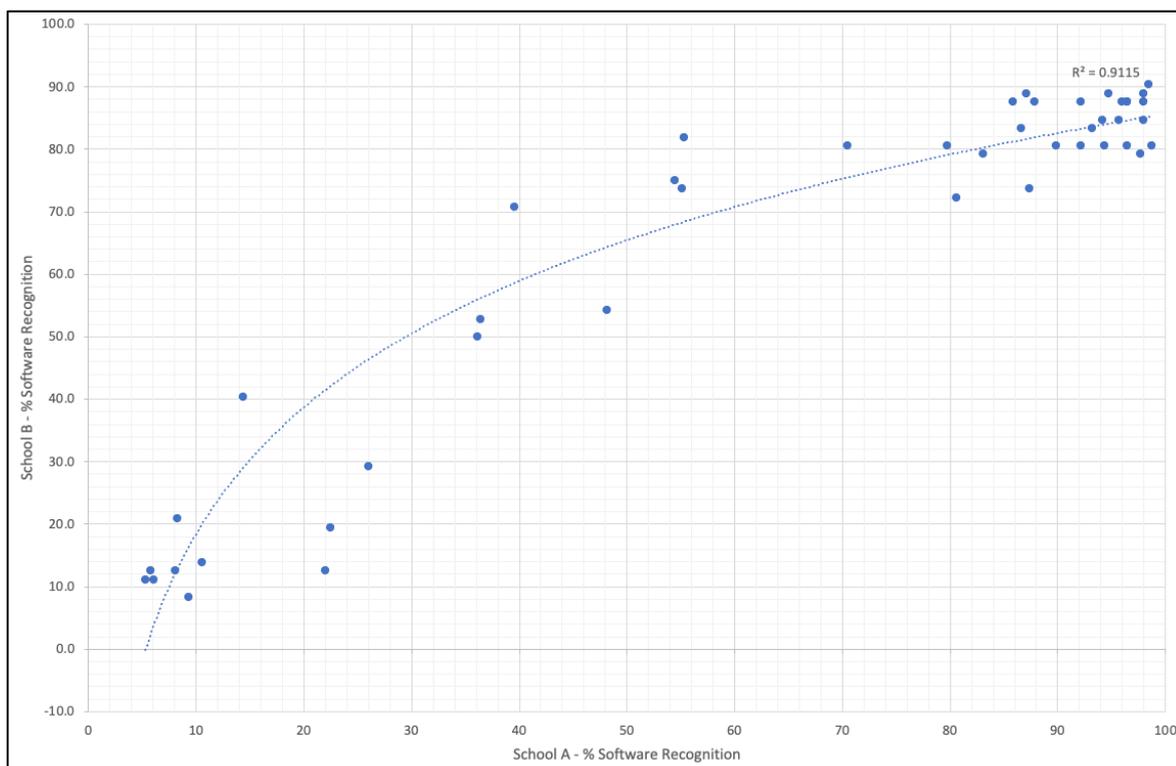


Figure 5-3 The rates of software recognition between Schools A and B

Figure 5-3 has no obvious outliers. A logarithmic trendline was added to Figure 5-3 with an  $r^2$  value of .912. (A linear trendline on the data has an  $r^2$  value of .888). A value of 1.0 represents matching data and 0.0 represents no correlation, this therefore indicates a high level of correlation in terms of the rate at which pupils from both schools recognise the names of software.

To determine the level of correlation, Pearson's Rank was applied to the data. The hypotheses:

- $H_0$  – There is no difference between the schools in terms of how pupils recognise software names
- $H_A$  – There is a statistical difference between the schools in terms of how pupils recognise the software names

Recognition Pearson Correlation	
r =	0.94228671
No.	47
T statistic	18.8796849
DF:	45
p value	0.35107734

Taking the p-value,  $r_c = 0.288$

Chapter 5

In this case, the null hypothesis is rejected as  $r > r_c=0.288$ . ( $\alpha = 0.05$ )

Therefore, there is statistically speaking a significant positive relationship between school A and School B recognition of software,  $r(47) = 0.94, p < .05$ .

The second part of survey Question 2 asked pupils to indicate any software they knew to be social media. The rate of identification is show in Table 5-12 over.

Table 5-12 Social media identification results from Schools A and B

	School A				School B				Combined		
	% Recognised Name	% AND identify it as SM	% of all pupils view as SM	Number of 396 pupils seeing app. As SM	% Recognised Name	% AND identify it as SM	% of all pupils view as SM	Number of 396 pupils seeing app. As SM	Total number of pupils ID as SM	% of Recognised App name and ID as SM	Rank
Instagram	98%	94%	92%	364	88%	92%	80%	58	421	90%	1
TikTok	98%	93%	92%	362	85%	92%	78%	56	418	89%	2
SnapChat	98%	95%	93%	368	79%	82%	65%	47	415	89%	3
Facebook	96%	92%	88%	348	85%	86%	73%	53	401	86%	4
WhatsApp	99%	83%	81%	322	90%	64%	58%	42	364	78%	5
Messenger	97%	80%	77%	306	88%	71%	62%	45	351	75%	6
YouTube	99%	72%	71%	280	81%	67%	54%	39	319	68%	7
Skype	87%	66%	57%	227	83%	39%	32%	23	250	53%	8
Xbox	98%	59%	58%	229	89%	14%	12%	9	238	51%	9
Twitch	94%	53%	50%	198	81%	51%	41%	30	228	49%	10
PlayStation	95%	51%	49%	192	89%	19%	17%	12	205	44%	11
Phone	96%	45%	43%	171	88%	17%	15%	11	181	39%	12
Mail	94%	37%	34%	137	85%	26%	22%	16	153	33%	13
Pinterest	71%	37%	26%	104	81%	63%	50%	36	140	30%	14
Discord	55%	46%	25%	100	74%	56%	41%	29	129	28%	15
Minecraft	97%	31%	30%	119	81%	6%	5%	3	122	26%	17
Google	97%	28%	27%	108	88%	24%	21%	15	123	26%	16
Reddit	55%	42%	23%	91	75%	56%	42%	30	121	26%	18
Call of Duty	87%	28%	24%	96	74%	13%	9%	7	103	22%	19
Grand Theft Auto	81%	25%	20%	79	72%	11%	8%	6	85	18%	20
Tumblr	48%	34%	16%	64	54%	46%	25%	18	82	18%	21
Spotify	93%	16%	15%	61	83%	18%	15%	11	71	15%	22
Hangout	40%	26%	10%	41	71%	38%	27%	19	60	13%	23
Pokemon	92%	13%	12%	48	81%	6%	5%	3	51	11%	24
Wikipedia	80%	14%	11%	46	81%	6%	5%	3	49	10%	25
Sims	90%	12%	10%	41	81%	10%	8%	6	47	10%	26
Assassin's Creed	64%	15%	10%	39	0%	0%	0%	0	39	8%	27
Google Playstore	92%	8%	7%	30	88%	7%	6%	4	34	7%	28
SuperMario	88%	8%	7%	29	88%	6%	5%	4	32	7%	29
Yubo	26%	18%	5%	18	29%	24%	7%	5	23	5%	31
Zoom	0%	0%	0%	0	90%	36%	33%	23	23	5%	30
Angry Birds	87%	5%	4%	17	89%	4%	4%	3	19	4%	32
Monkey	22%	13%	3%	12	13%	15%	2%	1	13	3%	33
LinkedIn	14%	6%	1%	3	40%	26%	11%	8	11	2%	35
Skyrim	42%	7%	3%	12	0%	0%	0%	0	12	3%	34
Word	86%	2%	2%	6	88%	6%	5%	4	10	2%	36
Dropbox	36%	4%	2%	6	53%	7%	4%	3	9	2%	37
BBC Sounds	36%	4%	2%	6	50%	6%	3%	2	8	2%	39
Calendar	83%	2%	2%	7	79%	3%	2%	2	8	2%	38
Teams	0%	0%	0%	0	50%	19%	10%	7	7	1%	40
Excel	55%	1%	1%	3	82%	3%	2%	2	4	1%	41
AskFM	8%	2%	0%	1	13%	6%	1%	1	1	0%	44
Evernote	6%	0%	0%	0	11%	7%	1%	1	1	0%	47
IMDB	23%	2%	0%	2	19%	4%	1%	1	2	1%	42
N	5%	0%	0%	0	11%	6%	1%	0	1	0%	48
Animoto	6%	1%	0%	0	13%	3%	0%	0	0	0%	49
Go Bubble	9%	1%	0%	0	8%	6%	0%	0	1	0%	45
Lifeline	8%	1%	0%	0	21%	1%	0%	0	1	0%	46
Periscope	11%	2%	0%	1	14%	3%	0%	0	1	0%	43

Extracting the most commonly identified social media from Table 5-12, Tables 5-13 lists the top 12 software identified as social media by the pupils in each school. Twelve items were selected as is covers the cusp between +/-50% recognition.

Tables 5-13 The rank order of School A and School B school media identification

School A		Rank	School B	
	% of Recognised App name and ID as SM			% of Recognised App name and ID as SM
SnapChat	95%	1	Instagram	92%
Instagram	94%	2	TikTok	92%
TikTok	93%	3	Facebook	86%
Facebook	92%	4	SnapChat	82%
WhatsApp	83%	5	Messenger	71%
Messenger	80%	6	YouTube	67%
YouTube	72%	7	WhatsApp	64%
Skype	66%	8	Pinterest	63%
Xbox	59%	9	Reddit	56%
Twitch	53%	10	Discord	56%
PlayStation	51%	11	Twitch	51%
Discord	46%	12	Tumblr	46%

The 11<sup>th</sup> ranked social media in both schools has a recognition of 51% of respondents and is the point where >50% of pupils recognised the name of some software were able to say that it was social media. Again, there appears to be a high correlation of responses. For example, the top four social media are the same, albeit that the rank order is different. A significant difference in the tables is that School A indicated 50%+ pupils regarding Xbox and PlayStation as examples of social media. Whereas in School B the rates of acceptance for these names is below 20%. Consideration of whether Xbox and PlayStation are social media is discussed later.

Table 5-14 further reworks the data. Here the rate of identification of social media is shown against the number of pupils who indicated that they recognised the name of the application's name, rather than against the entire school population. Those who did not recognise the name were removed from the data set. The same data has been reordered to indicate the rate of identification as social media against the entire survey population in each school. As before, the rates of recognition are correlated in Figure 5-4.

Table 5-14 The rank order of School A and School B school media identification of all pupils

School A			Rank	School B	
App name and ID as SM	% of Recognised	% of total pupils view as SM		App name	% of total pupils view as SM
SnapChat	95%	93%	1	Instagram	80%
Instagram	94%	92%	2	TikTok	78%
TikTok	93%	92%	3	Facebook	73%
Facebook	92%	88%	4	SnapChat	65%
WhatsApp	83%	81%	5	Messenger	62%
Messenger	80%	77%	6	WhatsApp	58%
YouTube	72%	71%	7	YouTube	54%
Xbox	59%	58%	8	Pinterest	50%
Skype	66%	57%	9	Reddit	42%
Twitch	53%	50%	10	Twitch	41%
PlayStation	51%	49%	11	Discord	41%
Phone	45%	43%	12	Zoom	33%
Mail	37%	34%	13	Skype	32%
Minecraft	31%	30%	14	Hangout	27%
Google	28%	27%	15	Tumblr	25%
Pinterest	37%	26%	16	Mail	22%
Discord	46%	25%	17	Google	21%
Call of Duty	28%	24%	18	PlayStation	17%
Reddit	42%	23%	19	Phone	15%
Grand Theft Auto	25%	20%	20	Spotify	15%

Key observations from Table 5-14:

- A majority of pupils recognised the top ten names in School A's list and the top eight names from School B.
- Both schools identify YouTube as a social media (There is a child-voice discussion around this point in chapter 6)
- In School A's top 10, there are two possible misidentifications with Skype and Xbox seen as social media. (Note also that PlayStation is ranked 11)
- All of School B's top ten social media names meet Kietzmann's standard as social media.
- From both schools there are some arguable identifications.
  - School A – PlayStation, Phone, Mail, Minecraft, Google, Call of Duty, Grand Theft Auto
  - School B – Zoom, Google Hangouts, Mail, Google, PlayStation, Spotify, and Phone
- Other common issues include:
  - A significant minority (School A 43% & School B 15%) identify Phone (the telephone tool) as a social media
  - A significant minority (34% & 22%) identify Mail (e-mail) as a social media

- A significant minority (27% & 21%) see Google (the search engine) as a social media
- School B, was the only school to be asked about Zoom, and 33% of pupils categorised it as social media
- School A has a total of 9 incorrect applications, against School B which has 8 – both schools have close to 50% incorrect identification (38% & 23%).

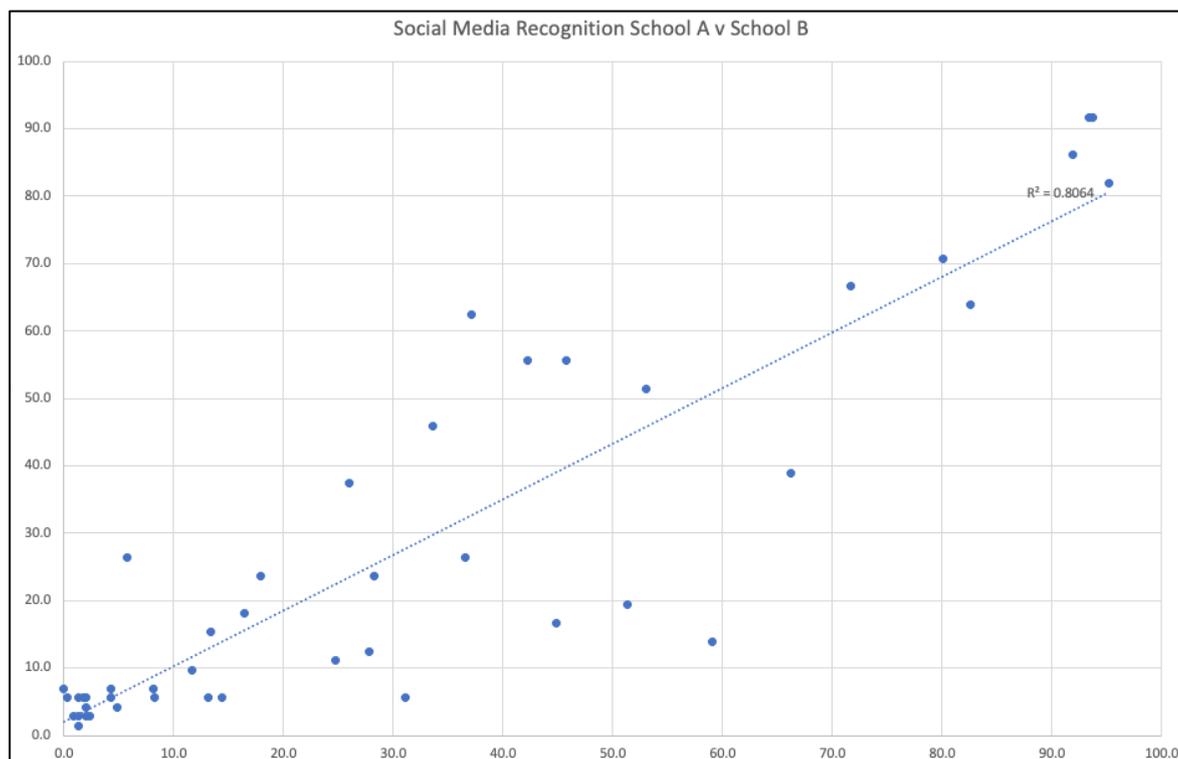


Figure 5-4 Graphing the rates of social media identification between the two schools

Since some of the data contains zero values it is not possible to plot a logarithmic trendline. The linear trendline has an  $r^2$  value of .806. As before this suggests a high level of correlation in terms of how pupils from both schools identify social media.

To determine the level of correlation, Pearson's Rank was applied to the data.

- $H_0$  – There is no difference between the schools in terms of how pupils identify software as social media
- $H_A$  – There is a statistical difference between the schools in terms of how pupils identify software as social media

<b>Social Media ID Pearson Correlation</b>	
r =	0.89800207
No.	47
T statistic	13.6911392
DF:	45
p value	0.37396418

Taking the p-value,  $r_c = 0.288$

In this case, the null hypothesis is rejected as  $r > r_c = 0.288$ . ( $\alpha = 0.05$ )

There was a significant positive relationship between School A and School B recognition of software,  $r(47) = 0.90$ ,  $p < .05$ . Therefore, while there are differences in the rank orders, it is statistically speaking a significant similarity.

### 5.2.1 Accuracy of pupil's identification of social media

The task of assessing pupil's accuracy in identifying social media platforms is complicated by the need to keep the survey which was written for 11-14 years olds positive. This meant that the pupils were only ask if they thought that an application was social media (to provide a positive identification) rather than asking them to indicate if they knew it was, or was not. This means that from this data it is only possible to comment upon the rate of incorrect positive identification. In other words, the pupil will have first indicated that they recognised the name of a piece of software, and then indicate that they believe it to be social media.

Table 5-15 Schools A and B rank order of social media identification

	School A						School B						
	Number ID	% ID	Number Wrong ID	% of ID wrong	% of School Pop	School A Rank	Number ID	% ID	Number Wrong ID	% of ID wrong	% of School Pop	School C Rank	
YouTube*	392	99%	285	73%	72%	1	63	72%	48	76%	55%	1	
Skype	344	87%	263	76%	66%	2	67	76%	30	45%	34%	2	
Xbox	389	98%	235	60%	59%	3	Google Hangouts	56	64%	29	52%	33%	3
PlayStation	376	95%	204	54%	51%	4	Zoom	68	77%	26	38%	30%	4
Phone	381	96%	179	47%	45%	5	Mail	63	72%	19	30%	22%	5
Mail	374	94%	145	39%	37%	6	Google	69	78%	16	23%	18%	6
Minecraft	383	96%	124	32%	31%	7	Phone	70	80%	15	21%	17%	7
Google	383	96%	113	30%	28%	8	PlayStation	67	76%	14	21%	16%	8
Call of Duty	346	87%	109	32%	27%	9	Spotify	67	76%	13	19%	15%	9
Google Hangouts	157	40%	103	66%	26%	10	Skyrim	39	44%	12	31%	14%	10
Grand theft Auto	320	81%	99	31%	25%	11	Xbox	70	80%	12	17%	14%	10
Spotify	370	93%	66	18%	17%	12	Call of Duty	56	64%	8	14%	9%	12
Assassin's Creed	252	63%	61	24%	15%	13	Grand theft Auto	55	63%	8	15%	9%	12
Wikipedia	317	80%	58	18%	15%	14	Sims	63	72%	6	10%	7%	14
Pokomon	366	92%	53	14%	13%	15	Google Play	66	75%	5	8%	6%	15
Sims	357	90%	47	13%	12%	16	Super Mario	67	76%	4	6%	5%	16
Super Mario	349	88%	34	10%	9%	17	Wikipedia	64	73%	4	6%	5%	16
Google Play	366	92%	33	9%	8%	18	Word	65	74%	4	6%	5%	16
Skyrim	167	42%	29	17%	7%	19	Angry Birds	68	77%	3	4%	3%	19
Angry Birds	246	62%	20	8%	5%	20	BBC Sounds	41	47%	3	7%	3%	19
BBC Sounds	143	36%	17	12%	4%	21	Dropbox	41	47%	3	7%	3%	19
Dropbox	144	36%	17	12%	4%	21	Minecraft	64	73%	3	5%	3%	19
Calender	330	83%	9	3%	2%	23	Pokomon	65	74%	3	5%	3%	19
IMDB	89	22%	8	9%	2%	24	Calender	60	68%	2	3%	2%	24
Word	371	93%	8	2%	2%	24	Animoto	10	11%	1	10%	1%	25
Excel	219	55%	5	2%	1%	26	Evernote	9	10%	1	11%	1%	25
Lifeline	33	8%	5	15%	1%	26	Excel	64	73%	1	2%	1%	25
Animoto	23	6%	3	13%	1%	28	IMDB	19	22%	1	5%	1%	25
N	21	5%	1	5%	0%	29	Assassin's Creed						29
Evernote	24	6%	0	0%	0%	30	Lifeline	19	22%	0	0%	0%	29
Zoom						30	N	9	10%	0	0%	0%	29
				25%	20%					17%	11%		

Notes for Table 5-15:

- Number ID – the number of pupils in each school who said that they knew the name of the application
- %ID – the percentage of the school's total survey population which this number represents
- Number Wrong ID – the number of children who misidentified the application as social media. A binary judgement was applied to create this data set. While accepting that social media definitions are a source of disagreement, for the purposes of this table, decisions were made about each item of software. In this case, YouTube has not been accepted as a social media, but is being viewed as a video distribution service.
- % of ID wrong – the percentage of those who identified the software who went on to incorrectly identify it as social media
- % of school population – is the number wrong identification expressed as a % of the total school survey population
- School Rank – the rank order of previous column

## Chapter 5

School A had a greater rate of misidentification than School B (20% to 11%). See Table 5-16 below. Pupils in School A made on average 5 incorrect identifications, with School B pupils making just 2.

Table 5-16 The rate of incorrect identification of social media

	School A	School B
<b>% No errors</b>	7%	22%
<b>Maximum errors</b>	22	13
<b>Median errors</b>	5	2
<b>Mode errors</b>	4	0
<b>Average errors</b>	5.85	3.34

Since it was not possible to speak to the pupils from either school, it is not feasible to determine reasons for these differences. It is possible that School A's survey, which was completed by pupils during class lessons, included a wide range of pupil experiences which led to high rates of misidentification. In contrast school B participants completing the survey as extra-curricular activity which may have self-selected more tech savvy, knowledgeable individuals. However, this conjecture is unsubstantiated supposition.

### 5.2.2 Accuracy of assessment

The answers to Question 2 were also analysed to compare the responses of pupils with and without social media accounts. The aim was to determine whether children who are self-reported social media users provided more accurate assessments of the platforms than their less experienced non-social media owning peers. See Table 5-17.

To achieve this, a Chi-square test was applied with the following hypothesis:

- $H_0$  – there is no difference in the rate of correctly identifying social media between pupils who have social media accounts and those who do not
- $H_A$  – there is a significant difference in the rate of correctly identifying social media between pupils who have social media accounts and those who do not

The null hypothesis could be rejected in the cases of Facebook, Snapchat, TikTok, Tumblr, Xbox, Reddit, and WhatsApp.

The statistical test suggests that pupils with social media accounts can correctly identify software more platforms than those without social media accounts. This could be a matter of personal

experience providing greater knowledge. Though again the only deduction possible from the data is around the rate of positive identification as social media.

Table 5-17 The % of social media identification: pupils with and without social media

Software	Pupils with Social Media accounts identifying as Social Media	Pupils without Social Media accounts identifying as Social Media
Facebook	94.1	81.4
Snapchat	95.9	88.4
TikTok	96.1	83.7
Tumblr	33.3	9.3
Xbox	54.8	37.2
Reddit	47.3	20.9
WhatsApp	82.5	69.8

The exception in Table 5-17 is Xbox. Here the non-social media users had a lower rate of incorrect responses than their social media using peers. It is possible that notwithstanding that some non-social media pupils have an Xbox, they are clear that this is not a social media because they *know* that they do not have social media. For example, Child A's parents does not allow them to have social media, yet they have an Xbox. Therefore, for Child A, Xbox cannot be social media. This again is conjecture.

### 5.3 RQ3: What affordances of social media does this age group most value and why?

The set of seven social media functionalities or affordances, after Kietzmann et al (2011), are the touchstones of this study:

1. **Conversations** – the ability to converse with other people on the platform (in contrast to sharing, which need only be posts)
2. **Groups** – the ability to create groups within the social media, where those with common interests or concerns can gather
3. **Identity** – the extent to which users can reveal themselves through being able to advance self-promotion, or contrarily hide themselves in terms of the user having privacy controls.
4. **Presence** – the ability to know whether someone is currently online
5. **Relationships** – the ability to view and understand the connections held by other users on social media. It is also taken to include the ability to connect with people who are not known since they are outside an immediate friendship group
6. **Reputation** – the ability of the social media to indicate either hierarchy or a standing of member (popularity, reliability, rating, sense of influence, etc.)

- 7. **Sharing** – refers to user-generated content which includes blogs, posting images, etc. Within sharing there is also the concept of a permanent record.

Kietzmann et al were clear that not every social media platform will offer all the affordances.

*None of today's major social media sites focus solely on just one block...sites tend to concentrate on three or four primary blocks.*  
 (Kietzmann et al 2011:249)

Conversely, in terms of determining whether a platform is social media, it may be possible for a platform to have these affordances without being social media. In seeking to address this Research Question evidence is sought of pupil thinking about affordances.

5.3.1 **Question 3 – Most valued affordances**

Survey question three asked about 16 social media affordances. The question is in the form of a Likert-type scale with four responses ranging from 'Not important' to 'Essential'.

Table 5-18 Survey affordances mapped against Kietzmann et al's (2011) functions

Question 3: Affordances valued by pupils	Kietzmann's Functions
1. Send messages to other people	Conversations
2. Make group for people to join	Groups
3. Show that you 'Like' other people's posts	Reputation
4. See the names of other people's social media friends	Relationships/Reputation
5. Create a 'Personal profile' about yourself	Identity
6. Post your status updates	Sharing/Identity
7. Post photos or pictures	Sharing
8. Post videos	Sharing
9. Find out about the day's news on social media	Sharing
10. Play computer games on social media	Relationships
11. Share other people's posts with your friends	Sharing
12. Write posts collaboratively with friends	Sharing/Conversations
13. Contact your friends	Relationships/Conversations
14. Keep in touch with members of your family	Relationships
15. Make contact or follow celebrities (from sport, music, etc.)	Relationships
16. Contact new people	Relationships
17. Know whether someone is online now	Presence

In the period between the two schools completing the survey, an additional affordance was added to Question 3 for School B pupils to consider. This was the ability to know whether someone is currently online which is given the shorthand title 'presence'. It was an omission that it was not included in the School A survey. Presence though was discussed in all the child-voice sessions. Table 5-18 show a mapping of the affordances (all of which are given through exemplars) against the seven functions identified by Kietzmann et al (2011).

The results of question 3 are presented in Table 5-19 taking each school's data individually. To analyse the results, each response category was assigned a numeric identifier to support data handling within SPSS 26. Not important = 0, Quite important = 1, Very important = 2 and Essential = 3. Thus, the 'mode' is a significant metric since it is the response which was made most often by the pupils.

Table 5-19 Responses to Question 3 - School A

Affordance	Mean	Mode	SD	Missing	Not	Quite	Very	Essential	Weight Score
	Rate of response as a percentage								
Messages	1.87	3	1.005	2.0	4.3	32.5	26.7	34.5	189
Groups	1.04	1	.947	3.0	25.2	45.8	17.1	8.8	106
Likes	.82	0	1.033	3.0	44.6	30.2	11.8	10.3	85
Friends of Fs	.96	0	1.126	2.5	43.3	23.9	15.9	14.4	99
Profile	1.43	1	1.088	1.8	19.6	34.8	21.9	21.9	144
Status	.93	0	1.026	3.0	36.8	34.5	15.4	10.3	96
Photos	1.13	0	1.105	2.0	33.2	30.2	18.6	15.9	115
Videos	1.02	0	1.094	2.5	37.3	29.7	16.6	13.9	105
News	1.18	1	1.012	2.5	24.2	38.5	22.7	12.1	120
Games	.97	0	1.133	3.5	39.5	29.2	12.1	15.6	100
Share Posts	.88	0	1.014	3.5	38.0	35.3	13.6	9.6	91
Collaborate	.89	1	1.030	5.3	34.3	35.3	16.4	8.8	95
Friends	2.09	3	1.018	2.5	5.0	17.4	31.0	44.1	212
Family	2.36	3	.960	3.0	3.3	6.5	29.5	57.7	239
Celebrities	.96	0	1.050	3.0	36.5	33.0	16.1	11.3	99
New people	.89	0	.992	3.3	37.0	34.8	16.9	8.1	93

For school A completing the paper survey:

- Only one affordance was considered essential by more than half the pupils: using social media to contacting family.
- Three categories received an 'Essential' mode: 'messaging', 'contacting family' and 'contacting friends'. No affordance was deemed 'very important'
- Many of the affordances, had little support with the least support for 'share likes', 'sharing other people's posts' and 'meeting new people'.

Table 5-20 Responses to Question 3 - School B

Affordance	Mean	Mode	SD	Missing	Not	Quite	Very	Essential	Weight Score
Rate of response as a percentage									
Messages	1.94	3	.952	6.9	5.6	27.8	26.4	33.3	181
Groups	1.12	1	1.008	9.7	25.0	33.3	19.4	12.5	110
Likes	1.03	0	1.075	9.7	36.1	29.2	11.1	13.9	93
Friends of Fs	.63	0	.951	11.1	54.2	22.2	4.2	8.3	56
Profile	.97	0	.1.083	11.1	37.5	31.9	4.2	15.3	86
Status	.69	0	.906	11.1	50.0	20.8	13.9	4.2	61
Photos	.86	0	.957	11.1	38.9	31.9	9.7	8.3	76
Videos	.78	0	.941	12.5	43.1	27.8	9.7	6.9	68
News	1.18	1	1.033	16.7	25.0	30.6	15.3	12.5	99
Games	.73	0	.868	18.1	38.9	31.9	5.6	5.6	60
Share Posts	.97	0	1.033	18.1	36.1	20.8	16.7	8.3	79
Collaborate	.68	0	.819	18.1	40.3	31.9	5.6	4.2	56
Friends	2.25	3	.830	20.8	2.8	11.1	29.2	36.1	178
Family	2.34	3	.928	19.4	5.6	8.3	19.4	47.2	189
Celebrities	1.03	0 <sup>a</sup>	1.075	19.4	30.6	30.6	5.6	13.9	84
New people	.86	0	1.034	19.4	40.3	19.4	12.5	8.3	69
Presence	1.10	0	1.119	19.4	31.9	22.2	12.5	13.9	89

<sup>a</sup> Multiple modes exist. The smallest value is shown.

For school B completing the online survey:

- Three affordances delivered a Mode = 3 (Essential): Messages (a communication affordance), contacting family, and contacting friends. This is the same as School A.
- As with School A, none of the affordances were deemed 'very important'
- Many of the affordances, garnered little support with the least supported being able to 'collaborate with others', 'playing games' and indicating anything about their 'status'.

There is agreement between pupils from both schools. The elements which were deemed 'essential' (judging by the mode) are listed in Table 5-21.

Table 5-21 The top three mode responses from schools A and B

School A	School B
Family	Friends
Friends	Messages
Messages	Family

A further analysis was achieved by taking the numeric representations of the categorical responses and applying a simple weighting calculation to provide an overall score for each affordance. While this is a rudimentary instrument, the weighting score acts to confirm the interpretation of the mode scores.

$$\text{Weighting} = (\% \text{ Not important} \times 0) + (\% \text{ Quite important} \times 1) + (\% \text{ Very important} \times 2) + (\% \text{ Essential} \times 3)$$

When the weightings from both schools are graphed, there is much visible agreement about the affordances which pupils most appreciate. Figure 5-5 indicates a high measure of similarity between the weightings given to each affordance by the two schools. School A's strength of feeling is more often greater than School B, but the top three affordances stand appreciably greater than the rest. While the ability to create a personal profile is valued quite highly by School A, this is not the case for School B. The final affordance, Presence, was only included in School B's survey.

The same data is presented in rank order. Figure 5-6 illustrates the strength of feeling and visually demonstrates how the three top affordances have significantly more support than others.

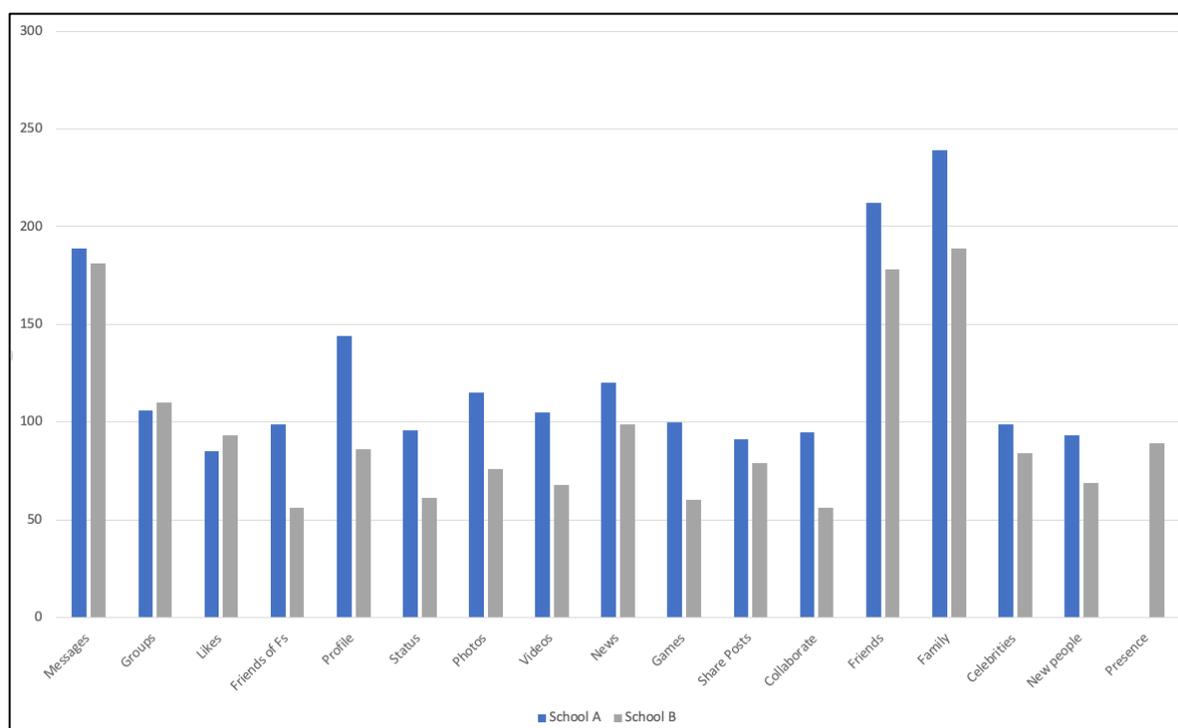


Figure 5-5 Comparing the affordance weightings of Schools A and B

Finally, when the weighting scores from both schools are combined, the importance of contacting family and friends and messaging is presented, is over 200 points higher than the next nearest affordance.

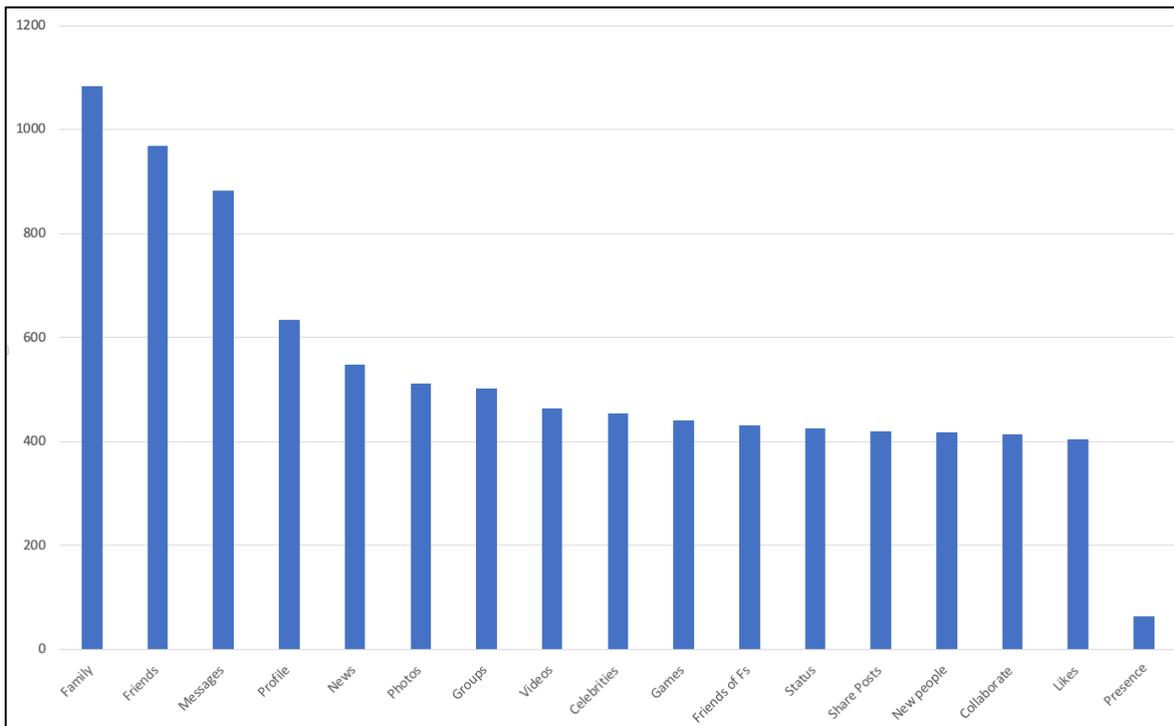


Figure 5-6 The total affordance weightings School A + B

Listed in Table 5-22 are the affordances which received the equivalent of a ‘not important’ response, or mode 0.

School A	School B
Likes	Likes
Friends of Fs	Friends of Fs
	Profile
Status	Status
Photos	Photos
Videos	Videos
Games	Games
Share Posts	Share Posts
	Collaborate
Celebrities	Celebrities
New people	New people
	Presence <sup>b</sup>

<sup>b</sup> not in School B’s list of options

Table 5-22 The affordances from each school whose mode was ‘Not important’

A further test of the significance of the rank order of these affordances was conducted through a Chi Square analysis. The test is applied to discover whether it is possible to reject the null hypothesis.

**For each test:**

- **H<sub>0</sub>**: There is no difference in the desire to 'send messages' between School A and School B pupils
- **H<sub>A</sub>**: There is a significant difference in the desire to 'send messages' between School A and School B pupils

Case Processing Summary						
		Valid		Cases Missing		Total
		N	Percent	N	Percent	N
SM_ac	Send_messages	374	100.0%	0	0.0%	374

SM_ac * Send_messages Crosstabulation						
Count		Send_messages				Total
		Not Important	Quite important	Very important	Essential	Total
SM_ac	No	3	9	15	9	36
	Yes	13	113	87	125	338
Total		16	122	102	134	374

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.570 <sup>a</sup>	3	.087
Likelihood Ratio	6.089	3	.107
Linear-by-Linear Association	.597	1	.440
N of Valid Cases	374		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.54.

Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	.133	
	Cramer's V	.133	
N of Valid Cases	374		

Table 5-23 Chi Square test for sending messages affordance ( $\gamma = 0.05$ )**Test 1 – Send messages to other people**

Reading Chi Square Tables for 3 degrees of freedom (below)

The test value of 6.570 means we are unable to reject H<sub>0</sub>

NOTE: 1 cell with less than 5 is not an issue since this is a recorded figure

Table 5-24 Summary of Chi Square Analysis of Question 3  $\alpha=.05$ 

Category	No of valid results	Chi Square Value	Cells < 5	Reject null hypothesis? (7.815)
Send messages to other people	455	.671	1	No
Make groups for people to join	449	3.123	0	No
'Likes' on other people's posts	449	1.525	0	No
See names of FoF	450	9.465	0	Yes
Create personal profile	453	21.333	0	Yes
Post status updates	448	9.070	0	Yes
Post photos	452	5.717	0	No
Post videos	449	4.524	0	No
Read the news	446	1.549	0	No
Play games	441	6.242	0	No
Share other people's posts	441	3.444	0	No
Write collaboratively	434	6.993	0	No
Contact friends	443	1.010	1	No
Connect with family	442	3.559	2	No
Contact celebrities	442	4.576	0	No
Contact new people	441	4.204	1	No
Presence	58	n/a		

For most affordances, the null hypothesis cannot be rejected, and so it is fair to regard the schools as having similar results. The exception, where a statistically significant difference exists, is with the categories: 'knowing Friends of Friends', 'Creating a personal profile' and 'Posting status updates'.

### 5.3.2 Question 6 – The platforms pupils use

Question 6 asked pupils with social media to name up to three services that they use most often (Table 5-25). This question was open, and it was possible for pupils to include the name of any program they took to be social media, including any not mentioned in the survey.

Table 5-25 The social media used by pupils in Schools A and B

School A	Count	%	Rank	School B	Count	%	Rank
Discord	14	1.5%	11	Discord	13	10.0%	5
Facebook	42	4.4%	6	Facebook	6	4.6%	8
Fortnite	1	0.1%	19	Fortnite	0	0.0%	17
Gmail	2	0.2%	18	Gmail	2	1.5%	12
Google	5	0.5%	16	Google	0	0.0%	17
Hangouts	1	0.1%	19	Hangouts	1	0.8%	14
Instagram	245	25.4%	1	Instagram	22	16.9%	1
Messenger	16	1.7%	10	Messenger	1	0.8%	14
Phone	1	0.1%	19	Phone	0	0.0%	17
Pinterest	8	0.8%	14	Pinterest	3	2.3%	11
PlayStation	9	0.9%	12	PlayStation	0	0.0%	17
Reddit	9	0.9%	12	Reddit	2	1.5%	12
SnapChat	177	18.4%	2	SnapChat	16	12.3%	4
Spotify	3	0.3%	17	Spotify	0	0.0%	17
TikTok	164	17.0%	3	TikTok	20	15.4%	2
Twitch	7	0.7%	15	Twitch	4	3.1%	9
Tumblr	1	0.1%	19	Tumblr	0	0.0%	17
Twitter	19	2.0%	9	Twitter	4	3.1%	9
WhatsApp	103	10.7%	4	WhatsApp	20	15.4%	2
Xbox	25	2.6%	8	Xbox	1	0.8%	14
YouTube	85	8.8%	5	YouTube	7	5.4%	7
Other	26	2.7%	7	Other	8	6.2%	6

The five most popular pieces of software in each school are:

Table 5-26 The most popular social media used by pupils in Schools A and B

School A	School B
Instagram (25%)	Instagram (17%)
SnapChat (18%)	TikTok (15%)
TikTok (17%)	WhatsApp (15%)
WhatsApp (11%)	SnapChat (12%)
YouTube (9%)	Discord (10%)

Focussing on just the most popular social media, it is possible to identify the core affordances for each platform, while acknowledging that the presence of an affordance associated with a social media does not mean that the pupils employ it or are even aware of it. This exercise is tabulated in Table 5-27. As will be seen in the next chapter, some children do not understand the full functionality of the platforms they use.

Table 5-27 Most popular pupil social media and their Kietzmann et al functionalities

	Conversations	Groups	Identity	Presence	Relationships	Reputation	Sharing
<b>Discord</b>	DM: Yes Group: Yes	Yes	Profile: Limited Hide: Yes	Can be seen online unless made hidden	Contact info – only shared friends	Not within the program	Live streams yes – no permanent record
<b>Instagram</b>	DM: Yes Group: No	No	Profile: Yes Can't hide but can create fake accounts (FAs)	No	Yes – names of followers listed	Followers and likes	Yes – images only
<b>SnapChat</b>	DM: Yes Group: Yes	Yes	Profile: Yes Hard to make fake accounts. No hiding	No	Friendships are private	<i>Charms Since Uncertain number next to name</i>	Nothing permanent
<b>TikTok</b>	DM: Yes Group: No	No	Profile: No Fake IDs possible	Only if live TikToking	See list of followers	Followers and Likes Listed	Short Video Clips only
<b>WhatsApp</b>	DM: Yes Group: Yes	Yes	Limited Profile Cannot easily be anonymous	Yes	No	No	No posting, simply presence in threads
<b>YouTube</b>	DM: No Video Comments only	No	Yes Fake ID possible	Only in live streaming situation	No	Followers and likes	Limited to videos only. Permanent record

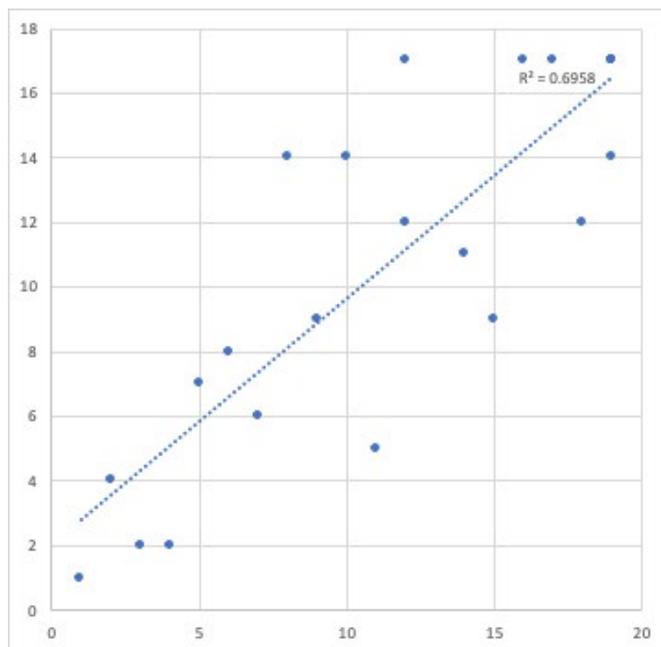


Figure 5-7 The rank order of social media platform adoption between Schools A and B

It was impossible to plot a logarithmic trendline using this data due to some zero values. A linear trendline had an  $r^2$  value of .696. This may be accepted as evidence of “strong correlation” as authors place the boundary for “strong correlation” at .600 (Connolly, 2007). This suggests a level of correlation (agreement) in terms of how pupils from both schools appreciated social media affordances.

### 5.3.3 Conclusion

While there are some differences in the data responses from the two schools, there are sufficient areas of similarity, correlation, and agreement to suggest that the data reasonably represents the self-reported views of the pupils. However, there are some pieces of software which the pupils have identified as social media which appear to be an incorrect or marginal assessment, such as the categorisation of the ‘phone’ and ‘mail’ icons as such. Since the survey did not ask for justifications or explanations, the reasons for these erroneous views cannot be deduced from the survey. However, there was an opportunity to investigate these judgements when the results were shared with the children (see Chapter 6).

## 5.4 RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?

The evidence base for the final research question draws on results from the survey question 4, which asked pupils what they saw as the best and worst aspects of social media. It is important to note that this RQ was not expecting to focus solely on negative aspects of social media use.

### 5.4.1 Question 4 – Good and bad aspects of social media

The question was asked to every pupil, regardless of whether they used social media or not. The question was open, and the space provided for the answers was leading pupils to write short pithy answers. In the event, many wrote complex sentences incorporating several ideas. This desire to make several points was a feature of both the online and paper versions of the survey. The responses were extracted and coded within NVIVO. Where there was more than one idea in a pupil’s response, each idea was coded. A list of the codes is in Appendix G.

While many codes were generated by the exercise, they were ultimately synthesised into broad themes summarised in Table 5-28 and Table 5-29.

## 5.4.2 Summary of Positive Themes

Table 5-28 Summary of positive views about social media from Schools A and B

	School A	School B
Number of codes	688	89
Communication with Family	14%	8%
Communication with Friends	32%	27%
Communication (Other)	24%	28%
Entertainment	7%	3%
Information	8%	4%
Posting – creating and/or consuming	3%	2%
All other codes – individually <1%	12%	27%

School B had far fewer responses than School A and as such a single code from School B represents more than 1% of the total responses. The table indicates that ‘communicating with friends’ is the most important positive social media benefit identified by pupils. Interestingly, Question 3 which looked at the affordances of social media, ‘communication with family’ had a slightly higher appreciation than ‘communication with friends’ (both schools); here the order is reversed. If the positive views for family and friends are combined, they attract between 35% and 46% of all comments. Additionally, general comments about other communication affordances make up another quarter of responses from each school. Using social media to find out information or to have fun or be entertained comprised between 7% and 15% of all codes. The more traditionally recognised social media behaviours such as posting material or responding to other people’s posts was not highly valued with around 3% mentioning these activities. Although it is possible that the communication between friends and family could be categorised as ‘posts’, the pupils did not use the term.

### 5.4.3 Summary of Negative Themes

Table 5-29 Summary of negative views about social media from Schools A and B

	School A	School B
Number of codes	493	100
Bullying/Cyberbullying	18%	29%
Content Concerns	6%	10%
Functionality	5%	6%
Health Safety and Wellbeing	10%	22%
On-line behaviours	16%	9%
People concerns	10%	3%
Personal development	1%	0%
Privacy and Anonymity	9%	0%
Trust and Strangers	23%	16%
All other codes – individually <2%	1%	5%

There was both a greater number and range of comments about the negative aspects of social media. As before these were coded in NVIVO and the full output is in Appendix G. Table 5-29 shows a high-level summary of the ideas. In both schools bullying/cyberbullying was of greatest concern (18% and 29%). Four areas of secondary concern with slightly different response rates between the schools were:

- health (suggestions that being online for hours is not healthy for pupils),
- safety and wellbeing issues (comments relating to feelings of danger or emotional reactions to social media content);
- online behaviours (concerns about the behaviour of other people online in terms of inappropriate comments or content);
- trust and strangers (comments about pupils being uncertain who they are receiving messages from and not knowing who to trust).

Pupils in School A had some significant concerns (19% of the comments in total) regarding what many described as ‘unusual behaviours’ by people online and issues regarding privacy and network security. Curiously neither of these ideas were mentioned by School B pupils.

## 5.5 Chapter Conclusion

Despite Schools A and B being in communities from different urban areas serving dissimilar populations there is a measure of agreement from the pupils. There is general agreement about which software is social media. There is also agreement regarding the affordances which are most appreciated by the pupils. While there is some interesting data here, speaking with the

## Chapter 5

children as reported in the next chapter will allow for triangulation and deeper understanding of their conceptualisation of social media.

## Chapter 6 Results: Phase 3 – Children’s Voices

The second phase of primary data collection consisted of a series of child-voice interviews where the headline results from the pupil survey were shared with the children who were then encouraged to discuss and debate the findings. The activities aimed to provide the children with an opportunity to demonstrate their understanding of and thinking about social media. While the original research plan was to gather focus groups of pupils from Schools A and B, in the event, Covid restrictions resulted in schools being unable to host unnecessary visitors. Covid bubbles also prevented pupils from different classes or year groups from gathering together. Therefore, the plan was amended so that the interviews and focus groups were completed by recruiting children independently of the schools.

Full details of the children recruited, and the interview and focus groups activities are outlined in chapter 3.7.

### 6.1.1 Reading transcripts

In this chapter, the research questions are used to organise the data. For each question, extracts from the child-voice transcripts are introduced. The following notes explain how the pupil voice verbatim quotes have been used.

- The complete set of child-voice transcripts are presented in Appendix H where each interview or focus group session is identified by a transcript number, T1 to T9. The child’s name has been replaced with codes, C1 to C18. In this chapter, child comments are reproduced from the transcripts. To support full scrutiny of the comments and their context, they are followed by transcript location details, for example (T3:23) indicates that the quote comes from transcript number 3 with the quotation beginning online 23.
- Some transcripts include the marker *[BREAK]*. This indicates that some of the discussion has been removed. This is often due to the discussion moving off-subject for few moments and is done for brevity, or to improve clarity. The *[BREAK]* marker is not used when a topic was revisited significantly later in the same session. In these cases, each section of the transcript is identified separately. Other notes in square brackets inform the reader about how the words were delivered. E.g. [pause]
- Three dots “...” are used to indicate that the transcript comment is incomplete and some words within a sentence have been omitted. Sometimes this is a pre- or post-amble. Sentences without dots are complete responses.

- Where editorial support is included to improve clarity, the amendment or comment is shown within (parentheses).
- In these transcripts, vocal fillers such as ‘um’ or ‘like’ are removed to improve comprehension.

## 6.2 RQ2: Which platforms do pupils identify as social media and why?

At the start of each child-voice session, after introductions and ethics had been dealt with, the same opening question was asked to each individual or group, ‘What do you understand by the term social media?’ This question was purposefully asked ‘cold’ with no warmup activity or prior discussion. The aim was to capture the children’s thinking before their understanding was affected by the ideas of others.

The largest focus group were Scouts who met over Zoom.

*Researcher: What do you understand by the term social media?*

*C14: It’s kind of like a way of talking like online, I guess. (T9:6)*

[BREAK]

*C17: It’s also a way of sharing what you’re doing in photos and stuff, like Instagram you can share holidays if you’re [pause] and you can share like different ideas. (T9:10)*

[BREAK]

*C12: I think it’s a thing that you can message say with people and have fun really. Yes? (T9:15)*

While C14 and C12 are focussed on *conversations*, C17 adds *sharing* not just photos but also ideas. These affordances were also mentioned in other sessions:

*C6: It’s like talking to other like your friends in ways. It could be anything really [pause] like virtual (T5:4)*

C11 introduced the term *posting*:

C11: *It is a way of posting and sharing with other people that they can interact with it. It is a way of communicating with others.*  
(T8:412)

In another session, C5 saw social media as interactive, with posts having the potential for receiving *likes* or *comments*. They also demonstrated awareness that not all apps offer the same affordances.

C5: *... You can connect with people usually not face to face, but you can post photos and videos and stuff. Like say, about them and then people can 'like it', and they can comment on it, and share it to other people usually, but it does depend on and which app it is.*  
(T4:4)

Friends C3 and C4, were older children who had both used social media for several years. While C3 made a convoluted comment about contacting people via new technology, C4 saw social media as a means of connecting with like-minded people with the hint, confirmed later in the discussion, that this can also be a means of meeting new people away from existing friendship groups.

C3: *Well, the thing which is a means to connect with people that you wouldn't otherwise be able to connect with, in specific ways, that are best defined on the media; by which I mean the app or whatever you are using to contact other people. So, a way of talking to people, meeting people or otherwise generally socialising...*  
(T3:5)

C4: *... It's just a new way to be social with people; that may be too far away for you to meet or that you never thought you'd meet because your interests collide but you both live in completely different areas...*  
(T3:14)

A couple of children, including C2, went further, seeing social media to be a platform for both meeting new people and self-promotion:

C2: *...its just a lots of different apps that that are social media, and you can message people, but you can message people that you don't know and but you like on let's just say for example like*

*TikTok you make videos of yourself - of you dancing and doing stuff, and you send it and send it out or rather it could be no one can see it or everybody can see it, and it's just an app you can message people on, and you would have groups on, and you can just scroll through it - look at it..* (T2:9)

In most child-voice sessions, the question asking for a definition of social media was repeated at the end, to see if the children's definition had changed in the light of intervening discussion. In every case, the children did not make any substantive change to their original definition. There was even a tendency to repeat their initial phrasing verbatim. This suggests either that the discussions did nothing to challenge their prior understanding, or possibly that deconstructing and reformulating a concept requires time and is not something which is instantaneously completed.

### 6.2.1 **Assessment of the Apps**

In the child-voice sessions, participants spent time discussing the list of applications which had been identified by pupils as social media. The list was broad and triggered both discussion and argument. Content analysis of the transcripts placed each application into one of three categories (Table 6-1). With some software, there was unanimity of view that a particular app was or was not social media. The middle column lists where there was disagreement. It should be noted that a single dissenting voice in one session was sufficient to place social media into this middle category, and as such the table does not reflect strength of opinion.

Those completing the survey were faced with a binary choice regarding 48 apps, without any opportunity for explanatory exposition. In the focus groups, this was rectified with the children being asked to explain their thinking and outline how and why certain platforms may or may not be considered social media.

Here, rather than focussing on the applications where there was agreement either for or against a platform being social media, the focus is upon where there is disagreement or uncertainty. None of the discussions were “democratic” and it is not always possible to know how many in the focus group shared a particular point of view as votes were not taken. Many of the comments are fragmentary and none of the software was discussed for more than a minute or so. But it is useful to note the ‘boundary’ issues; those functionalities that caused some to accept or reject an application as social media.

Table 6-1 Child Voice Identification of Social Media Platforms

Application	Definitely social media (no dissent)	May or may not be social media	Definitely not social media (no dissent)
Facebook	✓		
Instagram	✓		
Pinterest	✓		
Reddit	✓		
SnapChat	✓		
Teams	✓		
TikTok	✓		
Tumblr	✓		
Twitter	✓		
eBay			✓
Google			✓
Discord		✓	
Line of Duty		✓	
Mail		✓	
Messenger		✓	
Minecraft		✓	
Phone		✓	
PlayStation		✓	
Skype		✓	
Twitch		✓	
Wattpad		✓	
WhatsApp		✓	
Xbox		✓	
YouTube		✓	
Zoom		✓	

### 6.2.2 Discord

Discord describes itself as ‘Your place to talk’ (Discord, 2021). Its primary function is to allow online gamers to “hang-out and chat”. The software permits both texting and VOIP conversations while playing online games.

C4 appeared content to categorise Discord as a social media platform purely based on the ability to chat:

C4: *...I have a thing called Discord which is like every other chat kind of thing...* (T3:66)

Other were less certain. C1 is clear that alongside other apps, Discord does not reach the necessary criteria to be social media:

C1: *No. That’s the thing I wouldn’t say WhatsApp, Skype, phone, or Discord would be social media or mail because you have to have a very specific way to access that person, if that makes*

*sense. So like Skype would have to have a certain email  
whereas things like Instagram and TikTok and things .... loads  
of people, you just add as you see them. So, I just wouldn't  
have classified as that... (T1:188)*

C1's logic is that any application where you need to know specific contact details such as a phone number, email address or username cannot be social media. To connect with someone in Discord the username or email is required. For C1, social media is about being able to connect with people, known and unknown, without needing specific contact details. C12 shared this opinion:

*C12: No (Discord is not social media) because you've got to know  
their username to find them. (T9:343)*

Here the determining factor related to the means of accessing people, not what you do in terms of chat once the connection is made. For some then, needing specific information to contact others precludes software from being social media.

### 6.2.3 **Minecraft**

Minecraft is a 'sandbox' game where players build a virtual environment and interact with others collaboratively or competitively.

*Researcher: ...So what's the argument that Minecraft is a social media?*

*C12: Well you can play with friends. (T9:237)*

C12 sees the 'social aspect' of playing with other people as synonymous with social media. In contrast, C5 starts from an entirely different place.

*C5: I think you can get it as an app on the phone, so yeah [pause]  
wait oh I don't know [pause] if you can talk to people on it then  
yeah (T4:361)*

C5 started by questioning whether the game can be played on a phone. This appears to be the immediate issue, implying that applications played on a PC may not be social media. C5 concludes that Minecraft is a game because people can talk within the game.

Friends C16 and C12 discussed the status of the application:

C16: *Minecraft isn't a social media site, it's a game.*

C12: *Yeah but you can still talk to people.*

*[Break]*

C16: *I get that. Just, it's not made for chatting.*

C12: *But you can also play with them. (T9:91)*

Siblings C7 and C8 also grappled with affordances and what they saw to be Minecraft's core function:

Researcher: *C8 why is it (Minecraft) not social media, because it's [pause] a game?*

C8: *Well, you can socialise on it, but it's not what you use to chat to people*

C7: *Its main point isn't [to] talk to people, its main point is to build things, mine and then craft things. You know! (T6:162)*

The disagreement is over whether the ability to *talk* to friends within Minecraft is an affordance sufficient to categorise it as social media. C8 acknowledges that you can chat over Minecraft, but that alone doesn't make it social media. They saw it fundamentally as a game, with chat functionality. A view also supported by C11:

C11: *That's a game thing. It's the same as Xbox and PlayStation so definitively no. (i.e. Not social media) (T8:209)*

From this section, it is possible to witness some children clarify their judgements through determining the primary function of an application. If it is a game, it cannot be social media even if it shares some affordances with social media. Others though start with functionality; you can chat and therefore whatever else an application is it is social media.

6.2.4 Mail (Email)

In an environment where there are many seemingly more attractive communication possibilities, email remains an option for this age group (Johnson, 2021). It is a technology they know and some use.

*Researcher: Mail, email. Happy that this is a social media?*

*C5: Yeah because you communicate with people on it and you can use it to send things to people and photos and stuff. (T4:346)*

The larger group's discussion also considered whether email was social media.

*C14: ...it's like messaging people. (and therefore, is social media)*

*C12: So's it's the same as WhatsApp, so I would say it is. (social media)*

*Researcher: C15, what do you think?*

*C15: I would have said email, ... when I think of a social media it's like something that you would like use a daily thing. Like you go on it to chat with friends. But email its takes like you type it out and its more of like you (know) what you're going to type and you know what you're going to say.*

*Researcher: So are you coming to the conclusion that it is or is not a social media?*

*C15: It isn't a social media*

*Researcher: It isn't a social media for those reasons. Does anyone else want to come back and agree or disagree with M10?*

*C14: I guess like, well I dunno, it's a bit of both really in a way.*

*C17: Yeah. I feel it's just a slower version ... that you can't message fast and you can't share things fast (T9:433)*

[BREAK]

C16: *Yeah, I would say mail is more formal. Messages more like “Oh do you want to go down to a park?” You don’t do that with mail. Its here’s the link to today’s Zoom meeting. Or today’s activity for the learning. (T9:459)*

The argument begins by equating Mail with WhatsApp and since they had agreed earlier in the conversation that WhatsApp is social media, mail must be too. Others though saw email as having a different function since as it seen to be a ‘slower’ tool for writing. Some also saw it primarily as a business application or the tool their parents might use to make formal arrangements.

Friends C3 and C4 were able to separate the communication function from the social element, but they too concluded that email was the preserve of businesspeople and not for children.

Researcher: *...Why are you surprised Mail’s there?*

C4: *Well while Mail is definitely a social app, is about talking to people, it doesn't feel like a social media...*

C3: *Yeah*

C4: *It's like Mail is almost like at text level of personal I guess you could say. Like you have to have someone’s email address in order to email them, and usually that's just like close friends, family and maybe like school or something like that*

C3: *Or like work.*

C4: *Yeah something like that. And this is a young group of kids, years 7 to 8, I don't feel like they'd be fully onto emails yet.*

C3: *Yeah*

C4: *Emails to me feel quite like a grown-up thing because when you're younger you have like texting and then like TikTok's there too and stuff like that. (T3:282)*

## Chapter 6

### 6.2.5 Phone

The phone symbol was in the survey paper and 45% of School A and 17% of School B identified it as social media (Table 5-12). The focus group were asked whether they agreed:

*C12: Phone is a social media because you can talk to people.*

*[Break]*

*C14: and like a phone isn't really a site it's like an object that you  
[interrupted]*

*C12: But neither are Xboxes or PlayStations (which they had earlier  
concluded were social media)*

*C16: C14's got a point. (T9:375)*

*[Later]*

*C17: I feel like a phone is more of what you have all of these apps  
on. So I don't think it really counts as a social media site*

*C16: Isn't there an app called phone on some?*

*C15: Yeah, it's the calling thing, isn't it.*

*C16: Oh, perhaps that's what they meant. (T9:392)*

The earlier part of the discussion demonstrates something of the range of ideas the children were trying to sort out. Earlier they had concluded that Xbox and PlayStation were social media and C14 is trying to argue that a phone as a physical object and cannot be social media. But C12 counters Xbox and PlayStation are physical objects which they had already determined to be social media. Eventually, C16 wonders whether the symbol on the survey was referring to the 'calling thing' presumably the telephone capability at which point the conversation moved on.

Two older contributors questioned whether the pupils who had completed the survey in School A, would ever actually make telephone calls.

C3: *Yeah it's like a phone, and they've got phone on there as well that's not really a social media site.*

C4: *That's like the same as like mail. I can't image years 7 & 8 are calling each other!* (T3:349)

The high rate of attributing phone as social media was particularly evident in school A. The children reached this conclusion from one of two routes; phone is a social media because you talk on it or it was identified simply because it is the hardware used to host social media apps.

#### 6.2.6 Messenger

Messenger is a 'short messaging service' (SMS) application. Some children saw it as social media:

C5: *Isn't that like, it's a bit like WhatsApp? Yeah I'd say its social media, I'm not too sure about*

Researcher: *Messenger is like text. So, it would be like texting someone.*

C5: *Yeah*

Researcher: *Are you happy that?*

C5: *Yeah that's social media yeah.* (T4:254)

C5 is content that the ability to send text messages is sufficient for social media categorisation. C6 in a separate discussion reaches the same conclusion based on communication taking place:

Researcher: *... What is it about Messenger that allows you to say, that's social media?*

C6: *Because you're communicating with people* (T5:133)

However, C1, an experienced social media user, dismissed Messenger since at its core it is a peer-to-peer service.

C1: *But even like Messenger I would have said, I know it's linked to Facebook, but for some reason I wouldn't say that's social media because it's still very private.* (T1:191)

C1 sees social media needing to have a broadcast capability beyond peer-to-peer communication.

### 6.2.7 Twitch

Twitch is a streaming platform primarily supporting those who wish to share either live or pre-recorded gameplay.

*Researcher: C18, you've said you've come across it (Twitch), do you think its social media?*

*C18: Yes, it's just like live streaming and people do stuff they stream. Er, but I don't think its [pause] it used to be a lot better, but it's become much more controversial, because they've had more like hackers [pause] and I think they had some people can do streams like in real life and not just in video games. And like a lot of stuff has gone wrong. Like there's been suicides and stuff on there. It hasn't been too good.*

*Researcher: Right, but in spite of all that, is it still a social media?*

*C18: Yes*

*C16: It's like YouTube (T9:316)*

Elsewhere, C6 was clear that Twitch is not social media.

*C6: Because it's only one person like streaming, it's not like lots of people can do it at the same time. (T5:71)*

*[BREAK]*

*C6: Its the same as YouTube as well...it's not really connecting with people it's just one person doing it .... and lots of people watching (T5:80)*

In both cases, YouTube is cited as the reason why Twitch is or is not social media. It is social media because gameplay can be streamed, with live commentary, to a wide audience.

Alternatively, it is not social media because it is a passive platform where people simply watch the activity of others, presumably with little social engagement.

### 6.2.8 PlayStation and Xbox

PlayStation and Xbox are games consuls. The consoles allow users to play proprietary games with friends or, if desired, strangers over the Internet. The gameplay can incorporate text or voice-chat via headsets. The question arose with the children as to whether this functionality backs categorisation as social media. Support came from some content to associate in-game communication with social media:

C6 – *[This is social media because] You're playing with other people and talking to them. (T5:152)*

Though for C5 this very combination led to uncertainty:

C5: *...Once you think about it. I didn't really think of it [Xbox and PlayStation] as a social media because in my opinion social media is sort of more apps, but you can play with other people and talk to other people on ...*

Researcher: *You can, is that sufficient to make it social media?*

C5: *I'm not sure ...because... yes it's not really an app, I don't think, because you can, its like a hard device and there's lots of different games and like discs and DVD's. So I don't think it is an app so I'm not sure whether it is social media. (T4:291)*

Here C5 is trying to assimilate 'app' status with social media. Since Xbox is a physical device, and not an app, it is not social media. C4 and C7 & C8 speaking in different sessions, drew similar conclusions:

C4: *You can talk on them but that's like a feature in game. Also like the Xbox and the PlayStation that's a game console.(T3:346)*

In a separate session,

## Chapter 6

C7: *... I'm not sure about Xbox and PlayStation. I mean I can kinda get it coz you can talk to people...*

[BREAK]

C8: *You play with people.*

Researcher: *If I asked you to draw up a list of all the social medias you could think of, you wouldn't have put Xbox in that list?*

C7: *I wouldn't have Xbox, PlayStation or ...(on the list) (T3: 180)*

There is differing logic here. Some children begin with what they can do within a game and if it is chat or texting others, then that alone appears sufficient to identify social media. Others look to the primary function first. As seen earlier, the presence of functionalities which can be associated with social media are not sufficient to confirm 'social media' status. Of primary concern to children like C11 is what the hardware or app was created to do. If it is a games console, notwithstanding anything that users can do, it is not social media.

### 6.2.9 YouTube

YouTube, is one of the age group's most widely used apps. Some were clear about its status:

Researcher: *What about YouTube?*

C16: *Yeah [It is social media] because people can share videos.*

C17: *I suppose you can comment and stuff on there and things, so.*  
(T9:253)

While C16 and C17 are certain, C1 saw YouTube could be a social media, but that the definition depends on who is using it and how:

C1: *Um yes [YouTube is social media] for the people that are successful on the app ... like I watch YouTube all the time. To the people that have made it successful it's their social media site I would say that, but to myself I wouldn't say it's my social media because I never ever put content on it. (T1:167)*

C1 is seeking to understand YouTube as both social media and not social media. The categorisation is about how users are engaging with the platform. In C1's opinion, where content is just consumed without further engagement, then YouTube cannot be social media. However, should an influencer use YouTube channels to interact with their followers then it would be a social media, for them.

The nuance here is the difference between commenting and communicating. For C8, leaving a 'like' or a comment on a video is fine, but even then, that is insufficient to designate YouTube as social media. Brothers C7 and C8 unpicked YouTube's status:

C7: *YouTube is a social media. I mean that's what I think.*

C8: *I'm in the middle*

Researcher: *C8 is unsure or not or*

C8: *Because it can be used to talk to people, but the priority on YouTube is hosting and then watching videos (T6:435)*

Then later:

C8: *Cos you have to sign into YouTube cos [pause] you can use (it) like offline, but you can use it without signing in. So like if you watch a video it won't come up on the views*

C7: *No? Does it did not come up on the views? And then also you can't 'like' and comment if you're not signed in.*

C8: *But I use YouTube signed out. I don't see the point of signing in, unless you want to comment. (T6:456)*

So, the functionality of 'liking' and 'commenting' are the points of contention with C7 content that being able to 'like' video being sufficient functionality to categorise YouTube as social media.

In contrast, Year 7 child C2 was adamant that it did not meet the criteria:

C2: *YouTube I wouldn't class as a social media because you can't message on it. But basically, a social media site I'd say you'd, you would have to be able to message on it, or at least, yeah,*

*you'd have to message on it or [pause] have videos, but YouTube does, but I think you would have to have to message on it because where it says social, that's kind of you interacting with somebody and then [pause] so that's what I [think].*

(T2:110)

Finally, C9 dismisses YouTube as a social media:

*C9: Because, when I play a video, I think of people just watching it and not messaging people.*

(T7:141)

The discussion is inconclusive with strongly held views both for and against YouTube's status as social media.

#### 6.2.10 **Skype, Team and Zoom**

Microsoft Skype, Google Hangout and Zoom are video-conferencing platforms. Since the pandemic, the children have experienced school lessons being delivered via at least one of these platforms. They were asked to weigh up whether these too are examples of social media.

*C5: Yes (they are social media) ... because Zoom is like Skype and Teams is a mix of email and something else, I can't remember, like messaging. Cuz at one-point teachers did this thing where they would like record themselves during the lesson and then broadcast it to everyone so a mix with, think camera and I don't know. (T4:521)*

M2 and M3 considered Skype's credentials:

*Researcher: Do you think Skype for social media?*

*C7: Yes*

*C8: It's primarily used to chat to other people.*

*C7: And also you can sort of maintain a level of anonymity*

*C8: Can you?*

- C7: *Yeah, because you can turn the camera off, I think. I could be wrong...*
- Researcher: *You can turn the camera off but actually if I was going to Skype you, I've got to know your number.*
- C7: *So can't really meet new people!*
- Researcher: *... do you think Zoom is a social media?*
- C7 and C8: *Yes*
- C7: *Yes, I think it is. I also think Microsoft Teams...*
- Researcher: *...so anything which does that sort of job?*
- C7: *No, I think Microsoft Teams out of Zoom, Skype, Google Meets is the most social media like. Because you can have groups, so I know that, so there's a group for an organisation that I'm in. And you can do calls and stuff, but then you can also chat and post things on the group. So I think it's yeah I think that Microsoft Teams is the most social media like out of all of the yes stuff people used to work. (T6:493)*

Here C7 develops clarity. For them Microsoft Teams is the most social media like due to the ability to post user generated content and create groups.

C11, a Skype user, did not regard it as social media.

- Researcher: *Now quite a lot of people have put it (Skype) as social media. You may not know enough about it to make a judgement.*
- C11: *Yeah, yeah I do. Yeah, I'd say it isn't. I'd say it in the same way that WhatsApp I'm uncomfortable with it. But its just face-to-face having a conversation like we're having. (T8:136)*

[BREAK]

*C11: ...I don't think they're social media in the same way that Skype and [pause] yes Zoom is just a newer better form of Skype. That's not social media. (T8:224)*

The video conferencing sites, with which all the children have some familiarity, divided their thinking largely due to the formative criteria they have for defining define social media.

### **6.3 RQ3: What affordances of social media does this age group most value and why?**

In this section, extracts of conversations where the children discussed each of the seven Kietzmann et al (2011) social media functions are reviewed in turn.

#### **6.3.1 Conversations**

Talk, chat and discussion were of interest to all the young people. Examples included, making functional arrangements:

*M4: Sometimes if [mum] has messaged me to say that she's going to be home late, that's kind of useful for when I get in the door I don't get like worried that she's not here. (T7:283)*

and contacting people who live in a distant location:

*C12: So such as my mum, she lives [name of place some distance away] so I can't normally go and see her. So with WhatsApp I can Facetime her. (T9:161)*

One notable feature was how often the children used vocabulary associated with speech when describing what they do on social media. The terms 'talk' and 'chat' were frequently used by the children as they described the benefits of social media.

*C6: It's like [social media] talking to other like your friends in ways. It could be anything really... like virtual (T5:4)*

*C10: Well probably because you can say things. So, say if you wanted to talk [to] one person. You could create like a chat, just you and that person, and just speak to them to say*

*something private to them. Without having to move from the spot you are.* (T7:21)

*C9: Social media is a website which you can, chat with friends and family can be together without being in person, so you don't have to drive or walk anywhere to...* (T7:5)

In one exchange the vocabulary was challenged:

*Researcher: OK. When you said talk [C7], were you talking about speech talk or talk through text or both?*

*C7: Both. I think you should be able to do both for it to be social media.* (T6:20)

This suggests that for some children, social media communication is both about messaging as well as voice-based conversations. Some platforms including WhatsApp have the capability of making voice calls so perhaps this description is not misplaced.

The comments above from C6, C10 and C9 references behaviour between established friendship groups. The idea then is that social media is about having conversations with people who are already known. Thus, what may have been in-person relationships at one point continue as conversations within social media. As one of the older contributors reflected:

*C4: When you get social media obviously it's mainly to talk to your friends from what I like from what I remember when I first got social media.* (T3:765)

Some younger participant recognised that 'conversations', in whatever form they take, are likely to go beyond family and close friends.

*C2: You can message people, but you can message people that you don't know* (T2:9)

*M2: So yes, you can talk to your friends and stuff and also you can kind of meet new people.*

*Researcher: Meet new people within your friendship group, or meet new people who are beyond your friendship groups?*

M2:                      Both.    (T6:87)

Brothers C7 and C8 grappled with their definition of social media. C8 was not content that the ability to text was a robust enough affordance.

C8:                      *[It] doesn't mean its social media because you chat to people.*

C7:                      *You can also post stuff on Messenger.*

C8:                      *Typing is basically posting. Posting is when you put, I don't know, pictures and that.*    (T6:240)

Thus, C8 is formulating the idea that chat alone is not sufficient evidence for social media whereas posting something multimedia such as an image can be. So, there is some differentiation between messaging and posting which involved sharing specific media items. In C8's discourse an image can be a post, but a text message is not a post.

### 6.3.2                      **Groups**

While forming *groups* was School B's fourth most important affordance, it was not as highly prized by School A being ranked only 7 out of 16. The children mentioned some benefits accruing from groups:

C5:                      *... with WhatsApp yeah so you can have lots of different conversations. So 'one on one' (so with my parents probably or a friend) and then you can have one with a group of friends.*    (T4:117)

C7:                      *...with like team mates and stuff, for the different sports I do, and they have a group on Facebook ...*    (T6:43)

C8:                      *I have a group called, 'Meet-up Group'. Its where we organise meet-ups.*    (T6:127)

C5 saw difficulties associated with being placed into large groups against their will:

C5:                      *When I first got my phone, loads of people [were] making big groups for like the whole class and whole year group. And I didn't like them coz I just loads people I don't know. But you*

*can have one with like five friends so you and four others and it can be like if you walk school together, or if its someone's party or birthday or whatever.* (T4:119)

However, C5 could appreciate groups, especially when they were in control of them:

*C5: I've created a few groups but usually if it's an stuff like in school where you get put together for work or if it's my birthday or ...* (T4:126)

In discussion, the children spoke confidently about how groups are used and how they benefit from them. This contrasts with the lukewarm reaction to groups seen in the survey.

### 6.3.3 Identity

Identity is the ability within social media to control how people are presented to others. It also includes the ability to preserve anonymity and privacy. The most obvious form of social media identity is the social media profile. Only two children mentioned profiles, and it was in relation to other people's behaviour rather than their own. C7 felt that profiles are not necessarily to be believed:

*C7: ...people do get catfished on stuff like Tinder which I think is also social media. Because people can post a fake profile picture.* (T6:542)

Then C3, while speaking about Wattpad (an online-writers forum) said:

*C3: ...and they can post on their own profile and about "oh I'm taking a break at the moment because of this", or "sorry I've been too long like I'm in the middle of writing the next chapter". I think it definitely creates a community kind of thing if you're following this one author.* (T3:186)

C1 detailed a complex and sophisticated management of their online identity through managing three Instagram accounts.

*C1: ... So my main account is private in that it has loads of my friends and mutual friends but I have one account that's private which [is] where I only have close friends on it. I can post funny*

*photos of them and they don't feel like loads of people are going to see it...Then I have a public account for my makeup, coz I'm really into theatre makeup. Um, so for cuts, gore, I like doing my little brothers like gory makeup. Then obviously I do like doing nice glam makeup and I post on that and it kind of goes out there and I kinda promote [pause] that's one of my big interests and then that's public so other makeup artist and things can comment and we can talk. (T1:62)*

This child has developed a range of techniques and behaviours which allow them to project a separate profile and personality for different audiences. They want to be noticed for their make-up work and that account is public and outward looking. The two private accounts allow them to control who can access specific levels of intimacy.

When children were asked what advice they would give younger people about using social media, one theme was about taking care over what they posted:

*C7: Yes, so don't go overboard and start posting on everything like, just yes so basically just don't let people into your life kind of, yeah. I mean sure you can post a nice picture of a forest that you're in, but don't like spend your whole day videoing yourself and then putting that out there. (T6:702)*

*C3: I'd say go on private if you're going to make an account make it private. Only add or allow people to see your account, or follow you, if you know them when you're starting out... (T3:753)*

Having control over the way you are presented also involves having self-control over what you post, even to close family or friends. One child recognised that once information is on social media, it can never be assumed to be completely private.

*C2: Even if you are a private account don't post things that you do [pause] so let's say like, if I was [pause] as I'm a private account just post things that you wouldn't want someone to see. So just don't post it. So even if they don't follow you don't just in case. The main one, yeah, is just be a private account. (T2:195)*

Few conversations about identity spoke about needing to deal with contact by strangers, which was a major concern particularly of School A pupils.

#### 6.3.4 Presence

Presence is social media's affordance that indicates whether a friend or contact is currently online. The pupils appeared to indicate that this was not something they valued. The researcher shared the idea with each child voice group. One of the older pupils felt it was a positive feature:

*C3: I think it's a good feature because, if you know that they're active now, you don't have to worry about interrupting something by texting them. Like I'll text C4 anywhere if I want to share a post, but if I know that [they are] active at the moment then I can know that I can get a direct response or a response fairly soon. (T3:401)*

Interestingly, the benefit of knowing if someone is online was not about having instant accessibility, but rather understanding that they are busy and should not be disturbed.

C7 drew a different conclusion:

*C7: I mean I think that it could be a thing but that you should have the ability to turn it off if you don't want all of your friends to know that you're online. (T6:411)*

It seems that some are concerned about even friends knowing too much about them, their whereabouts or availability. There are times when children want to be online, but do not want the world to know about it. Another pupil linked presence with location. After saying that she keeps herself 'hidden':

*C1: Instagram does do that [the ability to know who is currently online], but you have to turn it off, so I don't have mine turned on. I've had Snapchat in the past, there is this thing called SnapMaps and it shares your locations with all of your friends, and they can tell you when you're being active on the app, but the majority of people just turn that off because they're not really safe. (T1:103)*

## Chapter 6

Thus 'presence' received a mixed responses from the children. While some appreciated the ability to see if friends are online now, most wanted to retain tight control over their privacy and safety.

### 6.3.5 Relationships

This affordance is the capability of knowing who other people are following or have as friends on social media. There is no indication from the pupils or children that any had much interest in who others had as friends. The only discussion about relationships was with one of the older children who talked about her system for accepting new friends:

C1: *... I'll get like in a week like 20 or something friend requests and I'll only ever accept them if you have mutual friends because if they don't, I'm like "I don't know you" - I have no reason. Because people of mutual friends that's how you make friends is by having mutual friends. So, I'll always add them but only if you've got at least 10 mutual friends... (T1:314)*

So, the child was cautious about including in their friend list any outlier people who are not known by a good number of their existing friends.

### 6.3.6 Reputation

Nothing was said regarding any desire to understand the reputation of other people.

### 6.3.7 Sharing

Kietzmann et al (2011) used the term sharing to represent,

*...the extent to which users ex-change, distribute, and receive content.  
(Kietzmann et al 2011:245)*

Within this definition there is a sense of sending, receiving, and forwarding material. However, the children use the term sharing only with respect to outgoing materials including photographs, videos, or messages:

C1: *It's [social media] lots of like self-promotion like sharing with people, what you enjoy, your hobbies, what you like, what you*

*been up to, and things like that. what you enjoy, your hobbies...*

*(T1:6)*

C5: *...post photos and videos...*

*(T4:5)*

C4: *...when I go on holiday I take like nice pictures of sunsets or like cool things. And like people will just reply with like emojis and things like that.*

*(T3:668)*

And then there was appreciation about the capability of seeing what other people have shared

C2: *[Using TikTok] ...I can watch other people's dances and be inspired by what type of dances they do. I just to see what other people do and like most people use Instagram as um a social media to tell everyone what they've been doing*

*(T2:36)*

Many children (C1, C2, C6, C7 and C8) acknowledged that photo sharing was a core affordance. C5 also spoke about Snapchat's ability to add filters to photos such as bunny ears. C9 and C10 talked about sharing videos on social media while C1, C3, C4, C12 and C17 – confirmed that they had uploaded videos they had made at some stage. Sharing images was an almost universal experience.

### **Other affordances**

This section concludes by looking at other social media affordances which do not fit easily into Kietzmann et al's seven.

#### **6.3.8 Access to the news**

One child mentioned accessing the news via social media.

C3: *...And what happened with the Belarus explosion, I first learned about that on Instagram because people were sharing it...*

*(T3:131)*

While this has been coded as a news sharing, it may be that the story was *shared* by other users, rather than being read off a direct news feed from a reputable journalistic source.

6.3.9 **Following celebrities**

Several the children said that they used social media to follow celebrities, though none suggested that this was a primary motivation:

C15: *Well probably the most famous person I follow is, um, I don't know really, Ant and Dec. That's probably the most famous person I follow*

C17: *I follow a few celebrities but not as many as my friends follow.*

Researcher: *In what sort of realm, are they sport or fashion or pop or*

C17: *A mixture to be honest. It depends. (T9:763)*

They were aware of the size of celebrity followings and therefore the influence and the potential rewards for those regarded as celebrities or influencers.

C15: *They're both (Charli D'Amelio & Alison Rea) American and they are the most famous people in TikTok.*

C17: *Yeah, Charli's got hundred*

C15: *hundreds of millions now. I'll check quickly how many she's got*

C17: *100.9 million or 101 million now I don't even know*

C15: *I'll check C17*

C17: *She (Charli D'Amelio) hit 100 million the other day*

*[Break]*

C17: *And Alison's at 70 million (T9:921)*

They were also aware of the earning potential of celebrities:

C13: *Yeah, Charli D'Amelio earnt £85,000 in thirty days.*

*Researcher: That's somebody I've not heard of. What does he do?*

*C15: Dances. SHE's a dancer! But she's doing dances on TikTok now to get even more like followings.*

*C17: I've just looked it up and she's earns \$25,000 a video.*

*(T9:815)*

The children appeared to benefit from a range of social media affordances. The most notable omission is the ability to see other people's connections or friendship groups. This was a core affordance of social media identified by the likes of Boyd and Ellison (2007), yet today's novice adopters did not appear to appreciate the capability. Most novice users were content to socialise with existing friends. Just one who was reaching out beyond their friendship group reported using hashtags as a method of accessing appropriate people. It appears more of a leap-frog connectivity, rather a traditional network effect where friends of friends most easily accessed. More work would be required to understand this fully.

Also, while it is possible to gather evidence of a broad number of affordances from across the interviews, few children had a rich repertoire. Most reported just a handful of uses.

#### **6.4 RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?**

Young people use of social media to meet their needs. It appears that most novice users exploit only a small repertoire of affordances, and as seen earlier there are some core affordances known and used by many. At start of this section (Sections 6.4.1 – 6.4.11), most of the evidence comes from two discussions gathering comments about the benefits and downsides of social media. The concluding part then reflects on children's answers to a question about what advice they would give to children younger than them who were starting out with social media.

##### **6.4.1 Benefit: Communicating with friends**

As seen already, communication is probably the primary attraction of social media to the children. They could identify benefits accordingly:

*C17: I think that part of the reason is that you can chat to your friends without having to be face-to-face* *(T9:39)*

C4: *I hadn't spoken to her in years I think it was. But I found her social media account and I was like 'oh well we used to be friends, and I feel like we're still on good terms' so I followed her and she accepted and it was all OK. (T3:604)*

These two examples show something of the range of benefits. C17 sees having social media allows conversations to continue even when they are not with the person. While C4 talks about the joy of reconnecting with a primary school friend via social media even though they now live on mainland Europe.

#### 6.4.2 **Benefit: Improved self-esteem**

Using software like Snapchat where some activity is scored, was seen by C5 to derive positive feelings.

C5: *I'm not sure what it is but, your Snap score goes up and it's something that makes you feel, people feel quite proud of themselves and stuff. (T4:47)*

#### 6.4.3 **Benefit: Learning**

Although the children did not use the word learning, and they may not have described what they were doing in those terms, social media allows many of them an opportunity to expand their knowledge and understanding. Social media allowed C1 to develop an appreciation of animal rights and C3 to keep up to date with Black Lives Matter:

C1: *...I got really interested in this animal rights thing called Peta that's really interesting. So like I've watched everyone of their videos now. (T1:385)*

C3: *I really like on Instagram all of the movements that have been happening like, the Black Lives Matter movement, that's been something that's really, from what I've seen picked up on Instagram. (T3:129)*

The learning could just as easily be about developing a new skill as C2 explains:

C2: *Well like I, I do dancing, so I really like TikTok to learn different dances and film myself doing them... (T1:27)*

C2: *... I can watch other people's dances and be inspired by what type of dances they do and they may create other dances that people can learn and you can create your own... (T1:36)*

#### 6.4.4 **Benefit: Expanded world-view**

C4 reported how their social media use helped expand their knowledge of the wider world, beyond her experiences:

C4: *Like with C3, all the raising awareness, like, you're like, Oh yeah like the world isn't my little friendship bubble and like my town. It's really easy to get caught up in that tiny little world that we live in and forget about the rest of the world, until we see something about it. (T3:842)*

When the codes were reviewed, the list of potential downsides had a wider range of comments. It is worth recognising that these downsides were not mentioned by all the children.

#### 6.4.5 **Downside: Addictiveness**

Some felt that social media could be all absorbing and the extreme use could be seen as an addiction:

C14: *The addictiveness coz like, it constantly what people want to do and because effectively it's like an endless string of things to look at you can just spend hours like flicking through it especially things like Instagram. There's just a constant feed like of it coming through. (T9:557)*

C15: *There's features on most social medias that encourage infinite scrolling so you never reach the end. (T9:583)*

The features of platforms such as Facebook, Twitter, Instagram and TikTok where it is impossible to reach the end of the scroll, leads to some children losing hours just scrolling through the videos, posts, or images. As C6 observed:

C6: *It's overwhelming (social media) ..... and you can get consumed by it (T5:183)*

6.4.6 **Downside: Cyberbullying**

As might be expected, cyberbullying was identified by several children as being a cost of social media. The focus groups were trying to guess what School A pupils said they did not like about social media:

C15: *I would have said online bullying would be quite a high one up the list.*

C16: *Cyberbullying*

C17: *I was going to say that as well. People think they are indestructible on social media and can say anything. (T9:532)*

The reason why it is so easy to bully is associated by some with the ease of creating social media accounts:

C8: *People can get cyberbullied.*

C7: *Yeah, bullying. And also, you can never be entirely sure that you're talking to the person you think you're talking to.*

C8: *They could make up an account. (T6:535)*

C17's final comment provides another possible explanation as to why cyberbullying is prevalent.

C3 expands:

C3: *...everyone's hiding behind a screen and a persona and if you're not using your real name it is hard to trace it back to you. So, it's like, 'oh you can't blame me for the things that I'm saying because you don't know it's me. I think that's something that can be really dangerous on social media. (T2:578)*

6.4.7 **Downside: Contact by strangers**

School A pupils were particularly disturbed by the regularity of contact from people whose identity they did not know. The children echoed these themes. Some of the strangers were seen to be peers using pseudonyms to hide their real identity:

C1: *...The majority of it you just put down to kids at school making fake accounts, just trying to joke with you. Um but then there are some accounts that are a bit dodgy! (T1:233)*

Some contact may be open and honest, but it proves very difficult for the children to know, and trust becomes an issue:

C6: *Because you meet strangers, and you don't know if you can trust them if they are like real or not.*

Researcher: *Talk about when you say they're real or not*

C6: *If they're faking to be a friend or if they're real and trying to be friends (T5:234)*

Comments are one thing, but messages (peer-to-peer) sent to individual mailboxes are seen to be worse:

C17: *I feel like the worst problem is like private messages from the strangers.*

Researcher: *What apps does that come in on?*

C15: *Instagram, any app that has a messaging feature. (T9:617)*

C15 felt this drawback as inevitable and just something that must be endured:

C15: *I mean its kind of unavoidable really. If you've got a site you can get onto from anywhere anyone can access it ... its like ... you're open to anything really. (T9:590)*

What was disturbing was the ease at which adults (presumed by the children to be male) could reach out to the children via social media. C11 called this sort of behaviour "weird":

Researcher: *Are they weird because they've contacted you randomly or is there something about what you know about them that say -*

C11: *Contacted randomly -*

## Chapter 6

*Researcher: so that behaviour is weird-*

*C11: Yeah yeah, their behaviour is a bit inappropriate (T8:313)*

C1 was clearly angered by the inappropriateness of the behaviour:

*C1: For me (the worst aspect of social media) it would be receiving messages from like older men. It's a bit like 'what you doing'? (T1:278)*

### 6.4.8 Downside: Conformity

Using social media it is easy to glimpse the lives of other people. Also, with the growth of influencers or friends who carefully curate their posts this is understood to add pressure to the children:

*C3: I think it can be quite restrictive; and you need to look like this, you need to be like this, or need to think like this, without often considering the other opinions or the other facts... (T3:475)*

### 6.4.9 Downside: Well-being

Some made comments about how social media use could negatively impact the well-being of some children:

*C17: I sometimes don't think that's not the best thing that can ... you can do on social media because it can make other people feel bad because you're sharing just the best bits of your life.*

*Researcher: And why does that make people feel bad?*

*C17: Because other people might think that's their life, and that's their whole life, they just get to have fun and go on holidays and stuff. Whereas they can't do that maybe. That might make them feel a bit upset or conscious of their money or something. (T9:52)*

Thus, while it can inform and educate, social media can also generate feelings of inadequacy as children see the carefully curated lives of other who may be more affluent or perceived to have “better lives”:

C16: *People might compare themselves to other people who have better lives than them. And then they're like, oh my life is so trash even though they're very privileged, they just haven't experienced the stuff other people have, and not appreciate life.* (T9:551)

#### 6.4.10 **Downside: Online behaviour**

The poor behaviour of others online was seen to be inevitable and probably impossible to curtail:

C7: *I think we could reduce it, but I don't think it will stop ... and obviously because it's outside of school and it because it's on the Internet it's not like an actual physical thing.*

C8: *Because they'd never do it in real life, because they know they'd get in trouble. But on that they know they can speak freely.*

C7: *Yeah. Keyboard warriors* (T6:815)

Again, it is the anonymity which social media permits which allows some to behave with impunity.

#### 6.4.11 **Downside: Poor communication**

A final downside was illustrated by two children, that of communicating clearly without offending someone else. In the following exchange between brothers C7 and C8, they discussed the difficulty of communicating carefully online, both in terms of how the individual reads incoming communication and how they create sensitive outgoing messages:

C7: *I'm not sure, I think it kind of takes away people's conversation skills cause if you're constantly typing away ...and so and then also you can never really be sure that the tone of how they're saying it. So you sort of have to read it in like the blandest voice.*

## Chapter 6

*Researcher: Jokes are very difficult to translate. I write a comment which is funny, you've read it as insulting. I didn't mean to insult you...*

*C8: Like when you forget a comma or something. You have to try and understand [indistinct]*

*C7: Which is why if I'm making a funny comment, I'd say it and then I always put 'jokes' after it. (T6:548)*

So, the advice here is to try and read incoming messages *neutrally*, so that you, the reader, are not insulted. But when writing, clearly signpost humour so that readers are clear about your intension.

### 6.4.12 Advice for others

In the focus groups children were all asked what advice they would give younger social media users. If they had the opportunity to share some good advice, what would they want those about to adopt social media to understand?

One child wanted their peers to completely avoid early adoption of social media:

*C1: Don't expose yourself to it too young. Because I think the thing of like social media is you get shown certain moments of someone's life and its usually their better bits and the photos they look nicer in. When you expose yourself to that quite young (it) can affect yourself esteem quite a lot. So I would say don't go on it too young and keep it private. (T1:310)*

C5 was also interested in the age of users. At one point suggesting that people should only adopt social media according to the published age limits:

*C5: I think listen to the age limit. So Instagram, TikTok, Snapchat they will have age limits I think and some other do. (T4:473)*

Yet a moment later C5 implies that 11 years (the age of starting secondary school) rather than 13 is an appropriate age limit.

C5: *...I'd say wait until you're in secondary to have a phone yeah. ... if you get a social media account make sure you can decide who follows you and know who sees what you post...(T4:482)*

Others insisted that accounts should be private:

C2: *The one main thing that I would say is, be a private account. And just even if you are a private account don't post things that you do [pause] so let's say like, if I was [pause] as I'm a private account just post things that you wouldn't want someone to see. So just don't post it (T2:195)*

#### 6.4.13 **More knowledge required**

Finally, the young people were asked if there was anything about social media which they wished they understood. Most said they did not have unanswered questions. The few who said they wanted questions answered had different concerns. A Year 8 child wished to understand why people felt the need to post about what they are doing:

C5: *But why people feel the need to post like what their doing. I mean some of that I do get, like if its pretty scenery. And people say, 'oh yes, that looks nice'. Or, I don't know what ...because it can make people feel sad that, 'oh, they're not doing that'. But also I do get why they do that, because they want validation and be appreciated. But like no one ever saw ... I don't know I don't think anyone messaged them about it says, 'Oh yeah that looks nice'. Maybe it just because we're teenagers (T4:538)*

A Year 7 child wanted to understand why people behave so poorly.

C2: *I don't understand is why people do bully over line but that's just a comment on things that happen Like face to face or online. (T2:237)*

Finally, a Year 11 child wanted to know social media has so much power:

C3: *I wish I understood the power it had. Because I know that it has power over me and it has power over pretty much everyone*

*who has it, but I know some of the psychological reasons for it.  
But I wanna know the exact site(?) like why does this thing  
have so much power and why are they allowed to have so  
much power. Like why do we let things like Facebook have  
access to our like Internet history. Like why do they have so  
much power and why they should why should they be allowed  
to have so much power and why don't people question, how  
they have more often. (T3:829)*

What was meant by power here appears to be the power of social media over human behaviour.

## 6.5 Conclusions

The children held mixed views regarding how to define social media. Their definitions were often simplistic and centred on communication (which was often called “talk”) and sharing. A few articulated ideas about the possibility of meeting entirely new people away from existing friendship groups or promoting some personal interest.

The boundary issues were interesting. These are issues which appeared to cause disagreement in terms agreeing upon a definition. For example, some saw that social media had to allow users to meet people without them using having prior knowledge of a phone number or username. For them, social media, must be a world of equality, where all users are accessible. There was some disagreement over whether computer games, which shared some attributes including the ability to speak, leave messages and so forth, fall into the category of social media. Some contested that they did, others disagreed. There was a lively discussion about whether an application such as YouTube, which has some social media functionalities can be considered one when it is simply being used as a video streaming platform. So, there was for some the belief that social media exists as social media, only while appropriate affordances such as one-to-one communication are being utilised.

The two apps which caused greatest confusion were ‘email’ and ‘phone’. Neither of these appear on conventional lists of social media platforms, but because of their ability to be used for text and/or voice communication it was sufficient for some of the children to categorise them as social media.

Turning to the affordances which the group most valued, it was clear that *conversations* and *sharing* are the affordances universally recognised and appreciated by the children. After that, other affordances had different levels of support and that was dependent upon personal

experience. The affordances least valued by the children were the ability to develop an identity (profile) or building connections with friends of friends.

But finally, there was some agreement over the advice the children would offer to those starting out with social media. There was general agreement that new users should start small by only connecting with close friends. Once they have built confidence with the people, they know it may be appropriate to increasing the size of the network. Even then, they should be careful to keep their account private both to keep away unwanted eyes and to avoid contact with strangers. Further, the advice was to be cautious over what they post.

In the next chapter, the threads from chapters four, five and six will be discussed and ideas triangulated with the literature review.



## Chapter 7 Discussion

The thesis seeks to determine how novice adopters of social media conceptualise the platforms they are encountering. While gaining insight in this area is of intrinsic interest, knowledge is also being sought to inform those who design the secondary school curriculum. Although it appears that schools are teaching appropriate information about social media and e-safety, there may be some omissions or misplaced emphases where it will be possible to make some informed recommendations, arising from the new knowledge gained.

The thesis is structured around answering four research questions. In this chapter, the questions will be considered in a different order. Here the second and third research questions will be considered first, followed by the first and finally the fourth.

Much of the published research about social media references older teenagers. In contrast this research focusses on pupils and children aged around 13 years, which as has already been noted is the minimum age set by platforms to own a social media profile. The survey was answered by pupils in key stage 3 (11–14-year-olds). The child voice interviews focussed around a 13-year-old mid-point (Median: Age 12-13; Mode: Age 11-12) but heard from a slightly broader age range of children between 9 and 16 years. In this way the study accessed the thinking of some who did not yet use social media, many who can be viewed as novices alongside some more experienced users.

### 7.1 RQ2: Which platforms do pupils identify as social media and why?

This question had two separate lines of enquiry. One focussed on pupil responses in the survey regarding the applications they considered to be social media, and the other took ideas from the child-voice interviews.

#### 7.1.1 Defining social media

As the literature chapter described, a myriad of terms and ideas are used to define and describe social media. Within the writing there are elements of consensus and disagreement. There are also differing levels of definitional complexity. Paediatric physicians O’Keeffe and Clarke-Pearson deliver an extremely brief yet broad statement:

*(Social media is) any website which provides the opportunity for social interaction*

*(O’Keeffe and Clarke-Pearson 2011:800)*

## Chapter 7

Others craft more refined and comprehensive definitions:

*Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others.*

*(Carr and Hayes, 2015:50)*

In the absence of a universally agreed definition, for this thesis Kietzmann et al's (2011) work referring to seven social media functionalities was adopted as the touchstone definition against which pupil and child understanding would be related.

The first question the children were asked probed what they understood by the term *social media*. Most provided short simplistic non-technical definitions. For example, brothers C7 and C8 said:

C8: *Just apps, where you can socialise with other people.*

C7: *So apps where you can talk to people and send photos and stuff.* (T6:5)

In addition to the tools for communicating and sharing images with others, a couple of the children highlighted social media's ability to overcome distance:

C9: *Social media is a website which you can chat with friends and family, can be together without being in person, so you don't have to drive or walk anywhere.* (T7:5)

Others recognised that social media offered appreciably more than simply facilitating communication between family and friends:

C1: *It's like a platform used to promote your interests, your hobbies, share what you've been up to, reaching out to friends. It's lots of like [pause] self-promotion like sharing with people, what you enjoy, your hobbies, what you like, what you been up to, and things like that.* (T1:5)

C1 sees social media as a tool for self-promotion and a space to develop hobbies.

To assess the extent to which the seven Kietzmann functionalities were included in the children's definitions, their comments were tabulated against the functionalities (Figure 7-1). The children most frequently described the communicative functionality of social media; referencing the ability to chat, talk and socialise with family and friends. The second most mentioned capability was that of being able to share content. Where examples were given, they always referred to sharing photographs or videos. Three children spoke about social media's relational capabilities supporting to ability contact new people beyond their immediate social groups. It is important to note that meeting new people was spoken here as a positive affordance and not an issue of 'stranger danger' or receiving unwanted communication from strangers. Two children indicated that social media could be used to share personal interests and skills, which would help develop their identity. Only C5 obliquely suggested that through posting material online it was possible to receive 'likes' or 'comments' in return.

	Conversation	Groups	Identity	Presence	Relationships	Reputation	Sharing
C1	✓		✓				✓
C2	✓		✓		✓		✓
C3	✓						
C4	✓				✓		
C5	✓					✓	✓
C6	✓						
C7	✓						✓
C8	✓						
C9	✓						
C10							
C11	✓				✓		
C12	✓						
C13							
C14	✓						
C15							
C16							
C17							✓
C18							

Figure 7-1 Kietzmann functionalities identified in the children's social media definitions

It is worth noting the functionalities not mentioned by children in their definitions. These were the abilities to: form groups; present themselves to others through managing their online identity and the ability to know if friends are currently online. This does not mean that the children were unaware of these proficiencies, it is simply that they were not at the forefront of their definitional thinking. The children who did not offer a definition in Figure 7-1 were part of the large focus group and it may be that their silence was either due to reticence or their 'answer' was given by

another child. Most children when defining social media only mentioned one affordance, but it would be mistaken to conclude that this indicates only a simplistic or superficial understanding. However, the focus on communication is noteworthy. For this age group, social media's principal use appears to be as a communication tool, principally connecting with those known and close to them, family, and friends.

This primary use of social media has been identified by others (Reich et al, 2012; Rodriguez-Hoyos et al, 2015; Kennedy & Lynch, 2016). What was clear from the younger children's contributions was the importance of social media for communicating with their immediate family. In the following exchange C9 (a Year 7) expresses relief when mum explains where she is.

C9: *...if mum has messaged me to say that she's going to be home late, that's kind of useful for when I get in the door, I don't get worried that she's not here. (T7:283)*

This is understandable. Pre-adolescence, and beyond, many children will be highly reliant upon their parents and the ability to exchange practical messages is vital. While the children were able to provide simple definitions of social media and what they said in the sessions were broadly correct, they avoided detailed explanations. Their initial definitions rarely hinted at the full potential of the technologies, even as they experienced them. None of the children attempted a comprehensive description complete with multi-faceted nuances, though to be fair many academic writers appear content with broad, simple definitions too.

From within this group of children, the deeper definitions came from those who either had greater experience of using social media or were older, in that they also mentioned a wider range of functionalities. However, it would be wrong to suggest that age automatically provides the necessary experience to devise better definitions. For example, Year 7 C2, one of the younger children, was one of the few who indicated that their hobbies and interests were developed through social media. This comment was made while others Year 7s could only suggest social media as a tool for communication with family and friends.

### 7.1.2 **Survey Q2: Identifying social media**

The survey provided pupils with two opportunities to identify applications they consider social media. The first was in question two where they were asked to indicate from a list of 48 software titles the ones, they understood to be social media. Then later in question six, pupils who reported having social media accounts were asked to name the three they most frequently use.

Question six was an open and therefore pupils were free to name any application which *they* considered social media.

With question 2, at least two thirds of the 48 names were known or recognised by most pupils. The pupils were subsequently asked to indicate whether any of the software names they knew was social media. Chapter 5 demonstrated a high measure of agreement between the two school's data both in terms of the software they were cognisant of and those considered social media (Table 5-15).

The introductory videos shown to pupils prior to completing the survey gave Facebook as an example of social media, but deliberately avoiding mentioning any of the platform's functionalities. Facebook was purposely chosen as it was thought to be the social media application with universal name recognition. Yet despite this, Facebook achieved only a 92% (School A) and 86% (School B) level of recognition. This means that 17 School A pupils and 11 from School B report not even recognising the name Facebook. It is not possible to be certain why this was the case. It is conceivable that some children genuinely do not know the name Facebook, however it is also possible that they failed to read the question carefully or simply overlooked it. Therefore, the only appropriate conclusion is it to acknowledge this incongruity.

School A and B's rate of software identification are statistically similar. This similarity in terms of levels of identification provides some reassurance over the validity of the data, since the two school's data do not exhibit wide variance. The schools are only 15 miles apart, however, they serve different populations in terms of gender balance and ethnic background. Thus, while statistically similar, differences in the rank order with some platforms being more recognisable to one school than the other also rings true since communities of children will have different social media experiences. The between school difference could be the result of friendship group characteristics, diverse social opportunities, and parental preferences. It is conceivable therefore for groups of friends of the same age, attending different schools, to have diverse social media preferences.

School A's pupils include in their list of social media some platform names which might not generally be accepted as such. While Xbox and PlayStation permit VOIP and text messaging, they are generally categorised *games consoles*. Also, they do not permit cross-platform connectivity. A games console is brand-dependent, and communication only takes place within the console ecosystem; however as seen in the discussions with the children, for some, the ability to communicate through an application or games system is sufficient evidence for it to be social media. This view may challenge traditional definitions and would probably not be awarded marks in a GCSE examination; however, the challenge for teachers and parents is to appreciate that

## Chapter 7

game play on consoles can incorporate substantial levels of social interaction, including some of the risks of interacting with strangers. As such teaching about the risks of being online should explicitly include games console use alongside computers and smart phones.

Another misconception from school A pupils is Skype which had 66% acceptance as social media, yet the platform is usually categorised as *communication* software (Britannica, 2020). Again, while Skype may have some functionalities traditionally attributed to social media, it does not set out to provide a full social media experience including posting content for permanent display or the ability to communicate with strangers. Again, whether the incorrect definition matters is debatable. If this is where children communicate with others, share interests, and interact, then the adult definition of social media may need amending so that e-safety teaching has a broad scope.

When the percentage totals of pupils identifying social media were adjusted to represent the percentage of each school's survey population, again the lists of the 20 most identified names had similarities. Both schools had around one third of the list with 'marginal' social media identifications. Those shown in bold appear on both school's lists. School A pupils misidentified **PlayStation, Phone, Mail**, Minecraft, **Google**, Call of Duty, and Grand Theft Auto as social media. While School B pupils misidentified Zoom, Google Hangouts, **Mail, Google, PlayStation**, Spotify, and **Phone**. While the misidentification does not present majority points of views, arguably for between 20% and 35% of a school population to consider email to be a social media is a significant proportion with weak conceptual understanding.

The divergence in understanding between the pupil's survey results and the children's voices regarding mail, phone, and Google warrants consideration. It is possible that the phone icon seen on the smartphone caused confusion in the minds of some. As one of the children postulated, it is possible that some completing the survey saw the phone icon and made the leap to think: since a smartphone is needed to access social media, the phone icon represents social media. This remains conjecture since it was not possible to test this with the pupils.

On the other hand, the categorisation of email as social media was not a rare misconception as it was also present in the child voices groups.

C7: *Yes [Mail is a social media]... you can talk to people on it.  
You can talk to people over the Internet using emails*

C8: *It depends what you use emails for. You can use email to do work wise you can also you but you can do chatting I guess.* (T6:252)

C7 and C8 accept email as social media, if only because people can “talk”. In a different session, C15 was sceptical,

C15: *I would have said email, I mean [pause] there's not much like [pause] because when I think of a social media it's like something that you would like use, a daily thing. Like you go on it to chat with friends. But email its takes like you type it out and its more of like you [know] what you're going to type and you know what you're going to say.*

Researcher: *So, are you coming to the conclusion that it is or is not a social media?*

C15: *It isn't a social media* (T9:439)

C15's argument appears to be that email is not a social media because it is more 'complicated' to use than messaging services. The email software must first be opened, a new mail message created, and the recipient's email address entered and so forth. Messaging in comparison appears to C15 to be simpler and quicker. So, it appears that there is some genuine disagreement over whether email is social media. This is divergent from the Kietzmann et al definition.

There were a significant number of pupils' miscategorising Google. However, the children were clear that Google was not a social media.

C3: *I didn't think Google was a social media.*

Researcher: *How would you classify Google then?*

C3: *A search engine.* (T3:330)

The following exchange is illustrative of how collectively the focus group established that Google was not social media.

Researcher: *...What about Google?*

## Chapter 7

- Chorus: (Negative noises – no specific comments identified)*
- C16: That's what you use to get to the site.*
- C14: Search Engine*
- C16: You don't text people on Google, do you?*
- C12: Without Google then you wouldn't be able to get into all these other things.*
- Researcher: That's true.*
- C17: I suppose there's things attached to Google like Google Meet and then there's Google Classroom but they're like apps on Google. Not actually Google itself... (T9:471)*

The children extracted the social media element such as Google Meet from the search engine functionality. It remains uncertain then why between 21% and 27% of the pupils were confident to categorise Google as social media.

The rate of miscategorisation of social media was higher for School A than B. This might be evidence of pupils receiving different teaching programmes. Although the difference may also be explained through considering the different modes through which the survey was presented. School A pupils completed the paper version of the survey, while School B pupils did the online version. While School A were presented with an A3 page showing all 48 software names and icons (Figure 7-2), School B were presented six software names and icons at a time (Figure 7-3). This raises a question of whether School A pupils were systematic in terms of the way they approached task. Did they tackle a line of icons at a time, or was their eye drawn randomly across the page to icons they recognised which could result in some others being overlooked? Without further work on how the online and paper surveys were completed it is impossible to do any more than offer conjecture.

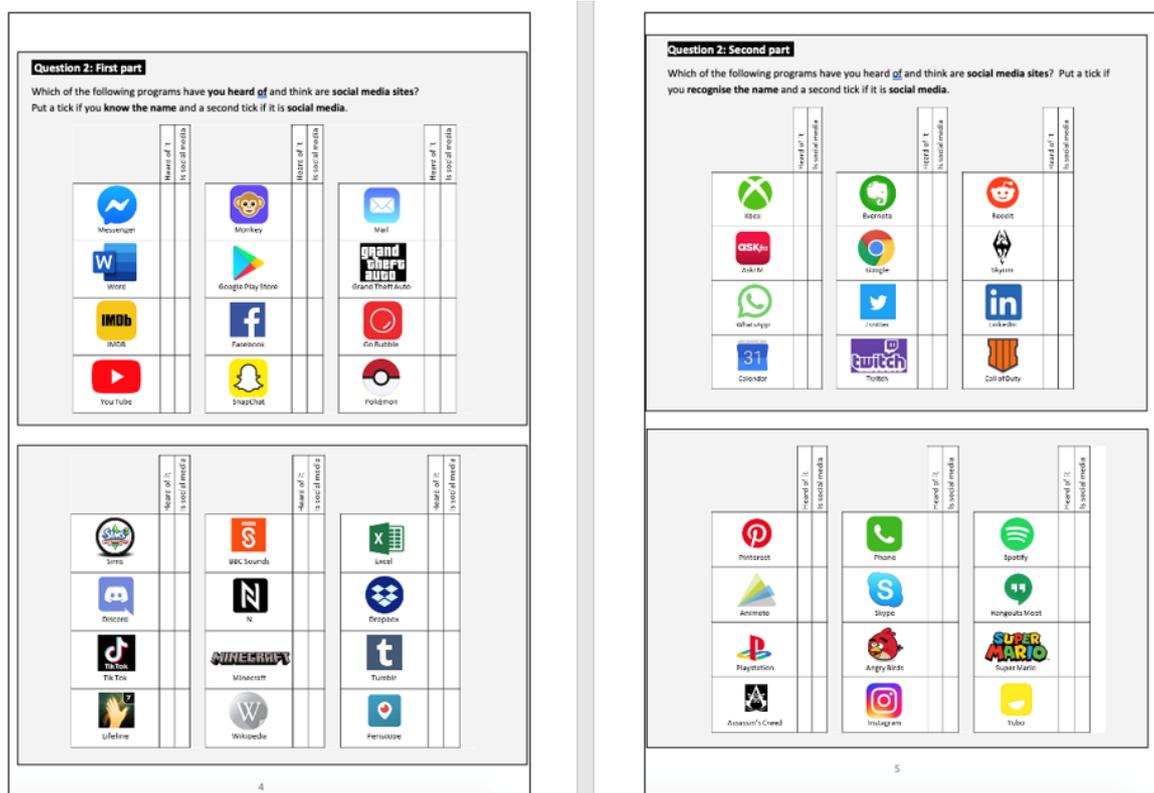


Figure 7-2 The double page spread of Question 2 as presented in the paper survey

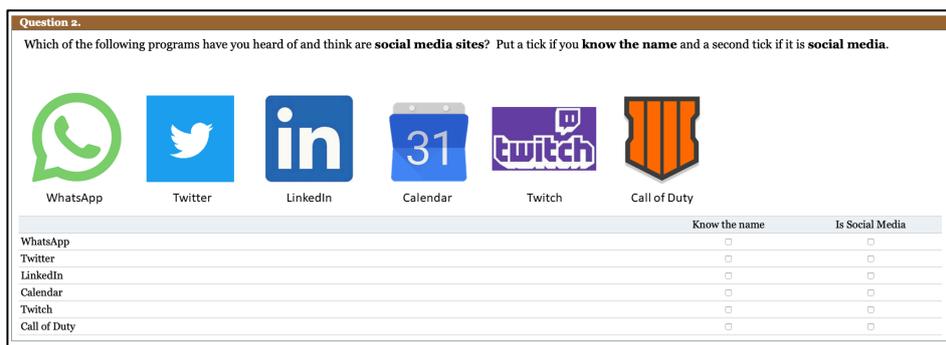


Figure 7-3 Screen grab of one screen from Question 2 - online version

### 7.1.3 Identifying social media – Question 6

The second opportunity for the pupils to identify social media came in question six where they were asked to list the three social media they use most often. This demonstrated that across the schools the most popular social media for these pupils was Instagram used by 55%. It is the only application a majority of pupils reported owning. Snapchat and TikTok had around a 40% adoption, with WhatsApp and YouTube attracting a quarter and a fifth of pupils respectively. The issue of YouTube’s categorisation as a social media is considered in Section 7.1.5. Presumably more than 19% of pupils use YouTube, but they do not consider it to be one of their top social media. All other software, including Facebook, had one in ten or fewer pupils reporting it as one of their top three social media.

## Chapter 7

The answers to question six had a significantly smaller number of incorrect responses than was seen in question two. From Table 5-25 the incorrect assessment of social media possibly includes Xbox (5%), PlayStation (2%), Google (1%), Spotify (1%) all other incorrect assessments involved just one pupil. The data suggests that most pupils use a small range of familiar social media platforms. As one of the children observed, there is a tendency to start where friends can be found whether on WhatsApp, Snapchat or TikTok.

C4: *...like two or three year groups around us, like the year groups we're in now 10, 11 or 12. Was a big Snapchat time. We all still use it quite consistently so I don't feel like it's continued down*

C3: *I think TikTok's taken over. Cos TikTok is everywhere.*

[T3:309]

Table 7-1 indicates that the five most popular social media platforms are considerably more popular than the rest. This suggests that pupils are gathering in a few social media networks. That said, there are many other platforms which only a few pupils are drawn to; so while it may be useful for schools to be aware their pupil's most popular platforms, there will be many outliers. Some pupils will experience different platforms and therefore teaching should reflect that too.

There may also be limitations within the data, with respect to the deductions which can be safely made. For example, 3% reporting Messenger as one of their top social media does not mean that 97% never use it. It is possible that many more use it, but either do not view it as social media or only use to communicate functionally with say parents. Also, as was seen in chapter 4, there is some evidence that children who have social media accounts can hold broader conceptualisations of the technology, than those who do not have profiles.

### 7.1.4 Zoom as social media

It is worth reflecting here on how video communication platforms such as Zoom would be judged against Kietzmann et al's (2011) construct. Table 7-2 reflects upon how Zoom relates to the seven functionalities. While there are some shared affordances such as *conversations* and *sharing*, there is insufficient depth of functionality to safely identify Zoom as a traditional social media.

Table 7-1 Schools A &amp; B Combined Results: Q6 – Which social media do you use most often?

	Total	%
Instagram	267	55%
SnapChat	193	40%
TikTok	184	38%
WhatsApp	123	25%
YouTube	92	19%
Facebook	48	10%
Discord	27	6%
Xbox	26	5%
Twitter	23	5%
Messenger	17	3%
Pinterest	11	2%
Reddit	11	2%
Twitch	11	2%
PlayStation	9	2%
Google	5	1%
Roblox	5	1%
Gmail	4	1%
Spotify	3	1%
Call of Duty	2	0%
Grand Theft Auto V	2	0%
Hangouts	2	0%
Minecraft	2	0%
Netflix	2	0%
Steam	2	0%
Tellonym	2	0%
Other	20	4%

Table 7-2 Assessment of Zoom against Kietzmann et al functionalities

Kietzmann Functionality	Comments
Conversations	Conversations are possible in the form of live audio/video, or textual communication via chat facility. Asymmetric communication is not available.
Groups	It is possible to create break-out groups, but these are temporary phenomena and under the control of the 'host'. It is not possible for standard participants to initiate or create break-out rooms
Identity	The only identify marker is the ability to include a participant name. The name does not have to be real
Presence	It is clear who is currently online. While it is possible to hide real identities, someone who is present will be listed as a participant.
Relationships	There is no indication in Zoom of how users relate to one another
Reputation	There are no reputational indicators in Zoom
Sharing	It is possible for those meeting to share audio, video, slides, and other textual material within the chat facility. However, none of the material is stored permanent open record. While it is possible to record sessions these are not automatically available to other users unless proactively distributed by the host.

7.1.5 **The status of YouTube**

The status of YouTube as a social media also needs consideration, for the child interviews indicated some interesting variations in conceptualisation. The application is on both school's lists of social media platforms with 54% and 71% levels of identification. As seen in section 6.2.9, some children grappled with YouTube's status. Brothers C7 (Year 9) and C8 (Year 7) had an illuminating discussion:

*Researcher: Are you happy that that [YouTube] is a social media?*

*C7: Yes*

*C8: But you can't really chat to people. It's only people that make videos for other people to watch*

*C7: The comment section, you can*

*Researcher: Is that enough to make it social media?*

*C8: That's only [indistinct] a YouTuber not to having a chat with your mate.*

*C7: I think YouTube is a social media because you can post things on there and you can share an opinion and that's the main purpose of YouTube - is to share an opinion.*

*Researcher: What do you think C8?*

*C8: I don't know. YouTube is not like Facebook where you actually chat to other people but generally with comments you just like type your feedback on the videos or something.*

*C7: Yeah and then and then sometimes you can get people to reply to it and you start having [pause] usually the comments are about the video and stuff*

C8: *But like that's not being social with other people it's just commenting on the video (T6:193)*

The older child, C7, is clear that YouTube is social media because user-created content is uploaded, and the platform allows users to post comments and likes. However, for the younger brother the absence of a direct messaging function was the sticking point. He even suggests that writing a comment about a video is not the same as communicating with the creator. The same point was made elsewhere:

C2: *YouTube I wouldn't class as a social media because you can't message on it. (T2:110)*

For C6, YouTube and Twitch have similar functions allowing them to conclude that YouTube is not social media but rather a video distribution channel:

C6: *YouTube as well...it's not really connecting with people it's just one person doing it .... and lots of people watching (T5:80)*

Personal experiences play a part here. YouTube, in some children's experiences, is not a social media because that is not how they use it. For them it is a video distribution platform where they consume content rather than create their own or interact with content creators. As C4 observes:

C4: *...The main thing about social media is that it's 'social'. You're talking to loads of people or like seeing loads of people and things like that. And I guess on YouTube there is that type of thing, like there in the comments and things like that and then some people are bloggers so they'll upload like a daily blog or like a weekly blog or something like that about their lives. But it's a little less personal. It's more of just media. (T3:274)*

Thus, despite some personal misgivings, for this study, YouTube has been accepted as social media. It has similarities to TikTok and Instagram in that videos are posted and shared.

There is a capability of seeing reputation through the number of views, likes, and comments. Channels and profiles can be created which develop a user's identity. However, some of the children use YouTube purely to consume content, in the same way, they would visit a sport or an

entertainer's website. It is possible to argue that when a child uploads their own videos or communicates with other producers, it becomes a social media albeit one without direct messaging capability.

#### 7.1.6 Starting points

The data suggests that most young people can correctly identify and categorise popular social media (Facebook, Instagram, Twitter, TikTok, Snapchat, etc). Where there is misidentification, it is most commonly regarding Xbox, PlayStation, email, and the phone application on a smart phone. The child voice sessions suggest that the confusion arises where a platform shares affordances with social media. For example, the ability to chat or speak to friends via headsets whilst playing games is sufficient for some to give an application a social media categorisation. In this way games consoles are considered social media. Here, C12 is prepared to categorise Xbox as social media.

*Researcher: I think earlier on, somebody said that Xbox probably wasn't social media. (Pause) Or did we agree it was?*

*C14: It was*

*Researcher: Are you all happy with that?*

*Chorus: Yes*

*C12: ...message, chat, play together. [Justifies the categorisation of Xbox as social media] (T9:293)*

Others were less certain. In a separate session, C11 argued that the primary function of PlayStation proves it is not social media,

*Researcher: If you're playing games with your headset on and you are chatting to your mates. Is that not sufficient to make it social media?*

*C11: I don't think so, no.*

*Researcher:* *Somebody was telling me that on the Xbox you can save pieces of gameplay, and you can leave it on the timeline. Is that not sufficient to make it social media?*

*C11:* *That is, but I wouldn't say the whole thing is [indistinct] or primarily what Xbox and PlayStation for. (and therefore, not social media) (T8:150)*

### 7.1.7 Conclusion

It appears that young people come to a determination of social media status from different starting points. For some, the starting point is the affordances. If an experience provides access to a chat window or users can speak to friends, then the object in question must be social media. This thinking allows Skype and Xbox to be categorised as social media. Others though, look to the core purpose of the application (be it a games console, a search engine or whatever) and then conclude that regardless of what you can do with the technology, the basic categorisation is the dominant determinant (Figure 7-4). For these pupils, notwithstanding that Xbox has chat capabilities, it is not social media it is a games console. There is internal logic to both approaches, and neither are incorrect.

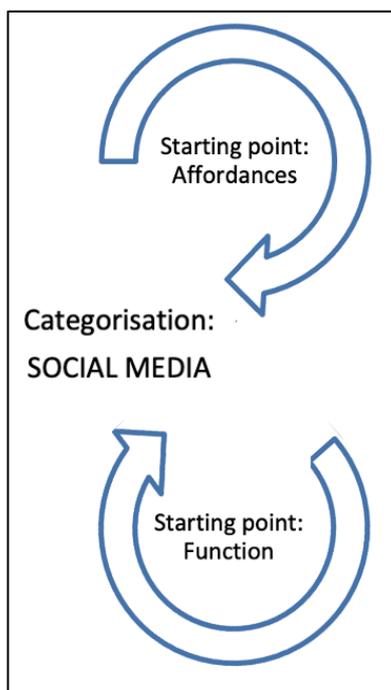


Figure 7-4 Social media identification - starting points

The evidence does not allow the conclusion that children without social media are fundamentally less accurate in identifying social media than their more experienced peers. Rather, there is some evidence that children with social media accounts can be more *generous* in their categorisation; willing to apply greater plasticity to the definition.

For children starting to use social media, it is a simple communication tool for connecting with parents/carers and close friends. In time, the rate of development probably varies enormously, with some quickly experimenting with functionalities and creating profiles on several platforms, while other content to utilise a few messaging functions on one platform. Teachers may benefit from being reminded that their classrooms will contain pupils with a spectrum of experiences. Throughout secondary school, it is important that e-safety teaching supports pupils with diverse experiences.

For teachers delivering a Computing GCSE it may be important that pupils have a “correct” examination-fit definition of social media. However, for a PHSE teacher more concerned about pupil’s personal development it is probably best to be aware of just how broad some pupil’s definitions of social media can be. It is also helpful for teachers to know which platforms are popular with their pupils, to ensure that their names are used in the classroom. As such, Facebook should probably not be used as the main exemplar in many lessons. These points will be developed further in the recommendations section of the final chapter.

### **7.2 RQ3: What affordances of social media does this age group most value and why?**

Survey Q3 gave pupils a list of sixteen (a seventeenth was added for School B) separate social media affordances, and they were asked to respond by indicating the extent to which they valued them in social media, rating them as ‘essential’, ‘very important’, ‘quite important’, or ‘not important’. Due to the young age of some of the participants, there was no expectation for them to rank the affordances so each one was considered separately. The survey results established that the affordances pupils’ value most highly was *contacting family*, along with the capability of *communicating with friends* and *sending messages*. There is a synergy between these affordances where it is possible to conclude that for these pupils their primary requirement is to use social media to communicate with people they already know and who are closest to them. These results match findings from others who report that social media is primarily used by teenagers for socialising (De Souza and Dick, 2008; Reich et al, 2012). While De Souza and Dick did not ask who was being contacted, Reich et al gathered information about who teenagers were talking to, and on their list parent and family communication was only ranked fourth. This difference may be

explained by Reich et al having older contributors, some being 19 and therefore having very different priorities to 11-year-olds.

Three other affordances had slightly elevated prominence over most others: *forming groups*, *keeping up with the news* and *creating a personal profile* (Figure 7-5). Here, there is a disconnection between the survey results and the child voice transcripts.

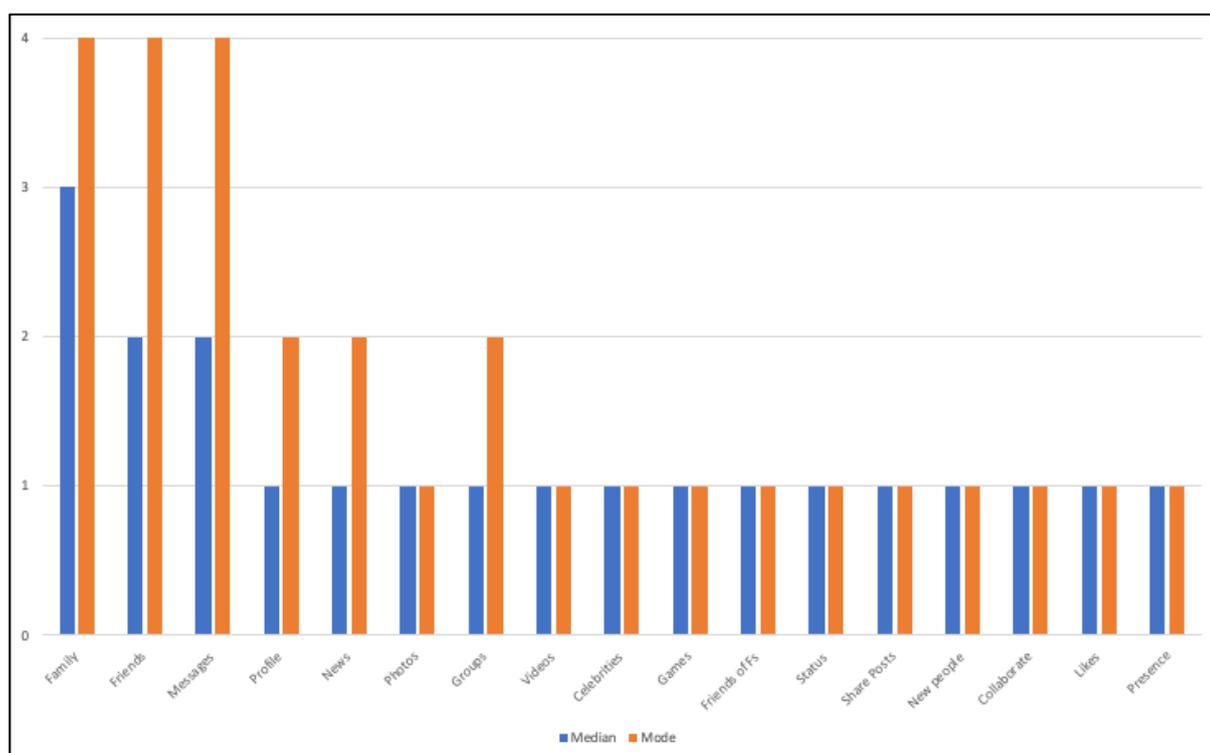


Figure 7-5 Median and mode of affordances from the pupil survey

The children, through their interviews, reported appreciation of a wide range of affordances. Content analysis of the transcripts helped to identify sixty different variant affordances.

The length of the list should not be taken as an indication of strength of feeling, and some codes are placed in two sections because they could apply to more than one Kietzmann category. However, it appears that ‘conversations’, ‘relationships’ and ‘sharing’ are most common themes with ‘forming groups’ and ‘presence’ being least mentioned. For full disclosure, only one reference to presence was initiated by the children, all other comments were made in response to the researcher’s questioning.

It is worth understanding how the children spoke about the seven affordances. Appendix I shares all the comments associated with each affordance and Conversation - Sending messages

## Chapter 7

This affordance was the one most often mentioned by the children. One reason messaging is at the heart of social media is that the platforms make it so easy to do. As C10 observes:

C10: *...if you wanted to talk one person. You could create a chat, just you and that person, and just speak to them to say something private to them... (T7:21)*

Although lacking precise terminology, C10 is describing peer-to-peer messaging. For others the attraction of social media is the ability to create groups.

### 7.2.1 Groups - Creating groups

While this affordance had 'quite important' as the mode from both schools, it is a lukewarm response. In discussion, the children described some of the benefits they derive from social media groups:

C7: *...on Facebook you can join groups and stuff and they have people [pause] it's like they have a set subject for that group and so basically you just meet people that have similar interests (T6:100)*

Thus, there is an appreciation that the ability to use social media groups is valued and seen by some as a genuine benefit.

### 7.2.2 Identity - Creating a profile

The ability to curate a profile was one of the traditional attractions of social media for young people, with boyd (2007) asserting,

*Social network sites are based around Profiles, a form of individual (or, less frequently, group) home page, which offers a description of each member. (boyd 2007:6)*

At the time boyd was writing, Facebook, LinkedIn and MySpace all promoted the creation of personal profiles, for other network users to browse. Of course, users also disclose information through their online behaviours in terms of pages visited, 'likes' and who they follow:

*... the presentation of a user's identity can often happen through the conscious or unconscious 'self-disclosure' of subjective information such as thoughts,*

*feelings, likes, and dislikes.*

*Kietzmann et al (2011:243)*

The capability of creating a personal profile, while of secondary interest, was valued more highly by pupils from School A than School B. Since there was no opportunity to speak to either sets of pupils, it is not possible to determine reasons for this difference. Of course, disclosure of personal information must be balanced with the need to secure elements of personal privacy. As Kietzmann et al (2011) warn:

*Striking a careful balance between sharing identities and protecting privacy is crucial in selecting social media tools; the wrong mix can lead to a lack of accountability among users, encourage cyber-bullying, and pave the way for off-topic and off-color comments.*

*Kietzmann et al (2011:244)*

This level of sophistication is something that all young users of social media need to learn. Disclosing too much personal information can lead to problems; so in this section the concept of identity considers both the ability to project and protect identity.

One or two children understood that social media can be a route for self-promotion, yet they did not describe or attribute profiles to that end. It is possible that the social media platforms used today, make less of profiles than would have been the case in the past. Platforms such as Facebook and MySpace traditionally encouraged new users to provide personal information such as birth date, relationships, educational background, and employment. Today, the platforms appear less inquisitive about their users, possibly because methods of profiling them via their online behaviours has become more sophisticated (Zuboff, 2019), and rendered specific written profiles almost obsolete. Today platforms such as Instagram and Twitter, provide free text 'bio' boxes for users to complete, if they wish. The bio box is located within the settings, and it may be more of a challenge for young people to consider how or even what to write.

Table 7-3 - Content analysis codes sorted by Kietzmann et al's (2011) functionalities

Conversations		Groups		Identity		Presence	
Asymmetric comm.	1	Group Chat	1	Anonymity	3	Control visibility of posts	1
Chat	5	Groups - create	1	Control the way you look	2	Immediate responses if online	1
Communication	2			Make additional accounts	2	Presence	1
Connect with sports team	1			Posting 'false' selfies	1		
Connect family and friends	6			Private Accounts	5		
Direct Message	5			Profiles	1		
Encourage new movements	1			Public accounts	2		
Group Chat	1			Use of pseudonyms			
Message Text SMS People	2			Status updates	1		
Permits socialising	1						
Socialise with friends	1						
Talk to people	4						
Unpleasant comments	1						

Relationships		Reputation		Sharing		Other	
Accept/reject friends	1	Follow celebrities	4	Comment on other posts	2	Companies on SM	2
Add people as friends	2	Like	2	Hashtags	1	Longevity of posts	1
Blocking	3			Interests and hobbies	3	Monetise content	1
Connecting with strangers	4			See what friends are doing	1	One to many posting	1
Follow Music	1			Share about your life	6	Overcomes distance	2
Follow Politics	1			Sharing	9	Report function	2
Follow Sports	1			Sharing personal views	1	Social media have different uses	1
Follow people	1			Sharing photographs	5	Support in emergencies	1
Friend request	1			Sharing posts	2		
Meet people	2			Sharing Videos	3		
Sharing interests	2			Upload	1		
Search for people	2						
Unfriending	1						

What was clear though was that the children were inclined to demonstrate protective behaviours as they spoke about valuing and needing to control privacy. They were aware of the dangers associated with sharing personal information. For some a real online identity was to be avoided.

C7: *...you should be able to talk to people but you shouldn't have to use your real name... (T6:12)*

Few social media platforms insist on the use of real names, so it is up to the young person whether they are visible through their real name or a pseudonym. Some children elect to use their real name, with privacy managed by keeping the account private.

C2: *... But I'm a private account so that only people I know can follow me, .... (T2:45)*

The children also appreciate that not everything seen on social media should be accepted at face value.

C6: *...people do get catfished on stuff like Tinder which I think is also social media. Because people can post a fake profile picture. (T6:542)*

The whole area of personal presentation can be fraught with younger novice users being protective of themselves and tending to connect only with people they already know. For them, having a profile is presumably of little value as they are already known. However, once children are interested in expanding their social networks, considerations of how to control access to and how to present oneself become germane. For some, alongside the recognition of personal presentation is the knowledge that others may be gaming the system and so what is seen or read may not be representative of reality. For the child there is a trio of identity related issues: privacy, presentation, and phoney personas.

### 7.2.3 Presence - someone is online

Social media's capability for indicating whether users are currently online has the shorthand label, 'presence'. This concept was discussed by the children. When they were asked about it, there were mixed reactions concerning the desirability of knowing whether friends are online. Some were not keen to broadcast their whereabouts.

C1: *Instagram does do that [shows presence], but you have to turn it off, so I don't have mine turned on....(T1-103)*

## Chapter 7

Snapchat too can share the real-time location of users, but here again the children reported keeping this affordance switched off for safety reasons. However, some felt differently and could see the use of knowing whether someone is online,

C6: *...I would say it's that helpful, it just shows you if they're really checking (into social media to read messages)*  
(T5-330)

So C6 was not necessarily interested about the current whereabouts of friends but having confirmation that they have been online and seen messages was useful.

### 7.2.4 Relationships

The network effect of social media is one of its primary attractions and the *relationships* affordance concerns who it is possible to connect with. Yet beyond the connection with friends, it is the ability to connect with 'friends of friends' which is also important. As boyd and Eddison (2008) observed,

*What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks.*  
(boyd & Ellison, 2008:211)

Yet most pupils and children did not register interest in other's social media friends. C1 was the only child to reference dealing with friends of friends through a sophisticated method for managing friend requests. New friends were added but only after meeting specific criteria.

C1: *.... I'll get in a week 20 or something friend requests and I'll only ever accept them if [I] have mutual friends because if they don't, I'm like "I don't know you" - I have no reason. Because people of mutual friends that's how you make friends is by having mutual friends. So, I'll always add them but only if you've got at least 10 mutual friends, if you don't have 10 mutual friends with me, I'm not going to add you.* (T1: 313)

Thus, C1 is prepared to add 'friends of friends' to their list of Instagram friends, however, the benchmark is that at least ten of their existing friends must already be on the new person's

friends list. For C1 this is a controllable way to manage the requests and presumably they felt it to be a safe way to use social media to broaden their social contacts.

Most of the children were younger than C1. Some were pre-adolescent which may explain why they expressed no desire to proactively connect with new people. Younger children appear to simply continue their daily face-to-face communications online. They also reported being warned about contacting strangers by parents, siblings, friends, and teachers.

In the survey and through the discussions, the term 'stranger' was avoided as there was no desire to auto-trigger a negative reaction as the word is easily associated with 'danger'. To plant the idea that meeting new people is inherently wrong, or dangerous would get in the way of seeing whether the children desired contacting new people.

As reported in chapters 5 and 6 many pupils reported receiving messages from strangers. For example:

*Year 7B: Instagram, people [!] don't know you can message you.*

*Unknown B: Random people can message you even if you don't know them*

It is not possible to be certain whether the pupils were writing about a minor irritation or a major concern. Some though, used more evocative terms:

*Year 7B If you don't have your profile on private, people/strangers that you don't know can text you and they can view your profile and can take photos off them if they are a paedophile.*

*Year 8B: Random men asking for nudes*

C17, a Year 8, shared this view,

*C17: I feel like the worst problem is like private messages from the strangers. (T9:517)*

While some children thought the strangers were their peers using pseudonyms, it certainly appears that some children come across invidious behaviours which they suspect come from adults. In a full exchange, C1 explained how adult men get to send her messages via Instagram.

*C1: They could put in a random name ... so they put in my name Rose.<sup>11</sup> They go down accounts. They go on my account, notice it is private but message me anyway. So, you can find my account easily if you typed in Rose you can find my account but you wouldn't be able to see any of my posts or anything, you'll only be able to read my bio which says my age - 15.*

*Researcher: Could you could take the age bit out or would you not choose to do that?*

*C1: I've chosen to put my age on.*

*Researcher: So how often does this happen, that you get unwanted messages? Is it a monthly thing or a weekly thing?*

*C1: It's like twice a month maybe. It's just a case of seeing it and going; ignore, delete, locked. It never disrupts my day, is just one of the most annoying things just like - ugh*

*Researcher: How do you know they're older men?*

*C1: From their profile photos and things (T1:282)*

This and other comments suggest that for some young people, their social media experience includes disquieting events which involve unwanted and inappropriate interaction from strangers. Children often manage this issue presumably on their own without the support of adults. The most troubling element is that there will be some vulnerable children who receive interest from strangers, and this may be welcomed if they have difficult interaction with their peers. The children in this research were aware of stranger issues and reported dealing with them in a routine manner.

---

<sup>11</sup> A pseudonym used in this extract only.

Some spoke about connecting with famous people. Since many well-known people have a social media presence, including influencers, there are opportunities for the children to connect with those they see on television, YouTube or via social media. While the children had an awareness of celebrity presence on social media, few spoke about actively following any. One exception was C11 who uses Twitter to follow specific people:

*C11: ...some people (who I follow on Twitter) are famous celebrities and others are people whose opinions I'm interested in mainly sports, but yeah politics a bit, music less so but I do follow some music creators.... (T8:51)*

C4 articulated advice about who young people should choose to follow.

*C4: ... when you go to follow all of your favourite celebrities - make sure that that celebrity is a good influence for you to constantly be seeing on your timeline. As I know that some celebrities are generally not good influences*

*Researcher: Name some names. Give me an example of who would count as...*

*C3: Jake Paul. He's a YouTuber he is very destructive and he's not really a decent human. Not a nice person. (T3:777)*

For context, C4 was the oldest child interviewed, with several years of social media experience, and with friend C3 they had clearly discussed this issue and knew that popularity does not necessarily equate with moral rectitude. This awareness goes beyond the normal ills of social media where the traditional parental concerns may be of children getting involved in groups with unhealthy interests such as anorexia, gambling, or suicide. Here C4 reacts negatively towards a social media celebrity who holds values they consider abhorrent.

### 7.2.5 Reputation

The reputation affordance addresses how social media can indicate the importance or value of members of social networks. One metric for assessing reputation is the number of followers a user has. Some of the children reported awareness of this and as such it was the form of reputation which was most readily recognised. Yet, while having many followers was acceptable for a famous influencer, C1 and friends were intrigued about one young woman who lived nearby.

C1: *...why can a girl who meets the beauty standards have so many followers? How do they get them? Where do they come from? ... me and my friends talk about it a lot... I'm talking about the girls from [Local City] who have 1 million followers.* (T1:357)

While C1 and friends can accept that an 'influencer' such as Molly-Mae Hague (reality television personality) can have millions of followers, yet struggle to accept that someone who has not had this level of exposure, lives just ten miles and is essentially like them, is able to attract a million followers. It was not clear whether the question was asked from passing interest, or whether C1 desired to emulate them.

Another form of reputation is 'likes'. When the children referred to 'liking' on social media, it was generally spoken about in the first person as something they did rather than valuing it as something done to them.

C11: *... you post something and other people could interact with it, can 'like' it, can comment on it, share it...* (T8:19)

An enlightening discussion about 'likes' arose between two children expressing frustration over what they felt were negative behaviours displayed on YouTube by people constantly giving videos thumbs down or 'dislikes'. They saw that every video on YouTube has dislikes and they found this hard to comprehend.

C4: *On every video I've clicked on, there have been 'dislikes'. And the video that I've seen, there has been no reason from what I can see, in from trying to look in and offering different perspectives that anyone would actively press the 'dislike' button. And so that kind of leads me to the thoughts people are just doing it*

C3: *They are doing it because they are on the Internet, so they're not their real-life person.*

C4: *Yes and they're just spreading negativity fruitlessly...* (T3:544)

These two may prefer it if *dislikes* did not exist. The level of sensitivity is interesting. Here there was concern on behalf of an unknown video producer, who C4 felt was being treated unfairly.

### 7.2.6 Sharing

The activities around sharing material were not highly valued by those completing the survey and while there was mention of “sharing” in various forms, none of the children directly mentioned sharing anyone else’s posts. The term sharing was most often associated with the children sharing what they were doing.

C1:- *....(social media is) a platform used to promote your interests, your hobbies, share what you've been up to...*  
(T1:5)

C17: *...like Instagram you can share holidays if you're [pause] and you can share like different ideas.* (T9:10)

Thus, sharing is described in abstract terms rather than as an online activity. However, there was an awareness of sharing imagery:

C1: *...it's quite nice to like share that and be like “this is my day with my friends, we went to [Name] Lake and here's some photos that we took”.* (T1:34)

Thus, while photo sharing may be an easy affordance to master, it is certainly not valued by everyone. The survey results also indicated that this is not a broadly valued affordance. Yet there is no doubt that the children consumed many videos via YouTube, Instagram and TikTok, and a some reported uploading their own. The two examples were a TikTok dancer who liked to share newly learned dances,

C2: *...you make videos of yourself. Of you dancing and doing stuff, and you send it out or rather it could be no one can see it or everybody can see it...* (T2:11)

Another reported:

C13: *I record videos where sort of I react to other videos on TikTok.* (T9:191)

So, while posting videos was a known affordance, it appeared to be a minority interest for the children. This was an undervalued affordance within the survey which may add to the conjecture that while YouTube and TikTok are popular, they are more often platforms for consumption rather than content creation.

### 7.2.7 **Other affordances**

While Kietzmann et al outlined seven core functionalities, there are some other nuanced affordances mentioned by the children and pupils.

#### **i. Reading the News**

While this affordance was of secondary importance, in both schools it had the modal response 'Quite Important' (i.e. 2/4) with up to 34% rating this as 'Very important' or 'Essential'. Yet it was not mentioned by the children. At one-point C3 recalled learning of a news story via Instagram. However, it was not clear whether this was via an established news feed, a citizen journalist or simply another friend's comment.

#### **ii. Monetisation**

Several children spoke about the rewards available for some people on social media.

C3: *Yeah they're making paid stories but I'm not sure how much the authors are actually getting.... (T3:232)*

As seen in section 6.3.9 the children were quite animated by the sums of money allegedly earned by influencers. Whether this was an ambition is not known, yet the awareness of the money earning potential for some via social media was widely understood.

#### **iii. Agency**

Just one child spoke about the power of social media to galvanise people to action,

C3: *You can spread awareness and like the idea or a movement more quickly on social media... (T3:21)*

C3 went on to describe how TikTok was used to encourage people to make unnecessary bookings for a Trump election rally thereby disrupting the event.

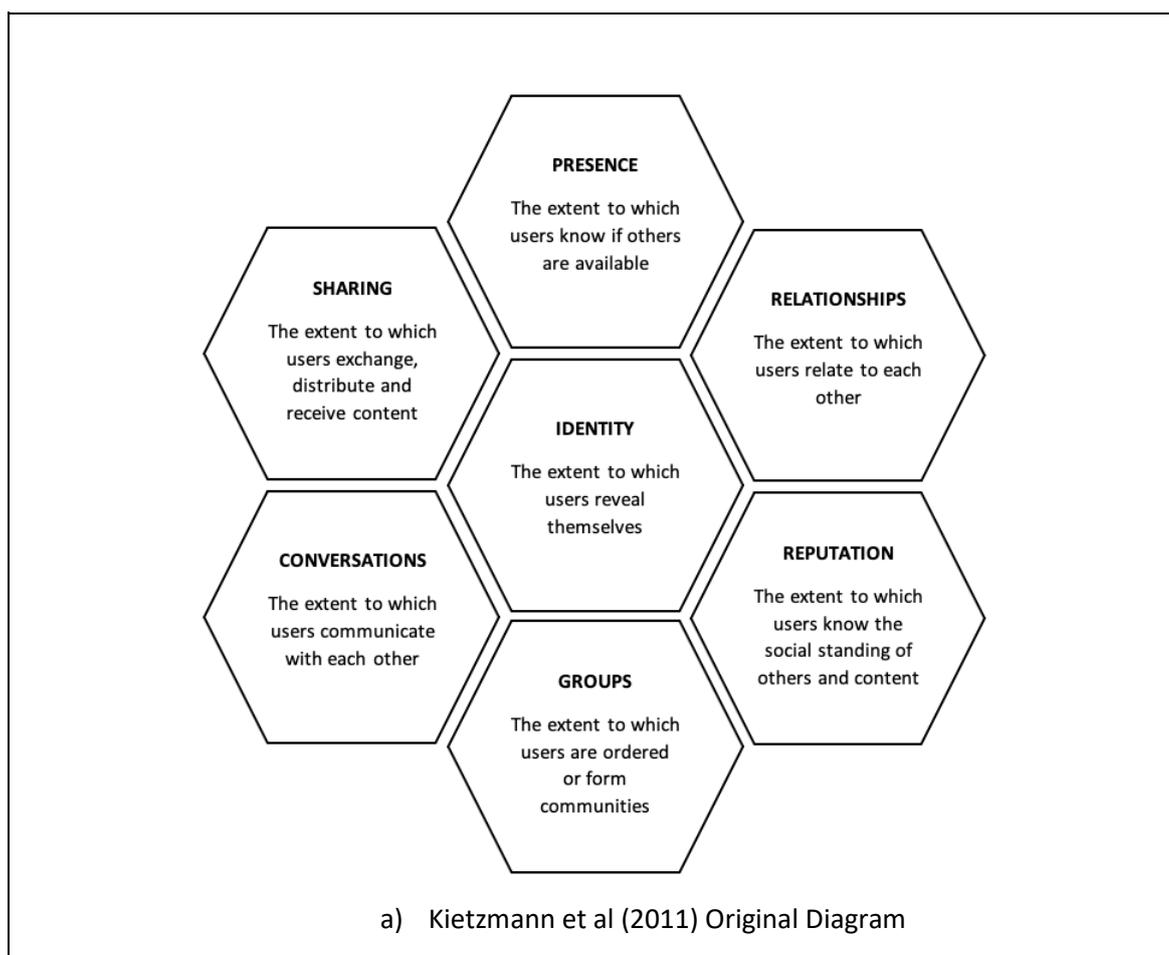
All the affordances in this section arose from comments made by the older children who have been using social media for more years than others.

### 7.2.8 Adapting Kietzmann's Model

Kietzmann et al's (2011) analysis of social media concluded that there are seven functionalities that describe the affordances available to users (Figure 7-6a). This was the lens through which pupil understanding of social media in this study was considered. While Kietzmann et al's diagram is comprised of a pattern of hexagons, their order has no intrinsic meaning other than being containers for the categories. The order and placement of the shapes have no particular significance.

To represent and summarise the findings from this study, the diagram has been adapted (Figure 7-6b). In this version, the size of the hexagons has connotations. The larger hexagons represent the capabilities found to be most valued by novice users. The smaller hexagons are the capabilities valued by fewer pupils.

Also, since the Kietzmann diagram does not represent all the affordances valued by the children, two additional hexagons have been inserted into the cluster. Since some children spoke about



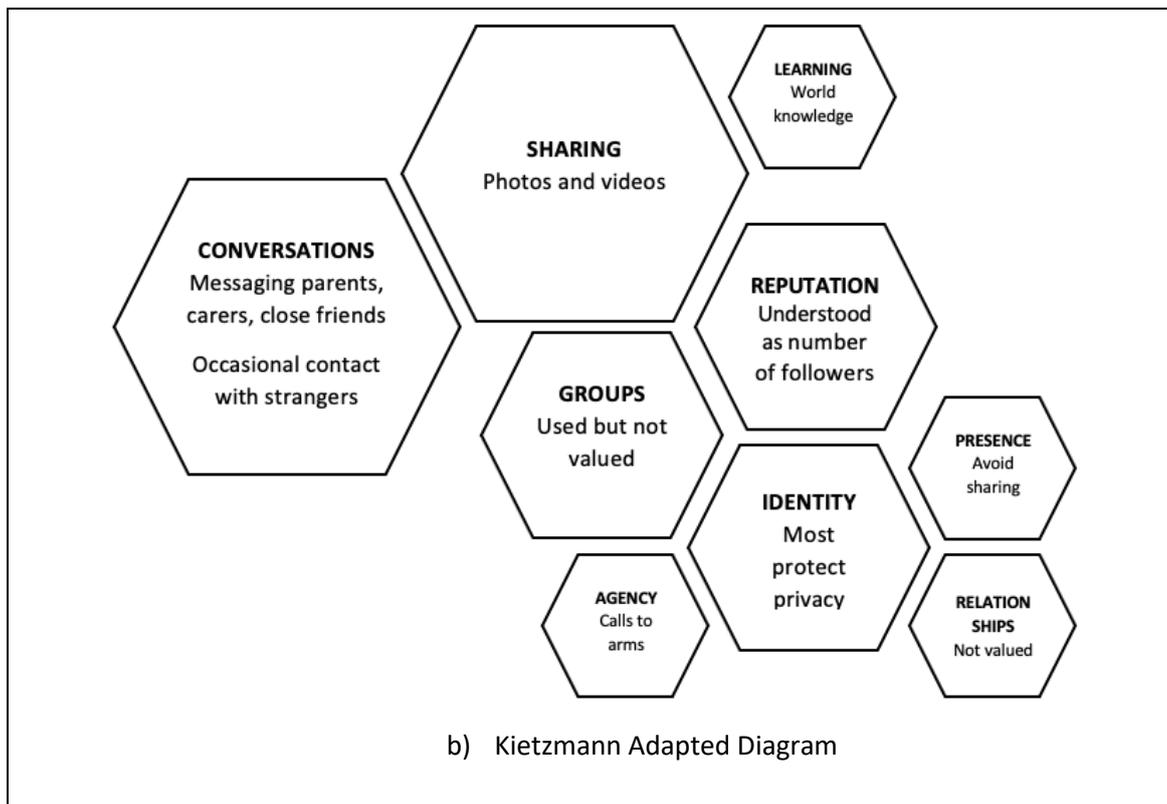


Figure 7-6 Kietzmann a) Original and b) Adapted Diagrams

learning about issues or movements online, a hexagon has been included alongside the belief that change is possible through utilising the beliefs of others. It is possible that much more learning goes on as children use social media, but since this was not raised in the survey, it went under-discussed by the children. This could be an area for future study. Thus, through adapting the Kietzmann diagram it is possible to represent the pupils' conceptualisation.

### 7.2.9 Conclusions

The survey results indicate that the pupil's most popular social media platforms are Snapchat, Instagram, TikTok, Facebook, YouTube, and WhatsApp. Most of these platforms offer the capability of direct messaging as well communicating via groups. TikTok and YouTube are video-sharing platforms, but it is curious that from the pupil survey that video and image sharing were affordances which did not register highly. These results may suggest that while the young people frequently access YouTube and TikTok, their presence on image and video-sharing platforms is primarily to consume rather than create their own content. This may go some way to explain why the children did not value the affordance of sharing photographs or videos. This conclusion received some confirmation from the child-voice interviews. Only three children (C2, C7 and C13) reported creating and uploading videos, and this appeared to be a sporadic occurrence.

The literature puts great store on the Web 2.0 capability of producing user-generated content. Yet this did not appear to be a core requirement of the children. Here, transactional posting of messages and simple text communication is differentiated from other forms of sharing. Aside from sharing photos, occasional videos, and in one instance stories, the children rarely spoke about creating content specifically for anyone to see. The three oldest contributors, who had developed specific hobbies or interests (stage make-up and creative writing), did report actively sharing specific output with others.

The children primarily use social media to send messages, and these appear to be mainly directed towards those already known: mum, dad, family, and close friends. Some children reported being members of an activity group. For example, one child was a member of their American Football Team Facebook group. The practise of posting information for a wider or general audience appeared alien to most.

The results here also do not match those observed by Pangrazio (2013) and Kennedy & Lynch (2016) who found that young people use social media as a place to 'play' or 'experiment' with their identity. This was not seen in this data. However, Pangrazio (2013) worked with some 13-14-year-olds who co-constructed the research instruments with the researcher and therefore they may have felt able to mould their experiences into the survey questions. Kennedy & Lynch worked with a wider age range (9-16) and one of their four research themes was 'identity and experimentation', so it is possible that without the specific focus, this study overlooked experiences which may be more common.

There is evidence of pupils being annoyed when their peers (or adults) use fake online persona. They want assurances over who they are communicating with. At the same time, others want to use pseudonyms to hide their real identity. This though may be more about concealing themselves from the crowd so that only close friends can communicate. No one spoke about pretending to be someone else. This is a conundrum, but the issue may be more about allowing children to have pseudonyms when they communicate with their peers as a mechanism to keep unwanted people distant.

Meeting new people was low down the list of priorities with only 20%-25% of pupils indicating that this was very important or essential. This possibly reflects the pupil's stage of life. Most will be pre-dating, highly dependent upon their families and with a small network of close friends. It was clear that many pupils see 'strangers' as either a nuisance or a danger.

Returning to Kietzmann et al's definition, it appears that young adopters of social media are drawn to:

- Conversations – universally identified – an essential element of their online activity
- Sharing - primarily with reference to photographs or videos, but there is no evidence of posting comments or ideas for broad audiences, beyond any functional activities
- Groups are mentioned in passing by the children
- A couple within the survey group indicated an awareness of the importance of developing their identity online as a means of self-promotion or joining groups of like-minded people.

### **7.3 RQ1: To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media?**

One trend which became apparent through the review of publications from the past ten years, is the increase in detail and specificity provided by government referencing online safety. The National Curriculum provides a broadly defensive stance regarding young people's online behaviour, where being online is about preventing bad things from happening, behaving appropriately, and controlling access. There is no suggestion that online activity, including the use of social media, can be of any benefit. The technology is viewed as a problem and as such the curriculum is not offering a balanced view. Also, protecting privacy is presented as the child's responsibility, which while it is helpful to make the pupils aware of what they can do, it does not place this within a wider societal, economic, or technological setting. There is no indication of parental responsibilities, there is no imperative for critical thinking regarding the corporations who own the platforms. The whole issue of surveillance capitalism is omitted from the curriculum and while it could be argued that Key Stage 3 (KS3) is too young for addressing these sorts of ideas, it is not covered at Key Stages 4 or 5 either. While there was some evidence that a few schools do teach broader ideas, the themes are not driven by the National Curriculum. Learning in this area could be reduced to some easy to remember facts such as, 'don't share your password', 'don't communicate with strangers online' and 'don't use your real name'. These are ideas which can be easily tested by Ofsted. This is not wrong per se, but it is shallow learning.

The PSHE programme of study makes few references to social media. When it is mentioned, it is in relation to quite specific scenarios. At KS3, it refers to how social media can convey images of sex which distort reality. While this may be an issue, it is not the only topic which social media could be used to present unfairly. Presumably teachers using the PSHE curriculum adapt themes where it is thought to be pertinent and refer to where pupils may be presented with incorrect, biased, or damaging ideas through social media.

It appears that the most influential publication impacting the curriculum is the DfE's 'Keeping children safe in education' (KCSIE). The document is revised annually, and each iteration brings increasing detail. The first edition, published in 2014 was 50 pages long (Department for Education, 2014) while the 2020 edition has 119 pages (Department for Education, 2021). The additional information is not just about curriculum, much of it is procedural explaining how the education, local authorities, and health and social care should work together. There is also a substantial section on staff issues relating to recruitment, vetting, and training. The publication responds to national concerns. In the secondary setting, the publication can prompt schools to add topics into the curriculum, to ensure that pupils are as aware of important issues including arranged marriages, radicalisation or FGM. In this way, KCSIE priorities become curriculum priorities. Schools feel that they must respond since they expect Ofsted to test their safeguarding arrangements with staff and pupils alike.

The most recent publication, at the time of writing, referring to social media is 'Teaching online safety in schools' (Department for Education, 2019). This is a comprehensive summary of what schools need to teach pupils about being online. It recognises that there are benefits for children being online:

*We want schools to equip their pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.*

*(Department for Education, 2019:4)*

The publication also demonstrates that children need to become critical thinkers regarding being online. In one section the document lists some exemplar questions which children should be encouraged to consider such as:

- *why does this person want my personal information?*
- *what's behind this post?*
- *is this too good to be true?*
- *is this fact or opinion?*

*(Department for Education, 2019:6)*

This is a welcome development, and the publication is helpful to curriculum planners providing a lot of clear exemplars.

It appears then that schools have taken on board the principles of KCSIE and they are effective in helping pupils *know* how they should behave online. This view is supported by the review of Ofsted inspection reports (Section 4.2) as it was extremely rare for inspectors to come across pupils unable to provide appropriate responses to questions about how they can keep themselves safe online. The question remains regarding the extent to which pupil head knowledge results in appropriate online behaviours.

The children interviewed in this study provided sound sensible answers about their e-safety and gave no indication of behaving foolishly. The older children, who had some contact with strangers, gave the impression of being in control able to manage situations and taking appropriate precautions and actions. It is not possible to know how representative the children are of the whole school population. Since the family backgrounds of participants was not part of the data collection it is not possible to make any comment about levels of vulnerability within or beyond the cohort interviewed.

### 7.3.1 Policies

The school policies analysed reflected national concerns. Regarding social media, the issues most frequently referenced were cyberbullying and sexting. Both these themes are given impetus by KCSIE. While cyberbullying will surface from time to time and schools regularly deal with the issue, sexting is a more often a hidden behaviour, and one of which schools may only occasionally become directly aware. Whether sexting would be in many policy documents without motivation from KCSIE is a mute point. Other KCSIE themes such as child exploitation and radicalisation were seen in policies but less often.

What was unexpected, was the number of social media policies directed towards staff in schools. 43% of schools had a staff *Acceptable Use Policy* (AUP). This was a higher proportion than schools with pupil AUPs. Four in ten schools had specific social media policies. So, schools take the use of social media in their establishments seriously. Clearly, they feel the need to be explicit with staff about how they are to behave with respect to social media, sometimes both as a employee and as private individuals. Appropriate professional behaviour needs defining and cannot be assumed. How much more support then is needed for novice pupils who are just starting to use social media.

Where schools took responsibility for helping manage social media issues, they were focussed upon AUPs, curriculum content and staff training. What was telling was where platforms were named, there was often disconnection between the social media names seen in policies and the platforms the pupils were likely to use. Table 4-8 showed that while 13% of school policies name

Facebook, other platforms popular with pupils such as Instagram (5%) and TikTok (0%) had little or no recognition. Thus, while policies may be otherwise appropriate in their scope and intention, there remains a fissure. This is important, for if teachers who personally use Facebook or Instagram are unaware of the social media their pupils use, then there is the possibility that teaching exemplars are less relevant. For example, the children had a clear view of Facebook:

C3: *I generally associate Facebook with my parents. Like my parents my grandparents, but I've never had an account just because it's never...* (T3:252)

C5: *...Facebook is for old people...* (T4:176)

C14: *Maybe like Facebook – although its social media, maybe people in years 7 and 8 shouldn't really be going on Facebook, its meant for older people than year 7 and 8.* (T9:112)

So, while the children were aware of Facebook, and a few reported using it, it was generally assumed to be for older people and not a platform for them. If a school is heavily referencing Facebook, then the teaching could have less impact than if professional development provides teachers with insight into Snapchat, TikTok or whatever platform is popular with the pupils.

### 7.3.2 Curriculum Priorities

The way social media is framed in lessons generally falls in one of two camps. Either teaching is within the context of e-safety which offers pupils support for keeping safe online, or it warns of the risks and dangers, where the teaching is about avoiding harm. This research has not had an opportunity to assess whether either approach is more effective. Is the approach of providing high quality information to help children make good decisions more effective than highlighting potential negative consequences? When lesson content was coded the most seen themes were cyberbullying, sexting, e-safety, and the concept of a digital footprint. With these commonly identified themes, there is correlation between schemes of work, lesson plans, the National Curriculum and KCSIE.

What was striking was the breadth of topics covered; from fake news to trolling, digital citizenship to grooming and identity theft to revenge porn. There was evidence of schools really incorporating social media into a wide range of topics. However few lessons affirmed social media. The only positive approaches concerned social media and pupil employment

opportunities. There was much evidence of schools devising their own curriculum materials as it was rare to find schools using common materials.

### 7.3.3 Recent advice

In Section 4.1.6 one of the recent publications from DfE, 'Teaching online safety in schools' (DfE, 2019) which included guidance about what should be taught regarding social media is summarised. Due to the publication date being after the FOI requests for curriculum documents, it could not impact on what is taught in schools. However, it is possible to compare the topics mentioned in this publication with the topics and themes identified in the curriculum materials returned by schools.

Table 7-4 summarises the DfE themes against the content of the lesson materials. While it is possible to see most of the themes present somewhere in the teaching materials, not all pupils would encounter all the themes, and some school may not tackle any of them. It is possible though to conclude that many schools will be teaching topics in line with current government advice.

Table 7-4 Comparing DfE advice with Lesson content

Social Media Topic from 'Teaching online safety in schools' DfE 2019	Teaching topic identified in curriculum materials returned by schools
Sticky Design	May be indirectly mentioned in lessons about digital wellbeing. Recognition that social media is designed to keep users online
Banter or abuse	Covered in some lessons referencing cyberbullying
Age of digital consent	Not seen
Targeted information from SM companies	Not seen
Fake profiles	Covered in lessons about being sceptical about what is seen online
Influencers	Not seen
Social media and wellbeing	Covered in some teaching materials
Social media and relationships	Included in lessons about not friending and meeting strangers

### 7.3.4 Conclusions

This research question has attempted to unpick the relationship between national priorities, school policy and curriculum documents, and the lives of pupils. In a western country with a costly education system, governments expect to direct how resources are utilised to enhance global comparative measures as well as responding to economic and domestic priorities. The National Curriculum (ensuring what is taught is fit for purpose) and KCSIE (ensuring pupil

safeguarding) along with other publications provide clear guidance for the curriculum. We have seen that the policy and curriculum materials reflect national priorities. With reference to social media, many schools appear to be on top of policies particularly those concerning staff. At the time of the review, some policies which address pupil needs were outdated with reference to exemplar social media platforms.

It is important to recognise the ‘stick’ effect of government priorities. School leaders face real pressure. This is exemplified from the following piece of advice to school leaders from the Headteacher’s professional association ASCL:

*The revised Ofsted handbook makes clear that schools and colleges must assume that sexual abuse and online harassment is taking place within their school community, whether on-site, off-site or online, even when there are no reports of such behaviours.*

*A failure to tackle this endemic issue is likely to result in an inadequate safeguarding judgement, which in itself is likely to result in an inadequate judgement on leadership and management, and an overall inadequate judgement.*

*(Middlehurst 2021:26)*

While this is not referring explicitly to social media, the recommendation highlights the ever-present need to prioritise Ofsted guidance. Schools, therefore, with finite curriculum time, are having to ensure that while they meet the specific needs of their pupils, they also respond appropriately to vital external priorities.

#### **7.4 RQ4: To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?**

The fourth research question asks whether this research with pupils and children presents any challenges to what is taught about social media in secondary schools. In the discussions the children were asked, ‘if you were giving advice to children younger than yourself about having their first social media account, what would you say?’ The question was phrased to allow the children to be sages, providing guidance to younger less experienced social media users than themselves. The question took no account of the experiences or otherwise of the child answering but allowed them to reflect upon their experiences. The responses were varied but some themes were apparent.

## Chapter 7

### 7.4.1 Private accounts

The most common advice regarded keeping social media accounts private so that the child retains control over who sees their content and can make contact with them.

C14: *...make your account private as well...*

C11: *Yeah definitely. So I have all my accounts on private which means they have to request to follow me or have contacts with me...*  
(T8:309)

C6: *Only talk to your friends* (T5:260)

Christofides et al (2012), found that girls were more interested in maintaining privacy than boys. In this work, gender data was not gathered, so it is not possible to reflect on that observation. The only delineator in this sample was age, with older social media users appearing more confident to use their names and being more likely to have public accounts, though this was done into order to achieve specific ends such as self-promotion or to connect with like-minded people.

### 7.4.2 Post sparingly

Even if an account is private, there remains the need to be cautious about what is posted.

C7: *Yes, so don't go overboard and start posting on everything ... so basically just don't let people into your life ....* (T6:702)

A similar observation is made by C2:

C2: *The one main thing that I would say is, be a private account. And just even if you are a private account don't post things that you do .... So just don't post it. So even if they don't follow you don't just in case.* (T2:195)

C2 understands two things about putting information into the digital realm. The first is that it is best to only share with close friends. But even then, there is awareness that friends could still share your personal photos, videos, or comments beyond the privacy of the friendship group. Therefore, it is best not to post *anything* that could theoretically cause embarrassment.

In the way that boyd and Ellison spoke about *networked publics* there is anxiety among the children regarding what they felt about presenting themselves in a semi-public arena. Naiveté, misunderstandings, or silly errors which in the past would have only been seen by close family and friends, have greater chance of being seen and possibly shared with a wider audience via social media.

The literature demonstrated that teenagers are concerned about the issue of 'over sharing'. Kennedy and Lynch (2016) discovered that Irish teenagers identify a 'cost' to sharing too much personal information. "Ella" age 15 is quoted:

*We were older when we joined Facebook and Twitter, so we knew what was acceptable to put online. The stuff you 'like' and upload impacts your image.*  
(Kennedy & Lynch, 2015:161)

What is not explicitly described, is the impact of writing comments online when young which later seem inappropriate or become a source of embarrassment or regret. As such it is probably better not to post than to over share.

#### 7.4.3 Social media abstinence

One child began their advice by suggesting that social media should not thought of as an automatic rite of passage, rather children should only have accounts if they really need it.

C7: *Don't get it (social media) unless you have someone who's on there that you can't reach anywhere else. So I only got... I used to just have Messages cause I'd just get people's phone numbers. And then I got Instagram because some people didn't have an iPhone that I wanted to speak to. So I had to use their DMs and then I got Snapchat coz there was a group chat with my camping group that I want to join. And I got Facebook because my American football team has a group on there and also, I got WhatsApp around the same time as I got Instagram.* (T6-682)

## Chapter 7

C7 is describing a progressive experience starting with a direct messaging service, then having Instagram and finally adopting Snapchat and Facebook. Each time, the social media was implemented to connect with specific friends. So, the accumulation of social media accounts is not necessarily about having status or an increased profile, here it was a practical response to wanting to communicate with particular friends.

None of the children referred to any disadvantage arising from not having social media. Some of the literature identified that teenagers perceive disadvantage through *missing out* due to any lack of social media access (Kennedy and Lynch, 2016). It may be that this younger age group are used to having a mix of friends with and without social media and are yet to consider the disadvantages of not having a profile.

### 7.4.4 Psychological concerns

Some children expressed concern about the potential psychological impact of using social media. C1, one of the older children, commented on the potential negative effects on wellbeing.

*C1: Don't expose yourself to it [social media] too young. Because I think the thing of like social media is you get shown certain moments of someone's life and its usually their better bits ... when you expose yourself to that quite young (it) can affect yourself esteem quite a lot.(T1: 310)*

For the pupils too, while mainly concentrating on potential threats from other people, there was some awareness of the potential for negative consequences arising from social media use.

*Year 8 School A - Comparing yourself to other people*

*Year 8 School A - Posting pictures because you always want to be the best*

*Year 8 School A - It also makes you feel worse if you see people go on day trips and your parents can't afford it*

*Year 8 School A - It can make people feel like they aren't good enough and everyone has a better body/is more popular*

*Year 9 School B - ...posting videos and pictures because to be honest that is just vain*

These pupils understood something of the issues related to social media being used to present an idealised life. For a young person to be continually comparing their life with other people can damage self-esteem. Thus, the psychological issues mentioned here relate to sadness arising from the recognition that other people appear to have more fortunate lives. Whether age and maturity automatically give children the resources to cope with these issues is a moot point.

#### 7.4.5 **Beware strangers**

Some children spoke about how and why they should keep themselves safe from “strangers”. The stranger is a specific issue and mainly concerns potentially predatory adults. C11 spoke about the advice the family had given their young brother in Year 5.

*C11: ... I would say to [Name of sibling]. I just thought now he has an account on my Xbox so and his friends and he plays with them and yet we've made sure, told him many times that it's only his friends that he plays with. Not even their older brother or something, [it] is just their friends and yet when he's older and everything gets other forms of social media, I'll keep on telling him over and over again (T8:297)*

There was also knowledge about what to do when C11 receives unwanted communication,

*C11: ... I have had some random weird people who've requested to follow me ... there's just an 'ignore' button and they can go forever. (T8:310)*

The impression gained from the survey and speaking with the children is that unwanted contact from strangers can be a regular occurrence, though this was not mentioned by all. While the public appreciation may be that dangerous strangers are causing havoc, from this group the problem was viewed more as an irritant and something to be managed. This may say more about the self-confidence of the children in the sample, a different group might report different experiences. It may be easier to control contact with strangers when the child is secure in themselves and within a family unit. It could be harder to control the urge to respond to a stranger's contact where a child is lonely, anxious, or otherwise vulnerable.

In School A, the concern about strangers was the second most common negative comment about social media mentioned in question 4, after cyberbullying. The third greatest concern was contact

from paedophiles or predators, which indicates that the pupils have clear ideas about who threatens them.

#### 7.4.6 **Critical thinking**

The young people offered no advice about how to select which platform to use. None expressed any real preference regarding one platform over any other, nor spoke with any enthusiasm about the affordances of particular platforms. It appears that children only use the social media where they are likely to find people they know.

In some families the platforms adopted was controlled by parents.

*C4: ... I have Snapchat and WhatsApp. I don't have Instagram yet because mum says "not yet". (T4:20)*

So, while there may be some agency to select platforms, this does not appear to be an informed activity or subject to systematic scrutiny, first and foremost it is about access to friends.

#### 7.4.7 **Advice for peers**

The earlier review of curriculum materials developed for this age group showed how social media is framed. Most of the teaching concerned e-safety with some regard to dangers and risks. E-safety is a neutral term. The children interviewed offered the following advice to their peers:

1. Keep accounts private (consider personal security)
2. Only be online friends with very close friends (at least when first using social media)
3. Set up social media so that only friends can see your posts
4. Oversharing is not simply about posting inappropriate information such as phone numbers or personal photos. Over sharing is a retrospective act which may only become apparent with time. What is posted by the 11-year-old, now looks ridiculous to the 14-year-old. Younger posts can eventually be a source of shame or embarrassment.
5. The whole issue of writing posts and comments is fraught. If you are writing to close friends, they may give the benefit of the doubt if there is ambiguity in the phraseology. However, care must be taken with humour; it benefits from unambiguous signposting.
6. Social media is not always beneficial to wellbeing and good mental health. Be thoughtful regarding who is followed.

This short list of practical suggestions fleshes out the National Curriculum requirement to:

*understand a range of ways to use technology safely, respectfully, responsibly and securely...*

*(Department for Education, 2013:2)*

#### 7.4.8 Curriculum comparisons

From the curriculum materials, it became apparent that schools have very little time to teach much detail about social media. One curriculum overview for PSHE indicated e-safety was only dealt with during one half term within Key Stage 3 (i.e. 5% of PSHE lessons). There was no evidence from the documents reviewed of any school delivering a curriculum with space for repetition and development of ideas over time. So, while the theme of say the *digital footprint* was common, it mainly addressed the issues advising pupils not to post material which could cause potential employers to reconsider hiring them. For a year 7, this may appear a long way off. Or, as seen in the teaching slide in Figure 7-7, the definition of digital footprint can be so broad that it is unhelpful. A skilful teacher is needed to explain the concept.

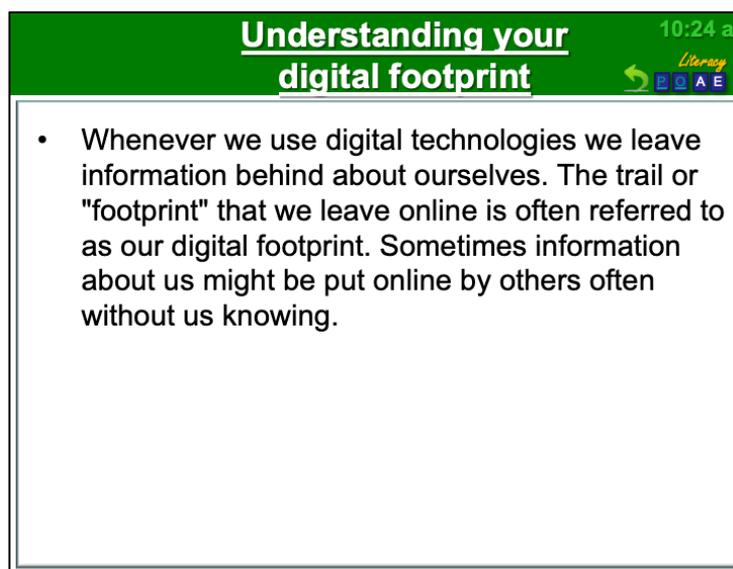


Figure 7-7 Teaching Slide from a secondary school

The message about having secure privacy settings is often mentioned, but it is not seen as a practical exercise where pupils are shown and allowed in class to set high privacy settings on the social media they use. A practical activity might support less experienced users.

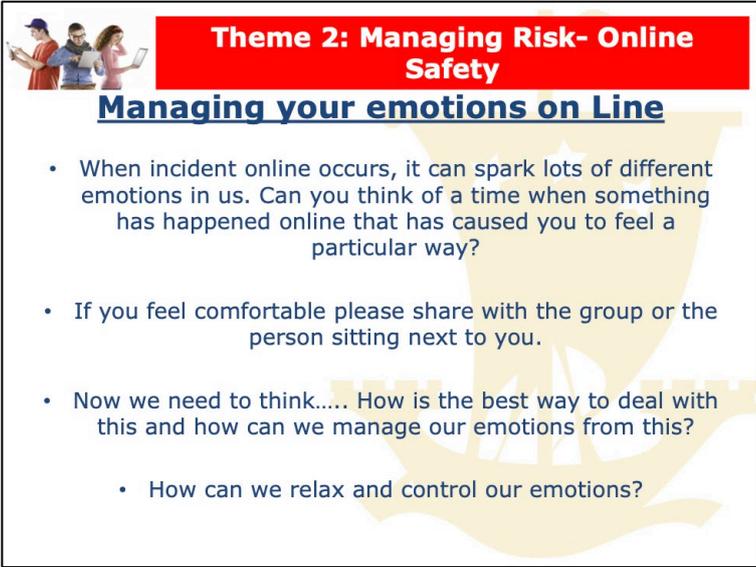
There was just one example of a school teaching pupils how to present information online. The scheme of work indicated,

*Whole group discussion over the issues of saying something online that you would not be prepared to say face to face, gain an understanding of the impact of that message and how messages can be misinterpreted.*

*Learning outcome of a Year 7 e-safety lesson: Midlands secondary school*

As before, this learning intent is in the hands of the teacher. Some will be highly skilled and able to encourage deep thinking around this topic. Others may only teach superficial knowledge.

One Safer Internet Day tutor time presentation had a stimulus slide entitled 'Digital Wellbeing' with some discussion questions. Another school had an online safety slide about managing emotions online (Figure 7-8). This discussion may be taken in different directions including cyberbullying, unrealistic expectations caused by seeing the lives of others and responses to news event. But without a specific steer from the teacher, it is unlikely to include consideration about who it may be appropriate to follow.



**Theme 2: Managing Risk- Online Safety**

**Managing your emotions on Line**

- When incident online occurs, it can spark lots of different emotions in us. Can you think of a time when something has happened online that has caused you to feel a particular way?
- If you feel comfortable please share with the group or the person sitting next to you.
- Now we need to think..... How is the best way to deal with this and how can we manage our emotions from this?
  - How can we relax and control our emotions?

Figure 7-8 Managing Emotions Slide from a school in south-east England

Comparing the curriculum with the pupils' priorities, one issue which is not covered by schools is consideration of how posts look several years after they are written. The suggestion of posting with care due to impending maturity was not seen in any curriculum documents.

#### 7.4.9 Conclusions

The curriculum is supporting the safeguarding agenda. Pupils are clearly being taught about some of the risks that can arise from using social media. Schools are telling children about keeping their

social media accounts private, but there was no evidence from the materials gathered, that the encouragement is generally demonstrated by teachers on platforms the children use.

The children interviewed appeared to hold a safety-first attitude towards social media. Having unwanted contact from strangers is likely to cause many, though not all, to keep their accounts private. What is missing from the children's understanding is any appreciation of the broader personal data issues. None of the children gave any indication that they understood that their data was used to select the advertising shown to them. Neither were any issues associated with social media *terms and conditions*, which provide the platforms with extensive rights such as ownership of all images uploaded. This may be something that adults do not think about either, but as 21<sup>st</sup> century citizens, it is something which need consideration.

The idea of social media having an application beyond communicating with close friends and family was also not evident. There were missed opportunities relating to news gathering, activism and knowledge acquisition. Also, some work could be done by schools on how to communicate clearly over social media.



## Chapter 8 Conclusions and Future Work

### 8.1 Summary of findings

The thesis has considered how child novice social media adopters conceptualise the technologies and whether this has implications for schools. I have identified a significant variation in children's experiences, knowledge, and use of social media within the 11–14-year-old age band studied. In this concluding chapter, I will first summarise the key findings and then consider some implications these findings have for schools and teachers.

#### 8.1.1 The Pupils and Children

What is known about the pupils and their use of social media:

1. The majority of pupils in this study use social media, with between 86% (School B) and 90% (School A), having profiles. This is a higher rate of adoption than Ofcom (2019) report for all under 15s and despite half the participants in this study being under the age of 13.
2. Most in the core age group, 11 to 14 years, have a sound knowledge of the names of the most popular social media platforms including Facebook, Instagram, and Snapchat. However, there are some outlier platforms such as Reddit, Popjam and Tellonym which are known to only a few pupils. This suggests that young people should not be viewed as homogenous; there will always be sub-sets within any cohort who have different experiences, interests, and priorities.
3. Where children misidentified applications as social media, the issue was often driven by a focus on platform functionality. Such that children who categorised games consoles or video conferencing software as social media, appear to do so because they are places where they communicate with their friends.
4. The investigation into how novice users exploit social media points to a limited repertoire of behaviours with communication being the paramount capability.

#### 8.1.2 Social media conceptualisation

Through the application of Kietzmann et al's (2011) seven social media functions as the analytical lens, I assessed the pupil's conceptualisation by determining which facets they most valued and consequently what they wanted to do with social media. This part of the study discovered:

5. The pupils and children's core requirements of social media were to communicate with family and friends alongside sharing photographs and videos.
6. From the interviews, the children between them reported experiencing most of the Kietzmann et al (2011) functions, but some such as reputation and presence are important only to very few.
7. It was only the most experienced and confident users who were using social media to expand the number and range of friends to include people they do not know. In this sample, the spur to connect with strangers was to relate with those who might share a common interest with them.
8. It was also apparent that having a social media account does not automatically equate to children using the full functionality of the platforms. For it is quite possible on sites such as YouTube, TikTok, Instagram, and Twitter to simply scroll through feeds, be entertained or informed, but without directly engaging with other people or sharing personal content. Thus, while the dangers associated with inappropriate content and excessive use remain, the lack of connectivity with other people reduces some of the risks.
9. Some children expressed awareness that social media does not always show reality. People and offers are not always going to be what they appear and as such social media should not automatically be taken at face value.
10. Some pupils expressed concern over the inappropriate behaviour of others online. This ranged from the use of bad language, unpleasantness, levels of negativity and being troubled by those who only share carefully curated positive sides of their lives.

### 8.1.3 Issues for teachers

Some of the pupil's and children's understanding may be of particular importance for teachers.

11. The children's discussions around what allowed a platform to be categorised as social media was illuminating. When asked about which platforms are social media, there was divergence from traditional technical definitions. The non-standard justifications appeared to arise because some children looked at the affordances rather than the core purpose or function of a platform. Thus, children who understood social media simply as places to "socialise" or "chat with friends", were more likely to include games consoles, video conferencing and even email, and phones within their conceptualisation. Though whether teachers should correct the miscategorisation or broaden their own definition to encompass some children's understanding will be addressed below.

12. The messages about protecting personal privacy and needing to be cautious when online, appear to be understood and acted upon by the children. Many spoke about being proactive in not giving away their location or keeping accounts private. Specific practical support over appropriate privacy settings on the platforms most children are using might be helpful for novice users.

#### 8.1.4 **Advice for Schools**

Over the past decade, there have been significant changes in the way social media is referenced in publications for schools. At the turn of the 2010s, social media was rarely mentioned in the guidance, rather it was subsumed within generic terms such as e-safety. But in recent years, there have been increasing levels of government regulation around child safeguarding. This intensification of interest in safeguarding has been a response to major failures such as the death of Victoria Climbié (Laming, 2003) alongside concerns around radicalisation. ‘Keeping Children Safe in Education’ (KCSIE) is now a key publication for schools where social media is exemplified as a source of potentially inappropriate or harmful information for children, as well as being a tool used by people who seek to do them harm. KCSIE has put onto schools many statutory requirements which are subsequently tested by Ofsted. Thus, it is common for schools to have extensive e-safety policies which have particularly impacted the PSHE curriculum.

This study offers schools the following insights. First regarding pupil learning needs:

#### 8.1.5 **The Curriculum**

1. Some schools may be teaching about social media using a too narrow or outdated set of definitions and terms. For instance, Facebook was the most frequently mentioned social media from school policies and schemes of work. Yet this is not the platform used by most pupils. Failing to reference platforms the pupils frequent could reduce the impact of the teaching.
2. Those pupils who thought email and phone were examples of social media, were primarily those with social media accounts. These pupils had a more open and fluid conceptualisation of the technology than non-users. Teachers should be aware of the broader conceptualisation held by some.
3. Contact from strangers is real and appears to be experienced by many pupils. 16% of School B and 22% of School A respondents reported that contact from strangers was a negative social media issue for them. Since this information was provided in response to an open-ended question it is likely that the proportions will be greater than this. There

was no evidence from the review of curriculum paperwork that schools were specifically supporting pupils in how to deal with approaches from strangers. While some pupils gave the appearance of being able to manage contact from strangers confidently, there are likely to be vulnerable pupils who need specific guidance.

4. Age does not equate to maturation with regard to social media use. Children of the same age have different experiences. Some will use social media whilst in primary school, while other families restrict ownership until their children reach 13 or older. Therefore, programmes of study need to reflect the situation that pupils will have different needs for information and support at different times.

### 8.1.6 **Teachers Professional Development**

There are also some issues arising from the study which may impact teacher continuing professional development.

1. Knowledge of which social media pupils in a class or school are using will help ensure that e-safety teaching is specific through a focus upon the platforms pupils know.
2. Since some pupils have a broader conceptualisation of social media that challenge traditional definitions, it is essential that teachers are aware of the breadth of technologically mediated opportunities pupils employ to communicate with one another. These include social media but also games consoles, game distribution websites and communication tools such as Skype and Zoom. Teaching will benefit from acknowledging the breadth of platforms used so that e-safety messages are appropriate and relevant.
3. There appear to be scant teaching about the potential benefits pupils may derive from using social media either now or when they are adults. This may be a result of priorities set by KCSIE but it appears to be a serious omission.
4. Pupils could be a useful resource for teaching about social media. They can pass on their knowledge and may be powerful advocates for their peers. Consequently, it may be helpful for teachers to develop elements of pupil teaching, in their work about social media.

### 8.1.7 **Definitional clarity**

Having spent time locating a suitable definition of social media for use in this research, I now question whether this needs to be an issue for schools. If e-safety, within the context of the PSHE curriculum, is about ensuring that pupils act in an informed, safe, and appropriate manner, then arguably this is more important than being fastidious about definitions. If pupils are

communicating with other people over Google Hangouts or the Xbox, then teachers must be aware of these *social media type* opportunities for interaction, possibly with strangers, and be clear with the pupils that the general guidance about e-safety extends to these tools as well as the traditional platforms.

## 8.2 Reflections on the Research Questions

### 1. To what degree does statutory and non-statutory guidance influence what secondary schools teach their younger pupils about social media?

There is evidence that the official guidance schools receive directs much of what is taught. The influential publication KCSIE takes an understandably defensive position regarding e-safety, and this tends to ensure that the safety messages are shared by schools with their pupils, but this is possibly at the expense of pupils' wider understanding of social media affordances.

### 2. Which platforms do pupils identify as social media and why?

Pupils generally have a good knowledge of, and an ability to recognise, the most popular social media sites. There is a tendency of some pupils to have a wider definitional understanding of social media than that which may be held by teachers.

### 3. What affordances of social media does this age group most value and why?

The children and pupils involved in this research use social media primarily to communicate with family and friends. As such, social media is mainly used in an extension of existing relationships. Much of the communication appeared to be functional in content.

Referencing Kietzmann et al (2011)'s categorisation, the most valued affordances were communication and sharing then forming groups and for some managing their online identity. The pupils understood the need to retain control over their privacy and many appear to know what this meant. They know about not contacting strangers and some are adept at rebuffing unwanted approaches.

### 4. To what extent does the conceptualisation of social media by pupils present a challenge to the secondary school curriculum?

Since Ofsted has not identified any significant weaknesses in pupils' knowledge of e-safety issues, schools appear to have been effective in teaching to a 'risks and dangers'

agenda. The consequent limitation is that the e-safety agenda has swamped other teaching about social media including how to benefit from using it.

With pupils gaining social media experiences at different times, it is important to provide them with appropriate information, in a timely manner to help them manage their use of the platforms.

### **8.3 Areas for development**

While evidence gathered for the thesis has allowed conclusions to be drawn, it is apparent that some aspects of the work have limitations and consequently there are opportunities for further research. There was disparity between the pupil survey results and the content of the child-voice activities. This was most visible in survey question two which asked pupils to identify social media platforms. In part the variances may be a result of using two pools of data subjects: pupils in Schools A and B but then speaking with children who attended completely different schools, albeit from the same general area. Had it been possible to speak with pupils in schools A and B, the differences might not be present.

From a methodological standpoint, it is also possible that the paper version of question 2 offered too many options on the page which overwhelmed some pupils. Showing all 48 icons at once may have caused some pupils to be less systematic in their approach, resulting in some icons being considered too quickly or even being overlooked.

Yet there is confidence in the data gathered. The two sample populations delivered comparable data suggesting that the responses are a good reflection of the views, at least of these two pupil populations. That said, caution is probably warranted about extrapolating the results further afield. Since children are drawn to social media platforms to interact with their friends, most of whom are likely to attend the same school, it is quite possible for a school in another location to have different favoured social media platforms. Some of the older children expressed awareness that younger pupils were using different social media platforms than they did at the same age.

Another limitation of the data is the comparatively small sample of 18 child voices. This arose due to difficulties in accessing pupils through their schools during the pandemic. All the children were white British in terms of their ethnicity (from observation), and it would have been useful to hear more diverse voices particularly from pupils attending School B, to investigate whether there are any significant cultural emphases or variances. Also, while there was agreement and many common experiences within the child-voices, it is unlikely that every possible opinion was heard.

A further potential development arises from the data collection methodology would be to provide the children with time for reflection. As Simmons et al (2015) identifies, children in research benefit from having time to reflect. Here the pupils and children had one opportunity to complete the survey or respond to questions. While there is useful data to be gathered from someone's immediate responses, it would have been interesting to return to the children some days after the first session, to continue discussions. This might have given them an opportunity to reflect and possibly return with more refined points of view.

## 8.4 Original Contribution

From the work undertaken here, I have identified some ideas which I have not found in other publications or works, as such this is where I consider this research is making a unique contribution.

1. Young secondary pupils can correctly identify the most popular social media names. Novice social media users construct a view regarding whether the app they are using is social media using different logics. Some children have a broader definition of social media which is based mainly on the communication affordance and therefore for them, any platform which allows them to communicate with friends (using speech or text) is, for them, social media. This may be a broader view than is traditionally accepted. This then is a challenge for schools to ensure that teachers appreciate where and how pupils make social connections online and adapt the teaching accordingly.
2. Novice adopters of social media utilise only a narrow range of affordances. Early use is to communicate with family and close friends. This information may be of benefit to platform owners seeking to develop technologies which safeguard children, as it might be possible to incorporate in a social media platform a way of limiting functionality to text and image sharing with a predetermined group of people. Then with age or maturity other functions could be "unlocked" allowing some wider visibility of the individual within the platform. A controlled opening of the affordances may also support children in developing their safe use of the platforms.
3. The pupil survey tool has potential for wider application. It would be possible to use the survey so that it provides school curriculum planners a snapshot of the current social media experiences and preferences of their pupils. In this way the school's curriculum could be modified to meet the specific needs or concerns of that school's pupils.
4. The thesis has successfully demonstrated the application of Kietzmann et al's (2011) model of social media functions to be an effective tool for assessing and reporting how children conceptualise social media. Despite the model being ten years old, the

descriptive lens proved to be sufficiently flexible to capture young people's core understanding referencing contemporary platforms. The model, as seen in section 7.1.4 may be applied with social media type platforms such as Zoom to help determine whether the application could be considered social media. It would also be possible to use the model to assess adult understanding too.

### 8.5 Future Work

There are some issues arising from this thesis which would benefit from further investigation.

#### 8.5.1 Adult conceptualisation

While there has been consideration of how children conceptualise social media, it raises a parallel question of how teachers conceptualise the technologies and in particular those with responsibility for teaching PSHE or computing. The PSHE curriculum covers a broad range of topics and therefore teachers are not recruited because they are social media specialists. They may come from any curriculum background, and consequently do not necessarily have an established understanding of social media. Having an appreciation of how teachers *and* pupils conceptualise social media, may also help ensure more effective teaching.

#### 8.5.2 Earlier knowledge

The focus of this work has been on Key Stage 3 pupils aged 11-14, albeit with some contributions from children beyond the age range. With many children adopting social media before the age of 11, it is important to extend this study into primary age pupils both to appreciate what teaching they receive about social media and to establish their conceptualisation of the technologies. It is possible that younger children have different perceptions.

#### 8.5.3 Alternative delivery

While the thesis concludes that there is the need for teachers to be better informed about their pupils and how they use social media, there remains an overarching reality which is that the secondary curriculum is full. There is significant subject content for all subjects including PSHE and computing. If social media has an increased curriculum content, it will be arguably at the expense of other equally important topics. So, there is an opportunity to see if there are other methods for getting important messages to children about their use of social media. There may be potential for informing children about social media via the platforms themselves or broadcasters.

#### 8.5.4 Pupil feedback

Pupil reflections and feedback on the content and quality of teaching they receive about social media at school is good practise but may not be a widespread activity. Enlightened PSHE coordinators will encourage feedback from pupils regarding the extent to which modules of learning prove informative. This sort of undertaking provides a further source of information to answer the question as to whether teaching is meeting the needs of the pupils.

#### 8.5.5 Broader teaching

Another area which requires further work is to ensure that the curriculum teaches beyond a 'risk and dangers' agenda, important though this may be. This would encourage children to consider how to use social media/gaming/communication platforms beneficially and well. Use of social media will enhance many a future career therefore pupils need to begin being open to this possibility from a young age.

### 8.6 Recommendations

This thesis makes the following recommendations for schools regarding the pupils:

1. Schools must know their pupil population sufficiently well so that when social media is taught it references the platforms most pupils use. Their preferences will change over time, so this local knowledge will need constantly updating.
2. Schools need to be aware that pupils within a year group or key stage will have varied experiences of social media. Therefore, key themes about e-safety need repeating, so that they are relevant to when pupils are 'ready' to hear particular messages. Schools may consider implementing a spiral PSHE curriculum which recognises that pupils develop at different rates and therefore key learning should be reiterated over time. It will be helpful to tell Year 9 pupils to be careful about protecting their online privacy, but this message is equally important for those in Years 7 and 11.

Pupil understanding and learning:

3. There appears to be little teaching about benefits which may derive from using social media. As Park (2015) identified, it is wrong to assume that all young people naturally know how to make the most of being online. Those who are socially disadvantaged, may not appreciate the potential learning, social or economic benefits it is possible to derive from social media use unless it is modelled and discussed. There should be space in the

## Chapter 8

curriculum to cover social media and employment, educational, health and entrepreneurship, alongside the core messaging about e-safety.

4. There are opportunities for the curriculum to help children develop critical thinking about the social media platforms they use. This could include opportunities to evaluate different platforms with reference to functionality, preponderance of fake news, privacy management, and so forth.
5. Schools are not addressing the wider issues of *surveillance capitalism* where user online behaviours directly helps fund the social media companies via targeted advertising. The children did not express knowledge or interest in how their personal data is used by social media companies or advertisers. An informed adolescent in the 2020s, needs information in order to make informed decisions about the how they use social media.

Professional development:

6. Teachers may require professional development so that they can teach with confidence about platforms which may be less familiar to them such as Snapchat or TikTok.

For technology companies:

7. The companies who own the social media platforms clearly need to do more to respect child privacy and safety. As one child reported, platforms like Instagram permit direct messages from strangers even when accounts are set as private. It means children are at risk from predatory adults and pranking peers.

## Appendix A      Structured Review Results

This appendix contains tables outlining the structured literature review searches with some details about the publications located. There is a table to support each section of the literature chapter.

### A.1      Social Media Definitions

Author	Title	Journal	Discipline	Definition	Notes
Aichner et al (2021)	Twenty-Five Years of Social Media: A Review of Social Media Applications and Definitions from 1994 to 2019	Cyberpsychology, behaviour, and social networking	Business and Economics	They authors provide 21 different definitions from 1996 – 2019 (Including Kietzmann et al)	Lists how SM is used: socialising with family and friends, romance, interacting with brands, job seeking, doing business and research questions.  Only a handful of scholars have developed a definition.
Alammar et al (2021)	Impact of Using Social Media on Mental Health among University Medical Students in Abha City, Southern Saudi Arabia	Family World Medicine	Medicine	Social media has been defined as Internet-based and networked communication platforms that allow both personal and public communication	

Appendix A

Author	Title	Journal	Discipline	Definition	Notes
Alamri (2018)	The Role of Social Media in Intercultural Adaptation: A Review of the Literature	English Language Teaching	Education	Social media refers to "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010, p. 61). In addition, social networking sites (SNSs) are "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (Boyd and Ellison, 2007, p. 211). SNSs offer on- and offline social interactions and communication tools among people around the world to establish and maintain relationships (Rui & Wang, 2015). SNSs also provide users an instrument to be used by the users, for the users, and to the users. Slot and Frissen (2007) identified five categories of user roles in the world of Web 2.0: consuming, creating, sharing, facilitating, and communicating.	Refers to several definitions
Aldera et al (2021)	Online Extremism Detection in Textual Content: A Systematic Literature Review	IEEE ACCESS	Computer Science	This stems from the unique characteristics of the medium, which include anonymity, minimal barriers to publishing, and the negligible cost of publishing or accessing content	Characteristics rather than definition
Alharthi et al (2020)	The Use of Social Media Platforms to Enhance Vocabulary Developing in Learning a New Language: A Review of The Literature	Arab World English Journal	Education	The term social media platform (SMP) is used in this paper to refer to any application or site that enables its users to create a profile—whether public or private—through which they can interact, post, or view using any form of media, including text, pictures, videos, live streaming, or links to any other resources.	

Author	Title	Journal	Discipline	Definition	Notes
Ali et al (2018)	Privacy and Security Issues in Online Social Networks	Future Internet	Computer Science	Social media are a source of communication between the data owner (data generator) and viewers (end users) for online communications that create virtual communities using online social networks (OSN)	The definition comes from boyd and Ellison 2007
Barlett et al (2018)	Social Media Use as a Tool to Facilitate or Reduce Cyberbullying Perpetration: A Review Focusing on Anonymous and Nonanonymous Social Media Platforms	Violence and Gender	Psychology	Social media is defined as, "Internet-based, disentrained, and persistent channels of mass personal communication, facilitating perceptions of interactions among users, deriving value primarily from user-generated content" (Carr and Hayes 2015; p. 49).	
Bucher T (2015)	Networking, or What the Social Means in Social Media	Social media + Society	Media Studies		An opinion piece but some useful observations criticising boyd and Ellison
Gálvez (2018)	Evolution of the Field of Social Media Research through Science Maps (2008-2017)	Communication and Society	Media Studies	Social Media are defined as integrated Internet-based applications that are built on the basis of social networks and the technological foundations of web 2.0, which encourage the creation and exchange of user-generated content (Kaplan & Haenlein, 2010). The different definitions of Social Media are condensed into three basic characteristics (Obar & Wildman, 2015): they are applications based on web 2.0, they primarily contain user generated content (UGC), and they are services that facilitate the development of online social networks by connecting profiles with those of other people and groups.	A very helpful list of SM types on the second page.

Appendix A

Author	Title	Journal	Discipline	Definition	Notes
Henderson & de Zwart (2014)	ACCE submission to public consultation to "Enhancing Online Safety for Children"	Australian Educational Computing	Computer Science and Education	<p>The term 'social media' remains the most useful because it has resisted definition, and importantly, is generic in nature. It has a lingua franca interpretation of technologies that incorporate a sense of social presence.</p> <p>Other quote: The definitions of social networking sites are dated and refer essentially to earlier generations of SNS. Social media has become more 'experiential' since this time, for instance, individuals can now upload, share and re-mix photos, videos, and text immediately across multiple social media services from mobile devices 'capturing the moment' and then be constantly added to by those people who view and respond to those updates.</p>	
Jan (2017)	Knowing what is said on enterprise Social Media: Towards the development of an Analytical Communication Framework	Revista Internacional de Relaciones Públicas	International relations	<p>Enterprise Social Media definition: Leonardi and his colleagues define the professional variant of these tools as:</p> <p>"Web based platforms that allow workers to (1) communicate messages with specific co-workers or broadcast messages to everyone in the organization; (2) explicitly indicate or implicitly reveal particular co-workers as communication partners; (3) post, edit and sort text and files linked to themselves or others; and (4) view the messages, connections, text, and files communicated, posted, edited and sorted by anyone else in the organization at any time of their choosing" (2013: 2). After: Leonardi 2013:2)</p>	<p>Not a definition of social media, but a subset.</p> <p>LEONARDI, P. M., HUYSMAN, M., &amp; STEINFELD, C. (2013). Enterprise Social Media: Definition, History, and Prospects for the Study of Social Technologies in Organizations. Journal of Computer-Mediated Communication, 19(1), 1-19.</p>

Author	Title	Journal	Discipline	Definition	Notes
Ledbetter (2021)	An introduction to the special issue on social media, or why this isn't a special issue on social network(ing) sites	Communication Monographs	Human communication	Ellison and boyd's (2013) tripartite definition of social network sites: a networked communication platform in which participants 1) have uniquely identifiable profiles that consist of user-supplied content, content provided by other users, and/or system-level data; 2) can publicly articulate connections that can be viewed and traversed by others; and 3) can consume, produce, and/or interact with streams of user-generated content provided by their connections on the site.	The whole article looks at different definitions of social media.
Leonardi et al (2013)	Enterprise Social Media: Definition, History, and Prospects for the Study of Social Technologies in Organizations	Computer-mediated communication	Computers and human communication	We define enterprise social media (hereafter, ESM) as: Web-based platforms that allow workers to (1) communicate messages with specific co-workers or broadcast messages to everyone in the organization; (2) explicitly indicate or implicitly reveal particular co-workers as communication partners; (3) post, edit, and sort text and files linked to themselves or others; and (4) view the messages, connections, text, and files communicated, posted, edited and sorted by anyone else in the organization at any time of their choosing.	
Pikalek (2010)	Navigating the Social Media Learning Curve	Continuing Higher Education Review	Education	The term [social media] generally refers to the media based on user participation and user-generated content. Social media can take many different forms: blogs, forums, message boards, wikis, podcasts, social bookmarking, picture-sharing, and instant messaging, just to name a few. Some specific examples of popular social media sites include YouTube, Flickr, Facebook, mySpace, and Twitter.	

Appendix A

Author	Title	Journal	Discipline	Definition	Notes
Treem et al (2016)	What We Are Talking About When We Talk About Social Media: A Framework for Study	Sociology Compass	Sociology	<p>Trottier and Fuchs (2015), who note that when considering the nature of social media theorists could reasonably adopt any of three forms of sociality as a focal point: a) cognition, b) communication, or c) cooperation.</p> <p>some scholars eschew the term social media in favor of the construct Web 2.0 which can operate as an umbrella concept that encompasses a broader group of online applications that facilitate expression and interaction, (Beer 2008).</p> <p>We conceptualize social media activity as comprised of a variety of behaviors that vary in the level of effort exhibited by users, and how visible the actions, and related interactions and communication, are to others. For instance, the majority of social media activity consists of what is often derisively called “lurking” (Nonnecke and Preece 2000), and involves users consuming social media content without making their actions visible online.</p>	Excellent and worth a detailed read.
Turner (2016)	'Only Connect': Unifying the social in social work and social media	Journal of Social Work Practice	Social Work	A group of Internet based applications that build on the ideological and technological foundations of Web 2.0' (Kaplan, 2010, p.61)	Adopts Kaplan's definition.

Author	Title	Journal	Discipline	Definition	Notes
von Muhlen and Ohno-Machado (2012)	Reviewing social media use by clinicians	Journal of the American Medical Informatics Association	Medicine	Social media refers to 'software that enables individuals and communities to gather, communicate, share, and in some cases collaborate or play', (Boyd 2009) typically in the context of applications accessible through Internet browsers or mobile devices ('apps'). The term overlaps loosely with both 'web 2.0' and 'social network sites'. The former refers to technologies that enabled interactive websites (O'Reilly 2011) and the latter to applications that enable users to establish digital connections (boyd 2008) to other users. In this paper we use 'social media' as a catch-all term.	
Voorveld (2019)	Brand Communication in Social Media: A Research Agenda	Journal of Advertising	Advertising	In this article, social media are broadly defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user-generated content" (Kaplan and Haenlein 2010, p. 61). Although social networking sites are probably the most prominent type of social media (Boyd and Ellison 2007),	

## A.2 Pupil understanding or experiences of social media

Author	Title	Theme	Sample	Methodology	Main Findings
Agusto and Abbas 2017  New Media and Society	"Don't be dumb—that's the rule I try to live by": A closer look at older teens' online privacy and safety attitudes	Privacy and safety online	USA n=98 18-19 year olds (reflecting back)	Questionnaires followed by 15 focus groups	Majority of students were aware and had given thought to online security. Students feel they know more than their parents about security Teens want to be taught about security – but more than stranger danger videos.

Appendix A

Author	Title	Theme	Sample	Methodology	Main Findings
Badri et al 2016  Educational Information Technology	School children's use of digital devices, social media and parental knowledge and involvement – the case of Abu Dhabi	A wide-ranging survey of pupils and their use of social media along with gauging parental knowledge of their children's online activities.	Abu Dhabi 31,109 8-19 year olds	Online survey	Children spent 5 hours a day online. Most reported using it to keep in touch with friends and family.
Cho 2017  New Media and Society	Default publicness: Queer youth of color, social media, and being outed by the machine	Queer teens and their social media choices	USA Unknown number 18-15 years old (presuming unable to speak to younger people)	Cyberethnography Multi-rounds of Qualitative interviewing	Facebook is not a safe platform for queer teens as its policy is to share data and posts. Tumblr is seen to be the platform of choice for the groups addressed here
Christofides et al 2012  Journal of Adolescent Research	Risky Disclosures on Facebook: The Effect of Having a Bad Experience on Online Behavior	The information that teens are prepared to disclose on Facebook	Canada n=256 Teens and parents who attended a Science Centre	Online surveys	A bad experience following sharing information on FB leads to a better understanding of privacy settings. Teens with higher self-esteem are more likely to manage their security settings. Information about privacy come from parents, friends and online.
Davis and James 2013  Learning Media and Technology	Tweens' conceptions of privacy online: implications for educators	What middle school pupils do to manage privacy and the messages they get from educators	USA n=42 10-14 year olds	2 x 45 minutes interviews per participant	Teens have a sophisticated level of thinking about privacy and who they withhold information from. A range of strategies is employed to achieve privacy. Educators deliver a very narrow set of messages. Teens adopt social steganography.

Author	Title	Theme	Sample	Methodology	Main Findings
Davis et al 2015  Information, Communication & Society	'I was bullied too': stories of bullying and coping in an online community	Cyberbullying and the role of technology in the process. Coping strategies.	Global (USA)? 6% teen 41% presumed teen	Analysis of blog posts made following the death of a bullied teen	Blocking unwanted people is a useful strategy
De Souza & Dick 2008  Pastoral Care in Education	Information disclosure on MySpace – the what, the why and the implications	What information is shared online by children and why	Australia n=263 12-18s	Questionnaire (paper) Focus Groups	Teens display less personal information than undergraduates do. Teens don't believe their information is safe on MySpace and take measures to control privacy.
De Wold et al 2014  Computers in Human Behaviour	Managing privacy boundaries together: Exploring individual and group privacy management strategies in Facebook	How age and gender impact privacy management	Belgium n=900 Scouts/Guides (including leaders) 13-17 36% at school 54% at college	Online survey	Apart from saying a lot about privacy, there was an interest slant about the need to develop both individual and group privacy rules. Privacy has to be beyond the individual.
Dhir et al 2015  Computers in Human Behaviour	Why do adolescents untag photos on Facebook?	Untagging as a method of preserving privacy and image projection	India n=380 Facebook users 12-18	Survey (Paper)	Untagging as a method of preserving privacy and image projection Knowledge of this behaviour would be helpful for app developers and social media companies
Gray 2018  Educational Psychology in Practice	Exploring how and why young people use social networking sites	How UK teens use social network sites	UK Part 1 n=10 Year 8 pupils  Part 2 n=393 Years 8-12	Focus groups Semi-structured with newspaper headlines as prompts Leading to the development of an online questionnaire	YP pass on their knowledge of privacy and security to younger children About 50% of teens see online world as being an extension and therefore no different to the offline world

Appendix A

Author	Title	Theme	Sample	Methodology	Main Findings
Hofstra et al 2016  Computers in Human Behavior	Understanding the privacy behavior of adolescents on Facebook: The role of peers, popularity and trust	Children's behaviour regarding privacy settings are influenced by the behaviour of their peers	Dutch students 14-15 years old n=3434	Survey between years 2010 and 2012	A weak association between pupil privacy settings and that of their peers. The greater number of connections the greater impact.
Kennedy & Lynch 2016  Journal of Occupational Science	A shift from offline to online: Adolescence, the Internet and social participation	A study of the occupational nature of teens being online: a. Relationship building b. Identity experimentation c. Cyber culture d. Unsocial behaviour	Republic of Ireland n=71 10-16	Qualitative descriptive research Focus groups with semi-structured interviews	All four behaviours in the study outline were found. Of interest, teens to lie about their age on social media in order to experiment with identities Best quote of the research to date. Adolescents have a clear understanding about who should and should not be present in their digital social spaces
Lareki et al 2017  Children and Youth Services Review	Young people and digital services: Analysis of the use, rules, and age requirement	To what extent do young people flout the rules and T&C of social media	Spain n=1800 9-16	Online questionnaire	A large number of children make use of social media platforms before reaching the minimum age. Children don't know what the legal age of the platforms is.
Liu et al 2013  Journal of Adolescence	Cognitive, personality, and social factors associated with adolescents' online personal information disclosure	What factors explain the disclosure of teenage information online	Singapore n=780 13-18	Survey (online or paper unclear)	The level of teen concern about privacy has a direct impact on the amount of personal information posted online Narcissistic teens will display more personal information. Teens with parents who have explained risks, display less personal information

Author	Title	Theme	Sample	Methodology	Main Findings
Martin et al 2018  Educational Technology & Society	Middle School Students' Social Media Use	Research to understand the social media tools used by middle school children	USA n=593 6 <sup>th</sup> -8 <sup>th</sup> Grade	Survey	Children are disturbed by some of the SM content Cyberbullying is an issue There are concerns over privacy and security
Pangrazio 2013  Digital Culture and Education	Young people and Facebook: What are the challenges to adopting a critical engagement?	Do teens have a critical engagement with Facebook?	Australia n=37 13-14 Affluent school with n=6 girls trained as researchers	Focus Group	Images are more important than text on Facebook. Criticality was expressed about other FB users – not of the platform itself. Educators should help children be more critical of the technology they adopt.
Park 2015  New media and society	My whole world's in my palm! The second-level divide of teenagers' mobile use and skill	This research is about mobile phone use – not social media use. What are the impacts of increased mobile phone possession by teens	USA N=800 From preview PEW research from 2009	Resampling prior data	There is a second level digital divide over teen ownership of mobile phones. Good use of theoretical authors.
Reich et al 2012  Developmental Psychology	Friending, IMing, and Hanging Out Face-to-Face: Overlap in Adolescents' Online and Offline Social Networks	What do young people do on social media	USA n=251 13-19	Paper survey completed in class An online survey completed the same evening	Keeping in touch with family and friends Some understanding of online and offline friendships

## Appendix A

Author	Title	Theme	Sample	Methodology	Main Findings
Rodríguez-Hoyos et al 2015  Australasian Journal of Educational Technology	Research on SNS and education: The state of the art and its challenges	Literature Review into the research being undertaken into social media	n/a	Lit Review from Scopus and Web of Knowledge	8% of research into secondary age children and social media 42% Quantitative 32% Qualitative 26% Mixed Lines of research 45% Use of SNS as Education tool 19% Other uses of SNS by students 5% Institutional uses 3% Academic uses 2% Design of SNS
Rosenberg et al 2018  Journal of Information Technology Education: Research	“WhattApp, teacher?” – student perspectives on teacher-student WhatsApp interactions in secondary schools	How students view WhatsApp based interactions with their teachers in a secondary school	Israel N=88 13-18	Questionnaires Personal Interviews Focus Groups WhatsApp Focus Group	Overall pupils said they found more benefits than disadvantages of using WhatsApp. However quite a bit of nuance about behaviour and how to “deal” / cope with teachers in WhatsApp groups.
Snyder et al 2011  English in Australia	More Than Chatting Online: Children, Marketing and the Use of Digital Media	How aware are children of advertising coming to them over social media?	Australia N=3 Age undisclosed	Hour long semi-structured interviews	How teachers teaching media studies should improve their content in the light of social media.

### A.3 School policies regarding social media

Author(s)	Title	Journal	Methods	Main Findings
Ahn et al (2011)	Social media access in K-12 schools: Intractable policy controversies in an evolving world	Proceedings of the ASIST Annual Meeting	A frame analysis of school SM policies	Competing policy frames are causing problems to school leaders and some of the ‘frames’ are detrimental to developing the use of social media in the classroom.

Author(s)	Title	Journal	Methods	Main Findings
Andersson et al (2014)	Reclaiming the students - coping with social media in 1:1 schools	Learning Media and Technology	Interviews and surveys with staff and pupils in Swedish schools	In a school system which permits social media access in the classroom, Swedish teachers are finding the technologies a distraction. The studies believe pupils should have greater personal responsibility.
Cuevas & Kohle (2012)	Social media: changing the way we teach and changing the way we learn	Inted2012: International Technology, Education and Development Conference	Survey of Dutch students.	A study reporting on how university students use social media alongside their studies. Note: University setting but with some useful ideas.
Dinsmore (2019)	Contested affordances: teachers and students negotiating the classroom integration of mobile technology	Information Communication & Society	Interviews with staff and pupils in US schools.	A study reporting on classroom negotiations over phone and SM use in classrooms. Both parties wish to retain a separation between school and social, but for different reasons.
Forkosh-Baruch & Hershkovitz (2018)	Broadening communication yet holding back: Teachers' perceptions of their relationship with students in the SNS-era	Education and Information Technologies	A study of teacher-pupil communication over Facebook. Israeli schools.	Teachers like to have relationships with pupils using SM. Most teachers prefer to have a 'professional' relationship. Not all though.
Green & Hannon (2007)	Their space : education for a digital generation	A Demos Report	Interviews and surveys with pupils and parents.	Schools should move from thinking about hardware, to consideration of online relationships. Allow children to use ICT.
Greene (2017)	Teacher blogs and education policy in a publicly private world: filling the gap between policy and practice	Learning Media and Technology	A survey of 14 teacher-blogs by New York City teachers.	The teachers reflect on school policies. Teachers are not often involved in policy formation.
Henderson et al (2010)	Legal risks for students using social networking sites	Australian Educational Computing	A discussion document.	Pupils disclose personal information for a number of reasons.
Hershkovitz et al (2019)	WhatsApp is the message: out-of-class communications, student-teacher relationship, and classroom environment.	Journal of Information Technology Education-Research	Israeli (both Jewish and Arab) pupils were surveyed about their use of WhatsApp	An improved understanding of pupil-teacher communication via WhatsApp.

## Appendix A

Author(s)	Title	Journal	Methods	Main Findings
Hunt (2013)	Give Me Your Password: The Intrusive Social Media Policies in Our Schools	CommLaw Conspectus: Journal of Communications Law and Policy	An account of a number of cases where pupil social media use has been subject to adult review	For a variety of reasons schools in the US develop SM policies which provide adults with access to pupil accounts.
Kind et al (2010)	Social media policies at US medical schools	Medical Education Online	A university-based paper – however one useful quotation.	Medical schools have pages on social media, yet rarely have policies regarding their own student's use of the platforms.
Manca & Grion (2017)	Engaging students in school participatory practice through Facebook: The story of a failure	British Journal of Educational Technology	An Italian study, pupils worked with the researchers through a Facebook page.	A SV Facebook group was used to support school voices and views on school policy.
McGillivray et al (2016)	Young people, digital media making and critical digital citizenship	Leisure Studies	A review of a digital arts project around the theme Digital Commonwealth with Scottish pupils.	Large events like the Commonwealth games can be an effective driver of digital developments in schools.
Morris & Hay (2012)	Building a school based professional learning network	Scan (Not an academic journal)	Social networks used for teacher professional development	An account of how social media is being used for teacher professional development
Muls et al (2020)	Identifying the nature of social media policies in high schools	Education and Information Technologies	Semi-structured interviews with staff at Flemish high schools.	There are a wide variety of policies regarding SM in schools. Schools also appear to find it difficult to determine their position regarding SM.
Nesi et al (2018)	Transformation of Adolescent Peer Relations in the Social Media Context: Part 1—A Theoretical Framework and Application to Dyadic Peer Relationships	Clinical Child and Family Psychology Review	A US based research. A theoretic argument.	The paper seeks to develop a 'unifying' framework for understanding adolescent peer experiences of SM.
O'Connor & Schmidt (2015)	"Facebook Fired": Legal Standards for Social Media-Based Terminations of K-12 Public School Teachers	Journal of Workplace Rights	Accounts of events where teacher breaches of school or school district policies have led to their dismissal.	Recommendations given to staff about their behaviour and reflections on the current fairness of school systems.
Price (2020)	Developing Social Media Policies: For High School Student-Athletes	Texas Coach (Grey literature)	Advice given to US sports team coaches regarding SM policies for pupils athletes.	Advice given about how to frame effective appropriate policies.

Author(s)	Title	Journal	Methods	Main Findings
Rodesiler (2017)	Local Social Media Policies Governing Teachers' Professionally Oriented Participation Online: a Content Analysis	Techtrends	An analysis of SM policies from 30 US public school districts	US school policies are included to prevent teachers holding SM accounts. There needs to be an acknowledgment that there are academic uses for social media.
Schneider (2015)	Digital social connectedness teaching strategy	Quick (Journal of the Queensland Society for Information Technology in Education) (Grey Literature)	A report from a teacher describing their work.	Pupil blogs have a number of benefits for pupils
Schnittka et al (2016)	After-School Spaces : Looking for Learning in All the Right Places	Research in Science Education	US middle school pupils use of Edmodo analysed via video and content analysis	Teachers need training if pupils are going to gain from the use of SM in the classroom.
Shade and Singh (2016)	"Honestly, We're Not Spying on Kids": School Surveillance of Young People's Social Media	"Honestly, We're Not Spying on Kids": School Surveillance of Young People's Social Media	A review of the services available to US schools which monitor and report of pupil SM use	A descriptive analysis of four monitoring companies comparing and contrasting their activities.
Strasburger et al (2013)	Children, Adolescents, and the Media	Paediatrics – A Policy Statement	A review of policy standings	The media's influence on children should be better recognised by schools, policymakers, advertisers and those producing entertainment for children.
Thiabut (2015)	Social network sites with learning purposes : Exploring new spaces for literacy and learning in the primary classroom	Australian Journal of Language and Literacy	Australian primary school pupils use of Edmodo analysed via content analysis of the children's blogs	There can be benefits for children from the use of these online tools.
Throuvala et al (2021)	Policy Recommendations for Preventing Problematic Internet Use in Schools: A Qualitative Study of Parental Perspectives	International Journal of Environmental Research and Public Health	Semi structured interviews with 9 UK based parents	Pupils need greater support for dealing with interpersonal communication online, privacy and self-disclosure.
Vincek (2014)	Ethical aspects and capabilities of social networks - students, teachers, and Facebook in elementary schools	Conference Proceedings	Survey comparing teacher/pupil SM based interactions in Croatia and England.	Schools need to develop appropriate social media policies
Warnick et al (2016)	Social Media Use and Teacher Ethics	Educational Policy	An essay concerning US school teacher's often being prevented by policies from developing social media presence.	A polemic arguing that teachers should be allowed to use social media.

### A.3.1 Notes about affordances

From the numerous sources in the chapter 2, it proved possible to draw up a table of social media affordances identified within the literature. This listing, may prove useful when later scoping the children's conceptualisation and affordances when compared them with what academics report. The number of citations against each affordance should not be seen as not indicative of importance or rank. In some references a term is used within say a list while other mentions may be lengthy and detailed. The reference alone does not allow any appreciation of this.

Affordance and definition	Sources where affordance is cited	Kietzmann et al (2011) Function(s)
<b> Blogging – both blogs and micro-blogs</b>	Auer 2011, Bal et al 2015, boyd and Ellison 2007, Clark 2013, Hocevar et al 2014, Jin and Feenberg 2015, Johnson 2017, Kaplan and Haenlein 2010, Kietzmann et al 2011, Magasic 2016, Mao 2014, O’Riordan et al 2016, Ouiridi et al 2014, Postill and Pink 2012	Sharing
<b> Commenting on other people’s posts</b>	Auer 2011, Bal et al 2015, Clark 2013, Hocevar et al 2014, Kaplan and Haenlein 2010, O’Riordan et al 2016	Sharing
<b> Creating a personal profile</b>	Bal et al 2015, d boyd and Ellison 2007, Clark 2013, Houston et al 2014, O’Riordan et al 2016	Identity
<b> Forum – engaging in group discussions</b>	Auer 2011, boyd and Ellison 2007, Kaplan and Haenlein 2010, Kietzmann et al 2011, O’Riordan et al 2016	Conversations
<b> Friend – create and maintaining a list of friends</b>	Auer 2011, Bal et al 2015, Borgerson and Miller 2016, d boyd and Ellison 2007, Kietzmann et al 2011	Relationships
<b> Geo-locate/location – the ability to identify location of content</b>	M.J. Johnson 2017, Kietzmann et al 2011, Mao 2014, Martín-Consuegra et al 2019, O’Riordan et al 2016	Other
<b> Groups</b>	Auer, 2011, Miller et al, 2016 Obar and Wildman, 2015, Ouiridi et al, 2014	Groups
<b> Like – indicating support for other users’ content and posts</b>	Bal et al 2015, Jin and Feenberg 2015, Johnson 2017, Kietzmann et al 2011, 2012	Reputation and Sharing
<b> Playing games within social media</b>	Houston et al 2014, Kaplan and Haenlein 2010, Kietzmann et al 2012, Mao 2014, Ouiridi et al 2014, Sabatino 2014	Other

<b>Affordance and definition</b>	<b>Sources where affordance is cited</b>	<b>Kietzmann et al (2011) Function(s)</b>
<b>Presence</b>		Presence
<b>Q&amp;A – posing or answering questions within social media</b>	Auer 2011, Hocevar et al 2014, O’Riordan et al 2016	Conversations
<b>Rating – providing a score or rating other people’s content</b>	Kaplan and Haenlein 2010, Kietzmann et al 2011, O’Riordan et al 2016	Reputation
<b>Reviews – reviewing products, events and content</b>	Carr and Hayes 2015, Hocevar et al 2014, M.J. Johnson 2017, Kaplan and Haenlein 2010, Magasic 2016, O’Riordan et al 2016	Sharing (possibly with reputation)
<b>Sharing content produced by others</b>	Auer 2011, Cao et al 2015, Carr and Hayes 2015, Hocevar et al 2014, Houston et al 2014, M.J. Johnson 2017, Kaplan and Haenlein 2010, Kietzmann et al 2011, 2012, Laine and Frühwirth 2010, Lang and Benbunan-Fich 2010, Magasic 2016, Mao 2014, Martín-Consuegra et al 2019, O’Riordan et al 2016, Ouiridi et al 2014, Postill and Pink 2012, Sabatino 2014, Smith et al 2012, Taylor and Pagliari 2017	Sharing
<b>Sharing/uploading/posting photographs – either photographs the user has taken or sharing photos other people have taken.</b>	Borgerson and Miller 2016, Jin and Feenberg 2015, Kaplan and Haenlein 2010, Kietzmann et al 2011, Magasic 2016, O’Riordan et al 2016, Smith et al 2012	Sharing
<b>Synchronous and asynchronous communication</b>	Borgerson and Miller 2016, Carr and Hayes, 2015	Conversations
<b>Tag images – this may include naming people in images or creating a tag/title for an image to aid its visibility</b>	Kietzmann et al 2012, O’Riordan et al 2016, Smith et al 2012	Sharing and Identity
<b>Uploading videos</b>	Auer 2011, Bal et al 2015, d boyd and Ellison 2007, Chang and Chen 2014, Hocevar et al 2014, Houston et al 2014, Kaplan and Haenlein 2010, Kietzmann et al 2011, Mao 2014, O’Riordan et al 2016, Ouiridi et al 2014	Sharing

Appendix A

<b>Affordance and definition</b>	<b>Sources where affordance is cited</b>	<b>Kietzmann et al (2011) Function(s)</b>
<b>User generated content</b>	Auer 2011, Bal et al 2015, Borgerson and Miller 2016, Cao et al 2015, Carr and Hayes 2015, Fuchs 2014, Hocevar et al 2014, Houston et al 2014, Howard and Parks 2012, Jin and Feenberg 2015, Kaplan and Haenlein 2010, Kaplan and Haenlein, 2010, Kietzmann et al 2011, 2012, Laine and Frühwirth 2010, Lang and Benbunan-Fich 2010, Martín-Consuegra et al 2019, Obar and Wildman 2015, O’Riordan et al 2016, Ouiridi et al 2014, Postill and Pink 2012, Potts and Jones 2011, Smith et al 2012, Taylor and Pagliari 2017, Zuboff, 2019.	Sharing
<b>Voting within social media – expressing opinions using tools within the platform</b>	Kietzmann et al 2011, Lang and Benbunan-Fich 2010	Sharing and Reputation
<b>Wikis – the ability to contribute to a collaborate website/webpage (shared knowledge /shared authorship)</b>	Carr and Hayes 2015, Hocevar et al 2014, Kaplan and Haenlein 2010, Kietzmann et al 2011, Mao 2014, O’Riordan et al 2016, Ouiridi et al 2014	Conversations

#### A.4 How to capture conceptualisation in pupils and children

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Abu-Shanab et al (2015)	The Influence of Social Networks on High School Students' Performance	Facebook use has a negative effect upon academic outcomes with Jordanian high school students.	122 students	Survey (unsure whether online or paper) containing 18 statements.	There does appear to be a negative correlation (self-reported) between social media use and academic performance.
Ahn (2010)	The Influence of Social Networking Sites on High School Students' Social and Academic Development	How does the implementation of a school's private SN impact social cohesion within the school and student social capital.	203 Students	Survey	The SN was poorly implemented and this has negatively affected upon the research findings. The question is left hanging, had the SN been well implemented with fulsome support from staff, what would have been the impact?
Andersson et al (2013)	Reclaiming the students – coping with social media in 1:1 schools	How the implementation of 1:1 computing in Swedish secondary schools has been impacted by access to SM. Is it a distraction?	1541 – student surveys 182 staff surveys 18 student interviews 14 staff interviews	Interviews and surveys	Access to SM over laptops proving to be a distraction in schools. The low-performing students may be worst affected. Teachers are having to change their practise in order to divert student attention back to learning.
Andrei (2019)	Adolescent English Learners' Use of Digital Technology in the Classroom	How EAAL students incorporate technology in their learning.	5 students (16-18)	Classroom observation by the researcher	Very little said about social media. Platform mentioned was YouTube.
Bigelow et al (2017)	Literacy as social (media) practice: Refugee youth and native language literacy at school	How FB can be used to develop multilingual language development in Somali young people.	19 students	Analysis of FB postings	FB is a great tool for this type of multilingual language development. It is a safe collaborative space where students have the technological skills necessary.
Blazer C (2012)	Social Networking in Schools: Benefits and Risks; Review of the Research; Policy Considerations; and Current Practices. Information	A report proving guidance to a school district about how they should develop student an school use of SM.	Literature Review	n/a	This report is supportive of the use of SM in schools. It should be regarded as a biased account as there are only a couple of negative issues raised. That said, the other articles referred to within the text are useful.
Blumenreich and Jaffe-Walter (2015)	Social Media Illuminates: Some Truths about School Reform	A description of how a parent's pressure group used FB to bring about change in an US school boards.	n/a	Descriptive account.	Parents can employ social media in order to bring about influence and pressure upon school administrators.

Appendix A

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Bulger et al (2017)	Where policy and practice collide: Comparing United States, South African and European Union approaches to protecting children online	How the laws designed to protect children from adults can end up punitively punishing the children as they grow up and develop as sexually inquisitive adults.	n/a/	n/a	The law needs to be better framed, with a greater awareness of the developmental issues of young people.
Bulu et al (2016)	Examination of the attitudes of middle school students towards social media	What demographic variables have the greatest impact upon the amount of time young people spend on social media?	n=367 9-16 yo	Two surveys	The biggest impact on the student attitudes towards social media was their length and frequency of use.
Charitonos et al (2012)	Museum learning via social and mobile technologies: (How) can online interactions enhance the visitor experience?	How a Y9 class made use of iPhone and Twitter to gather evidence from a visit to the Museum of London,	n=29 13-14 year olds UK	Observation of the children in the museum Content analysis of the Tweets Network Maps of the Tweets Coding of the Tweets	The children benefit from the use of SM and in particular Twitter during this visit to the Museum of London. A rare article seeing the benefits of SM in support of learning.
Chew et al (2011)	The use of online social networking by rural youth and its effects on community attachment	How broadband and Internet access impacts the lives and futures of rural youth in the USA	n=221 Grades 9 – 12 US	Mail survey assessing four areas	A mixed picture. The amount of SM use along, is insufficient for predicting how SM use will affect youth. SM can strengthen local ties, or strengthen ties outside of the local area to the detriment of local ties.
Correa et al (2013)	Brokering new technologies: The role of children in their parents' usage of the Internet	Do teens influence their families over the new technologies they adopt. Do they support their parents?	n=1707 Adults- but reporting about their children US	Mail survey	Children have some impact on the technology adoption choices made by their families. Boys more than girls. But there are many factors.
Davidson and Martellozzo (2013)	Exploring young people's use of SNS and digital media in the Internet safety context	What risks are young people taking on social media, in the UK and Bahrein?	UK - n=1718 11-17s Bahrain - n=2600 7-17	Surveys and focus groups with staff and students	Young people take risks. Bahraini young people take greater and more risks than UK youngsters. Young people know what they should do to keep themselves safe, they don't always put their knowledge into practice.

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Davies and Enyon (2018)	Is digital upskilling the next generation our 'pipeline to prosperity'?	What sort of young people are excited by coding and working in the digital economy? Answer here – none	11-16 (Y9 and 10) 11-19 (Y9, 10 and 13) n=113 10 students from each school were selected for a semi-structured interview (n=50).	Questionnaire administered to various classes in two secondary schools from South Wales. Young people were allowed to speak for themselves and themes were drawn out of what they said, rather than imposing themes by preconceptions of the researchers.	The group descriptions are fascinating and worth re-reading. None of the groups of children identified had any disposition towards the digital economy or coding.
De Almeida et al (2015)	Internet, children and space: Revisiting generational attributes and boundaries	Do children discern much difference between their physical and digital worlds?	158 8-17 Portuguese school children	Semi-structured interviews with children who have Internet connections in their homes. Quota sampling method	Children do not see much difference between physical and digital worlds. Hard work to get to this conclusion.
Gallo et al (2018)	School counsellors' experiences working with digital natives: a qualitative study	The response of school counsellors to dealing with young people who are online, on the Internet and on social media all day	8 counsellors USA	Semi-structured interviews	The digital cultural divide Fear and frustration - over the young people's behaviour online Embracing change – the counsellors are prepared to learn
Gezgin (2018)	Understanding Patterns for Smartphone Addiction: Age, Sleep Duration, Social Network Use and Fear of Missing Out	Research looking into the impact of Smart Phone ownership and use on the lives of teenagers.	178 16yo Turkey	Survey looking at: • Smartphone additional scale • FOMO Scale • SNS use and bedtime • Demographics	The research confirmed. Findings from earlier studies that Smart Phone use can be associated with anxiety, poor sleep, and smartphone addiction.
Henderson et al (2013)	Social media for collaborative learning: A review of school literature	A literature review of research into the use of social media in the classrooms	135 articles 43 reports	Read and code	Three main overarching conclusions were drawn: a. SM affords learning through new opportunities b. Students need solid preparation in order to work collaboratively c. SM must be employed for appropriate tasks
Kaya and Bicen (2016)	The effects of social media on students' behaviors; Facebook as a case study	How students use FB	362 high school 15-18yo Turkey	Survey	A list of statements in rank order. Nothing terribly interesting.

Appendix A

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Kite et al (2010)	Assessing Middle School Students' Knowledge of Conduct and Consequences and Their Behaviors Regarding the Use of Social Networking Sites	Do middle school children understand the consequence of their behaviour on SM with regard to Internet predators and cyberbullying?	588 Grade 7 & 8 USA	Survey	The authors contest that the children don't know about the consequences, apparently because few would be prepared to report problems to their parents. Not certain it is as simplistic as this.
Livingstone (2008)	Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy and self-expression	How teens assess risk and opportunity on social media	16 Year 9 – 16 UK	1 hour open interviews	Teens have much more sophisticated capabilities and nuanced uses of the Internet than known.
Lu et al (2016)	Consuming, sharing, and creating content: How young students use new social media in and outside school	How secondary age students from Hong Kong use SM and what are their motivations and the factors affecting behaviours	186 secondary age students from 2 schools Hong Kong	Survey	<ul style="list-style-type: none"> <li>• Self-regulation is the second most important but negative factor affecting some SM activities.</li> <li>• Many students are passive consumers of content.</li> <li>• More content creation took place in school than out of school.</li> <li>• Boys appear to create more content than girls do.</li> <li>• The number of IT appliance owned by a student did not have an impact in SM engagement one way or another.</li> <li>• Parents education had no impact on SM use.</li> </ul>
Marker et al (2018)	Active on Facebook and Failing at School? Meta-Analytic Findings on the Relationship Between Online Social Networking Activities and Academic Achievement	A meta study of the research into the impact that SM has on student outcomes	50 academic papers	Coding and lots of statistical work	The response is it depends upon what the student is doing – SM linked to learning has no negative impact. Non-school related SM use has a weak negative correction.

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Micheli (2016)	Social networking sites and low-income teenagers: between opportunity and inequality	Does socio-economic group have an impact on the benefits young people derive from SM use	2327 Grade 10 students Italy	Survey Semi-structured interviews n=56	<ol style="list-style-type: none"> <li>1. Teenagers appropriate Facebook in multiple and diverse ways.</li> <li>2. These differences are related to the teens' social background.</li> <li>3. Lower-SES teenagers are not necessarily lagging behind their privileged peers in exploiting SNSs: on the contrary, they are more eager to take up the opportunities to socialize and express themselves that these platforms offer.</li> </ol>
Patchin and Hinduja (2010)	Trends in online social networking: adolescent use of MySpace over time	How have teenage practices on MySpace changed over a 1 year period	2423 randomly selected public MySpace Pages Content analysis USA	Gather pages in 2006. One year later (approximately) return in order to identify how the profiles have changed.	Some changes over the one-year period have been identified. However, a one-year snapshot is insufficient in order to determine trends. It is simple a measure of changes.
Qahri-Saremi & Turel (2016)	School engagement, information technology use, and educational development: An empirical investigation of adolescents	What is the association between hedonistic and utilitarian IT usage and young people's feelings towards school	N=6885 USA	Survey	Adolescents who make greater use of hedonistic IT (SM included) are less likely to enjoy school and have lower school engagement than their peers who make greater use of utilitarian IT. The students who are least engaged in school spent least time on utilitarian IT.
Seo et al (2014)	Teens' social media use and collective action	A study of how teens view flash mobs	N= 280 Kansas City, USA	Online questionnaire	Self-efficacy is a significant predictor of participation in flash mobs.
Stevens et al (2016)	The digital hood: Social media use among youth in disadvantaged neighborhoods	How teens n the margins of society (from the very poorest neighbourhood in one US city) use and understand Facebook.	60 13-24 (mean=17) USA	Interviews Coding Feminist Standpoint Theory	Author says: "our findings suggest that rather than addressing the problem of place for youth, the current social media environment appears to amplify it."
Ezci & Icen 2017	High School Students' Social Media Usage Habits	How Istanbul teens use SM	N=853 14-18 Istanbul	Three surveys	students use social media frequently for educational and entertainment purposes and use it less frequently for the purpose of social interaction

## Appendix A

Author(s)	Title	Theme	Sample	Methodology	Main Findings
Umar & Idris 2018	Influence of Social Media on Psychosocial Behaviour and Academic Performance of Secondary School Students	Does SM use harm students psychosocial behaviour and academic performance in secondary school	N=306 15-18 Nigeria	Questionnaire	SM does in deed impact on student psychosocial behaviour and academic performance.
Vasbo et al (2014)	Being a Learner Using Social Media in School: The Case of Space2cre8 (S28)	How social media can be employed by ethnic minority young people to define their identities and experiences	29 – down to 2 13-14 year olds Norway	Ethnographic study Observations in the classroom and online, Interviews with the students	Social media has the power to work as third spaces in school, in which different forms of knowledge work together and produce new knowledge that might be important for how students experience themselves as learners in school.

## A.5 Pupil Voice

Author	Date	Title	University	Methodology	Sample Details	Comments
Joshua Michael Beardall	2011	Taken Over: The Story of the Locke High School Takeover Through a Qualitative Study of Student Voice	Loyola Marymount University, CA, USA	Photo-essays Semi-structured interview Focus Group	1 school n=5 9-12 grade	Charter Management can improve a school
Sandra M. Bennett	2014	In a child's voice: investigating a cross-age peer tutoring program in a neighbourhood elementary school	Northern Illinois University, IL, USA	Interviews Observations Documents	N = 10 1 <sup>st</sup> grade tutees n= 10 5 <sup>th</sup> grade tutors	Cross-age peer tutoring has mixed impact
Marc Brasof	2014	Student voice in school reform: a case study of Madison high school's youth-adult governance model	Temple University, PA, USA	Semi-structured interviews Focus Groups Observations Document analysis	n=15 Interviews n=11 Focus Group	SV does have an impact in school reform
Susan J. Brenner-Camp	2011	Student Voice in Educational Decision-Making Processes: A Key Component for Change in School Models for the Future	Jones International University, CO, USA	Student focus group Survey (school administrators)	N = 25 Focus Group	Although students and administrators believe SV is beneficial, there are practical and philosophical issues restricting progress with this ideal.

Author	Date	Title	University	Methodology	Sample Details	Comments
Brooke Holden Johnson Brown	2010	Student voice and engagement in high school improvement: individual learning and organizational change	University of Colorado, CO, USA	Qualitative case study Document review Focus Groups Interview – adults only	Two schools n=11	Youth-adult partnerships are an effective forum. Participants (adult and learner) developed new skills through involvement with the partnerships.
Rose Jackson Buckley	2016	Student voice in urban school reform: perspectives of pedagogical practices	Indiana University, IN, USA	Focus Groups Observations Student post-it notes	n=10	Students are capable of identifying and articulating different pedagogical processes.
Brenda Sue Burr	2015	Student Voices in Teacher Evaluations	Brigham Young University, UT, USA	Online survey of student evaluations Teacher survey about the evaluations	n=1200	There is room to improve the student evaluation methods used about their teachers.
Tammy L Campbell	2009	Leadership and student voice at one high school: an action research study	Washington State University, WA, USA	Focus Groups Student researchers Focus Group/Student to student interviews	n=13 n=3 (sub-set of above) n=20 (other students)	Student voice is strong and active in one High School
Chawanna Bethany Chambers	2015	Examining and analysing international High Schools' teacher and student perceptions of the classroom learning environments	Capella University, MN, USA	Surveys – given six weeks apart	n=25 students n=22 teachers	Students and teachers have different perceptions of their shared learning environment.
Cristine H. Chopra	2014	New Pathways for Partnerships: An Exploration of How Partnering With Students Affects Teachers and Schooling	University of Washington, WA, USA	Interviews Focus Groups Document analysis Observations	n=12 students	A transformative process may be at work in the school's sequence of adult-student collaborative interactions and that practices such as Data in a Day, Student Instructional Council memos, and student participation in lesson studies.
Abigail Felber-Smith	2015	Out-of-School Learning: An Exploration of Children's and Teachers' Perspectives	University of Minnesota, MN, USA	Interviews Observations Student generated photographs Document analysis	n=19 5 <sup>th</sup> grade students	Children can serve as mediators of school-community relations by bringing into their schools and to their teachers information about the many spaces and places in which they spend time.

## Appendix A

Author	Date	Title	University	Methodology	Sample Details	Comments
Abigail L. Fuller	2014	Listening to the student voice: an exploration of students' perceptions of their teachers' cultural responsiveness	University of Florida, FL, USA	Interviews – 4 <sup>th</sup> and 5 <sup>th</sup> grade students and with their teachers Multiple case studies – across schools	n=10	Students' perceptions of their abilities and preparedness to meet high expectations all related back to the teacher's role in explicitly stating these high expectations, supporting their needs, caring for them, and providing rigorous classwork.
Shalanda D. Gray	2010	Fostering a collaborative process of technology integration inclusive of student voice	Rowan University, NJ, USA	Observations Interviews Focus Groups Document analysis	n=?	In order for students to have voice, someone must assume the position of listener.
Joy Renae Harris	2016	Analyzing the Dropout Phenomenon: A Qualitative Study on the Lived Early School Experiences of Students with Learning Disabilities and its Impact on High School Completion	California State University, CA, USA	Interviews Student record review (assessment scores)	n=8 10 <sup>th</sup> grade students	This study identified factors that students report as being significant to their attitudes toward and achievement in school; Relationship with teachers, school transition, relationship with friends
Carol Heidenrich	2013	Student technology use for powerful learning	Northeastern University, MA, USA	Interview Focus groups	n=16	1. Technology is more effective when infused into instruction for learning than when used as an isolated tool. 2. Access to technology impacts access to knowledge and learning. 3. Differential access to technology has social equity and justice implications.
Lori Imasiku	2014	Participatory perspectives: a photovoice narrative study of Zambian vulnerable youth	University of San Francisco, CA, USA	Photovoice Interviews Personal narratives (the children talk about the photographs) Narrative research – narratives, photographs, field notes and interviews	One Zambian school n=12 (Interview) n=9 (Subset – photovoice)	The youth participants allowed this research to cross personal boundaries and step into their previously undocumented lives.

Author	Date	Title	University	Methodology	Sample Details	Comments
Marcia Veal Johnson	2010	Using Student Voice to Strengthen Tutoring Services in Middle Schools	Auburn University, AL, USA	Tutoring poll – an online tool	n=361 (12-15 year olds) Mean= 13.46	Information gathered about the state of tutor services in the state of Alabama.
Beverley Angela Jones	2013	Student voice: how do students describe their experiences in a small urban high school?	New York University, NY, USA	Interviews Observations Phone calls Emails Student shadowing	n=6	The participants in this study indicated they do best when exposed to: teachers who balance variety and routine in supporting their academic success; high expectations nurtured by personal attention; a rigorous and innovative curriculum.
Ronald D. Lalonde	2008	Consulting Students About Consulting Students: Overcoming Adult Barriers to Hearing and Appreciating Student Voice	University of Calgary, Alberta, Canada	Student Forum	n=12	Adolescent students can discuss an abstract concept such as student voice with an adult in ways that focus on their concerns, rather than adult concerns.
Richard F. Lawrence Jr.	2010	Moving from the Utterances of Students into Action: A Phenomenological Exploration of Students' Perceptions of Teacher Behaviors	University of California, CA, USA	Student surveys Interviews Student writing	n=22 (11 <sup>th</sup> and 12 <sup>th</sup> grade)	Students believed that their backgrounds influenced their experiences in the following ways: they felt judged, singled out, looked down upon, and felt like their past was held against them to some degree.
Mary R. Martinez	2015	The Absence of Aspiration in the Era of Accountability	Loyola Marymount University, CA, USA	Interviews	n=6	Reject The subjects of the research are 18+ looking back on their education.
Sharon Elizabeth Matthews	2010	The Relationship Between Student Voice and Perceptions of Motivation, Attachment, Achievement and School Climate in Davidson and Rutherford Counties	Tennessee State University, TN, USA	Survey	n=292 (Survey) n=22 (Subset provided test scores)	Teaching staff made decisions to improve student academic and social experiences without systemic student input.

Appendix A

Author	Date	Title	University	Methodology	Sample Details	Comments
Stephen H. McCray	2015	Children are the Messengers: A Case Study of Academic Success Through the Voices of High-Achieving Low-Income Elementary Students	Loyola Marymount University, CA, USA	Observation Semi-formal conversation Interviews	n=6 (11 year olds)	The study concluded there are success factors: a dynamic effort driven view of success & intelligence; a rigorous dialogic classroom prioritizing student voice, critical thinking, collaboration, and social imagination; an accountable classroom culture of high expectations and mastery learning; and richly diverse experiences and teachings of parents and families as valuable funds of knowledge.
Dennis Mayo McDonald	2015	Difference makers that motivate previously unsuccessful middle school reading students	Dallas Baptist University, TX, USA	Survey	n=98 (8 <sup>th</sup> grade)	According to results, the highest motivators for students were: <ul style="list-style-type: none"> <li>• the desire to be promoted</li> <li>• teacher likeability</li> <li>• belief that teacher likes them</li> <li>• belief that lab class positively impacts and that it is a safe environment</li> </ul>
Thomas O. Noonan	2011	Debating for success: academic achievement, self-efficacy, civic empowerment and the Milwaukee Debate League	Marquette University, WI, USA	Ethnographic survey Interviews Observations	n=4 (Grades 9 - 12)	The student informants in this study had a positive experience in urban debate and did distinctly benefit academically from their participation.
Jennifer D. Olson	2013	Student Voices: Implications for School Turnaround in Urban High Schools	University of Illinois, IL, USA	Survey Interviews Focus Groups	n=217 (survey) (Age 17+18) n=30 Interviews n=14 Focus Group	The students in this study offered authentic and insightful explanations of how turnaround played out in two high schools and offered their perceptions and judgments of what factors promoted and inhibited positive change.

Author	Date	Title	University	Methodology	Sample Details	Comments
Kathleen Ann Piffel	2016	Building School Climate and Relationships through Common Ground in a 9-12 Public High School	Missouri Baptist University, MO, USA	Survey (Student and teacher)	n=289 (10 <sup>th</sup> – 12 <sup>th</sup> Grade)	As a result of the study, it was recommended that school leaders add more Common Ground lessons during the year to provide opportunities to build positive and trusting relationships among students and teachers and increase the opportunities for student voice in the school community.
Michael Stephen Roth	2013	Hope's Voice: Listening to Urban Youth	University of Denver, CO, USA	Focus Groups Surveys	2 high schools n=71	Students identified a greater number of barriers to engagement than they identified sources of support.
Rebecca Schou	2015	Countering Student Apathy to Increase Student Engagement	Walden University, MN, USA	A qualitative study Survey Student interview Parent interview Review of archive data	n=8 (Age 14)	Findings revealed 3 themes: students had little choice and input in their schooling, there was a lack of curricular rigor and relevance, and inadequate support for students who struggled academically and/or behaviourally.
Kelly Kathleen Sculles	2013	Chronic student absenteeism: implications for school leaders	University of Illinois, IL, USA	Reflective interviews	n=5 (Middle school pupils)	The findings indicate the risk factors associated with student absenteeism.
Stephen William Shaw	2016	The Changing Role of Teachers and Students in an ICT English Unit: Is ICT the 'Harry Potter's Wand' for Engaging Student Learning and Developing Pedagogy in English?	Griffith University, Queensland, Australia	Student Survey	n=107 (year 9) n=4 teachers	Integration of technology fulfils many of the anticipated promises for student engagement, but it comes with dynamic changes to the roles of both teacher and student.
Judy Sokolow	2011	Civic Engagement as an Outcome of Jewish Modern Orthodox Middle School Community Service/Service-Learning Programs	Yeshiva University, NY, USA	Questionnaire	n=375 (8 <sup>th</sup> grade)	Students indicated Jewish identity as having far greater impact than American identity.

## Appendix A

Author	Date	Title	University	Methodology	Sample Details	Comments
Karla Rae Stone	2008	Making sense of testing: English language learners and statewide assessment	University of Minnesota, MN, USA	Observation Document review Inquiry group (Focus group?) Interviews	n=50  n=11	Findings clearly demonstrate that the stakes connected to testing influence the ways students make sense of testing, as do the policy signals.
Lorraine Termini	2013	Student voice in high school: an action research study	University of Bridgeport, CT, USA	Questionnaires Interviews Observations	n=24	Two themes emerged from the study: student growth and collaboration.
Heidi J. Torres	2016	"I didn't even know cultures were real": how children respond to learning about world cultures	Indiana University, IN, USA	Observation Focus groups – with photo elicitation Document analysis	n=25 (3 <sup>rd</sup> grade students)	A curriculum grounded in scholarship on children's cultural cognition and international/global education shows they are capable of engaging in a substantive curriculum, when appropriately supported.
Peggy Trygstad	2010	Student engagement and student voices	University of North Carolina, NC, USA	Observation Interviews	n=26 (16-18 years old)	The commitment to student voices reveals the necessity of talking with students about their engagement in order to make accurate judgments of their behaviours.
Elizabeth Elaine Wheeley	2011	Students' Voices on the Extracurriculum: A Curriculum Necessity	Griffith University, Queensland, Australia	Focus Groups Questionnaire	n=20 (Years 8-10)	The extra curriculum should be repositioned as an integral part of secondary school curriculum.
Torian Adel White	2014	Highly informed, rarely consulted: how African-American high school graduates describe their most influential teachers	Mercer University, GA, USA	Questionnaires Semi-structured interviews	n=3	Analysis indicated the following influential teacher practices: a) providing varied forms of help, b) attending to student differences, c) challenging students with the future in mind, and d) maintaining consistency in structure and expectations.

Author	Date	Title	University	Methodology	Sample Details	Comments
Leah Suzanne Whitten	2011	High School Student Opinion Polling on Career Exploration	Auburn University, AL, USA	Online survey	n=288 (12 <sup>th</sup> grade)	Females found choosing a future career to be more stressful than males, the results were not statistically significant.

### A.5.1 Methods used to listening to pupil voices from the literature selection

Method	Examples
<b>Case Study</b>	<p>The study of the pupils experience of the merger of two Australian secondary schools (Oerlemans and Vidovich, 2005)</p> <p>The investigation into young people’s use of ICT in one school (Stefl-Mabry et al, 2010)</p> <p>A review of different forms of pupil leadership in one school (Quinn and Owen, 2016)</p>
<b>Focus Groups</b>	<p>Focus Groups can also be called ‘listening circles’ (Burgoa and Izu, 2010)</p> <p>The schooling experience of young people with emotional or behavioural difficulties in one school in the Republic of Ireland (Flynn, 2014).</p> <p>Seeking views on pupil participation in schools in the Republic of Ireland (Forde et al, 2018)</p> <p>Investigating the optimal class size in Hong Kong schools (Harfitt, 2012) – this was triangulated alongside classroom observations</p> <p>Seeking to improve the effectiveness of classroom teaching (Nelson and Bishop, 2013) – a longitudinal survey</p> <p>Seeking to improve the educational experience of aboriginal pupils. Focus groups were a form of tradition ‘Yarning Circle’ (Donovan, 2015)</p> <p>Gathering pupil opinions about cyberbullying (Fletcher et al, 2015) – alongside interviews with senior teachers in the school</p> <p>Uncovering elementary pupils’ views about their school principals (Damiani, 2014)</p> <p>An American school using student voice to seek to improve the rate of student transfer from high school to college (McDonald and Farrell, 2012)</p> <p>A review of different forms of pupil leadership in one school (Quinn and Owen, 2016)</p> <p>An investigation into whether students from poor neighbourhoods are aware of educational inequalities (Storz, 2008)</p> <p>Student views of a new literacy programme introduced into Australian schools (Swain et al, 2018)</p> <p>Student with disabilities reflecting on being educated in a high-stakes educational environment (Tefera, 2019)</p>
<b>Interviews</b>	<p>The views of secondary school children with social, emotional and behavioural difficulties in six Maltese schools (Cefai and Cooper, 2010) – used as the sole methodology</p>

Method	Examples
	<p>Pupil views on science teaching through a project based approach (Cook et al, 2012) – the sole methodology</p> <p>Gathering the views of primary age pupils from the Republic of Ireland in schools for pupils with social, emotional and behavioural difficulties (Flynn, 2014)</p> <p>Understanding the influences on young people and their decision whether to learn musical instruments after their transition from primary to secondary school (Kokotsaki, 2017)</p> <p>Pupil reflections on being involved in pupil voice consultations (Mitra, 2004) – here pupils also worked together with the researcher to identify the key themes arising from their interview transcripts</p> <p>Pupil views about self-mutilation (Moyer and Nelson, 2007) – the study interviewed young people who self-mutilated. The formal interviews were enriched by reference to some informal conversations</p> <p>How Texan High School students with disabilities view the high-stakes educational environment in which they are taught (Pazey et al 2015) –a longitudinal study</p> <p>South Californian students with disabilities reflecting on being educated in a high-stakes educational environment (Tefera, 2019)</p> <p>The views of pupils on the role of practical work in school science lessons (Toplis, 2012)</p> <p>Pupils interviewed about how and whether their ideas are adopted by teachers (McIntyre et al, 2005)</p>
<b>Surveys</b>	<p>Year 8 Oxfordshire pupils' attitudes to science lessons (Wilson and Mant, 2011)</p> <p>Considering the popularity of music lessons in various Welsh schools over a 6 month period (Wright, 2008)</p> <p>Revealing pupils' views on the use and presence of mobile phones in two secondary schools (Walker, 2013)</p>
<b>Pupils as researchers</b>	<p>Training up a young person to engage in interviewing and acting as a 'cultural broker' with their peers (Reyes, 2019)</p> <p>Pupils work with a researcher to develop a survey which is later used with a group of pupils in their school (Thomson and Gunter, 2006)</p>
<b>Other novel methods</b>	<p>All day listening circles – organised by adults but participated in by pupils – these can be applied to any topic selected by pupils or adults (Burgoa and Izu, 2010). A highly structured methodology for student voice.</p> <p>Students trained to be lesson-observers in preparation for a school-wide assessment of their teachers (Keddie, 2015)</p> <p>Pupils support an ethnographic research project by providing a photographic record of their lives (Kroeger et al, 2004)</p> <p>Pupils take photographs and complete drawings to illustrate the qualities of good teaching (Nelson and Bishop, 2013)</p>

Method	Examples
	<p>Youth participatory action research – US high school students research and lead actions to remove the term ‘tardy’ from their school’s vocabulary (Pedraza and Rodríguez, 2018)</p> <p>Written, verbal and drawn responses in a survey of well-being in schools (Simmons et al 2015) – as part of a mixed methods approach</p> <p>Pupils keep a diary in order to record their use of their mobile phone (Walker, 2013)</p> <p>A ‘narrative inquiry methodology’ where children with disabilities are encouraged to tell stories about themselves (Ward, 2014).</p> <p>Observing a class of year 7 pupils over a six month period in order to assess their changing views towards school music lessons (Wright, 2008)</p>

## A.6 Grey Literature

Author/Publisher	Date	Title	Pages	Format	Organisation	Comments
Beatfreaks	2020	Take the temperature: a national youth trends report understanding the impact of coronavirus on young people in the UK	127	Report	“Beatfreaks is an engagement and insight agency with a vital community of young creatives. We connect them to brands, government and funders so they can influence how the world works.” beatfreaks.com	A well-constructed and researched report. Data gathered from: 1880 surveys 11 diaries (101 applied, 11 selected)
Burns T. and Gottschalk F.	2019	What do we know about children and technology?	20	Report	OECD	A broad report looking at how children adopt new media in different countries. A look at the risks and benefits of children being online.
Childnet International	2016	Crossing the line - A practical PSHE toolkit for educators to explore online behaviour and consequences	92	Teachers’ Pack	Childnet	Four lessons supported by online videos covering the topics, cyberbullying, sexting, peer pressure and self-esteem
Childnet International	2018	Myth vs Reality: PSHE Toolkit		Web Site	Childnet	PSHE lessons covering the topics of pornography, healthy relationships and body image

Appendix A

Author/Publisher	Date	Title	Pages	Format	Organisation	Comments
Children's Commissioner for England	2017	Growing up digital - a report of the growing up digital taskforce	23	Report	A non-departmental public body in England responsible for promoting and protecting the rights of children as set out in the United Nations Convention on the Rights of the Child, as well as other human rights legislation, such as the Human Rights Act 1998	A reflection on how UK children's experience of the digital world equates with the UN Convention on the Rights of the Child
Davies S, Atherton F, Calderwood C and McBride M	2019	United Kingdom Chief Medical Officers' commentary on 'Screen-based activities and children and young people's mental health and psychosocial wellbeing: a systematic map of reviews'	12	Report	Department of Health and Social Care	Scientific research for UK government regarding the impact of children and screen-based activities. The report concludes with advise for parents.
Defend Digital Me	2016 and 2017	FAQ about the National Pupil Database		Web Site	Defend digital me – "advocates for children's privacy in data and digital rights, in response to concerns from teachers, parents and campaigners about increasingly invasive uses of children's personal information collected in the course of their education in England." Defenddigitalme.org/about	A pressure groups seeking to protect children's data as used in education.
Department for Education	2019	Relationships Education, Relationships and Sex Education (RSE) and Health Education: Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers	50	Report	UK DfE	Statutory amendments to the PSHE programme of study

Author/Publisher	Date	Title	Pages	Format	Organisation	Comments
Fox, J.	2018	Online safety education within PSHE		Website news report	SecEd (Online UK education newspaper)	A news report about PSHE education
Harrison-Evans P. and Krasodowski-Jones A.	2017	The Moral Web: Youth Character, Ethics and Behaviour	150	Report	DEMOS - a cross party think tank based in the United Kingdom	A review of social media and its impact on UK young people (16-18 year olds)
Krasodowski-Jones A. and Oliveira M.	2019	Plugged in	70	Report	DEMOS - a cross party think tank based in the United Kingdom	The report presents new evidence for the power of social platforms to mobilise
Internetmatters.org	2021	At what age can my child start social networking?		Webpage	Internetmatters.org – a charity providing parents and professionals with credible resources, information, and support to keep children safe online	Lots of accessible parent friendly information about SM platforms and their minimum ages.
Kemp, P.	2014	Computing in the national curriculum: a guide for secondary teachers	34	Report	Naace - National Association of Advisors for Computers in Education (UK)	Guidance for teachers supporting the adoption of the 'new' Computing curriculum
Livingstone S. and Bober M.	2005	UK Children Go Online : final report of key project findings	45	Report	LSE Research Online	A report on Internet use by 9-19 year olds in the UK.
Mears L.	2017	The Science of Social Media: The tech behind it and what it does to your brain	8	Comic/ Magazine	How it works – publishers	A magazine produced for teens outlining various features and facets of social media.
NEU	2019	Social Media and Online Safety		Webpage	National Education Union – a UK teaching union	Advice for teachers about how to behave and protect themselves while online
NSPCC	ND	Keeping children safe online: online course		Web based training materials	National Society for the Prevention of Cruelty to Children (UK)	An online introductory course for anyone who works with children
Ofcom	2017	Children and Parents: Media Use and Attitudes Report	306	Report	Ofcom	The report examines children's media literacy, providing detailed evidence on media use, attitudes and understanding among children and young people aged 5-15.

Appendix A

Author/Publisher	Date	Title	Pages	Format	Organisation	Comments
Ofcom	2019	Children and parents: Media use and attitudes report 2019	34	Report	Ofcom	This report provides evidence on media use, attitudes and understanding among children and young people aged 5-15, as well as about the media access and use of young children aged 3-4.
Ofcom	2020	Children's Media Lives	62	Report	Ofcom	The study provides an in-depth understanding of how a sample of 18 children, aged eight to 18, are thinking about and using digital media, and how this differs and is influenced by age, life stage, family circumstances, peer groups and wider society.
Reeves E. and Vibert S.	2020	Access denied	23	Report	The Children's Commissioner	This briefing aims to understand which apps and sites children and teens are using to communicate, and to find out more about what they are sharing on these platforms.
Smahel D, Machackova H, Mascheroni G, Dedkova L, Staksrud E, Olafsson K, Livingstone S and Hasebrink U	2020	EU Kids Online 2020: Survey Results from 19 countries	156	Report	Eukidsonline.net	The report presents the findings from a survey of children aged 9–16 from 19 European countries. The data were collected between autumn 2017 and summer 2019 from 25,101 children by national teams from the EU Kids Online network.
Social Media Research Group	2016	Using social media for social research: An introduction	27	Report	Government Social Research/Social Media Research Group	This introductory guidance aims to raise awareness and explore the potential of social media research in government. It is primarily aimed at government social researchers, analysts and policymakers.
The Children's Society/Young Minds	2018	Safety Net: Cyberbullying's impact on young people's mental health	72	Report	The Children's Society with Young Minds	A report on cyberbullying and its impact on young people.

## Appendix B Schools selected for the FOI Requests

This table lists all the schools selected using a systematic random sample for the School Policies and the Curriculum documents FOI requests. The local authorities are named in bold and the schools coming from that local authority are listed below indented. The total column shows the total number of schools selected from each local authority. The ‘%’ column indicates the percentage of local authority schools selected within the random sample. The ‘Nat %’ column shows the percentage of all English secondary schools in that local authority and the ‘Difference’ column indicates the difference between the national sample and this sample. A positive number indicates that there have been more chosen in this sample than the national picture.

### B.1 Table showing all the schools selected for the FOI

Policy Sample	Curriculum Sample	Total	Sam ple %	Nati onal %
<b>Barnet</b>	<b>Barnet</b>	<b>2</b>	1.0%	0.7%
JCoSS	Bishop Douglass School Finchley			
<b>Barnsley</b>		<b>1</b>	0.5%	0.3%
Outwood Academy Shafton				
<b>Bedford</b>	<b>Bedford</b>	<b>2</b>	1.0%	0.4%
Wixams Academy	Marston Vale Middle School			
<b>Bexley</b>		<b>1</b>	0.5%	0.5%
Bexleyheath Academy				
<b>Birmingham</b>	<b>Birmingham</b>	<b>5</b>	2.5%	2.5%
Bishop Walsh Catholic School	Holte School			
City Academy Birmingham	Tile Cross Academy			
Turves Green Girls' School				
<b>Blackburn with Darwen</b>		<b>1</b>	0.5%	0.4%
Pleckgate High School				
	<b>Bolton</b>	<b>1</b>	0.5%	0.6%
	Smithills School			
<b>Bournemouth</b>		<b>1</b>	0.5%	0.3%
Harewood College				
<b>Bracknell Forest</b>		<b>1</b>	0.5%	0.2%
Easthampstead Park Community School				

## Appendix B

<b>Policy Sample</b>	<b>Curriculum Sample</b>	<b>Total</b>	<b>Sam ple %</b>	<b>Nati onal %</b>
<b>Bradford</b>	<b>Bradford</b>	<b>3</b>	1.5%	0.9%
Buttershaw Business & Enterprise College Academy	Beckfoot Upper Heaton Parkside School			
<b>Brent</b>	<b>Brent</b>	<b>2</b>	1.0%	0.4%
Michaela Community School	Queens Park Community School			
<b>Brighton and Hove</b>		<b>1</b>	0.5%	0.3%
Varndean School				
<b>Bristol City of</b>	<b>Bristol City of</b>	<b>3</b>	1.5%	0.0%
Oasis Academy Brislington	Cotham School			
St Bernadette Catholic Secondary School				
	<b>Bromley</b>	<b>1</b>	0.5%	0.6%
	Ravens Wood School			
<b>Buckinghamshire</b>	<b>Buckinghamshire</b>	<b>3</b>	1.5%	1.1%
Burnham Grammar School	The Grange School			
The Highcrest Academy				
<b>Calderdale</b>		<b>1</b>	0.5%	0.3%
The North Halifax Grammar School				
<b>Camden</b>		<b>1</b>	0.5%	0.3%
William Ellis School				
	<b>Central Bedfordshire</b>	<b>1</b>	0.5%	0.4%
	Samuel Whitbread Academy			
	<b>Cornwall</b>	<b>1</b>	0.5%	1.0%
	Looe Community Academy			
<b>Cheshire West and Chester</b>		<b>2</b>	1.0%	0.7%
Christleton High School				
The County High School, Leftwich				
<b>Coventry</b>	<b>Coventry</b>	<b>2</b>	1.0%	0.7%
Finham Park 2	Caludon Castle School			
<b>Croydon</b>	<b>Croydon</b>	<b>2</b>	1.0%	0.7%
St Joseph's College	Orchard Park High (Croydon)			
<b>Cumbria</b>	<b>Cumbria</b>	<b>3</b>	1.5%	1.2%
John Ruskin School	The Queen Katherine School			
William Howard School				
<b>Derbyshire</b>	<b>Derbyshire</b>	<b>5</b>	2.5%	1.4%

Policy Sample	Curriculum Sample	Total	Sam ple %	Nati onal %
Brookfield Academy Trust	Springwell Community College			
John Flamsteed Community School	The Ecclesbourne School			
	William Allitt School			
<b>Devon</b>	<b>Devon</b>	<b>3</b>	1.5%	1.3%
The Ilfracombe Church of England Academy	Clyst Vale Community College			
	King Edward VI Community College			
<b>Doncaster</b>	<b>Doncaster</b>	<b>2</b>	1.0%	0.6%
	Don Valley Academy and Performing Arts College			
XP School	<b>Dudley</b>	<b>1</b>	0.5%	0.6%
	Leasowes High School			
<b>Durham</b>	<b>Durham</b>	<b>3</b>	1.5%	1.0%
Tanfield School, Specialist College of Science and Engineering	The Academy at Shotton Hall			
	Wolsingham School			
<b>East Sussex</b>	<b>East Sussex</b>	<b>3</b>	1.5%	0.9%
Chailey School	Bexhill High Academy			
Robertsbridge Community College				
<b>Essex</b>	<b>Essex</b>	<b>8</b>	3.9%	2.5%
Greensward Academy	Castle View School			
	Joyce Frankland Academy,			
Hedingham School and Sixth Form	Newport			
Hylands School	New Rickstones Academy			
The Ongar Academy	The Billericay School			
<b>Gloucestershire</b>	<b>Gloucestershire</b>	<b>3</b>	1.5%	1.3%
Sir William Romney's School	The Crypt School			
The Dean Academy				
<b>Hackney</b>		<b>1</b>	0.5%	0.5%
Yesodey Hatorah Senior Girls School				
	<b>Hammersmith and Fulham</b>	<b>1</b>	0.5%	0.3%
	Sacred Heart High School			
<b>Hampshire</b>	<b>Hampshire</b>	<b>4</b>	2.0%	2.1%
Court Moor School	Fernhill School			
Noadswood School	The Toyndbee School			

## Appendix B

Policy Sample	Curriculum Sample	Total	Sample %	National %
	<b>Havering</b>	<b>1</b>	0.5%	0.5%
	Bower Park Academy			
<b>Herefordshire</b>	<b>Herefordshire</b>	<b>2</b>	1.0%	0.5%
Whitecross Hereford	Queen Elizabeth Humanities College			
<b>Hertfordshire</b>	<b>Hertfordshire</b>	<b>6</b>	3.0%	2.5%
The Bushey Academy	Goffs School			
The Marlborough Science Academy	Saint Joan of Arc Catholic School			
The Thomas Alleyne School	Townsend CofE School			
	<b>Hillingdon</b>	<b>1</b>	0.5%	0.7%
	Oak Wood School			
<b>Hounslow</b>	<b>Hounslow</b>	<b>2</b>	1.0%	0.6%
Brentford School for Girls	Springwest Academy			
<b>Isle of Wight</b>		<b>1</b>	0.5%	0.3%
Carisbrooke College				
<b>Kent</b>	<b>Kent</b>	<b>4</b>	2.0%	3.1%
Sir Roger Manwood's School	Astor College (A Specialist College for the Arts)			
The Malling School	The Ebbsfleet Academy			
	<b>Kirklees</b>	<b>1</b>	0.5%	0.8%
	Newsome High School			
<b>Knowsley</b>		<b>1</b>	0.5%	0.2%
The Prescott School				
<b>Lambeth</b>		<b>1</b>	0.5%	0.5%
Bishop Thomas Grant Catholic Secondary School				
<b>Lancashire</b>	<b>Lancashire</b>	<b>5</b>	2.5%	2.6%
Ss John Fisher and Thomas More Roman Catholic High School	Ormskirk School			
St Mary's Catholic High School	St Cecilia's RC High School			
	West Craven High School			
<b>Leeds</b>	<b>Leeds</b>	<b>3</b>	1.5%	1.2%
Pudsey Grangefield School	Corpus Christi Catholic College			
	University Technical College Leeds			
	<b>Leicester</b>	<b>1</b>	0.5%	0.5%

Policy Sample	Curriculum Sample	Total	Sample %	National %
	Sir Jonathan North Community College			
<b>Leicestershire</b>	<b>Leicestershire</b>	<b>4</b>	2.0%	1.6%
Castle Rock High School	The Kibworth School			
South Wigston High School				
The Market Bosworth School				
	<b>Lewisham</b>	<b>1</b>	0.5%	0.3%
	Forest Hill School			
<b>Lincolnshire</b>	<b>Lincolnshire</b>	<b>4</b>	2.0%	1.8%
	William Lovell Church of England Academy			
Caistor Grammar School				
Carre's Grammar School				
Stamford Welland Academy				
<b>Liverpool</b>	<b>Liverpool</b>	<b>2</b>	1.0%	1.0%
	Childwall Sports & Science Academy			
Broughton Hall Catholic High School				
<b>Manchester</b>	<b>Manchester</b>	<b>3</b>	1.5%	0.9%
St Peter's RC High School	Cedar Mount Academy			
	The Co-operative Academy of Manchester			
	<b>Medway</b>	<b>1</b>	0.5%	0.6%
	St John Fisher Catholic Comprehensive School			
	<b>Merton</b>	<b>1</b>	0.5%	0.3%
	Wimbledon College			
	<b>Newham</b>	<b>2</b>	1.0%	0.4%
	Oasis Academy Silvertown			
	St Angela's Ursuline School			
<b>Norfolk</b>	<b>Norfolk</b>	<b>3</b>	1.5%	1.7%
Notre Dame High School, Norwich	City of Norwich School			
	Hobart High School			
	<b>North Lincolnshire</b>	<b>1</b>	0.5%	0.3%
	St Bede's Catholic Voluntary Academy			
<b>North Tyneside</b>		<b>1</b>	0.5%	0.4%
Longbenton High School				

## Appendix B

<b>Policy Sample</b>	<b>Curriculum Sample</b>	<b>Total</b>	<b>Sam ple %</b>	<b>Nati onal %</b>
<b>North Yorkshire</b>	<b>North Yorkshire</b>	<b>2</b>	1.0%	1.3%
Holy Family Catholic High School, Carlton	Boroughbridge High School			
<b>Northamptonshire</b>	<b>Northamptonshire</b>	<b>2</b>	1.0%	1.2%
Silverstone UTC	Kettering Science Academy			
	<b>Northumberland</b>	<b>2</b>	1.0%	0.4%
	Haltwhistle Upper School Academy			
	St Benet Biscop Catholic Academy			
<b>Nottinghamshire</b>	<b>Nottinghamshire</b>	<b>4</b>	2.0%	1.4%
Hall Park Academy	Arnold Hill Academy			
	Ashfield Comprehensive School			
	Outwood Academy Portland			
	<b>Oldham</b>	<b>1</b>	0.5%	0.4%
	The Radclyffe School			
<b>Oxfordshire</b>	<b>Oxfordshire</b>	<b>2</b>	1.0%	1.2%
The Cooper School	Oxford Spires Academy			
<b>Peterborough</b>		<b>1</b>	0.5%	0.4%
Ormiston Bushfield Academy				
<b>Plymouth</b>		<b>1</b>	0.5%	0.6%
Plymouth Studio School				
	<b>Portsmouth</b>	<b>2</b>	1.0%	0.3%
	Priory School			
	St Edmund's Catholic School			
<b>Redbridge</b>	<b>Redbridge</b>	<b>2</b>	1.0%	0.5%
Chadwell Heath Academy	The Ursuline Academy Ilford			
<b>Richmond upon Thames</b>		<b>1</b>	0.5%	0.4%
St Richard Reynolds Catholic High School				
<b>Salford</b>		<b>2</b>	1.0%	0.4%
Buile Hill Visual Arts College				
St Patrick's RC High School and Arts College				
	<b>Sandwell</b>	<b>1</b>	0.5%	0.6%
	RSA Academy			
	<b>Sheffield</b>	<b>1</b>	0.5%	0.8%

Policy Sample	Curriculum Sample	Total	Sample %	National %
	UTC Sheffield			
<b>Shropshire</b>	<b>Shropshire</b>	<b>3</b>	1.5%	0.6%
Oldbury Wells School	The Thomas Adams School, Wem			
Sir John Talbot's Technology College				
	<b>Slough</b>	<b>1</b>	0.5%	0.5%
	Wexham School			
	<b>Solihull</b>	<b>1</b>	0.5%	0.5%
	Heart of England School			
<b>Somerset</b>		<b>1</b>	0.5%	0.9%
Sexey's School				
	<b>South Gloucestershire</b>	<b>1</b>	0.5%	0.5%
	Mangotsfield School			
	<b>Southampton</b>	<b>1</b>	0.5%	0.4%
	Upper Shirley High School			
<b>Staffordshire</b>	<b>Staffordshire</b>	<b>3</b>	1.5%	1.7%
	Chesterton Community Sports			
The Friary School	College			
	Landau Forte Academy, QEMS			
<b>Stockton-on-Tees</b>	<b>Stockton-on-Tees</b>	<b>2</b>	1.0%	0.4%
	Our Lady & St. Bede Catholic			
Egglescliffe School	Academy			
<b>Stoke-on-Trent</b>		<b>1</b>	0.5%	0.5%
Thistley Hough Academy				
<b>Suffolk</b>	<b>Suffolk</b>	<b>3</b>	1.5%	1.4%
Debenham High School	Stradbroke High School			
East Point Academy				
<b>Sunderland</b>		<b>1</b>	0.5%	0.5%
Sandhill View Academy				
St Robert of Newminster Roman				
Catholic School				
<b>Surrey</b>	<b>Surrey</b>	<b>4</b>	2.0%	1.8%
Heathside School	All Hallows Catholic School			
The Ashcombe School	Rosebery School			
<b>Sutton</b>	<b>Sutton</b>	<b>2</b>	1.0%	0.5%
Cheam High School	Stanley Park High			
<b>Swindon</b>		<b>1</b>	0.5%	0.3%

## Appendix B

Policy Sample	Curriculum Sample	Total	Sam ple %	Nati onal %
Lydiard Park Academy				
<b>Tameside</b>	<b>Tameside</b>	<b>3</b>	1.5%	0.5%
Hyde Community College	Rayner Stephens High School			
Mossley Hollins High School				
<b>Telford and Wrekin</b>	<b>Telford and Wrekin</b>	<b>2</b>	1.0%	0.3%
Newport Girls' High School Academy	The Telford Langley School			
<b>Torbay</b>		<b>1</b>	0.5%	0.3%
Torquay Boys' Grammar School				
<b>Trafford</b>	<b>Trafford</b>	<b>2</b>	1.0%	0.6%
Altrincham College	Lostock College			
<b>Wakefield</b>	<b>Wakefield</b>	<b>2</b>	1.0%	0.5%
St Thomas à Becket Catholic Secondary School	Horbury Academy			
	<b>Walsall</b>	<b>1</b>	0.5%	0.6%
	Ormiston Sheffield Community Academy			
<b>Waltham Forest</b>		<b>2</b>	1.0%	0.5%
Connaught School for Girls				
Highams Park School				
<b>Warwickshire</b>		<b>1</b>	0.5%	1.1%
St Benedict's Catholic High School				
<b>Westminster</b>		<b>1</b>	0.5%	0.4%
The St Marylebone CofE School				
	<b>West Berkshire</b>	<b>1</b>	0.5%	0.3%
	Kennet School			
	<b>West Sussex</b>	<b>1</b>	0.5%	1.2%
	Durrington High School			
	<b>Wigan</b>	<b>1</b>	0.5%	0.6%
	Lowton Church of England High School			
	<b>Wiltshire</b>	<b>1</b>	0.5%	1.0%
	St Augustine's Catholic College			
	<b>Wirral</b>	<b>1</b>	0.5%	0.7%
	Birkenhead Park School			
<b>Wokingham</b>	<b>Wokingham</b>	<b>2</b>	1.0%	0.3%
The Emmbrook School	Maiden Erleigh School			

<b>Policy Sample</b>	<b>Curriculum Sample</b>	<b>Total</b>	<b>Sam ple %</b>	<b>Nati onal %</b>
	<b>Wolverhampton</b>	<b>1</b>	0.5%	0.6%
	The British Sikh School			
<b>Worcestershire</b>	<b>Worcestershire</b>	<b>3</b>	1.5%	1.1%
St Barnabas CofE First and Middle School	The Chase			
The Stourport High School and Sixth Form Centre				
<b>York</b>		<b>1</b>	0.5%	0.3%
Manor Church of England Academy				

### Local Authorities not represented in the FOI sample

This table shows the Local Authorities with no secondary schools in the Policy/Curriculum random sample. They represent 18% of all Local Authorities.

Table B-8-1 - Local Authorities with no schools in the Policy/Curriculum sample.

<b>LAs with no representation</b>		
Barking and Dagenham	9	0.3%
Bath and North East Somerset	16	0.5%
Blackpool	6	0.2%
Bury	13	0.4%
Cambridgeshire	33	1.1%
Cheshire East	22	0.7%
Darlington	7	0.2%
Derby	14	0.5%
Dorset	20	0.7%
Ealing	14	0.5%
East Riding of Yorkshire	15	0.5%
Enfield	16	0.5%
Gateshead	9	0.3%
Greenwich	14	0.5%
Halton	6	0.2%
Haringey	11	0.4%
Harrow	12	0.4%
Hartlepool	5	0.2%
Islington	9	0.3%
Kensington and Chelsea	6	0.2%
Kingston upon Hull City of	13	0.4%
Kingston upon Thames	11	0.4%
Luton	12	0.4%
Middlesbrough	6	0.2%
Milton Keynes	10	0.3%
Newcastle upon Tyne	11	0.4%
North East Lincolnshire	10	0.3%
North Somerset	11	0.4%
Nottingham	15	0.5%
Poole	8	0.3%
Reading	10	0.3%
Redcar and Cleveland	10	0.3%
Rochdale	12	0.4%
Rotherham	14	0.5%
Rutland	3	0.1%
Sefton	18	0.6%
South Tyneside	9	0.3%
Southend-on-Sea	11	0.4%
Southwark	18	0.6%
St. Helens	9	0.3%
Stockport	13	0.4%
Thurrock	11	0.4%
Tower Hamlets	18	0.6%
Wandsworth	11	0.4%
Warrington	13	0.4%
Windsor and Maidenhead	10	0.3%
		18.2%

## Appendix C Ethics

### C.1 Introduction

As with all research involving human participants there have been a series of Ethics applications in support of this research. The University of Southampton has a clear policy which seeks to balance academic freedom with scrutiny of proposals such that any risks of harm to participants, researchers or damage to the reputation of the institution are controlled and minimised (<https://www.southampton.ac.uk/about/governance/policies/ethics.page>). Table 3-3 lists the three ethics applications supporting this work.

Achieving the ethics approval for the substantive research, 52841, took two revisions. The key issues regarding how pupil consent to participate in the research was going to be achieved was handled reasonably well. The areas of contention were really around providing sufficient detail in the planning so that the ethics committee were satisfied that systems were in place. They wanted to understand how the classroom experience would impact children who, for example, chose not to participate.

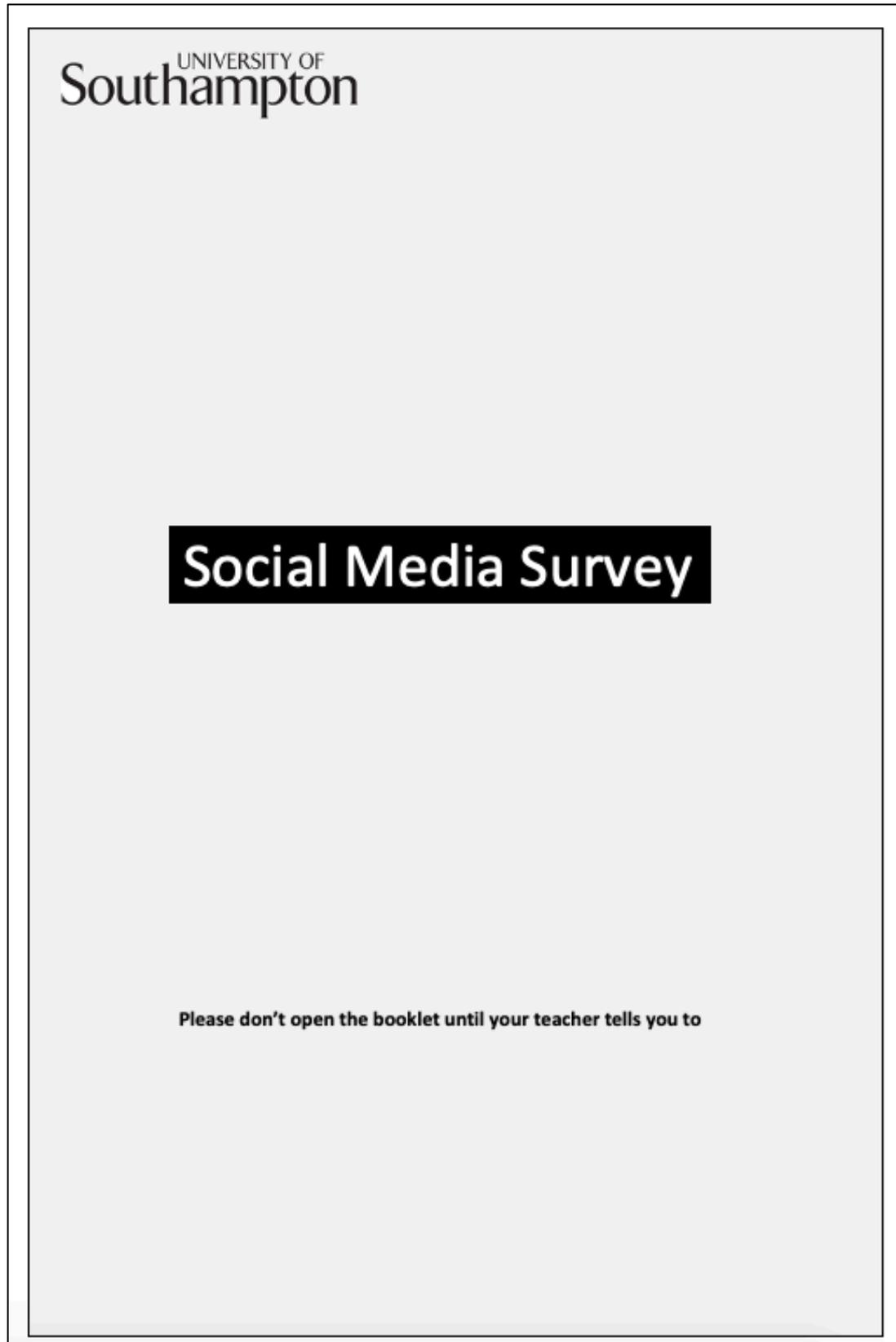
Table C-1 - Ethics Applications in support of this research

<b>Ethics Number</b>	<b>Date of Approval</b>	<b>Title of Application</b>	<b>Notes</b>
49397	30 June 2019	What KS3 pupils should understand about social media	This was a preliminary research activity where the researcher spoke to a focus group of 6 secondary pupils about experiences with social media. It was helpful in providing some background on the range of experiences of young people. Notes from this session is in Appendix E
50040	3 July 2019	Establishing the topics Key Stage 3 students wish to understand about social media	This research was focussed upon gaining some views of adults about social media. I spoke to two academics, two practising teachers and two parents of teenagers. These conversations whilst not directly linking into the final research questions, did provide a useful background to the final research. The notes from these sessions are in Appendix F.

## Appendix C

Ethics Number	Date of Approval	Title of Application	Notes
52841	9 December 2019	How Key Stage 3 pupils conceptualise social media	This was the ethics application supporting the substantive work in secondary schools incorporating survey work of large numbers of pupils supported by focus groups with pupils from the same cohort. The application process was subject to two revisions which are described below.
52841.A1	6 May 2020	How Key Stage 3 pupils conceptualise social media	A Covid-19 amendment allowing video conferencing of pupil focus groups in place of the original face-to-face method.
52841.A2	27 July 2020	How Key Stage 3 pupils conceptualise social media	A further Covid-19 amendment allowing video conferencing of young person focus groups where the participants are recruited from the researcher's local area rather than the research school population.

## Appendix D Pupil Survey



This page is blank

# Social Media Survey

Thank you for helping with this survey. Read the instructions carefully. You may not need to answer every answer so watch the arrows to see which ones you can miss out.

The survey is going to ask you about social media. There are no trick questions.

If you hand in this [sheet](#) it will be used in the research.

**Question 1:** What is your school year? Tick one box only.

Year 7

Year 8

Year 9

Other  → Please state Year:

**Question 2**

This next question wants to find which computer programs you know and whether you think they are social media.

Each program is show by an icon and its name. Next to the icon there are two columns.

- If you have heard of the program – put a tick in the first column
- **And**, if you think it is a social media program – put a tick in the second column too

	Heard of it	Is social media
 Facebook	✓	✓

- If you have not heard of the program – do nothing, leave both boxes empty

**Question 2: First part**

Which of the following programs have **you heard of** and think are **social media sites**?  
Put a tick if you **know the name** and a second tick if it is **social media**.

	Heard of it	Is social media		Heard of it	Is social media		Heard of it	Is social media
 Messenger			 Monkey			 Mail		
 Word			 Google Play Store			 Grand Theft Auto		
 IMDb			 Facebook			 Go Bubble		
 YouTube			 SnapChat			 Pokémon		

	Heard of it	Is social media		Heard of it	Is social media		Heard of it	Is social media
 Sims			 BBC Sounds			 Excel		
 Discord			 N			 Dropbox		
 TikTok			 Minecraft			 Tumblr		
 Lifeline			 Wikipedia			 Periscope		

**Question 2: Second part**

Which of the following programs have you heard of and think are **social media sites**? Put a tick if you recognise the name and a second tick if it is **social media**.

	Heard of it	Is social media
 Xbox		
 Ask.fm		
 WhatsApp		
 Calendar		
 Evernote		
 Google		
 Twitter		
 Twitch		
 Reddit		
 Skynn		
 LinkedIn		
 Call of Duty		

	Heard of it	Is social media
 Pinterest		
 Animoto		
 Playstation		
 Assassin's Creed		
 Phone		
 Skype		
 Angry Birds		
 Instagram		
 Spotify		
 Hangouts Meet		
 Super Mario		
 Yubo		

**Question 3:** Think now about what you would like to be able to do on social media

How important is it that you can do the following on social media? Tick <b>ONE</b> box in each row	Not important	Quite important	Very Important	Essential
Send messages to other people				
Make <b>group</b> for people to join				
Show that you 'Like' other people's posts				
See the names of other people's social media friends				

How important is it that you can do the following on social media? Tick <b>ONE</b> box in each row	Not important	Quite important	Very Important	Essential
Create a 'Personal profile' about yourself				
Post your status updates				
Post photos or pictures				
Post videos				

How important is it that you can do the following on social media? Tick <b>ONE</b> box in each row	Not important	Quite important	Very Important	Essential
Find out about the day's news on social media				
Play computer games on social media				
Share other people's posts with your friends				
Write posts collaboratively with friends				

How important is it that you can do the following on social media? Tick <b>ONE</b> box in each row	Not important	Quite important	Very Important	Essential
Contact your friends				
Keep in touch with members of your family				
Make contact or follow celebrities (from sport, music, film, etc.)				
<u>Make contact with new people</u>				

**Social media good or bad?**

**Question 4:** The next questions wants to find out what you think is good and bad about social media.

What do **you** think is the **best** thing about social media?

What do **you** think is the **worst** thing about social media?

The next question asks if you have your own social media account

You have a social media account if:

- You have your own username and password to get onto social media, or
- You share a social media account with someone else, E.g. an adult or brother/sister

**Question 5:** Do you have any social media accounts? (Tick one box)

NO

—————→ **STOP**, you have finished the survey.  
Thank you for your time and effort.

YES

**Just three more questions**

**Question 6:** What social media programs do you regularly use? If you use more than three, name the ones that you use most often.

Don't worry about spelling the names correctly.

1.

2.

3.

**Question 7:** How do you get onto social media? Tick **ONE** box in **each** row.

	Never	Sometimes	Often
a. A mobile phone			
b. A desktop or laptop computer			
c. A touch-screen tablet (Such as an iPad)			
d. A games console (Such as Xbox or Nintendo)			

**Question 8:** Where do you go onto social media? Tick **ONE** box in **each** row.

	Never	Sometimes	Often
a. In your bedroom			
b. In a living room			
c. At school			
d. Travelling to or from school			
e. At a friend's home			
f. When shopping			
g. On transport (bus, car, coach, taxi or train)			
h. Outdoors (in the street, park, woods, at the beach, etc.)			

**STOP:** You have reached the end of the survey. Thank you for your time and effort.

**REMEMBER:**

- If you want your answers to be included in the research, you **MUST** hand this sheet into your teacher.
- If you don't want the answers included, then **DO NOT** hand the sheet into your teacher.



# Appendix E Child Voice Power Point Slides



1



2

Our agreement

- We will spend one hour in this group talking about social media
- The conversation will be recorded
- The recording will **not** be played to anyone – it is to help me remember what you said
- You might be quoted in a report (but your real name will not be used)
- You don't have to take part – you can finish Hangouts at any time

Do you have any questions?

3



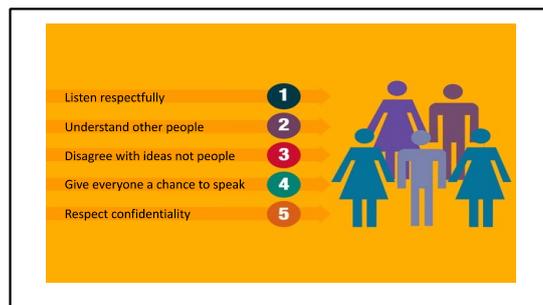
4

In CHAT write 'YES' or 'Y' to these questions:

1. Do you understand what you are being asked to do? Yes / No
2. Do you understand that the session is going to be recorded? Yes / No
3. Do you have any questions about what will happen or why? Yes / No
4. Do you want to take part in this activity? Yes / No

Then write your name

5



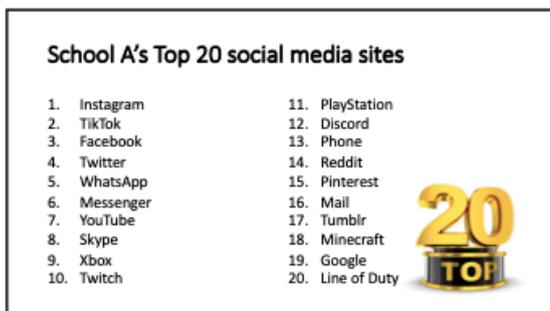
6



7



8



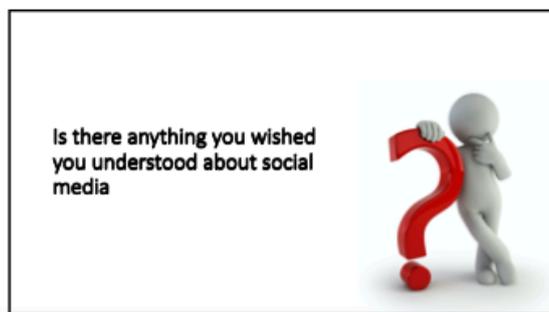
9



10



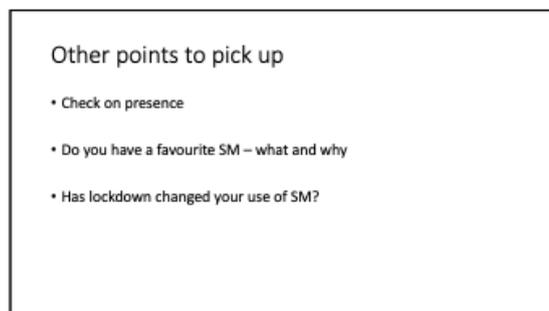
11



12



13



14



## Appendix F Classification of Curriculum Documents

### F.1 Classification

Attribute Name: **Curriculum Area**

Where indicated, the curriculum subject that the document supports. In many cases this is not explained by the school. Note: School assemblies and Tutor periods are identified here as curriculum areas even though they may be an extension of the PSHE or Computing curriculum.

Assembly	11
Computing	33
PSHE	79
Tutor	4
Unassigned	34

Attribute Name: **Type**

This identifies the type of document being coded.

Curriculum Plan	An overview of a series of lessons with little or no detail of the lessons.	39
Lesson Plan	A detailed plan of one or more lessons. Sufficient that the key ideas and activities of the lesson are identified.	8
Letter	An email or letter written to the researcher from the school	7
Other	Any document which does not fit into any of the previous categories.	3
Student Guide/Support	Information published to provide information (but not activities) for the pupils	4
Teacher Guide/Support	Information published (some commercial publications) to support the teachers.	5
Teaching PowerPoint	A PowerPoint presentation which would be used in the classroom or assembly.	60
Unassigned		8

## Appendix F

---

Worksheet	A document that the pupil would complete within the lesson	27
-----------	--	----

---

### Attribute Name: **Year**

The school year(s) that the school has indicated (or the document indicates) that uses the particular piece of work.

KS3	14
-----	----

---

KS3-4	8
-------	---

---

KS4	2
-----	---

---

Not Applicable	1
----------------	---

---

Unassigned	66
------------	----

---

Year 7	40
--------	----

---

Year 8	20
--------	----

---

Year 9	10
--------	----

---

Classification Name: School

### Attribute Name: **Local Authority**

The local authority within which the school is located. Note: this does not signify that the school is under local authority control.

Barnet	1
--------	---

---

Bradford	1
----------	---

---

Brent	1
-------	---

---

Derbyshire	2
------------	---

---

Devon	1
-------	---

---

Durham	2
--------	---

---

Essex	2
-------	---

---

Gloucestershire	1
-----------------	---

---

---

Herefordshire	1
Kent	1
Lancashire	1
Leeds	1
Leicester	1
Manchester	1
Norfolk	1
North Yorkshire	1
Northamptonshire	1
Nottingham	1
Portsmouth	1
Solihull	1
South Gloucestershire	1
Staffordshire	1
Suffolk	1
Sunderland	1
Surrey	2
Thameside	1
Wirral	1
Wokingham	1
Worcestershire	1

---

## Appendix F

### Attribute Name: **Location**

The school's location is described using the Department for Education location of schools. Possible categories available: Conurbation, Minor Conurbation, City and Town

City and Town in a Sparse Setting, Town and Fringe, Town and Fringe in a Sparse Setting, Village and Dispersed, Village and Dispersed in a Sparse setting, Major Conurbation, Minor Conurbation, City and Town, City and Town in a Sparse Setting, Town and Fringe, Town and Fringe in a Sparse Setting, Village and Dispersed, Village and Dispersed in a Sparse

Rural town and fringe	7
Rural village	1
Urban city and town	16
Urban major conurbation	7
Urban minor conurbation	1
Urban rural	1

### Attribute Name: **NOR**

Number on Roll - rounded to the nearest 100

300	2
400	0
500	1
600	4
700	2
800	1
900	3
1000	3
1100	4
1200	2

1300	3
1400	3
1500	2
1600	1
1700	1
1800	1

Attribute Name: **OFSTED**

One of four OFSTED grades: Outstanding, Good, Required Improvement or Inadequate

Good	19
Inadequate	1
Outstanding	6
Requires Improvement	7

## F.2 Nodes

Name	Description
Actions	Advice to students suggesting actions they could take to take full benefit of social media.
Ask for help	To speak to a trusted adult for support
be SMART	This is a series of actions promoted by a commercial publisher
Block	Block an abuser's name from social media to prevent someone seeing their comments and posts.
Consider SM security	Ensure social media privacy settings are set to ensure only 'friends' can read the pages
Consider the law	Be aware of the law of the lands before behaving in a particular manner.
Consider your rights	Be aware of your legal rights.
Consider your SM profile	Review the social media profile to ensure that you are no over sharing.

## Appendix F

Name	Description
Contact SM platform	If the pupil is unhappy about someone's behaviour on SM they should contact the platform
Don't meet online strangers in real life	Stranger danger - do not arrange to meet a stranger with whom there has only been online contact,
How to prevent Cyberbullying	Advice on how to minimise cyberbullying.
Ignore comments	
Positive behaviour online	Suggestions that promote positive behaviour online
Report to SM platform	Report issues of poor behaviour or inappropriate images to the Social Media platform.
Search for yourself	Complete a Google Search of your name, to understand the extent of your digital footprint.
Suggested comments	Some suggestions about how to defuse or deflect comments online.
Think before you post	Think carefully before publishing a picture or post
Who is the other person	Question - who is the person I am communicating with? Are they all that they seem?
<b>Engagement</b>	<b>Node that describe the range of activities within the lesson plans or lesson PowerPoints.</b>
Brainstorm	Asking pupils suggest answers - all suggestions will be accepted.
Creative writing	This could be poem or prose.
Empathy	Pupils are asked to see the world from someone else's standpoint.
Factual information	Providing pupils with some facts in order to inform their thinking.
Flipped learning	This is where pupils are asked to learn about the subject matter of the lesson, before the lesson. They learn first, and then they are taught.
Group work	Working in pairs or larger groups to undertake an activity.
Mind-map	To organise information of ideas in a mind map structure.
Note taking	Make notes - often this is done during a video is playing.
Quiz	A quiz
Ranking or sorting	Some activity where pupils are expected to sort, arrange or rank information. This includes card sorts such as diamond 9s.
Read	Pupils have to read a significant portion of text to extract information.
Reflection	This may overlap with discussion. In the lesson, there are places where pupils are asked to think about an issue, some facts, or behaviours. They may be asked to reflect in silence.
Task Sheet	Any task or worksheet, which the pupil has to complete.
Video	Pupils watch a video clip or programme - usually sourced on YouTube.
<b>Framing</b>	<b>This section identifies the top-level rationale for studying social media in a particular lesson. For example, is the lesson about 'keeping safe' or ' your digital footprint'?</b>
Be careful	The lesson will be about being careful online.

Name	Description
Bullying	The lesson is about bullying.
Consequences	The lesson will consider the consequences arising from various actions.
Danger of gangs	The lesson is looking at the dangers of being in a gang.
Dangers	Key lesson objectives are to address "dangers" associated with social media or the Internet.
Definitions	The lesson will be about definitions.
Digital Footprint	Key lesson objectives are to explain and understand the term "digital footprint".
Digital wellbeing - mental health	The lesson will look at ways on maintaining good mental health.
Empathy	The lesson is about seeing the world from someone else's shoes.
E-safety	Key lesson objectives are to address issues of being safe or e-safety.
Grooming	The lesson is going to find out how people are groomed.
Hazard	Key lesson objectives are to address "hazards" arising from SM use.
Identifying Cyberbullies	The lesson is going to try and identify what makes a cyberbully.
Impact of SM	The lesson will consider the impact of social media.
Influence	The lesson will look at the influence social media has on people.
Language and representation	Develop an in-depth understanding of media language in all its technical aspects.
Relationships	The lesson will consider how social media affect relationships.
Risks	Key lesson objectives are to address "risks" associated with social media use.
Stranger Danger	The lesson will consider the issues associated with stranger danger.
Strategies	The lesson will develop strategies for dealing with some aspect of social media.
The Law	The lesson will consider the law of the land with regard to being online.
Thinkuknow	The lesson will review the Thinkuknow scheme.
<b>Output</b>	<b>These are what the pupils produce in ways of a response to their learning. I have tried to keep these separate from engagement methods, though there may be some overlap.</b>
Complete table	Respond to information placed in a tabular form. Either create the table, or complete the table.
Create a chart	Take information and put it into a chart of some form.
Discussion	Where pupils are likely to discuss (there may or may not be writing involved - writing will only be coded where it is explicitly in the planning).
Homework	Anything which is explicitly identified as homework
Leaflet or Poster	Create a poster or leaflet
Presentation	Create a PowerPoint presentation. It is unclear whether these presentations are ever given.

## Appendix F

Name	Description
Summarise	Summarise the learning in some way. Often a list of ideas or a brief paragraph.
Test or examination	A test will be used to assess the learning and understanding.
Website	Create a website to explain a particular idea.
Writing	This is a broad category but it includes any activity which includes free writing. This includes poems, prose and Tweets.
<b>Platforms</b>	<b>To keep track of the platforms explicitly identified in the lesson planning or handouts.</b>
Blogs and forums	
Chatrooms	
Facebook	
Fortnite	
Gaming	
Google	
IM	
Instagram	
Muscial.ly	
MySpace	
Periscope	
Skype	
Snapchat	
Spotify	
Twitter	
WhatsApp	
YouTube	
<b>Scenarios</b>	<b>Issues surrounding social media are often explained through scenarios, which are used to illustrate some of the concerns. Here the key theme of the scenario is identified.</b>
Being groomed	Where social media is used to groom a young person in advance of abuse.
Fake profiles (to bully)	Creating fake profiles in order to embarrass or bully someone else.
Friend requests	Stories about accepting friend requests from strangers
Inappropriate images	This is where young people receive or send naked or semi-naked images.
Meeting strangers	This is about meeting people who are only online friends and unknown in real life.
Online reputation	Consideration of the digital footprint. Does it enhance or diminish the personal reputation?
Over sharing	Putting personal information online, which should not be shared widely.
Password theft	Using other people's passwords without permission.

Name	Description
Posting images	Not suggesting anything inappropriate about the images, but problems arising from images that have been posted that someone else is unhappy about or has not given permission to be posted.
Privacy	Highlighting the need to keep information of SM platforms secure.
Suicide	Where an action of social media has led someone to contemplate suicide.
Unpleasant comments online	Making unpleasant comments to someone over social media.
Using SM underage	Consideration of when someone signs up to Social Media but they are in fact underage.
<b>Theme</b>	<b>Teaching themes - what the lesson, part of lesson or sequence of lessons is about. Some lessons will have a single theme others may cover multiple themes.</b>
Advantages of SM	A list of some of the advantages of using social media.
Advice - top tips	Some top tips for using social media safely or well.
Big Data	Mention of big data being gathered by the social media companies.
Blackmail	The possibility of being blackmailed while on social media.
CEOP	The UK government's Child Exploitation and Online Protection Command - an organisation that will receive concerns about online behaviours. Many social media and schools sites have a link to CEOP.
Commercialism	Reference to the commercialism of social media.
Communication - all types	Communication in many different forms.
Communication - comparative	Comparing different forms of communication
Cyber Security	The need to keep safe while online.
Cyberbullying	Anything associated with bullying while online.
Digital citizenship	What it means to be a good citizen online.
Digital footprint	A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services. A "passive digital footprint" is a data trail you unintentionally leave online.
Digital wellbeing	How to maintain good mental health while being online.
Disadvantages of SM	The disadvantages arising from using social media.
Ephemeral Content (Fleeting)	How to deal with Snapchat.
E-safety	A lesson/part of a lesson about e-safety or "staying safe online".
Extremism	The issues of coping with extremism online.
Fake News	Consideration of fake news and how we can trust information online.
Grooming	Considering the issues surrounding grooming young people for eventual abuse.

## Appendix F

Name	Description
How to create a positive image on SM	Possibly linked to the digital footprint. Actively creating a positive image while online.
How to improve the Internet	How to improve the Internet
How to say NO	Some ideas about how to refuse to send sexts.
Identity theft	The issue of identity theft.
Image Manipulation	We must not assume all we see online is real.
Internet Safety Day	In support of Internet Safety Day.
Legal issues	Consideration of being online and the law of the land.
Live Streaming	Keeping safe if live streaming - e.g. Facebook Live.
Password	Issues around password management and privacy.
Personal Information	Discussion about what constitutes personal information and how it should be protected.
Personal reputation	What is your personal reputation online?
Posting images	Ideas around the issues pertaining to posting images online - legal and illegal.
Privacy	How to maintain privacy while online.
Radicalisation	The issue of being radicalised through ideas shared online.
Relationships and SM	The impact of social media on relationships.
Reporting	The need to report issues which are causing concern. Who to report to and how.
Revenge Porn	The issue of revenge porn.
Sexting	All to do about sexting.
SM friends	Online friends.
SM Profiles	Issues around managing social media profiles.
SM T&Cs	Consideration of social media terms and conditions.
Social Media	An area of the lesson looking at social media.
Stranger danger	Issues associated with friend online who are not people you have ever met.
Thinkuknow	Mention of the Thinkuknow campaign.
Trolling	Trolling is defined as creating discord on the Internet by starting quarrels or upsetting people by posting inflammatory or off-topic messages in an online community.

## Appendix G Responses to Survey Question 4

### G.1.1 Negative Nodes

Name	No of Refs
Addiction	10
Ads	2
Anonymous mean posting	4
Anyone can see your posts	7
Anything can be said	1
Arguments	2
Bad people	1
Being followed without permission	11
Being sent unwanted content	1
Bullying	91
Can be put in danger	1
Catfishing	14
Contact by strangers	62
Contact with paedophiles or predators	26
Cost of the Internet	1
Digital footprint	3
Eye strain	1
Fake accounts	1
Fake News	1
Fear of posting	1
Grooming	2
Hacking	16
Hate	9
Inappropriate images	10
Inappropriate language	5
Inappropriate material	5
Inappropriate people	2
Inappropriate questions or requests	4
Insults	7
Jealousy - comparison with others	3

Name	No of Refs
Judged because of your posts	5
Junk content	1
Lack of privacy	13
Lack of trust	5
Loosing at games	1
Make contact with celebrities	1
Makes you depressed	1
Meanness	15
Need to be careful online	1
Negativity	3
Not being followed back	2
Not speaking to your face	2
Older men	5
Online status	1
Parents	1
People being unpleasant	13
People bragging	1
People misunderstanding posts	4
People post information about you	3
People posting emotions for attention	1
People who claim to be right (Anti vaxxers)	1
Pressure to look perfect	7
Rage and anger	3
Receiving unwanted material	3
Rudeness	2
Sadness	3
Scamming	3
Sharing personal information	1
showing your face to the world	1

## Appendix G

Name	No of Refs
SM damages lives	1
SM makes me insecure	2
Stalkers	15
Strangers find out about you	13
Tagging	1
Talking to people you don't know	2
Technical issues	4

Name	No of Refs
The fact that there is an age limit	1
Too many posts	3
Tricked into bad behaviour	5
Trolls	3
Unsafe	9
Weird people	13
Your location can be known	14

### G.1.2 Positive Nodes

Name	No of Refs
24-7	3
Appreciate the world	3
Be whoever you want to be	2
Build social status	1
Call people	1
Chat with friends	6
Choose to have a private account	1
Comment on other people's posts	1
Communicate when out	1
Communicate with distant friends	6
Communicate with family	19
Communicate with friends	31
Communicate with people	7
Connect with shared interests	1
Connects people across the world	9
Contact family	44
Contact family abroad	9
Contact friends	73
Contact important people	1
Contact people	28

Name	No of Refs
Contact without phone numbers	3
Creative	1
Do different things	2
Don't know	1
Don't need to know phone numbers	2
Easy method of communication	2
Easy to use	1
Emergencies	8
Entertainment, enjoyment and fun	21
Everything	2
Express yourself	7
FaceTime	1
Find new things	2
Find out about the world	4
Find out what's going on	14
Find people	2
Follow Family	1
Follow famous people	1
Follow people	1
Free	3

Name	No of Refs
General positive comment	1
Get likes and followers	1
Get to know people	1
Help companies build their brand	1
Keep in touch	40
Keep Safe	1
Learning	4
Maintaining contact with family	3
Make arrangements	1
Meet or make new friends	32
Meet with friends	2
Memes	3
Message or Text	21
Must be nice to people	2
Not judged because of personality	1
Nothing	3
Only friends can see your posts	2
People	4
Phone people or call people	5
Plan events	1
Play with friends	2
Playing Games	16
Post images and or videos	12
Post updates	5
Put yourself in new situations	1
Read posts	5
Receive nice comments	2

Name	No of Refs
Receiving friend requests	1
Reduced boredom	5
Say nice things	2
See amazing things and facts	4
See other people's lives	14
See pictures or videos	6
See the news	2
Share funning images or videos	5
Share life events	9
Show your talents	3
Socialising	8
Support for low mood	1
Talk to family	21
Talk to friends	65
Talk to people	18
Talking	1
Text	9
Understand other people's views	1
Watch sports	2
Watch YouTube	5
Xbox is good	1
You can do anything	2
You can receive likes	1
You don't have to post	1
You don't know who you are talking to	1



## Appendix H Child-Voice Transcripts

This section contains the verbatim transcription from the pupil voice interviews and focus groups. The transcripts are arranged in order of recording, with some additional information about who was contributing.

Table H-1 Index of Pupil-Voice Transcripts

Transcript	Child	Date of recording	Year Group	Form of interaction	Page
T1	C1	26-06-20	Year 10	Remote Interview	332
T2	C2	08-07-20	Year 7	Remote interview	341
T3	C3	19-08-20	Year 11	Remote focus group	346
T3	C4		Year 11	Remote focus group	
T4	C5	25-08-20	Year 8	In person interview	364
T5	C6	13-08-20	Year 7	Remote interview	376
T6	C7	18-08-20	Year 9	In person focus group	384
T6	C8		Year 7	In person focus group	
T7	C9	14-08-20	Year 7	Remote focus group	404
T7	C10		Year 5	Remote focus group	
T8	C11	25-08-20	Year 10	In person interview	411
T9	C12	25-11-20	Year 6	Remote focus group	421
T9	C13		Year 6	Remote focus group	
T9	C14		Year 8	Remote focus group	
T9	C15		Year 9	Remote focus group	
T9	C16		Year 7	Remote focus group	
T9	C17		Year 9	Remote focus group	
T9	C18		Year 8	Remote focus group	

## H.1 Transcript 1

C1 – 250620  
Video Conference

### Participants

C1  
Researcher

1 **Researcher**

2 Can I just start with an open-ended question?

3 If you hear the phrase 'social media' what do you think of, what do you think it is?

4 **C1**

5 It's like a platform used to promote um your interests, your hobbies, um share what you've been up  
6 to, um reaching out to friends. It's lots of like...self-promotion like sharing with people, what you  
7 enjoy, your hobbies, what you like, what you been up to, and things like that.

8 **Researcher**

9 Yeah that's a good answer.

10 Do you want to share any names of social media platforms, they may or may not be ones you use?

11 **C1**

12 I'm only on Instagram, but Instagram is used for, it's mainly just putting up photos and you can  
13 direct-message people. Then obviously there's Facebook, I don't really know how that works, I'm  
14 not on Facebook. And then you've got the most popular one for like my age group is Snapchat. The  
15 difference with that is you upload something, and it stays up for 24 hours and then it deletes, so it's  
16 it's....Instagram's more um you share it and it's there forever whereas Snapchat is more like a minute  
17 by minute blog update kind of thing. So those are the difference.

18 **Researcher**

19 And is the choice of being on Instagram only your choice or..

20 **C1**

21 No, it's my mum's choice.....

22 .....Can you hear any background noise or can you just hear me?

23 **Researcher**

24 There's a bit of wind but it's not disturbing what I can hear?

25 **C1**

26 We have neighbours that are quite loud, can you hear them coz I can go inside....?

27 **Researcher**

28 I can hear them occasionally, but the microphone is good for picking up you.

29 Um, which of the things, and you've talked about a range of whole range of things, but if you had to  
30 pick one or two things you most like about using social media, using Instagram?

31 **C1**

32 Um but I really like uploading photos. Um sharing with people like um it's quite creative like my  
33 friends we all love taking photos of like each other of doing photos shoots and things. So it's quite  
34 nice to like share that and be like this is my day with my friends, we went to [Name] Lake and  
35 here's some photos that we took it's just nice to....(it's very windy!) [Note: C1 is sat outside]

36 **Researcher**

37 You're creating a sort of shared memories

38 **C1**

39 Yeah and it's quite nice like to show that to other people. Be like this is what this is what me and my  
40 friends do together.

41 **Researcher**

42 Yes Nice

- 43 **C1**  
 44 It's always quite fun and its quite creative, especially when it comes to the taking photos bit. It's not  
 45 always about the literal post you get it's the coming before you manage to get that photos, it's like  
 46 the build-up of...I think one time I think one time I stood up and fell over and had about 20 photos  
 47 me stood on the floor ... laughing. it's not just to do with the end product is to do the whole build up  
 48 for it its always....
- 49 **Researcher**  
 50 That's interesting
- 51 **C1**  
 52 The photo kind of holds lot more than you what you just see in it.
- 53 **Researcher**  
 54 Do you ever take photos when you're not with your friends like in lockdown? Have you taken photos  
 55 of you, I don't know, sat in the garden looking bored?
- 56 **C1**  
 57 I personally I haven't done that... I have um I have ... so it's really common for my age to have more  
 58 than one Instagram account.
- 59 **Researcher**  
 60 Ah, yes
- 61 **C1**  
 62 So I have one account. All my accounts are public private apart from one. So my main account is  
 63 private in that it has loads of my friends and mutual friends but I have one account that's private  
 64 which where I only have close friends on it I can post funny photos of them and they don't feel like  
 65 loads of people are going to see it. Both of them are private.
- 66 **Researcher**  
 67 Yes
- 68 **C1**  
 69 Then I have a public account for my makeup, coz I'm really into theatre makeup. Um, so for cuts,  
 70 gore, I like doing my little brothers like gory makeup. Then obviously I do like doing nice glam  
 71 makeup and I post on that and it kind of goes out there and I kinda promote.... that's one of my big  
 72 interests and then that's public so other makeup artist and things can comment and we can talk,
- 73 **Researcher**  
 74 I'm interested in that public account. Are you connected with other make-up artists, do you find  
 75 each other ... or do you follow them?
- 76 **C1**  
 77 So um when your account is on public and you use like hashtags. The hashtags they put you onto  
 78 this thing called the 'explore page' on Instagram and the explore page is just filled with random  
 79 things random videos, random photos and the more hashtags you put um like mine would be like  
 80 theatre make-up, makeup, glam, {emi-way}{?} like a group of hashtags that relate to that  
 81 photo. That will then get put on the explore page and people could search the hashtags and it would  
 82 come up and then that's how you would do the exchange
- 83 **Researcher**  
 84 So you've got to gotta be pretty smart to get your hashtags right
- 85 **C1**  
 86 Yeah, no. That's one thing we do joke about if you don't have the right hashtags you're not going to  
 87 go anywhere (laughs). You need to have quite popular ones.
- 88 **Researcher**  
 89 So how do you find the hash tags is it just by trial and error?  
 90 **C1**  
 91 So they have trending hashtags. So trending means it's popular people, it's on demand people  
 92 constantly look up hash tag makeup, so you'd use that.

## Appendix H

- 93 **Researcher**  
94 Because you'll know if it's trending lots of people looking for it.
- 95 **C1**  
96 Yeah  
97
- 98 **Researcher**  
99 There's some social media forms that allow you to know if someone's on it now. Facebook, for  
100 example, one of the features of Facebook is I've got my list of friends and I can actually see who's  
101 online this second. Does Instagram give you that?
- 102 **C1**  
103 Instagram does do that, but you have to turn it off, so I don't have mine turned on. With Snapchat,  
104 coz I've had Snapchat in the past, there is this thing called SnapMaps and it shares your locations  
105 with all of your friends and they can tell you when you're being active on the app, but the majority  
106 of people just turn that off because they're not really safe.
- 107 **Researcher**  
108 No and it's a bit intrusive isn't it. That's good.  
109 I'm fascinated about having multiple accounts. And you've got a friends and a wide friends and a  
110 close personal friends account
- 111 **C1**  
112 yeah
- 113 **Researcher**  
114 Which of those three accounts do you think you spend most time on, in terms of putting stuff up and  
115 dealing with people?
- 116 **C1**  
117 Um I don't really use my makeup account a lot. I went through a phase where I used it a lot a lot and  
118 just recently I don't have anything up. Um, but I don't know. If I've had a week when I've been out  
119 with my friends all week then I will use my more private account a lot coz I'm normally posting all  
120 the photos of us, but I do normally just use my just normal account so to me my normal account is  
121 the one with my mutual friends and friends on it
- 122 **Researcher**  
123 Do your close friends close know that there are in a close friends account?
- 124 **C1**  
125 Yeah, no, yeah. When you like tag someone, it notifies them they have been tagged in something.
- 126 **Researcher**  
127 And do they understand the rules that if something is posted by you into the highly personal  
128 account, that's not to be shared as widely as something you post into the broader account?
- 129 **C1**  
130 Yeah
- 131 **Researcher**  
132 And have you ever discussed that? Or is it just something that you know?
- 133 **C1**  
134 It's something you know. But there's be like past, not problems, but I put up a photo of me and my  
135 friends and my friends like oh I look so bad in it delete it. It's the kind of thing, whereas some  
136 people are not very nice and they look at themselves and say I look good, but me and my friends all  
137 like analyse each one of the friends do we all look OK in this photo?, guys everyone okay with this  
138 photo? and then it can be posted.
- 139 **Researcher**  
140 That's really practical, I like that. OK, that's good.  
141 Now let's move onto the next slide. This is years 7 & 8 of School A and we asked them to identify  
142 social media sites. So, Instagram was the one most of them recognised, and they said that was

- 143 social media. Then the next biggest was TikTok and then Facebook....
- 144 **C1**  
145 Yes that's very very popular
- 146 **Researcher**  
147 So does that list look similar to a list you think your friends would like. And is there anything in that  
148 list that doesn't look right or that you think that looks a bit odd. Or you have never heard of even.
- 149 **C1**  
150 I've never heard of Discord before....or Twitch. Yeah never heard of them two before
- 151 **Researcher**  
152 OK
- 153 **C1**  
154 I don't know there are things there that I wouldn't have associated with being social media like to  
155 me Minecraft isn't social media, or PlayStation, or YouTube, just for some reason in my head that  
156 wouldn't....
- 157 **Researcher**  
158 This is the purpose of this slide to raise those questions because I'm interested.... let's look at  
159 YouTube [inaudible] why wouldn't you count YouTube as social media?
- 160 **C1**  
161 Because it's not a very popular, it's popular on the receiving end as it is in that giving out content, so  
162 to me and to I think the majority of this area that does YouTube that has a following on YouTube so  
163 to us, we just receive content we don't give it out so it's not really... that's what I think
- 164 **Researcher**  
165 Do you think YouTube, for what you know if it, does it have the capability of being a social media?
- 166 **C1**  
167 Um yes for the people that are successful on the app and um like I watch YouTube all the time. To  
168 the people that have made it successful it's their social media site I would say that, but to myself I  
169 wouldn't say it's my social media because I never ever put content on it.
- 170 **Researcher**  
171 So can I put words into your mouth, and you tell me if you think this is right. You are suggesting that  
172 YouTube could be social media but really only for those people who post content and get engaged  
173 with other you people who watch it and comments and so forth...
- 174 **C1**  
175 Yes
- 176 **Researcher**  
177 ...so if you're simply using it just for videos to watch and you are not doing anything else, it is simply  
178 deliver of video it's not a social media.
- 179 **C1**  
180 Yeah
- 181 **Researcher**  
182 I'll tell you about Discord. Discord is a programme that you run alongside things like PlayStation and  
183 Xbox and it allows people on games to communicate with each other while they are playing. So, I  
184 could be playing ... some games allow you to talk within the game but some games don't, and  
185 therefore you would use Discord. So that's why Discord has been included.  
186 How about mail, would you call that social media?
- 187 **C1**  
188 No. That's the thing I wouldn't say WhatsApp, Skype, phone, or Discord would be social media or  
189 mail because you have to have a very specific um way to access that person, if that makes sense. So  
190 like Skype would have to have a certain email whereas things like Instagram and TikTok and things

## Appendix H

191 .... loads of people, you just add as you see them. So, I just wouldn't have classified as that. But  
192 even like Messenger I would have said, I know it's linked to Facebook, but for some reason I  
193 wouldn't say that's social media because it's still very private.

194 **Researcher**

195 It's a one to one messenger. Let's talk about WhatsApp, so why does WhatsApp not make the grade  
196 in your mind?

197 **C1**

198 Because WhatsApp it's literally just a one basis thing, its exchanging messages and calls for free as  
199 long as you're on Internet....so...I don't know

200 **Researcher**

201 Now when we asked School A 7 & 8s what they don't like about social media. These three came out  
202 quite even. So don't read them necessarily as 1, 2, 3: about 20% of the people said bullying was an  
203 issue, 20% said comments from strangers [inaudible] issues about trust.

204 Now, the bit I will test with the youngsters when I get to talk to School A is I wasn't quite sure  
205 whether the 20% was 20% had been bullied on it whether they were just aware that people could be  
206 bullied on social media

207 So I don't know what really interested me because I wasn't expecting to see this was so many people  
208 talking about, we don't like being on social media because we don't like getting messages from  
209 people who we don't know who they are.

210 **C1**

211 A lot, a lot of me and my friends we do receive that. I think only two of my friends have public  
212 accounts. I don't ever receive comments on anything that I post from strangers because I'd have to  
213 accept them for them to then comment but you do get um, so....

214 Instagram has a direct message box and you can message an account. Just give me a  
215 second....[noises off]

216 But on the direct messages, people can still message you but you have to accept it and you do  
217 receive some random just weird stuff from strangers and you get added into random group chats  
218 and things.

219 **Researcher**

220 Would that only be on your public account or would that be on your friend's account your broad  
221 friends account?

222 **C1**

223 No, it happens on my private account

224 **Researcher**

225 So the technology allows people to allow you onto other people's conversations?

226 **C1**

227 It does that but you. So you can get added into it and it will go into your requests and once you open  
228 your requests you can see what's being said in the conversation. But for you to then interact back  
229 with them you have to accept their chat request and then you can talk.

230 **Researcher**

231 But the comments that you're reading may not have anything which identifies the person who....

232 **C1**

233 No, yeah a lot of it. The majority of it you just put down to kids at school making fake accounts, just  
234 trying to joke with you. Um but then there are some accounts that are a bit dodgy!

235 **Researcher**

236 Confessional time, you don't have to answer this. Have you ever posted a message to somebody else  
237 not overtly as yourself?

238 **C1**

239 No

- 240 **Researcher**  
241 Do you think any of your friends would post things back to you, your broad friends, the wider group?
- 242 **C1**  
243 No, I don't think they would but I know one of them has done it before, has messaged somebody as  
244 somebody else.
- 245 **Researcher**  
246 And is this done as a joke or is it done nastily, or is it a bit of each?
- 247 **C1**  
248 I think it's a bit of each. I don't think it's done with any malicious intent, but I think sometimes it can  
249 end not so well.
- 250 **Researcher**  
251 One of the problems with social media anyway is that you don't see the face, you just read the texts  
252 and often you don't quite get whether somebody's got a glint in their eye, or a cheeky smile, we just  
253 read something that's a bit rude they might not had meant it that way.
- 254 **C1**  
255 Yes I have that problem all the time I don't like messaging people because if I say like whatever it  
256 could be perceived as whatever or Uh - whatever.
- 257 **Researcher**  
258 Like choosing the right emoji and what other people read that emoji to mean.  
259 I suspect the comment about trust is fairly similar then isn't it.
- 260 **C1**  
261 Yes. I think the whole thing with trust is the problem with me my age group we don't have a thing  
262 with relationships but I think like older people would have would have relationship/trust kind of  
263 thing. But then it's trusting your friends not to put anything of you out there.
- 264 **Researcher**  
265 Yeah which would embarrass you or...
- 266 **C1**  
267 Yeah things which have happened or done it to be horrible or to upset me it just oh God why would  
268 you do that? (Laughs)
- 269 **Researcher**  
270 these are youngsters younger [inaudible] than you so I'm just wondering whether this is something  
271 that it might be things like Billy says Michael fancies Rachel and puts that out there and that's a  
272 whispered thing I didn't mean you to share that conversation and you've made it public.
- 273 **C1**  
274 Yes like sharing information - would be the trust thing from their age
- 275 **Researcher**  
276 If you just think, what do you see as the biggest downside of social media?
- 277 **C1**  
278 For me it would be receiving messages from like older men. It's a bit like 'what you doing'?
- 279 **Researcher**  
280 I still don't understand how they get through to you.
- 281 **C1**  
282 So, it's hard to explain. So you have your search bar and they could put in a random name and my  
283 name to them could be random so they put in my name C1 they go down accounts. They go on my  
284 account, notice it is private but message me anyway. So, you can find my account easily if you typed  
285 in C1 you can find my account but you wouldn't be able to see any of my posts or anything, you'll  
286 only be able to read my bio which says my age - 15.

## Appendix H

- 287 **Researcher**  
288 Right - could you could take the age bit out or would you not choose to do that?
- 289 **C1**  
290 I've chosen to put my age on.
- 291 **Researcher**  
292 So how often does this happen that you get unwanted messages. Is it a monthly thing or a weekly  
293 thing or
- 294 **C1**  
295 It's like twice a month maybe it's just a case of seeing it and going ignore, delete, locked. It never  
296 disrupts my day, is just one of the most annoying things just like - ugh
- 297 **Researcher**  
298 How do you know they're older men?
- 299 **C1**  
300 From their profile photos and things
- 301 **Researcher**  
302 So you get a glimpse of them. Ugh indeed.  
303 Right, here's a good question. Being a wise old owl. If you had to give advice to either your younger  
304 self or to your bother, I don't know if your brother has social media yet...
- 305 **C1**  
306 No he hasn't
- 307 **Researcher**  
308 One day he will have. What advice would you pass on to your brother?
- 309 **C1**  
310 Don't expose yourself to it too young. Because I think the thing of like social media is you get shown  
311 certain moments of someone's life and its usually their better bits and the photos they look nicer in.  
312 When you expose yourself to that quite young (it) can affect yourself esteem quite a lot. So I would  
313 say don't go on it too young and keep it private. Like, yeah, keep a private account and only accept  
314 people you know. I'll get like in a week like 20 or something friend requests and I'll only ever accept  
315 them if you have mutual friends  
316 Because if they don't I'm like I don't know you - I have no reason. Because people of mutual  
317 friends that's how you make friends is by having mutual friends. So, I'll always add them but only if  
318 you've got at least 10 mutual friends, if you don't have 10 mutual friends with me, I'm not going to  
319 add you.
- 320 **Researcher**  
321 That's a high mark – that good
- 322 **C1**  
323 Yeah, it's a bit safer
- 324 **Researcher**  
325 Now you've got your head screwed on over this, you're very thoughtful. Is this stuff that you've  
326 worked out for yourself I am talking about how you choose it have a friend or is that stuff which  
327 mum or others have helped work that through with you?
- 328 **C1**  
329 A lot of it I think I figured out myself from making silly mistakes and things then, a lot of it is after I  
330 figured it out it's then being spoken. So this is why you don't add people you don't know. I've had  
331 boys from my mum's school follow me, know who I am, but I didn't know who they were, so that's  
332 probably one of the biggest things like is kind of taught me a lesson, don't follow random people  
333 back (laughs).
- 334 **Researcher**  
335 Boys are rubbish you just need to know that (laughs).

336 Any other advice you've talked about keeping it as private, don't starting too young....that's  
 337 awareness that if I share 5 photographs its my 5 best photographs I've taken 100 and thrown away  
 338 95 and I'm showing my best self. As you can say it can harm self-esteem.

339 **C1**  
 340 Um watch what you say.

341 **Researcher**  
 342 To what respect?

343 **C1**  
 344 I've never said anything horrible two anybody on any social media, but this will come from a  
 345 messaging conversation between me and my friend. I was typing and was being overly sarcastic and  
 346 through the message she couldn't read she couldn't hear the sarcasm so she was like why you  
 347 being mean?. And I was oh no, I'm just being sarcastic! But there's a lot of people that wouldn't  
 348 see that. Like the other day my friend posted a photo [Indistinct] her brother And I commented on it  
 349 going ,Oh God, I'd hate to have you as a big sister! as a complete joke. She found it hilarious but  
 350 when her older sister read it and was like Oh well we're all really happy and my friend was like  
 351 she's just joking that's my best friend. So, like, other people they don't understand that which can  
 352 lead to being seen as a bit of a bully, being picked on.

353 **Researcher**  
 354 I get that. OK I think we got just two to go. Is there anything you wish you understood about social  
 355 media, you're very clued up, but anything you wished someone would explain this to me...

356 **C1**  
 357 Um, this is from a girls point of view, so it would be different to a boys point of view, but why a can  
 358 girl who meets the beauty standards have so many followers? Like, how do they get them? Where  
 359 do they come from? Like how do they build that? Coz me and my friends talk about it a lot its like  
 360 she's just pretty and because of that she has 2,000,000 followers cause she's pretty. Its literally the  
 361 majority of the time that is it. The there's some people like Molly Mae who's was really pretty but  
 362 has made a brand for herself so that is why she has 17,000,000 followers because she's got a brand.  
 363 Because we understand that singers and like proper celebrities like Kim Kardashian like is a proper  
 364 celebrities. I'm talking about the girls from Southampton who have 1,000,000 followers.

365 **Researcher**  
 366 Crikey I didn't know that was possible

367 **C1**  
 368 Yes. How do they get that, where did they come from, what is their content ... so amazing that they  
 369 have that many people that like I want to keep up with their life? It's just a bit confusing, how do  
 370 they do that?

371 **Researcher**  
 372 Is that a secret aspiration that you'd like a million followers? Or do you just want to understand how  
 373 somebody gets 1,000,000 followers?

374 **C1**  
 375 I would rather understand it. I'm mean I'm not saying I would turn down a million followers because  
 376 along with that comes a lot more than just a million followers you can get brand deals and you can  
 377 build a proper thing for yourself in using your name. But I would rather be like how did you manage  
 378 it?

379 **Researcher**  
 380 Okay that's good and last question has your use of Instagram changed since since we've been under  
 381 lockdown. In other words have you used it more, used it differently ... if you can think about the last  
 382 12 weeks? Or have you used it about the same?

383 **C1**  
 384 I've used it, I would say I've used it more. I wouldn't say I have used it like I normally would; like  
 385 commenting and posting and things. I've just been browsing on it. I got really interested in this  
 386 animal rights thing called Peta that's really interesting. So like I've watched everyone of their videos  
 387 now (laughs).

## Appendix H

388 **Researcher**  
389 Is that P-E-T-A?

390 **C1**  
391 P-E-T-A I think.

392 **Researcher**  
393 And what is it about it that you interested?

394 **C1**  
395 Like a lot of what they put out is like a mirror of an animal is treated and its put onto humans. There  
396 was this woman are she was covered in bruises and she was like, and they electrocuted me, bound  
397 me up and skinned me alive and she's putting it on as a person. How could you feel hey this is a  
398 sheep . And I'm like Oooo

399 **Researcher**  
400 We're done. Thank you so much. Is there anything else you want to ask?

401 **C1**  
402 Er yes. What you doing this for what's your goal?

403 **Researcher**  
404 Answer provided

## H.2 Transcript 2

C2 – 080720  
Video Conference

### Participants

C2  
Researcher  
Chaperone (Provided by the school)

- 1 Researcher**  
2 Do you use social media or not?
- 3 C2**  
4 Yes, yes I do
- 5 Researcher**  
6 So if someone said 'What is social media?', let's say some elderly relative said 'what is social media?'  
7 what would you say?
- 8 C2**  
9 Um well its kind, its a just a lots of different apps that that are social media, and you can message  
10 people, but you can message people that you don't know and but you like on lets just say for  
11 example like TikTok you make videos of yourself - of you dancing and doing stuff, and you send it  
12 and send it out or rather it could be no one can see it or everybody can see it, and it's just an app  
13 you can message people on, and you would have groups on, and you can just scroll through it - look  
14 at it, you could probably spend probably a whole day on it or you could spend 10 minutes on it. I  
15 know lots of my friends are all I've been doing is watching TicToc's, so yes you can really get into it  
16 and you can't stop. So yeah.
- 17 Researcher**  
18 That's good that's a full answer. So what social media are you on?
- 19 C2**  
20 I use most, but not like Facebook, Twitter .... I think the only ones I've got is TikTok, Instagram .....  
21 and that's probably it, but I might have others I can't...
- 22 Researcher**  
23 So TikTok and Instagram that to you mainly use. Do you do different things on each of those  
24 platforms, or do you have TikTok for one sort of thing and Instagram for a different sort of thing or  
25 are they both the same as far as you are concerned?
- 26 C2**  
27 Well like I, I do dancing, so I really like TikTok to learn different dances and film myself doing them.  
28 And then Instagram I don't really...I watch and look at other people's Instagram's you know you  
29 could do stories and I watch other people stories and stuff, but I don't really post much on there. But  
30 that's, but Instagrams not for it's not for my dancing videos, it's just pictures of stuff that I've been  
31 doing and yes that's what I use it for.
- 32 Researcher**  
33 Thank you. Okay the 2nd question, what is it that you are able to do on social media that you're  
34 really really pleased about?
- 35 C2**  
36 Mainly for TikTok, I can watch other people's dances and be inspired by what type of dances they do  
37 and they may create other dances that people can learn and you can create your own and I just  
38 really like watching other people's dances. And for Instagram it's usually just to see, its normally just  
39 to see what other people do and like most people use Instagram as um a social media to tell  
40 everyone what they've been doing. So I like to see what they've been doing.
- 41 Researcher**  
42 Do you ever put anything out on Instagram about yourself, do you ever tell everyone else what  
43 you've been doing?

## Appendix H

**44 C2**

45 I do post, I don't post regularly. It's just any important things that I've done, I'd like to post it. But I'm  
46 a private account so that only people I know can follow me and I, obviously I follow them. So only  
47 they can follow me and it's usually just family and friends photos of stuff I've done with them.

**48 Researcher**

49 Lovely. Just a little bit about TikTok. I know little bit about TikTok, but I expect you're more than  
50 expert than I am. So you like watching dances, how do you go about finding good dances or dancers  
51 on tick tock? Or does it just come to you by chance?

**52 C2**

53 So basically you have a 'For you' page which is for people who are not private accounts and they do  
54 dances - like some famous people then, most of them are on there, and they are creating dances on  
55 there and their usually not private. So you just watch them. And then you've got a 'Following' page  
56 where obviously the all the people that you follow you can watch that and the people that you  
57 follow ...um... if they're private accounts obviously got to request it like every other social media  
58 app. So you just..., or you can search people but if there are private account you have got to request  
59 it you can't see anything apart from their username. So when... I've only been on TikTok for about a  
60 year, maybe just under that, I haven't had it since it started it, so if that's under a year I'm not sure,  
61 but I've had Instagram for over a year and the only thing my mum said is that you can you can have it  
62 but as long as you are a private account and you only post suitable things and that's exactly...

**63 Researcher**

64 It sounds like good advice to me!  
65 Did you in your PSHE lessons do a questionnaire, this is some months ago, this is just in the new  
66 year?

**67 C2**

68 Yes, yes

**69 Researcher**

70 I was very grateful that you did. Lots of other people did it and I spent a long time getting all the  
71 results together to see what School A, as a whole, thought. And I'm going to show you this (School  
72 A's Top 20 social media sites). When I asked School A students, I said what are your favourite social  
73 media sites? Which ones do you use?, is the way I asked; that is the top 20 list. So my first  
74 question is does anything there surprises you?

**75 C2**

76 Now I can see them, I can see that I have a couple of them. Not really.... I myself wouldn't say they  
77 were social media sites. I would say they were like messaging just messaging not like other stuff. But  
78 I have also got WhatsApp, Messenger, YouTube, phone and Doodle.

**79 Researcher**

80 ...and Doodle, can't see Doodle!

**81 C2**

82 No Google

**83 Chaperone**

84 Google?

**85 C2**

86 Google

**87 Researcher**

88 Oh sorry

**89 Chaperone**

90 I thought you said Doodle as well I thought it might be a drawing one.

**91 Researcher**

92 so I'm interested by what you said C2, this is just what everybody said and I'm really interested in  
93 what you think. So if you say Instagram and TikTok are social media, I'm happy with that. But then

94 you think I've got WhatsApp, Messenger and YouTube and you were very clear, I don't think those  
95 are social media. So can you tell me why you don't think their social media, I'm interested.

96 **C2**

97 YouTube I'm not really sure if that's a...it could be a social media site, but I'm not sure if it's just a  
98 ...[pause]...actually I'm not sure about YouTube, but WhatsApp and Messenger are just texting sites. I  
99 know Facebook and Messenger linked but that's Facebook not Messenger.

100 **Researcher**

101 Yes. You know I struggle with YouTube. I have had a long think about YouTube, about whether I  
102 thought it was social media or not. So can I push you on that. There's no right or wrong answer.  
103 What you're going to say isn't right or wrong, it's just your view. What would YouTube have to be in  
104 order to push it into social media? What would it have to do, or how would it have to be used to be  
105 social media?

106 **C2**

107 Well basically, YouTube's just videos, so ...[pause]...um... it ... oh it's a really hard one...[pause]... it  
108 needs to be, it needs to have...so most social media sites ...so TikTok you have a lot of photos of  
109 yourself but you've got videos and there's lots of them. There's a lot more videos on TikTok than  
110 there is on YouTube I can say that. YouTube I wouldn't class as a social media because you can't  
111 message on it. But basically a social media site I'd say you'd, you would have to be able to message  
112 on it, or at least, yeah, you'd have to message on it or ...[pause]...have videos, but YouTube does, but  
113 I think you would have to have to message on it because ... because where it says social, that's kind  
114 of you interacting with somebody and then ... so that's what I ...

115 **Researcher**

116 Very well thought through.  
117 Can I switch it the other way now ? You said to me WhatsApp isn't social media. You've just told me  
118 that YouTube would be social media, if you could put a message on it. You can message a  
119 WhatsApp. So what would that need to be in order to become social media? What is WhatsApp  
120 missing?

121 **C2**

122 Videos or photos of like stuff that make it social...that make it a media. If that makes sense.  
123 WhatApp's mainly used... it's kind of used for messages, but you can send like photos without  
124 costing and stuff. It is count of a messaging service, not a social media.

125 **Researcher**

126 Lovely. Thank you very much indeed. Just have a look down that list. Is there anything else that you  
127 either don't recognise or...

128 **C2**

129 Um, Xbox. I'm not really sure what Twitch is, I think it's a type of gaming but it's not social media I  
130 would say because it's it's more gaming/ It is not an app, it's an actual thing I think Xbox is, that you  
131 have a headset, you have...I'm not really sure, I'm not into my gaming but you have a headset, and  
132 you are like connected to a TV but it's not really a social media.

133 **Researcher**

134 No so that to me is very interesting that you've looked at that list I think a lot of those are social  
135 media but quite a few in your mind are definitely not. It's interesting that there are differences of  
136 opinion in school and that there may be some people who, had they turned up this afternoon, we  
137 could had a discussion about that, we could ask that, but you be very clear in your explanations  
138 that's good - thank you.  
139 Now one of the questions on that survey, you might remember it, was 'what do you not like about  
140 social media?' When I asked the school, I got three answers which were pretty close together.  
141 People said bullying in different ways. People said comments from strangers and some people said  
142 use terms like it's about trust, or trust issues could you help me understand any of those three?

143 **C2**

144 Yes. So bullying. Even if you are a private account you can still get private messages, and even if you  
145 know them you can still message them, on there. So when you've got messages you have to have  
146 their phone number. But on social media sites, for example Instagram, you don't need their phone  
147 number you just need to find them and you can then text them, message them, and you can bully

## Appendix H

148 and be really rude, which is not nice.  
149 And then comment some strangers ... unless, so um like I don't know if that means like getting texts-  
150 text messages that you don't, that you literally comment on posts. But if you have a private account  
151 you cannot get comments on your posts from strangers, but if you're not a private account then  
152 that's kind of their own look out, cause if you don't want comments from strangers then you can't  
153 really be a non-private account.  
154 And then trust. I'm not really sure - about trust. You've got to have trust that the person that you  
155 have it, but I'm not really sure what you mean by trust.

### 156 Researcher

157 No, I wasn't quite sure what other people meant. So, let's get back to bullying. I hear what you're  
158 saying but you can receive unpleasant messages even if you're not friends with somebody that it is  
159 possible for them to find you and leave messages. I'm not asking you to be personal about yourself  
160 personally but I couldn't sense from what people told me as to whether people wrote bullying  
161 down because lots of people were being bullied or whether people were putting bullying down  
162 because they heard other people had been bullied or could be bullied. Do you have any sense of  
163 how many School A people, whether you think bullying over social media is a really big problem  
164 affecting lots of people, or whether it's just something everyone is a bit cautious about, but it's not  
165 an actual problem?

### 166 C2

167 I think lots of people are a bit cautious about bullying because it can happen face to face and over  
168 social medias. You do hear lots of people saying that you do get bullied on social medias like  
169 everywhere. But on the lesson, when we did the survey, we did also look at this theme where a  
170 famous person, so obviously not a private account, had been bullied... been bullied, so they might  
171 have got that from that that. I wouldn't say that I have had experienced bullying over social media,  
172 but I do know a few people have, and lots of people are cautious about it, yeah.

### 173 Researcher

174 Thank you that's a good answer.  
175 Now comments from strangers. I think people were saying...it's a bit like the Instagram bit...that  
176 people could look you up and leave a message for you, but you don't know who the person is coz  
177 you still see the messages, don't you, even if your on a private account?

### 178 C2

179 No, you can't access ... if your are a private account there's no way you can comment, if you're not  
180 following them.

### 181 Researcher

182 Fine OK. That's good. And I'm not sure what trust is. I've no idea...I don't know what people meant  
183 by trust...

### 184 C2

185 ... the only thing I can think of is that their trusting people that they won't (be) bullying them. That's  
186 the only thing I can think of about trust.

### 187 Researcher

188 That's as good a reason as any. Wonderful.  
189 We'll move on. Now as you say, you've been on Instagram for over year you've been on TikTok for  
190 just under a year.  
191 I don't know if you've got younger's brothers or sisters or young friends, but if you had someone  
192 who's never used social media before and is thinking of getting their first account, what advice  
193 would you give them in terms of getting the most from it, and things to do, and things not to do?

### 194 C2

195 The one main thing that I would say is, be a private account. And just even if you are a private  
196 account don't post things that you do ... so let's say like, if I was ... as I'm a private account just post  
197 things that you wouldn't want someone to see. So just don't post it. So even if they don't follow you  
198 don't just in case. The main one, yeah, is just be a private account.

### 199 Researcher

200 Do you think that's an age thing? Do you think they'll come a point when you feel old enough to  
201 have a public account, or do you think everybody including adults ought to just have private

202 accounts because it's the best thing to do?

**203 C2**

204 I personally think that even if you...sorry... if you are someone really famous and you've ....because  
205 when you're famous you've got to have, either YouTube videos or lots of things that are not private.  
206 But any age, I think you should still be a private account because even if you are an adult you can  
207 sometimes be affected by bullying, and if you're not a private account there's more chance of you  
208 getting online bullied.

**209 Researcher**

210 I'm very interested to hear what you're saying. That's good suggestions and good advice. How have  
211 you got to that point of view, where you think that's a good thing to do? Is this something you  
212 thought through yourself or do you think this is something that's come from home, somebody at  
213 home has given you that advice? Or does he come from school through lessons? Or a combination?  
214 What do you think?

**215 C2**

216 It's mainly my parents, when I got it they said be...make sure your be a private account. But I've got  
217 lots of other family members who've got it. So my parents haven't got ... but only my Dad's got it for  
218 work. So they haven't enrolled in it. But I have got family members that have, and she's 30 years old  
219 and she still private account. She's only got her friends and family members following her. So I  
220 mainly got it, only got it from her because I knew she had it, and she may have experienced it, or...  
221 she needed to well I kinda just got it from her because I knew she knew that she had it, so that I  
222 knew she was the one to listen to, because she knew about it,

**223 Researcher**

224 Good and did she find you out and say can I give you some advice? Or did you because you knew  
225 she'd been using it say to her, I'm about to get an Instagram account What should I do?

**226 C2**

227 Well actually, when I asked my mum and dad they had, they told her, and asked her because they  
228 just wanted like some advice about it because they don't know much about it. Because obviously...  
229 cause when they don't know much about it they want to either ...find out a bit ...or they want to ask  
230 her ....if there's anything that is happened online or anything she knows about... just so that ...to  
231 keep it all safe.

**232 Researcher**

233 Terrific thank you. I think we're right at the last question. Is there anything you wish you understood  
234 about social media. You clearly know a lot about it but is there anything else you think if you're really  
235 good if I understood something...

**236 C2**

237 um one thing that I don't understand is why people do bully over line but that's just a comment on  
238 things that happen Like face to face or online. there's not really any any other things I don't  
239 understand about it, apart from bullying and maybe I don't follow or get followed by anybody one  
240 who do posts things that people shouldn't have to see, or people they don't want to see as I don't  
241 think that's right. But it's why people people bully over line.

**242 Researcher**

243 Okay, okay, that's good. Now anything you want to ask me? Because I've asked lots of questions and  
244 you've given me lots of answers, but it's something or to ask me either about what we've done this  
245 afternoon?

**246 C2**

247 Why did you want to ask us about these questions?

**248 Researcher**

249 Answer provided

### H.3 Transcript 3

C3 and C4 – 190820  
Video Conference

#### Participants

C3

C4

Researcher

**1 Researcher**

2 Here's just a general question. If somebody talks to you about social media what do you say to them,  
3 how would do you describe it?

**4 C3**

5 Well, the thing which is a means to connect with people that you wouldn't otherwise be able to  
6 connect with, in specific ways, that are best defined on the media; by which I mean the app or  
7 whatever you are using to contact other people. So, a way of talking to people, meeting people or  
8 otherwise generally socialising; that is new and through technology rather than through older means  
9 like letters or talking to people face to face.

**10 Researcher**

11 That's a pretty good start. C4 do you want to change that or refine that?

**12 C4**

13 It's kind of the same, but, I'd prove it a little differently because obviously we're different people. It's  
14 just a new way to be social with people; that may be too far away for you to meet or that you never  
15 thought you'd meet because your interests collide but you both live in completely different areas.  
16 Something like that.

**17 Researcher**

18 If we talk about the sorts of things you can do on social media, are there are the things you can do  
19 on social media that are about it being social media? If that makes sense!

**20 C3**

21 You can spread awareness and like the idea or a movement more quickly on social media. Like, an  
22 example is what happened on TikTok where people in America decided that they were going to...  
23 those young people decided that they were gonna reserve seats at a Trump rally, and then none of  
24 them went. And that was, I think a really interesting use of social media that couldn't have happened  
25 as....couldn't have had as much of an impact if it was only just a group of people who met more  
26 naturally.

**27 Researcher**

28 So what was it about social media that meant that those people could disrupt the Trump rally?

**29 C3**

30 Everyone had access to it. It was on an account that was public (I think all of TikTok's public, I haven't  
31 got an account). It was on a public account so anyone had access to it, you could share it with  
32 anyone you wanted to. So it could spread more wild ... had a wider range or wider reach rather than  
33 if you're talking about something in your local community, if I have an idea that oh like I want to  
34 disrupt a Tory conference or something, I then have to talk to my friends, not only ... I wouldn't just  
35 have to convince them to do it, I would also have to find a way to spread the idea, which is much  
36 harder to do without the influence of social media.

**37 C4**

38 Yeah

**39 Researcher**

40 C4 do you think there's, any I'm going to use the word functions, are there any things you can do on  
41 social media that make it social media? We've talked about the general communication things, is  
42 there anything else?

- 43 C4**  
 44 Well I think there's ...I don't know, I think it's another thing of how, with social media, I think the  
 45 distance is a big part of it because before social media and all of that kind of thing, if you send a  
 46 letter or maybe even just an email it will take a while to get to someone and you'd have to wait for a  
 47 reply and things like that, from what I've gathered, so with social media it's instant replies if the  
 48 other person is also active.
- 49 Researcher**  
 50 Yup. That's good. Before we go any further, C3 what social media accounts, if any, do you have?
- 51 C3**  
 52 I have Instagram and Snapchat. I also have Pinterest, which is ... is that a social media?
- 53 C4**  
 54 It is, yes.
- 55 C3**  
 56 I think of Whattpad, which it is essentially books ... independent creators ...
- 57 Researcher**  
 58 ...Say that again what pad?
- 59 C3**  
 60 Whattpad, W A T T P A D, I think. It's you get... everyone who has the app you can write a book or a  
 61 story and then people on the app can also read it. So... check my phone because I have no  
 62 memory... yeah Pinterest, Instagram, Snapchat and Wattpad are my four.
- 63 Researcher**  
 64 That floats your boat. What about you C4?
- 65 C4**  
 66 I have tonnes. Probably not the best. I have Instagram, I have Snapchat, I have a thing called Discord  
 67 which is like every other chat kind of thing, I have Pinterest, I have I also have Wattpad, I have  
 68 Reddit, R E D D I T, and I have accounts on things but then I don't use them that much. Things like  
 69 Tumblr and etc.
- 70 C3**  
 71 Oh yeah, I deleted it for some reason. I never found out what happened.
- 72 Researcher**  
 73 That's really interesting. I'm interested in Wattpad which I've never come across but I'll go and have  
 74 a look at that later. That that's useful, so and would you both call yourselves fairly active users of  
 75 social media?
- 76 C4 and C3**  
 77 Yes
- 78 Researcher**  
 79 Daily?
- 80 C3**  
 81 Oh yes
- 82 C4**  
 83 Multiple times a day
- 84 Researcher**  
 85 So my second question is, and this may focusing in on the platforms you're currently using and  
 86 therefore the answers may be different, what are the things that you do on social media that you  
 87 find really good? What are the things you can do with social media that the for you, is it's the good  
 88 stuff? We've talked to generalities you might want to be more specific based on the platforms that  
 89 you use. C4 do you want to go first?

## Appendix H

- 90 C4**  
91 Well I mean there's always like talking people that you haven't spoken to in a while. And as like  
92 we're all in lockdown right now you can just speak to everyone as though we were in person...
- 93 Researcher**  
94 Can I pause you? When you say speak to and talk, do you mean speak and talk or do you mean  
95 write ...?
- 96 C4**  
97 It more text messaging. C3 and I FaceTime all the time
- 98 C3**  
99 Yeah!
- 100 Researcher**  
101 Sorry, keep going I interrupted, my apologies
- 102 C4**  
103 That's alright. And then other things like, when I'm on Instagram there's a search page which gives  
104 you recommendations on things you might like, based on what who you follow and what you press  
105 'like' on, and things like. So, it's not necessarily people you actually follow but is like related accounts  
106 etc, things like that and ...it's fun to browse on there and see what other things people do. Like art. I  
107 really like art accounts on Instagram and it's really interesting seeing all the different styles of art  
108 when I'm on the search page.
- 109 C3**  
110 Pretty satisfying to watch the paint smushing videos ... alright there's like really weird abstract ones  
111 with dollops of paint on this canvas and you see it turn into something and it's like 'I didn't expect  
112 that' and 'how did you do that without a plan'.
- 113 Researcher**  
114 So C3 what would you say to that, what were the things that you really appreciate that you  
115 personally can do on Instagram, Snapchat?
- 116 C3**  
117 I really like that I can rekindle friendships that I ... do you remember the [Name] family like ...
- 118 Researcher**  
119 Oh yes
- 120 C3**  
121 Yeah, so you know he moved to Germany about five, six years ago. My friend [name of daughter]  
122 their daughter, we were really really close and she found my Instagram account last year. And we've  
123 become friends and that's something that I really value cuz she was like my first friend. Because we  
124 were born five days apart. Her birthday is 6th [month] and mine is the 11th. So we were friends since  
125 we were really really young. And then obviously she moved to Germany and that's something I really  
126 really valued.  
127 I really, like but specifically only, I only got Snapchat fairly recently so I'm I haven't really seen as  
128 much of this on there. I say recently but I mean since the beginning of lockdown. I really like on  
129 Instagram all of the movements that have been happening like, the Black Lives Matter movement,  
130 that's been something that's really, from what I've seen picked up on Instagram. And like it's, you  
131 can't I say escape, but you can't really escape the fact that there is so much information. And what  
132 happened with the Belarus explosion, I first learned about that on Instagram because people were  
133 sharing it and I really like that its started movements and helped keep movements there that the will  
134 have a proper effect, like will have a really big effect on the world if people actually listen and I like  
135 the spreading awareness and learning things.  
136 I also really like on Wattpad the fact that you can be really individual, and you can read and you can  
137 read whatever you want and you can comment on peoples writing. Say, I really like your story but  
138 you made this small mistake, and then the person who wrote the book will generally be, oh all  
139 thank you so much, I will correct my grammar or I'll correct the wording. Or, if they say  
140 something that they don't realise could be offensive, someone could point that out, they're like I'm  
141 so sorry let me change that. I think it's just in such ... it does depend on the environment and the  
142 specificity of the situation but, I generally find that a lot of environments on social media are fairly

143 nurturing and specifically Wattpad on this, is generally a place for people who want to be authors  
 144 and they can get almost instant feedback if they gain a following. And like there are books that I've  
 145 been following since they start like the first few chapters because I really like these stories. And  
 146 there are books on Wattpad that I would pay, like I'd pay for this book, like and I think it's really ...  
 147 yeah sorry I'm going on a tangent on that!

**148 Researcher**

149 Don't worry it's not a tangent, it's answering the question. Do you author yourself on Wattpad or do  
 150 you just critique other peoples?

**151 C3**

152 I've had a Wattpad account since year 7.

**153 C4**

154 I'm the same

**155 C3**

156 I got it because of C4.

**157 C4**

158 Yeah

**159 C3**

160 So I used to, and they were awful ... so a few months ago I deleted the account and then made a  
 161 different one because it was just my library had over 1000 books and a whole load of the stuff I  
 162 wasn't interested in anymore. And I kept getting these notifications of books that I haven't read in  
 163 years, so I deleted the account just to start all over again. So, I used to write stuff, but I'm more  
 164 interested in the analysis of what's already been written because that's like, I'm doing English I like  
 165 the analysis and Classics, so I'm not very good at writing fantasy and actual stories. Like academic  
 166 writing, I like and I can do, but that's not that's not the idea of Wattpad. Wattpad is stories, even  
 167 though the app has gotten a lot worse recently. Yeah. I've never, I did write, but never again.

**168 Researcher**

169 C4, are you happy in your own mind that Wattpad is social media?

**170 C4**

171 Yeah, I mean cos you can message people on it, and you can share books between people. And ...  
 172 you can share your own thoughts and opinions and comments and things like that. And you can be  
 173 like that was that was really funny, I really like actually found that like that was a really good way of  
 174 writing something or something like that. Or you can just find your own... like when I first got  
 175 Wattpad, years ago I was still figuring out what kind of writing I liked, like the writing styles...  
 176 because I write a little myself and I have a couple things on Wattpad but none of them are like books  
 177 are like tiny little like thousand-word stories. It's just really interesting because like they're not very  
 178 they're not very widespread like they've maybe got like 20 hits or something like, that but like it's  
 179 just interesting coz I'm like a small person like me, I don't have any ... like I've about 4 followers, but  
 180 something I've written still being looked at. Kind of if a person had more followers more people  
 181 would become exposed to that kind of thing. And it's just is this is a general idea of exposure, in the  
 182 world.

**183 C3**

184 There are accounts that I follow that have thousands of people follow them because they write so  
 185 well. And they have these ongoing stories. And if you follow them, then you get to see kind of their  
 186 community updates or recent chats I think it's called, and they can post on their own profile and  
 187 about oh I'm taking a break at the moment because of this, or sorry I've been to long like I'm in  
 188 the middle of writing the next chapter. I think it definitely creates a community kind of thing if  
 189 you're following this one author. But I'm not sure how much I regard it, like it is it is social media but  
 190 it's not social media in the same sense that Instagram and Snapchat are because those kind of things  
 191 ... you're more like 'ohh this is what people in my local area are doing', like this is what my friends  
 192 are doing, whereas on Wattpad like these are books that authors in Scandinavia are writing and  
 193 you're reading this thing like of course you can comment and there are chats but ... it's like

**194 Researcher**

195 If you were arranging to meet with C4 to go shopping, my guess is you wouldn't do it on Wattpad?

## Appendix H

- 196 C3**  
197 Yeah you'd do it on Snapchat or Instagram.
- 198 Researcher**  
199 I need to leave Wattpad but just want one final question for either of you, just to help my  
200 understanding. Are the people you're communicating with a Wattpad presenting themselves as they  
201 really are? In other words do you appear as C3 age 16....
- 202 C3**  
203 [Laughs] No!
- 204 Researcher**  
205 ...do you think anybody does that?
- 206 C3**  
207 No, no one does that.
- 208 C4**  
209 Some people might, but...
- 210 C3**  
211 Yeah
- 212 Researcher**  
213 ...you would never tell who they were from anybody else coz that is like...
- 214 C4**  
215 You can write anonymous?
- 216 Researcher**  
217 Is that part of the attraction?
- 218 C3**  
219 I think so, yeah. Because you can write books and if your writing is awful and you're just learning,  
220 then if you do become an author then your name is never attached to that. But I've seen some of  
221 the bigger accounts that I follow they have attached their names to it now. I don't know whether or  
222 not they did that when they first started. But with a person with like 1.5 thousand followers, like  
223 these are fairly big accounts. I think these people who will probably be publishing but they then  
224 attached their names or whatever pseudonym they're going to be writing under so that then people  
225 could buy and read their books. And there are authors whose books I have read in entirety on  
226 Wattpad and now they've gone Oh, by the way, I've published this book so I'm making half of this  
227 thing on Wattpad private so you can't finish the story. And Wattpad itself is doing that a lot which is  
228 really annoying.
- 229 C4**  
230 It's annoying but it's good for the people who are the making...
- 231 C3**  
232 ...yeah they're making paid stories but I'm not sure how much the authors are actually getting. It  
233 used to be that you could read whatever you wanted offline, like the entire thing was offline and  
234 now what you can have two books offline that you choose one time, which is more an evolution of  
235 society than a...social media.
- 236 Researcher**  
237 Yeah a bit more about the research I've done. Just after Christmas, before lockdown, I went to a  
238 local secondary school in [name of place] and I have access to years 7 & 8, just a bit younger than  
239 you. And we got about 400 youngsters to fill in the survey, all about social media. And one of the  
240 questions said, list your three favourite social media. So, C3 could probably have listed her three  
241 and C4 would have to have chosen her favourite three or the three she uses most. And this slide  
242 here...this is for that school in [name of place], their top 20 social media sites. OK? It was a free call  
243 they just wrote down in the box the names. I think my first question here is, any observations on  
244 that lot?

- 245 **C3**  
246 I'm surprised Facebook was so high up, but then again it's years 7 & 8, so I'm kind of not.
- 247 **C4**  
248 Yeah
- 249 **Researcher**  
250 Why are you surprised?
- 251 **C3**  
252 Oh because I generally associate Facebook with my parents. Like my parents my grandparents, but  
253 I've never had an account just because it's never... I mean I was fairly late to the social media scene  
254 like in a sense. I only got Instagram fairly recently, just because I've had problems with anxiety, so I  
255 didn't want to subject myself to that. Then one of my friends were could you please get it so that  
256 then we can talk to you more easily, because there are group chats on Instagram and if I don't have  
257 Instagram now, I have no idea what's going on. So I did get it.
- 258 **Researcher**  
259 That's good. So I'm going to alternate just so that I hear from both voices. So, C3 said I'm surprised  
260 Facebook is so popular at number 3. C4 do you want to pick up an observation?
- 261 **C4**  
262 I'm surprised, well, no I'm not. I would say I'm surprised YouTube's so low, but then it's not really a  
263 social media site, it's more just a media site. Yeah I'm surprised the Mail is on the list...
- 264 **C3**  
265 Yeah.
- 266 **C4**  
267 ...at number 16.
- 268 **Researcher**  
269 Can I just backtrack you on both those? I'd just like you to give me some 'why's'. You said you're  
270 surprised that YouTube so low and then you said but it's not really a social media so, what why  
271 would you not, in your head, put YouTube [as a] social media. Please I'm not ... there's no right or  
272 wrong answer on this. I'm just interested in your thinking.
- 273 **C4**  
274 I don't know. The main thing about social media is that it's 'social'. You're talking to loads of people  
275 or like seeing loads of people and things like that. And I guess on YouTube there is that type of  
276 thing, like there in the comments and things like that and then some people are bloggers so they'll  
277 upload like a daily blog or like a weekly blog or something like that about their lives. But it's a little  
278 less personal. It's more of just media. Like blogging is a very small part of what YouTube has. So, like  
279 it's more about just the videos and you can 'like' it if you want, you can comment if you want, but  
280 with social media I feel like the main basis is talking and interacting with people.
- 281 **Researcher**  
282 And can I go onto Mail? Why are you surprised mails there?
- 283 **C4**  
284 Well while Mail is definitely a social app, is about talking to people, it doesn't feel like a social  
285 media...
- 286 **C3**  
287 Yeah
- 288 **C4**  
289 ...it's like Mail is almost like at text level of personal I guess you could say. Like you have to have  
290 someone's email address in order to email them, and usually that's just like close friends, family and  
291 maybe like school or something like that...
- 292 **C3**  
293 ...or like work...

## Appendix H

- 294 C4**  
295 ...yeah something like that. And this is a young group of kids, years 7 to 8, I don't feel like they'd be  
296 fully onto emails yet ...
- 297 C3**  
298 Yeah
- 299 C4**  
300 ...emails to me feel quite like a grown-up thing because when you're younger you have like texting  
301 and then like TikTok's there too and stuff like that.
- 302 C3**  
303 I just realised Snapchat is....am I'm being blind or Snapchat not on there?
- 304 Researcher**  
305 It's not on there
- 306 C3**  
307 I'm surprised because, my cousin first introduced me to Snapchat when we were in year 6...
- 308 C4**  
309 ...although, I'll cut in, I feel like Snapchat was very... year groups. Like two or three year groups  
310 around us. Like the year groups we're in now 10, 11 or 12. Was a big Snapchat time. We all still use  
311 it quite consistently so I don't feel like it's continued down...
- 312 C3**  
313 ... I think TikTok's taken over. Cos TikTok's everywhere.
- 314 C4**  
315 I know.
- 316 Researcher**  
317 But neither of you Tik or Tok do you?
- 318 C4**  
319 No
- 320 C3**  
321 I have friends that I say addicted yeah are addicted...
- 322 C4**  
323 ...I have friends who are addicted to it...
- 324 C3**  
325 ...yeah I have friends who are addicted to TikTok, but I know there's some cool stuff for math, but it's  
326 kind of...I have so much stuff on my phone already I can't really be bothered.
- 327 Researcher**  
328 OK C3, go back to that list, do you have any other observations, something new?
- 329 C3**  
330 I didn't think Google was a social media.
- 331 Researcher**  
332 How would you classify Google then?
- 333 C3**  
334 A search engine.
- 335 Researcher**  
336 Do you agree C4?

- 337 **C4**  
338 Yeah, no I agree.
- 339 **Researcher**  
340 Is anything else, either of you, so anything else on that list you think, no that's not a social media?
- 341 **C4**  
342 I mean Minecraft is a game.
- 343 **C3**  
344 Yeah
- 345 **C4**  
346 You can talk on them but that's like a feature in game. Also like the Xbox and the PlayStation that's a  
347 game console
- 348 **C3**  
349 Yeah it's like a phone, and they've got phone on there as well that's not really a social media site.
- 350 **C4**  
351 That's like the same as like mail. I can't image years 7 & 8 are calling each other!
- 352 **Researcher**  
353 I'm wondering, and I've not had a chance to unpick their thinking. I'm wondering that those who put  
354 Xbox and PlayStation and maybe some of the other games down there are that sort who are  
355 thinking, Oh well I'm on my Xbox I've got my headset on I'm playing a shoot em up or a football  
356 game and I'm talking to my mates, therefore it's a social activity. It is a social activity, but is it social  
357 media?
- 358 **C3**  
359 I wouldn't pass it as social media because I feel like it's such a narrow kind of definition or it was  
360 narrow expectation of sharing, liking, generally photos. Like on Snapchat you can have stories,  
361 Instagram its posts, like TikTok it's videos. I generally, or I associate social media with photos or  
362 comments talking like always more like a ongoing conversation. I'm not sure I would associate  
363 PlayStation with an ongoing conversation of... I will text my friend, like if I'm talking to C4, I'll  
364 message C4 then if she doesn't respond then that's just because she's busy the conversation is still  
365 ongoing but you can take part whenever you're free. Whereas on PlayStation and Xbox its like, that  
366 that's not really how it's not how it works, You've got to be there...
- 367 **C4**  
368 ...you've got to be on at the same time in order for a conversation to start and finish.
- 369 **C3**  
370 I think that's why our generation don't call people as much because it's like, I've texted this person  
371 or messaged this person so I'm going to wait for their response in case they're busy.
- 372 **C4**  
373 Yeah
- 374 **Researcher**  
375 I gonna come back to the screen in a second, just a side comment which is just picking up from  
376 where you've got to. How important do you think for the social media platforms, whichever ones  
377 you use, is to have a sense of presence? A sense that the person who you wanted to communicate is  
378 online now. So, for example if you were on Facebook one of the functions of Facebook is I've got my  
379 list of friends, and there will be a little dot next to their name which says they're actually on  
380 Facebook this minute.
- 381 **C3**  
382 That came from Instagram I think. That's active now on Instagram and then its also a thing on  
383 Snapchat as well. Is it on Snapchat? Yeah?
- 384 **C4**  
385 No it doesn't. Snapchat doesn't really...

## Appendix H

386 C3

387 ...no, but it tells you when they received or open the message... but I guess that's kind of...

388 Researcher

389 But you would just you were waxing lyrical C3 a second ago about, if you're on a phone it's an  
390 immediate conversation, if you're playing a PlayStation it's here and now...

391 C3

392 Yeah

393 Researcher

394 ...if they're there and we are communicating now. But actually one of the benefits of things like  
395 Messenger is you can send a text and know that the person will read it, when in good time, when  
396 they're ready, when they've got space and they will reply, and whether you're not there or not  
397 doesn't matter the communication will continue. Well I'm just wondering whether you think it's  
398 beneficial on something like Instagram that you know that the other persons online now. Is that is  
399 that it's a good feature?

400 C3

401 I think it's a good feature because, if you know that they're active now, you don't have to worry  
402 about interrupting something by texting them. Like I'll text C4 anywhere if I want to share a post, but  
403 if I know that she's active at the moment then I can know that I can get a direct response or a  
404 response fairly soon. Whereas C4 goes to bed stupidly early and I get up stupidly early and so there's  
405 like...

406 C4

407 Early in the morning kind of time.

408 C3

409 Yeah I get up at 7:00am.

410 C4

411 I've been up at 7:00am - still.

412 [Laughter]

413 I've messaged her and she's like, oh, your awake and I'm like, I haven't slept yet!

414 C3

415 [indistinct] hours when one of us isn't awake. I open my phone in the morning and had messages  
416 from 3, 4, 5am and then C4 wakes up and I'm sure she has messages from like 7, 8, 9 that she hasn't  
417 read. But if I know that she's active then I'm less worried about waking her up. If she hasn't turned  
418 it off her...

419 C4

420 ...its always off, don't worry.

421 C3

422 I'm less worried about interrupting and I know that we could have an immediate conversation even  
423 though I know that that's not a necessity. Like if I was thinking something then, I can know that I can  
424 share it then and be in the same mindset when we talk about whatever the conversation was  
425 directed towards. Whereas, yeah, sorry I'll stop.

426 Researcher

427 C4, do you have the same feeling about presence, the fact that it's useful to know somebody's  
428 actually there or is that less important to you?

429 C4

430 I mean it's slightly less important to me because I know that with my group of friends, 90% of them  
431 will have their ringer off and it will just be on vibrate so I know that if I do text them at an ungodly  
432 hour in the morning it won't disturb anything. But when I am texting someone it's not like sharing  
433 something, I'm like starting up a conversation or I'm telling them something. It helps but I know that  
434 once I start it, like it could come through as a notification on their phone or whatever they're using.  
435 But on Instagram there's a feature where it's like they were active 5 minutes ago or they were active  
436 an hour ago, you know, like it tells you when they were last on and sometimes when it's like they're

437 active 8 minutes ago I'm like oh there's a potential that they're still near their device and could pick  
438 it up. Whereas when it's like an hour ago it's like they might have gone out or doing something else.

**439 C3**  
440 They might have gone to bed.

**441 Researcher**  
442 Just something from that list which interested me which I think you both use, is Pinterest, don't you?  
443 Are you satisfied that it is a social media?

**444 C4**  
445 Yeah

**446 C3**  
447 I think so. It's got photos and it's got ... we send each other stuff through Pinterest

**448 C4**  
449 You can chat and stuff...there's a solo site

**450 C3**  
451 [indistinct] are all reference photos but I do think that it is still a social media because you can post  
452 your own stuff on there if you choose to which I don't.

**453 Researcher**  
454 Is it social?

**455 C3**  
456 I think so

**457 C4**  
458 Yeah, coz if you see something you like and you're like 'oh they find this funny' or 'they find this like  
459 or pretty' like that you can just send it to them and you can like send a little message and you're like  
460 'oh I saw this' and like 'it like made me think of you because you do this all the time' or something  
461 like that.

**462 C3**  
463 I feel targeted at this point C4! It's not fair I know, I apologise.

**464 Researcher**  
465 Have we got enough out of this screen do you think? Is there anything else which you just want to  
466 say?

**467 C3 and C4**  
468 No. No.

**469 Researcher**  
470 I think we've given it a good run around the block, that's very helpful thank you.  
471 Now one of the other questions I asked the youngsters was to say what they don't like about social  
472 media, what they think the downside of social media might be. I'm going to show you three of their  
473 answers in a second. What would you say, before we go to them?

**474 C3**  
475 I think it can be quite restrictive; and you need to look like this, you need to be like this, or need to  
476 think like this, without often considering the other opinions or the other facts. It can almost drown  
477 out other influences if you get so caught up in one mindset and one group. It could be quite easy to  
478 forget there are other groups, other influences and other people thinking, feeling different things.  
479 But if you don't expose yourself to that, then you can get washed up in unfollowing this person and  
480 this is their opinion of this thing that happened and then this is the only thing that matters. When  
481 forgetting everything else.  
482 Like, oh I'm following this exercise person and she says that I should be looking like, this so I will and  
483 I will do all of her workouts and only buy her exercise equipment and her exercise clothes because I  
484 am following this person and they said that their stuff is so good. I thought that's quite common on  
485 social media, that kind of close mindedness because of what you're surrounding yourself like online.

## Appendix H

486 Sorry I keep going on.

**487 Researcher**

488 That's fine, C4 what would you say is a downside of social media?

**489 C4**

490 First off, everything that C3 said are some of the obvious downsides and things, but something I will  
491 also want to say is I feel like recently, well over the last year or so, from what I've notice is actually  
492 gotten a lot better, in terms of you should look like this. I follow a lot of socially aware accounts and  
493 all of them are saying the same kind of things. And I follow four or five and they are you don't have  
494 to look like this...

**495 C3**

496 ...but if you don't follow those accounts, then you're not getting that message....

**497 C4**

498 ... yeah you'll never get that kind of exposure, which is the negative side.

**499 Researcher**

500 Now have you found those sorts of accounts ,because they define alternative points of view, or have  
501 those sorts of accounts convinced you that you ought to be the sort of person with different points  
502 of view. I am trying to sort out chicken and egg here, if there is one.

**503 C3**

504 I think I've always ... so I've been exercising since I was young since I was 9 started going to the gym,  
505 because of my mental health issues, so I have been quite prone to the kind of; 'you need to look like  
506 this', then 'watch this YouTube video, do this workout because then it'll give you abs in two weeks',  
507 or 'lose that lower belly fat' or that kind of thing. And I think I'm not going to ... I think I've always  
508 there are certain things that through these accounts will things on Pinterest or posts that have been  
509 reposted to Pinterest or things on Instagram that are like, well no you don't and you can do those  
510 workouts but you're not gonna get those results because this is clickbait. Or ... like, those accounts...

**511 C4**

512 ...[indistinct] your actual health overall...

**513 C3**

514 Yeah. Those accounts I'm worried are, I said worried, I think you only get recommended those  
515 accounts because they have so much access to your other information these like apps. Like  
516 Instagram has so much access to the other things you do on the Internet, you're only going to get  
517 the accounts that we both follow that are really body positive, if you already are interested in that.  
518 So I can clearly see how if you're not, you're not gonna get that body positivity and you're not gonna  
519 get that healthy influence even though it has got better when it comes to 'you need to look like this'.  
520 I do think it can still be suffocating for someone who is at the gym fairly a lot like exercises quite a lot  
521 and wants to buy equipment that will be useful. It can be quite like, oh I'm like Chloe Ting for  
522 example, she does YouTube videos, a lot of her kind of gimmick is; do this workout session, or follow  
523 my workout programme to do this, to get this. I tried to do one of them though quarantine because  
524 I've used her videos quite a lot it, just wasn't a healthy thing. At the end it I had to take ... I couldn't  
525 even finish the 30 days, had to take a week doing nothing, because it was so suffocating and that's  
526 just that that's something about social media that I think is less ... isn't good. Because the way that  
527 she talks about like oh I did another one of her videos this morning of ohh 'like' this so that more  
528 people who need it can get it. But it's like people don't need it. I'm using this video because I enjoy it  
529 and I want to exercise, no one needs to do this workout programme because your body is your body  
530 and that is fine. But if you don't get those positive reinforcements. And I think it's quite a bit of a  
531 problem on TikTok because she ... her 'two week shred' programme went viral on TikTok during  
532 quarantine. It's another one of the reasons why I haven't got it, because it's she went so viral and it's  
533 not a healthy thing and if you're not seeing the people who are saying this isn't healthy because you  
534 are working so hard for two weeks then you're just gonna gain everything back ... like if you're not  
535 watching those people then you're not gonna get that, and that's something annoyingly selective  
536 about social media; it only shows you what you want to see and if only shows you what you want to  
537 see, your mindset is going to shrink and you're not going to get the positive or different opinions  
538 that you would do if you weren't on social media.

**539 Researcher**

540 I think you've made that case very well, very eloquently. C4 is there anything that you well do I add  
541 either to C3's argument or any other downsides of social media as you see it?

**542 C4**

543 One thing I was thinking about. While YouTube isn't exactly a social media, it's a very negative  
544 platform in certain circumstances. Like on every video I've clicked on, there have been 'dislikes'. And  
545 like the video that I've seen, there has been no like reason from what I can see, in from like trying to  
546 look in and like opted(?) like different perspectives that anyone would actively press the 'dislike'  
547 button. And so that kind of leads me to the thoughts people are just doing it..

**548 C3**

549 ..they are doing it because they are on the Internet, so they're not their real-life person...

**550 C4**

551 ...yes and they're just spreading negativity like fruitlessly. And it's just it's really sad to see because  
552 they usually... it's a very small amount compared to the amount of 'likes' that people get. But the  
553 fact that it's still there, it's a bit like I don't know it's a bit disheartening. I mean I know it's not me,  
554 but I consider myself quite an empathetic person. Like how would that person react even though it's  
555 a small amount, the smaller like negative things are what sticks with people. And it's just like you  
556 could be potentially damaging that persons like mental health and it feels like you're just doing it  
557 because you can.

**558 C3**

559 On that specific topic, C4 knows this YouTube channel, they're called 'Only Sarcastic Productions',  
560 they do a lot of live videos and there was one thing on that topic that I wrote down and its on the  
561 top of my desk because its a really good quote about that specific thing. So the channel does a lot of  
562 classical history and myths, and recently one of them did a more modern history video. And they  
563 had a lot of people saying ... they had a whole load of people saying ... 'Oh well done, like you  
564 actually did modern history I'm surprised and proud' like 'Oh my gosh you did something modern'. It  
565 was the Cold War it wasn't modern, but for them when they're used to classical history. But they  
566 also had people who'd say 'ohh I can't believe you missed out this', 'I cant believe you missed out  
567 this'. And then one of them said, in their live stream when they were talking about this, they said  
568 you can always try to be everyone's perfect cup of tea, but not everyone likes tea. And I thought  
569 that was just ... through a lot of social media the company's desensitised to negative comments  
570 because of the amount that you can receive if you have a higher platform and if you are an  
571 influencer. But if you are not desensitised to those comments then like you can be so severely  
572 affected by it. Because they were talking about how when they were a smaller channel, they would  
573 get comments 'oh you didn't involve this version of the myth, I can't believe you said that' ... when  
574 we were younger channel like that really affected us because, it was 'ohh I need to make sure that  
575 I'm involving everyone in this tiny community that I have' and I think everyone can get swept up in  
576 that. I need to be everyone's perfect cup of tea. I need to work so hard for everyone, and like C4  
577 said, you can really focus on the negative things and with social media lies another thing that is not  
578 good, because everyone's hiding behind a screen and a persona and if you're not using your real  
579 name it is hard to trace it back to you. So, it's like, 'oh you can't blame me for the things that I'm  
580 saying because you don't know it's me. I think that's something that can be really dangerous on  
581 social media.

**582 Researcher**

583 I think what you're articulating is what's ended up as being one of the top three things the youngster  
584 said. Bear in mind that there younger than you, these are 11, 12, 13-year olds, and they phrase it in a  
585 different way. But I think we're talking about the same thing. So, this is not in rank order these three  
586 I'm going to share all got roughly the same number of points. Now what I've done is I've taken a  
587 large number of comments and I've simplified it. I didn't offer them the word 'bullying' but what  
588 they ended up talking about was 'we don't like social media because we bullied'. And I suppose you  
589 could argue that those 'dislikes' you've been talking about, is a form of bullying. Typically, if it's  
590 persistent and so on. They didn't like receiving comments from strangers. That came across in lots  
591 of different ways and they talked about being uncomfortable at not being able to trust ... people,  
592 situations on social media. Do you understand those comments? Do you see where that's coming  
593 from?

**594 C3**

595 Yes. Yes definitively.

596 **C4**

597 I've got a story about the second one, comments from strangers. I follow my neighbour and she's in  
598 year eight I think and we used to be really good friends when we were both younger. We'd play out  
599 on the street all the time, we'd constantly go round each others, we'd play with dolls, everything like  
600 that. And then we kind of drifted apart as we got older because I went to school, more that's how it  
601 was more with like my school friend. But we did we do have like two or three years apart between  
602 us. So there is like when you're younger the age gap between friends is so important. If you're  
603 friends with someone from merely the year below, you're weird. Like it's like a huge thing, so we  
604 drifted apart quite thoroughly, and like I haven't spoken to her in years I think it was. But I found her  
605 social media account and I was like 'oh well we used to be friends, and I feel like we're still on good  
606 terms' so I followed her and she accepted and it was all OK. And then she had a post and she was  
607 talking about some quite serious stuff and I commented and I was like really proud of you for this  
608 kind of thing and everything like that and one of her friends was like, who are you?

609 GAP IN RECORDING

610 ...and I realised how I came off. Cos no-one in your friendship group knows who I am. We haven't  
611 spoken in a while, but I feel like this kind of way, cos I feel we're, on friendly terms, which we are.  
612 Cos when we see each other we say hello we smile and everything like that. But it was really  
613 interesting that her friends ... I found it really heart-warming that her friends were immediately  
614 about 'who are you'?...

615 **C3**

616 Like they would kill you! [Laughs]

617 **C4**

618 ... they were ready to defend her against any kind of stranger and I was like, that's really interesting.  
619 Researcher  
620 There's a sort of Catch 22 to all this because you just said when we talked about Wattpad you said  
621 'No I'm not here as me', the persona you have and pseudonym and so and so forth and that's in a  
622 sense part of the game. My suspicion, I've not properly unpicked it, I think a lot of these youngsters  
623 are on things like Snapchat or Instagram ... may even have their own names up there...

624 **C3**

625 I have my own name on my Instagram and on my Snapchat. It's on Wattpad. If you have a  
626 pseudonym on Instagram or Snapchat that's generally either something that you did in year seven  
627 and you can't change it now, or...

628 **C4**

629 ...I made a new account on Snapchat because, this is like, this is not who I am anymore.

630 **C3**

631 Yeah. Something that you can't change in Snapchat, one thing you can't change your  
632 username...[indistinct] which worked.

633 **Researcher**

634 Am I right if I understand you correctly, Snapchat you're basically connecting with people least of  
635 whose phone numbers you know or connections of those people. Is that correct?

636 **C3**

637 Snapchat its people its ... what I can understand its people in your area, or people you know. So it  
638 starts off, you can add people from your contacts. But it's, it works from oh who do those people  
639 have in their contacts?

640 **Researcher**

641 So its friends, and friends of friends

642 **C3**

643 Yeah. So those are the people that you're recommended. Although it doesn't tell you who the  
644 reason you're being recommended those friends. And then the more friends you get, its like ohh you  
645 have mutual friends so we will recommend you, add these people.

- 646 Researcher**  
647 Is there a difference about whether you've got a private account or a public account?
- 648 C3**  
649 Not on Snapchat...
- 650 C4**  
651 ...yeah on Snapchat, like is it depends whether you, add the friend as the person back as a friend.  
652 You don't have to do that with anyone. But with Instagram, like I have a public account because I  
653 personally don't really have like any shame or like insecurities about what I'm posting or like...
- 654 C3**  
655 ...I have a private account!...
- 656 C4**  
657 ... yeah, which is anyone's decision really. It's interesting coz, like I'll get like a random person will  
658 follow me, for some reason okay like you decided to follow me for some reason. I'm not gonna like  
659 message them ever, because I don't know who it is, they have followed me and I'm like 'okaaaay'...
- 660 C3**  
661 You can remove followers ....
- 662 C4**  
663 Yeah. But with...
- 664 Researcher**  
665 Do you receive comments from some of these unknown followers that that make you  
666 uncomfortable?
- 667 C4**  
668 Not really. I mean cos when I go on holiday I take like nice pictures of sunsets or like cool things.  
669 And like people will just reply with like emojis and things like that. People I don't know, but like it's  
670 just an emoji. And I'm like, that's alright I guess, coz you're not imposing...
- 671 Researcher**  
672 I'm wondering whether there's a little habit in this particular school. We talked about communities  
673 being on the same software together. I think those people will have multiple Instagram accounts.
- 674 C3**  
675 Not always.
- 676 C4**  
677 No
- 678 Researcher**  
679 This community has that...
- 680 C3**  
681 I've had requests from journalists for some reason. I am 16, I don't know why they're wanting to  
682 follow me. I swiftly deleted those people. I have like one journalist. I've had a whole load of student  
683 businesses, this one exercise business that was like 'ohh message this person to become an affiliate'  
684 with this company that was a message request. I didn't do that...
- 685 C4**  
686 But it's a little bit like ... sorry...
- 687 C3**  
688 I think businesses go off, oh you're following this business or are you're a student so we're gonna to  
689 request to follow you so that maybe will buy us stuff. All that kind of thing.
- 690 Researcher**  
691 So it sounds to me as if you're getting odd stuff actually there's a reason behind it you could you can  
692 understand the logic that somebody people interested in fashion photography [iundistinct], keep fit

## Appendix H

693 and that causes strangers come. C4 you were about to say something

**694 C4**

695 Like having a private account on Instagram is a bit like Facebook when people like add you or follow  
696 you or like request to be a friend. You can just ignore it completely, as you can delete their request.  
697 You can like ignore messages you can delete conversations, things like that. I just realised the  
698 similarities though.

**699 C3**

700 I've deleted multiple people, multiple times, and they just keep adding me back and it's like no, no  
701 you're not coming anywhere near me. I don't know you.

702

**703 Researcher**

704 I'm just interested in the difference in age. I mean if you've been using social media over a number  
705 of years, the prevalence of bullying (is not necessarily a personal question) but you'll be aware of  
706 your friendship group, do you think bullying becomes more prevalent as you get older or does it  
707 become less prevalent? In other words do people become more sophisticated and they deal with it  
708 better, or do you think people get more wrapped up in things?

**709 C4**

710 In my experience, I've been using social media for years now and I feel like, I mean when I first got  
711 social media I was still insecure as a person, with like people I was around in person. And I think I  
712 had a private account myself my first account, I mean I've had like 10 accounts over the time and I  
713 keep changing like things. I think my first like two accounts were both private and I only had like four  
714 friends, everything like that.

**715 Researcher**

716 But then they are unlikely to bully are they? It is a safe...

**717 C4**

718 ...as I gone older, like I feel like I've matured as a person and I've taken on new mindsets and I've got  
719 all that kind of thing, I feel like even if someone were to like try and comment something, it wouldn't  
720 affect me and I'd be like whoa like what prompted you to say that kind of thing?

**721 C3**

722 I just report them to be honest.

**723 C4**

724 I try and have a conversation with them, if they did that, which they haven't, but like if they did I'd  
725 be like well like 'what made you feel like that was like an okay thing to say?' that kind of thing I don't  
726 it's not personal to me I'm very good at disassociating from like negativity in my life right now. I'm I  
727 feel like as I've matured I've become better at that. Don't know why, I just am!

**728 C3**

729 I mean the only negative experience I've ever really had through social media wasn't even really  
730 through social media it was through eBay. And that was obviously an older person. I had a Samsung  
731 Galaxy tablet when I was younger, it was a Christmas present, and we put it on eBay because I never  
732 used it, and I've just having extra money getting rid of it then if someone else wants it. We measured  
733 the screen size wrong because we don't sell technology generally like, not like you C4 having an eBay  
734 empire. But there was this one person who was very very rude about us measuring the screen size  
735 incorrectly. And so we had to contact eBay about this one person and the they ...they were so  
736 spiteful that they made a second account when that first account got blocked. Which is really sad.  
737 It's just I don't see ... I from my opinion if someone's bullying someone through the Internet there's  
738 like one of two options. Either they are bullying them in a real life as well and this is like another way  
739 to attack that person like this is someone with a platform and they're just being rude and the fact  
740 that no one can stop them. They're doing things because they have a platform, they have people  
741 who will laugh at them.... they want attention so they gonna say stupid stuff or rude things for the  
742 sake of the attention, and have, like no there's just there's nothing behind it. There is just one  
743 person not being a nice person with no actual reasoning or personal attacks or it's just stupidity.

**744 Researcher**

745 Well ladies we've broken the hour barrier. I think I've got two more quick questions one which I'd  
746 really appreciate some reflection on. If you were involved in talking to say year 7s or year 8s, those

747 youngsters (I say who may be starting with social media), I understand that some may have been on  
 748 it since they were five! But you know. The official age for signing up most of these platforms is 13,  
 749 so it's about Year 8 is that sort of medResearcher time. I just wondered what advice would you give?  
 750 Not as a sophisticated 16 year old, not to somebody to who's a peer, but somebody who's setting  
 751 up. What sort of advice would you give ... top two or three tips for using social media ...or not.

**752 C3**

753 I'd say go on private if you're going to make an account make it private. Only add or allow people to  
 754 see your account, or follow you, if you know them when you're starting out. Don't ...you only want  
 755 people you can be sure are safe until you're more confident on that device at whatever. And be  
 756 careful, don't put any of your important information out there, why don't put your year group, your  
 757 school. I mean I kind of get age, but don't put your school or the area you live in if you can avoid it,  
 758 because there's no point in putting that data out when someone who is genuinely malicious, and  
 759 those people do exist, could get it. But either have your account on private or don't put that  
 760 information out there or both so that then you can make sure that you're filtering who is following  
 761 you and the information that you're coming across. That would be my advice.

**762 Researcher**

763 OK. C4 what would you say? Anything different?

**764 C4**

765 No, but just an add on. When you get social media obviously it's mainly to talk to your friends from  
 766 what I like from what I remember when I first got social media. It's also so you could follow like  
 767 celebrities you like and things like that. But I feel like when you go to follow all of your favourite  
 768 celebrities you're; A) make sure it's actually the celebrity's account, because they are always like fan  
 769 accounts and fake accounts out there (that's only a small part of) it but another one is; make sure  
 770 that that celebrity is a good influence for you to constantly be seeing on your timeline. As I know  
 771 that some celebrity are like just generally not good influences for like the younger generations  
 772 [games] social media. The older generations who have like been through it now like realizing that  
 773 but this like this shouldn't be like exposed to young kids, but it's on the platform that it is.

**774 Researcher**

775 Name some names. Give me an example of who would count as...

**776 C3**

777 Jake Paul. He's a YouTuber he is very destructive and he's not really a decent human. Not a nice  
 778 person.

**779 C4**

780 Yeah, another one is, and like it's not from my personal thing but from like everything that's been  
 781 going on recently, is Kim Kardashian. She released a selfie where she has quite a corset or  
 782 something like that on and it super-clinches her waist and it looks a-typical, completely atypical for a  
 783 human waist. And like young kids, like suitably young girls will be looking at that and 'ohh I need to  
 784 look like that because Kim Kardashian looks like that'.

**785 C3**

786 Exercising yeah

**787 C4**

788 She's surgically altered herself and like it's just not ... coz even if Kim Kardashian didn't mean it to be  
 789 factor like young kids will see that and be like 'oh I need to look like that'. It's still that exposure and  
 790 if you don't ...if you say something about it, like [in K]? had like a caption on the photo, I haven't  
 791 seen the official vote to myself so I don't know. But for, I would say she would like would be a good  
 792 advice to do would be to put 'like this is me and you don't have to look like this'.

**793 C3**

794 I wouldn't follow accounts that normalise somethings like normalising violence, destruction or body  
 795 negativity or changing your body. Because those accounts are not healthy for a young person with a  
 796 developing mind to see. They're not healthy and I know that when I... the problems in my mental  
 797 health stem from me looking at the wrong things on social media and getting it into my head that  
 798 that is me, that is who I am. And then all of my mental health problems have stemmed from, well  
 799 not specifically, its not entirely social media's fault, but social media influenced the way that I  
 800 thought...

## Appendix H

**801 Researcher**

802 That's a very good set of advice between the two of you. Anything else which just pops into it you  
803 head before we move on to the last bit?

**804 C3**

805 Don't be an idiot. If it feels uncomfortable and you're not happy with it, just report the account,  
806 delete your account if you don't like the social media, don't use it. Like it's not... don't feel pressured  
807 into doing something just because everyone else did it. I didn't have Instagram or Snapchat until  
808 years 9 or 10? I think... it was Year 9?

**809 C4**

810 About that. It was a few days before lockdown because I wanted to talk to you like this...

**811 C3**

812 I only got Snapchat a few days before lockdown because one of my friends was not...oh I swim, I  
813 used to swim every Friday and when my friends he's in the year above us at college, he's gonna stop  
814 because he can't spend time with his friends on the Friday. So, I got Snapchat so that then I could  
815 talk to him and just because I know that he doesn't use his Instagram account. So, if you do not feel  
816 comfortable on the account, or on the app, or whatever, delete it. Just delete your account and  
817 then if when you're older you're 'actually I feel comfortable I want to get, I want to have Snapchat'  
818 for example. I had a Snapchat account in year six I deleted it. I'm going to try again. Then you can get  
819 it when you're older. But you don't want to let yourself be scarred or hurt when you're younger in a  
820 way that will affect you negatively when you are older when you could just cut out the negative  
821 influence.

**822 C4**

823 Yeah okay

**824 Researcher**

825 Okay now the last question I think is quite tricky one, and most people don't give me a question,  
826 which is fine. Is there anything that you wished you understood about social media. And that could  
827 be a technical question it could be a social question it could be about one particular platform.

**828 C3**

829 I wish I understood the power it had. Because I know that it has power over me and it has power  
830 over pretty much everyone who has it, but I know some of the psychological reasons for it. But I  
831 wanna know the exact site(?) like why does this thing have so much power and why are they allowed  
832 to have so much power. Like why do we let things like Facebook have access to our like Internet  
833 history. Like why do they have so much power and why they should why should they be allowed to  
834 have so much power and why don't people question, how they have more often.

**835 C4**

836 I think when I was younger I would have wished to know the extent that social media goes. Its like  
837 really worldwide and when I was young and naive I didn't know that. Like even when I'm just like  
838 browsing in the like search of Instagram or I'm just browsing through YouTube or something like  
839 that, it's everywhere. It's a worldwide thing and I wish when I was younger that I realised that. It  
840 didn't necessarily affect me, but it was a big shock factor when I was like Oh yeah. Like because you  
841 got so like into your own little world and like wherever you live you forget that there are other  
842 problems. Like with C3, all the raising awareness, like, you're like, Oh yeah like the world isn't my  
843 little friendship bubble and like my town. It's really easy to get caught up in that tiny little world that  
844 we live in and forget about the rest of the world, until we see something about it.

**845 Researcher**

846 And when you think that Facebook counts its users in billions. There's about 7 billion on the planet  
847 and I think tools two point something billion have a Facebook account, I mean it's just phenomenal  
848 numbers if you ever try and look at what a billion easy it's huge. They're very deep good questions I  
849 mean I'm intrigued C3 that you've got yourself aware of the way social media hooks into all sorts of  
850 other bits of information about you.

**851 C3**

852 So I had I look at my life allot because I want to improve myself...

**853 Researcher**

854 ...but where did you pick up those ideas?, that understanding that you put something on  
855 Instagram....

**856 C3**

857 ...honestly? Through social media! Its mostly through Pinterest because on Pinterest depending on  
858 how you use it, it can either show you, ah like these are some fantastic sceneries, or can have a  
859 whole lot of reposted things. So I tend to get a lot of text posted from Twitter from Tumblr from  
860 other things that are kind of more educational. Because that's what I look at. Those are the things I  
861 get, so those are the things I learn about, which is why I know how how...it's fairly ... I think most  
862 people or at least most people who are media savvy know that it shows you what you wanted to see  
863 because it looks in other places. Like if you watched anything... I was sitting on a website for exercise  
864 clothes. I then go on to YouTube and then I have exercise like that same brand I have adverts for. So  
865 I know ... it's not it's not hard to see the impact that it has, and how so widely ....

**866 Researcher**

867 Do you do you guys log into Google ever?

**868 C3**

869 I have a Google account.

**870 Researcher**

871 Do you ever log in to Google?

**872 C3**

873 No because I'm logged in automatically. I logged in once and I don't need to sign out.

**874 Researcher**

875 If you're interested in what the social media think about you, it is very interesting I can't I can't guide  
876 you through now cause I don't have information at my fingertips. But if you go into Google go into  
877 the set up about you somewhere within there it will tell you 'this is what Google thinks about you'.  
878 And so Google will say, probably, female age range education and the sorts of things you're  
879 interested in. And I found it was about 80% accurate. You know. I never told people lots of things  
880 about me but Google is picked it up it it's both fascinating an alarming at the same time.

## H.4 Transcript 4

C5 – 250820

In person

### Participants

Researcher

C5

**1 Researcher**

2 If you're talking to an older person and they said C5, what's social media?, what would you say?

**3 C5**

4 Its a form ... it is usually in an app and it's ... like on the Internet. You can connect with people usually  
5 not face to face, but you can post photos and videos and stuff. Like say, about them and then people  
6 can 'like it', and they can comment on it, and share it to other people usually, but it does depend on  
7 and which app it is.

**8 Researcher**

9 Really what I'm interested in trying to find is the limits of where social media are. Because you may  
10 have 20 apps on your phone but they may not all be social media, but some might be almost social  
11 media or not and that's what I'm interested in.

**12 C5**

13 Well with social media, as opposed to other apps ... any form of like communication is social media,  
14 except for games. So any games on your phone their not social media unless the purpose (and I  
15 don't really know any like games or apps like that) where the purpose is to connect with people  
16 while playing a game. But I've never seen one like that.

**17 Researcher**

18 We'll have a chance to delve into that a bit further on, so do you do use social media?

**19 C5**

20 I think I only have two so I have Snapchat and WhatsApp. I don't have Instagram yet because mum  
21 says not yet.

**22 Researcher**

23 So, that's a mum decision, okay. Do you have friends who don't have social media at all?

**24 C5**

25 At primary school I had this one girl who I don't even think has a phone yet, but she did have quite  
26 strict per parents... she doesn't have any social media. Ed told me that WhatsApp is a form of social  
27 media so most of my friends have that, but quite a few don't have Snapchat and Instagram which I'd  
28 had say others are top by two, other than TikTok.

**29 Researcher**

30 Okay so your user of WhatsApp your user of Snap, OK. So my next question is what are the things,  
31 particularly those two platforms, that you really enjoy about it? What is it that they can do that you  
32 enjoy doing?

**33 C5**

34 Well, on WhatsApp, I quite like that because I have an iPhone you can like create groups and I'm not  
35 good on my iPhone, but, and I don't know how to do it on my phone in just the Messages app, but I  
36 do know how to do it on WhatsApp. And you can, I don't know, more people use it and I'd say use  
37 WhatsApp more than Messages. So I wouldn't say there's anything in particular I like about it, just  
38 that other people use it and it's quite good to send messages to people. It's very good about your  
39 privacy and if you get someone who say, your friend like we started, or something and you lost their  
40 number and if a random number texts you, it will say 'do you know this person? Do you want to add  
41 them to your Contacts or block them or report it? So I quite like that it protects your privacy.

**42 Researcher**

43 You have control...

- 44 C5**  
 45 ... yeah and with Snapchat if you do the single streaks where if you Snap; they have Snapping and  
 46 chatting is when you just send a message and Snapping is when you send a photo. And if you send  
 47 someone a photo everyday you get a streak higher and higher and you can get like ... I'm not sure  
 48 what it is but, um your Snap score goes up and it's something that makes you feel, people feel quite  
 49 proud of themselves and stuff. And yeah it's got like filters so, I don't really use it, but you can take  
 50 photos of yourself with filters on and yes I think that's why people tend to quite like it because you  
 51 can make yourself look different. But the only danger is with Snapchat is it's not on phone numbers,  
 52 but it will it can say like this person is in your Contacts, so several of my friends who I have their  
 53 phone number and their Snapchat they and, I'm not friends with them, but then I've got a few  
 54 people who I know in person but I don't have their phone number but I will know who it is, but some  
 55 people don't know so that is a bit dangerous. And the other thing is if you can save like the  
 56 messages, if you tap on it it's saved, but if not then they can be deleted, so, a bit dodgy.
- 57 Researcher**  
 58 Right. All sorts of questions there. Because Snapchat is one I really don't know it all well because I  
 59 need to people do I know on Snapchat so most people use snapshots are very young that's not  
 60 appropriate. Whereas I can go onto Instagram and find people of ... so I'm interested in Snapchat. So  
 61 to talk about you personally, do you have streaks with people like your friends?
- 62 C5**  
 63 Yeah
- 64 Researcher**  
 65 So what sort of numbers you up?
- 66 C5**  
 67 Well with different people it's different days, but with several I'm up to 100. And then there some  
 68 where I'm just begun in the past few days last week....and it will come up with like a little fire emoji  
 69 and then the number...
- 70 Researcher**  
 71 ...so you said you feel a sense of achievement that you've managed to keep this going on. Is it also,  
 72 in a sense, a pressure? Would it be dreadful if you were the one who failed?
- 73 C5**  
 74 No, no. Well some people do take it very very seriously and if you say loose your Wi-Fi or you forget  
 75 for whatever reason, there are some people could be like why did you do that, we had such a high  
 76 streak. But I think most people are still quite chilled about it...you know well it happens!
- 77 Researcher**  
 78 I'm interested in this this idea of of people being able to connect with you but you might not  
 79 necessarily know who they are. So if somebody on your Snap community... do you have to request to  
 80 become a friend?
- 81 C5**  
 82 Yes so they can't just say...
- 83 Researcher**  
 84 So what would you see on your machine as you're receiving a friend request? You get their name?...
- 85 C5**  
 86 So they have like the name and then their username and the name is what you usually see first so...
- 87 Researcher**  
 88 So their real real name is first and then ...
- 89 C5**  
 90 ...but it's whatever they decide to put, so my name is my name but I could put 'purple something'  
 91 and they have just see 'purple'. And then you can see their username at bottom sometimes and so  
 92 up the top they have your Bitmoji, which like what your character looks like, and Bitmoji another app  
 93 where you can design what your character and if you tap on that they it's only for like personal stuff.  
 94 And then next to it...

## Appendix H

**95 Researcher**

96 ... but do they only get that if you allow them to be friends?

**97 C5**

98 They don't get that, only I get that.

**99 Researcher**

100 So, your personal details are kept to you.

**101 C5**

102 Yes, so it'll be like your date of birth, email address, phone number etc. And then next to that there's  
103 quite a long search bar and you can search for your friends. So if they say, oh by the way, I've still  
104 got Snapchat but don't remember my name, can you look for me? So if their name began with 'A',  
105 I'm done with A; their surname began with AB ... and then they'll be a list of people who have AB and  
106 can add them. And then next to that there's this person and then a plus and that's where you pop up  
107 with someone who's added you and you can either 'accept' or you can 'ignore' it which is like  
108 declining. And then there's a list of people who Snapchat thinks you will know, because they are a  
109 similar age to you, or they live near to you or ... and usually it can say something like 'recently joined'  
110 or 'mutual friends' which you don't really know what that means, or like 'private account' or  
111 something or 'public popular account' or something.

**112 Researcher**

113 I don't know but I wonder if a 'mutual friend' is a 'friend of a friend'. So you got a friend and their  
114 friendly is so and so and...

115 We talked about groups with WhatsApp...

**116 C5**

117 ... with WhatsApp yeah so you can have lots of different conversations. So 'one on one' (so with my  
118 parents probably or a friend) and then you can have one with a group of friends. So you can have,  
119 I'm not sure what the limit, is but when I started, when I first got my phone, loads of people making  
120 big groups for like the whole class and whole year group. And I didn't like them coz I just loads  
121 people I don't know. But you can have one with like 550 friends so you and four others and it can be  
122 like if you walk school together, or if it's someone's party or birthday or whatever.

**123 Researcher**

124 Have you created groups or have always been joined into groups?

**125 C5**

126 I've created a few groups but usually if it's an stuff like in school where you get put together for work  
127 or if it's my birthday or whatever ... but majority of the time because most people who have stuff to  
128 do that I do, they add me into their groups, but I do know how to do it.

**129 Researcher**

130 And when you're communicating, you don't have to answer this, but when you're communicating on  
131 Snap or WhatsApp is most of your work text or are you posting pictures taking Snaps or posting  
132 images or videos or...

**133 C5**

134 It's mostly text. Oh yes, on Snapchat there's like 3 different pages. So there's the one with all of your  
135 contacts, and then there's one with a photo where area where web-filters are will and another one  
136 where people put all their stories. So they could like him photos or videos of themselves. And  
137 sometimes it's stuff like, 'I'm going to be out for the day, so if I don't reply, sorry' and I don't want to  
138 send it to everyone, so just put it on their story.

**139 Researcher**

140 So who could read your story, anybody who's in your friendship group?

**141 C5**

142 I think there's like settings, I don't really know how to do it, but you can have public story, private  
143 story and worldwide story. So worldwide stories where literally the whole world, everyone on  
144 Snapchat, can see what you've put. Oh it's called like 'my story' and 'our story' and that's what I  
145 have at the moment. So my story would be, all of my contacts can see what I write, whereas 'our  
146 story' is the whole world. And then I think we can add 1 works like your private Storey where you

147 choose you can see it.

**148 Researcher**

149 So if you put something on our story does he get pushed to the other people or is it simply there if  
150 they come and find him it?

**151 C5**

152 Also when you click your Bitmoji and you Scroll down there's a map and people can choose whether  
153 they see you...whether you see them or not. And they'll be like little ... its a map of the world and  
154 there's like people's Bitmoji, but the Bitmojis will only be of your contacts who choose whether you  
155 can see them or not. And then that there like glowing lights and if you press on the glowing light  
156 then that's the 'Our story worldwide' one. So [indistinct] on the map and then I go to America and  
157 then press it [indistinct] like California ... this is happening, I went to the zoo or something...

**158 Researcher**

159 Do you ever do much of that?

**160 C5**

161 I have never put anything ever on 'Our Story'. I think lots of people use 'My Story' for like happy  
162 birthday to whoever and then you can put any name, a user name, that's what lots of people do. So  
163 I've done that.

**164 Researcher**

165 OK. Really helpful thank you.

166 I took a questionnaire down to a local secondary school in [name of town] and I spoke to their 7s  
167 and 8s, and I asked what are your favourite social media platforms? So if you were answering it  
168 you'd have gone whichever order it was, WhatsApp, Snap. I'm going to show you their most  
169 popular social media. Because we're talking about a school four or five miles, away I think if I'd done  
170 it at [Name of your school] I'd probably got pretty similar results

**171 C5**

172 Yes it would be TikTok, Instagram, Snapchat in that order.

**173 Researcher**

174 I'll show you this was just after Christmas, it was Instagram, TikTok, Facebook...

**175 C5**

176 ...Facebook is for old people...

**177 Researcher**

178 ... and Snapchat doesn't appear in their top 20. Isn't that interesting!

**179 C5**

180 Is PlayStation a social media? I thought it was just like the Wi or Xbox but obviously it's the same  
181 thing

**182 Researcher**

183 No, I am very happy for you to pick away at that list. Just because people....

**184 C5**

185 ...and Xbox the same. I don't know ...

**186 Researcher**

187 Let's go down the list. Are you happy that they put Instagram as a social media?

**188 C5**

189 Yes yeah lots of people like my friends use that

**190 Researcher**

191 And TikTok? TikTok is very different to other social media isn't it?

**192 C5**

193 It's sort of like ... do you remember a couple of years ago there was Vine? There's lots of people

## Appendix H

194 have said is that Vine and Musical.ly have mixed together so on Vine you could make let like a sound  
195 that's what they call it about 10 to 30 seconds... I didn't have one coz I don't have a phone ...10 to 30  
196 seconds long and then, but on Musical.ly the popular creators I think I don't have Musical.ly either,  
197 popular creators could make a sound and then you could lip sync to it. But on TikTok you can do  
198 both and where the longest is 60 seconds I think. So yeah.

**199 Researcher**

200 So did you say you have TikTok?

**201 C5**

202 Yes

**203 Researcher**

204 When you said the social media use you didn't tell me about TikTok

**205 C5**

206 Oh sorry

**207 Researcher**

208 No no don't apologise. Is that because you haven't thought about it, or in your head it's not social  
209 media.

**210 C5**

211 Well it is social media that, I sort of think of it as social media, but at the same time because it's  
212 different to other social media is sort of ... and coz it's quite new(ish)

**213 Researcher**

214 Do you have an account?

**215 C5**

216 Yes

**217 Researcher**

218 Do you have to have an account to use TikTok?

**219 C5**

220 Yes...well

**221 Researcher**

222 ...or can you come in as a sort of guest

**223 C5**

224 You can come in, and just like have the app, but you can't 'like', 'follow', comment, share. So you  
225 have to have an account to do that. And to make videos you have to have an account.

**226 Researcher**

227 So TikTok, Facebook is an old persons account.

**228 C5**

229 Yes, some people do still use it but some younger do.

**230 Researcher**

231 Why do you think Snapchat is missing?

**232 C5**

233 Um, well you said this was at school in [Name of Town]. I'm not sure, but isnt [Name of Town] like  
234 slightly lower down in the...

**235 Researcher**

236 ... it's probably a poor area...

**237 C5**

238 Yeah, that's what I mean.

- 239 Researcher**  
240 Is that enough to make a difference?
- 241 C5**  
242 I don't know. I would say that social media, and probably Snapchat, is it depends who has it that  
243 usually that will make you want it. So I got it because some of my friends had it and they were  
244 starting to use that more but now we use WhatsApp more. So I wanted to contact them more so I've  
245 got Snapchat. And I guess that's as if no one at that school had Snapchat then no one else would  
246 want it.
- 247 Researcher**  
248 Twitter, are you happy that Titter is a social media?
- 249 C5**  
250 Yeah
- 251 Researcher**  
252 OK WhatsApp we talked about. What about Messenger
- 253 C5**  
254 Isn't that like, it's a bit like WhatsApp? Yeah I'd say its social media, I'm not too sure about...
- 255 Researcher**  
256 Messenger is like text. So it would be like texting someone
- 257 C5**  
258 yeah
- 259 Researcher**  
260 ...are you happy that?..
- 261 C5**  
262 ...yeah that's social media yeah...
- 263 Researcher**  
264 OK. Even though you can't do groups? I'm not telling you're wrong I just want you to think it  
265 through. So you can't do groups in a Messenger ... easily ... or can you? Perhaps you can groups!
- 266 C5**  
267 Well I'm trying to say it's not, but I think it is because social media, I'm pretty sure the definition is  
268 something like any apps that has any form of communication with people, so...
- 269 Researcher**  
270 OK, YouTube?
- 271 C5**  
272 So yes yeah ... because... if someone does a video you can like in the comments you can say and you  
273 can share the video and 'like it' and 'dislike it'. But I wouldn't say it's a... it's a bit like...
- 274 Researcher**  
275 You wouldn't use it to arrange to meet your friends in the park...
- 276 C5**  
277 No. It's a bit like TikTok, it's sort of a different type of social media.
- 278 Researcher**  
279 So you're happy it's in the family of social media.
- 280 C5**  
281 Yes I'd say it is because people do sort of refer to it as ... it's like TikTok because on TikTok you  
282 wouldn't say like you wouldn't organise to go out with your friends on TikTok ... but you wouldn't  
283 with Instagram either ... possible ... actually yeah on DMs you can.

## Appendix H

**284 Researcher**

285 Do you have Skype?

**286 C5**

287 Yes, that's a social media.

**288 Researcher**

289 Now you questioned Xbox and PlayStation there, I think you were saying 'don't think so'

**290 C5**

291 Well actually yes. Once you think about it. I didn't really think of it as a social media because in my  
292 opinion social media is sort of more apps, but you can play with other people and talk to other  
293 people on ...

**294 Researcher**

295 ...you can, is that sufficient to make it social media?

**296 C5**

297 I'm not sure ...because... yes it's not really an app, I don't think, because you can, its like a hard  
298 device and there's lots of different games and like discs and DVD's. So I don't think it is an app so I'm  
299 not sure whether it is social media.

**300 Researcher**

301 I'm going to keep pushing at this, can I just say there is no right answer on this, nobody in the world  
302 has written definition of social media which is great.  
303 [Break while door is opened cool the room]  
304 OK, so you're saying Xbox and PlayStation, probably not social media. You talked about it not being  
305 an app, and I know what you mean, because they're games machines. So do you think you would  
306 want to put the word app into your definition of social media? That it has to be an app?

**307 C5**

308 Yes

**309 Researcher**

310 OK, I suppose I should ask the question, what's app?

**311 C5**

312 An app is ... I'm probably not going to explain it quite right ... but on your phone when you open it up  
313 on the home screen, there will be lots of different icons. And if you touch the icon then you go into  
314 usually either a game or social media or something settings up the phone, so settings like App Store,  
315 photos. So there's their all apps.

**316 Researcher**

317 You explained that well. Let's quickly whittle down the list. Do you know Twitch?

**318 C5**

319 I don't know about that.

**320 Researcher**

321 Discord

**322 C5**

323 Don't know

**324 Researcher**

325 Phone?

**326 C5**

327 It's not a social media.

**328 Researcher**

329 But that's communicating.

- 330 C5**  
331 Yeah, but it's the apps that you use so not the...
- 332 Researcher**  
333 So it doesn't meet the app criteria.
- 334 C5**  
335 Yeah, no.
- 336 Researcher**  
337 Fine. Do you know Reddit?
- 338 C5**  
339 Its similar to Pinterest I think, but I don't know.
- 340 Researcher**  
341 Do you have Pinterest?
- 342 C5**  
343 Yeah. Pinterest I would say it's a social media because you don't post things on it and people could  
344 comment on it and say you been 'like it' and share it actually can't 'like it' but yeah
- 345 Researcher**  
346 Mail, email. Happy that the a social media?
- 347 C5**  
348 Yeah because you communicate with people on it and you can use it to send things to people and  
349 photos and stuff.
- 350 Researcher**  
351 Tumblr?
- 352 C5**  
353 It's dating site isn't it?
- 354 Researcher**  
355 I think you're thinking of Tinder. Tinder is a dating site. Tumblr?
- 356 C5**  
357 No
- 358 Researcher**  
359 OK. Minecraft?
- 360 C5**  
361 I think you can get it as an app on the phone, so yeah...wait oh I don't know .. if you can talk to  
362 people on it then yeah
- 363 Researcher**  
364 I must confess, I don't know, so if you can't talk if its just a game...
- 365 C5**  
366 We play it at home we do it in like private mode, I think so its just you.
- 367 Researcher**  
368 But you think there might be a public mode which means you play along with others.
- 369 C5**  
370 Yes [indistinct]
- 371 Researcher**  
372 Google?

## Appendix H

**373 C5**

374 Well it's the Internet which ... I wouldn't say is social media though cos you use Google more and  
375 Safari I'd say isn't social media. You use it more to look for definitions and stuff and you wouldn't do  
376 that on Snapchat or Instagram or whatever.

**377 Researcher**

378 Not unless you wanted the public opinion. What's the last one, Line of Duty.

**379 C5**

380 It's a Xbox game, like a fighting game. I don't know that much about it so, pass.

**381 Researcher**

382 OK. So apart far from Snapchat, which was interesting, yeah you're the first person who spotted  
383 that wasn't there! One of the other questions on the questionnaire asked the young people do they  
384 see any downsides, any negatives to being a social media user?

**385 C5**

386 Well, so on SnapChat random people can add you, but it is yourself decision on who does that. And  
387 on TikTok is similar because you can get like followers and you follow other people. But if you set  
388 your account to private then you can decide who follows you, but if it's public then anyone can  
389 follow you ... on Instagram as well, and I think Facebook and Twitter, I think sort of the older Gen X I  
390 think, they think ... I'm not sure what they think, I but they think its really negative because it's ... like  
391 you get jealous of other people ... which yes can make ... if you see like your friends out, and they  
392 didn't invite you, that is their problem, but it can make you sad. But that only very rarely happens so  
393 yeah

**394 Researcher**

395 OK. I'll show you what the other school came up with. It was an open question so I actually had 400  
396 different answers, so I had to do a bit of sort of trying to sort similar answers together and they  
397 came up with these three. They're all pretty similar. So the first one is bullying. Would you say that's  
398 a particular issue ... its doesn't have to be a personal comment to you but do you think across your  
399 friendship group...

**400 C5**

401 ...Yes it is. Because people, some people think that because you're behind a screen year you can be  
402 a different person.

**403 Researcher**

404 OK

**405 C5**

406 Strangers.

**407 Researcher**

408 Yeah you mentioned that. Do you have any idea in your head as to who the strangers are?

**409 C5**

410 They are usually men, males. They are either, I think usually teenagers who just want to know  
411 people, or middle aged to older men who like something, paedophiles so...

**412 Researcher**

413 Yeah. In the conversation I had down at [Name of Town] with some of their students I think, I don't  
414 disagree with your answer, but some of them ... I think that there's an issue there of people having  
415 multiple accounts, of their own year group. And therefore you might know Billy as Billy and you  
416 might get comments in which are very personal to you cause they know a bit about you, something  
417 identifiable and then you get comments about that from somebody called Frankenstein so that's  
418 why I wondered if that was also about strangers.

**419 C5**

420 Yeah that does sort of annoy me a little bit when people have more than one account. I sort of don't  
421 mind when there's two, in case. And usually people call them a backup account in case their main  
422 one gets hacked or whatever. But when they have like 5 or something that does annoy me. Because  
423 one of my friends she has several accounts, and it is because she's quite forgetful, so she forgets the

424 passwords to them. So she will make 'account one'. And then she'll make the backup account. But  
 425 then she will forget the password to 'account one' so then she makes 'account three'. But then she  
 426 forgets the password to 'account two' and so on and so on.

**427 Researcher**

428 And as a friend you just keep changing who you following coz she's ...

**429 C5**

430 Yeah and then she remembers it, and then you have to go back to it. But she does usually put her  
 431 name or like her nickname on it so I do know it's her... but it does annoy me when people have more  
 432 than two.

**433 Researcher**

434 So your friend ... is that the only example you could think of where are you where are the people  
 435 who have more than one account? I hear you're counting a backup.

**436 C5**

437 Some of my friends have had several. One of my friends from primary school he's ... a bit I don't  
 438 know, not crazy exactly, but eccentric; and he would come up with like names that he thought were  
 439 funny and most my friends their profile picture is a picture of themselves or like a cartoon that looks  
 440 like them, or whatever. But he had just like random ones and yeah ... so I mean I knew it was him  
 441 but then he got... yeah he cos actually had his main account with his name and then his second one  
 442 and I knew it was him so I [indistinct]. But then I got, ... cos I have a private account and I got loads  
 443 of ones coming up with so and so has requested to follow you, and so it did sort of freak me out of it  
 444 because it didn't have his face or his name, so yeah.

**445 Researcher**

446 So how do you resolve that? Do you just say 'no'?

**447 C5**

448 I've said no, in case it was some random person.

**449 Researcher**

450 And the third thing, was the idea of trust came through.

**451 C5**

452 Yeah I think, if you want to say like a secret, you should either do it ... you shouldn't really do it with  
 453 your phone around. So either you should do it calling to someone or face to face but probably not  
 454 video calling them or Facetiming them.

**455 Researcher**

456 Why?

**457 C5**

458 Because some phones I think or some apps they like record it and yes so it could be something really  
 459 embarrassing like 'so and so wet themselves'. And then a friend could record that someone could  
 460 find that recording and send it to everyone.

**461 Researcher**

462 OK. Good we're getting near the end. Either picture your younger brother, who doesn't as I  
 463 understand have social media.

**464 C5**

465 He doesn't have a phone, he just got too addicted to it, and it wasn't a proper phone it was like my  
 466 old one but the contract run out and he's like then I have that message.

**467 Researcher**

468 But I want to picture that you're giving advice now. Either too [Name of younger brother] for when  
 469 he's ready to start properly using social media. Or maybe they invite you to talk to Year 7s. So here's  
 470 the question, what advice would you give other people about using social media, so that they use it  
 471 well?

## Appendix H

472 C5

473 I think listen to the age limit. So Instagram, TikTok, Snapchat they will have age limits I think and  
474 some other do.

475 **Researcher**

476 Do you know what the age limit is?

477 C5

478 Um, I think for Snapchat is like 12, Cos it used to be 16 and then they changed it to 12. And I think  
479 TikTok and Instagram they're both 13 I think. Yeah, listen to the age limit because I think that once  
480 you're that age you should be responsible enough for ... and they are there for a reason. So, and I  
481 also, this is my personal thing ... it annoys me when those people who are like in single digits who  
482 have a phone, because I don't think they should. Especially when there's social media. I'd say wait  
483 until you're in secondary to have a phone yeah. Just because when you're older and you're more  
484 mature and you know what to do and, yeah I'd say when you were younger so below the age of 16,  
485 if you get a social media account make sure you can decide who follows you and know who sees  
486 what you post because: we had to do this thing one lesson where this old detective can discover  
487 these things from a mothers photos. And he managed to find out what school they go to, the  
488 shopping centre near them, the park near them, how often they go there etc. So, also be careful  
489 what you post and be careful being posted to, because there could be someone who follows you and  
490 you don't know who it is and they can discover where you.

491 **Researcher**

492 So, we got we got things about don't start too young keep to the advised age group limits, you've got  
493 advice about what you post, and being aware that if you put too much personal stuff out there  
494 people can find out about you. Anything else?

495 C5

496 Yeah, don't bully people online. You shouldn't bully someone anyway. But yeah online it can just it  
497 will just be there forever, and that person could be scrolling through, and he could have resolved the  
498 issue, but they could be scrolling through to find whatever, and they could just come across that,  
499 and it's just not nice.

500 **Researcher**

501 Okay. So you mentioned some, they're not negatives but it's about the dangers of, isn't it. Any  
502 advice that you might give [Name of younger brother] that's positive?

503 C5

504 ...I'd say, do keep in contact with your friends though. Especially now, because you will miss them  
505 quite a bit and yeah

506 **Researcher**

507 Do you think you've used social media more since lockdown?

508 C5

509 Yes definitely especially since the summer Holidays began. But like even during school work because  
510 we had to use stuff like Microsoft Teams. When we were still doing school I used to FaceTime one of  
511 my friends every Sunday evening. And just talk about what we did that week have you been  
512 struggling on any work, etc etc. And it was quite nice for me because I've still got to talk to them and  
513 see them. Yes so I'll definitely do that, we should probably get back to doing that but we  
514 stopped...cos we get to meet up in person now. But yeah, be nice to your friends on it, and don't  
515 contact [indistinct] friends.

516 **Researcher**

517 I've just thought of a question from back on way way back here. This survey was done in February.  
518 I'm wondering if I did it now, whether they would stick in things like Zoom or Teams or Google  
519 Hangouts. Do they count your book as social media?

520 C5

521 Yes both of them because Zoom is like Skype and Teams is a mix of email and something else, I can't  
522 remember, like messaging. Cuz at one point teachers did this thing where they would like record  
523 themselves during the lesson and then broadcast it to everyone so a mix with, think camera and I  
524 don't know.

- 525 Researcher**  
526 Ok, Would you share your holiday snaps on Zoom or Teams?
- 527 C5**  
528 Well yeah, I think it's a bit...I'd day Zoom and Teams and Skype and YouTube and Pinterest they're all  
529 sort of their own form of social media, because they are social media but...
- 530 Researcher**  
531 ...they didn't deserve the full gambit...
- 532 C5**  
533 Yeah
- 534 Researcher**  
535 Okay, very good, nearly there. There's an open-ended question for you. Is there anything about  
536 social media that you wished you understood? I wonder why? What if?
- 537 C5**  
538 I sort of get it, but why people feel the need to post like what their doing. I mean some of that I do  
539 get, like if its pretty scenery. And people say, 'oh yes, that looks nice'. Or, I don't know what  
540 ...because it can make people feel sad that, 'oh, they're not doing that'. But also I do get why they  
541 do that, because they want validation and be appreciated. But like no one ever saw ... I don't know I  
542 don't think anyone messaged them about it says, 'Oh yeah that looks nice'. Maybe it just because  
543 we're teenagers but yeah...
- 544 Researcher**  
545 What's interesting to me I asked the question in my head which I thought was around the  
546 technology what you've done is you asked about the people who use it. Which is fine that's good.  
547 Because it's social media, the people is an important part of it isn't it. So do you have any questions  
548 about the tech the technical side of it ... or how it operates ... what it does?
- 549 C5**  
550 Well I've never so thought about it because... I don't know when it comes to technology ...
- 551 Researcher**  
552 ... you're a user...
- 553 C5**  
554 I sort of do wonder how they programmed it and yeah how they managed to do it all but yeah... I'm  
555 not really sure. Yeah I like how they programmed it to connect one person with another and to post  
556 a picture
- 557 Researcher**  
558 Hey we're there! Thank you. You have been a star. If I asked you the first question again, because  
559 you came to it cold, 'what is social media' you just gave me an answer which is good. Having spent  
560 half an hour chatting about it, do you think your answers changed?
- 561 C5**  
562 I don't really remember I said the first time
- 563 Researcher**  
564 No nor do I, so if I said what's social media? What would you say?
- 565 C5**  
566 I'd say, it's usually in the form of an app, it has the Internet. It has to be connected to Internet to  
567 work. The majority of the time, bar a few, you can communicate with people: either one on one or in  
568 groups. You can post photos and videos. Yeah that's it.

## H.5 Transcript 5

C6 – 130820  
Video Conference

### Participants

C6  
Researcher

- 1 Researcher**  
2 If you hear the phrase social media used, what do you think about. What is it?
- 3 C6**  
4 It's like talking to other like your friends in ways. It could be anything really... like virtual
- 5 Researcher**  
6 So it's in the virtual world.
- 7 C6**  
8 Yup
- 9 Researcher**  
10 Yup. if I say social media, do you think of any particular programs?
- 11 C6**  
12 Instagram, Snapchat, Twitter, Facebook...
- 13 Researcher**  
14 Any more?
- 15 C6**  
16 Um, TikTok, WhatsApp....
- 17 Researcher**  
18 So you started off by saying you think it's about 'chat'. Is there anything else that you think that is  
19 really key to social media that you have to be able to do apart from being able to chat?
- 20 C6**  
21 Um
- 22 Researcher**  
23 I mean if you think that's it, that's fine, I'm just trying to push your thinking a bit further.
- 24 C6**  
25 Sharing stuff in your life, I guess
- 26 Researcher**  
27 Good right, anything else?
- 28 C6**  
29 No not really
- 30 Researcher**  
31 Okay that's lovely. OK, In the sense we've already answered this (second) question.  
32 When you said chat originally did you mean chat over a text or chat in terms of speaking and  
33 hearing people over a phone or did you mean both?
- 34 C6**  
35 Both really
- 36 Researcher**  
37 Okay. Do you use social media yourself?

- 38 **C6**  
39 I use WhatsApp and that's it
- 40 **Researcher**  
41 So that's good for me because you're not a huge user of it yourself yet, so what you're doing is  
42 you're talking about things that you've picked up. Do you have friends who use social media a lot?
- 43 **C6**  
44 Yes
- 45 **Researcher**  
46 And what sort of social media they on?
- 47 **C6**  
48 Instagram, Snapchat, TikTok
- 49 **Researcher**  
50 Right I sent a questionnaire to about 400 young people [from a local school] just to years seven and  
51 eight. And I asked them to say what social media do they use. And this is their list ... of the top 20,  
52 were that lot
- 53 **C6**  
54 Yep
- 55 **Researcher**  
56 Does that surprise you?
- 57 **C6**  
58 Um, not really. They are all quite like big names
- 59 **Researcher**  
60 They are. Are there any that you've not come across?
- 61 **C6**  
62 Tumblr, Line of Duty and I've heard of all the other ones
- 63 **Researcher**  
64 The fact that Tumblr was number 17 I don't think there were many youngsters using it. Are there  
65 any that you're surprised appear on that list?
- 66 **C6**  
67 Um, Twitch, I guess
- 68 **Researcher**  
69 Why's that
- 70 **C6**  
71 Because it's only one person like streaming, its not like lots of people can do it at the same time
- 72 **Researcher**  
73 Right. So if you were drawing up a list of social media would you not have put Twitch in coz you  
74 don't think it's social media?
- 75 **C6**  
76 Yeah probably
- 77 **Researcher**  
78 So just tell me again why you are discounting it, because it's....
- 79 **C6**  
80 Its the same as YouTube as well...it's not really connecting with people it's just one person doing it  
81 .... and lots of people watching

## Appendix H

- 82 Researcher**  
83 So I'm guessing you use YouTube a fair amount
- 84 C6**  
85 Yeah
- 86 Researcher**  
87 But when you were talking about social media you didn't mention to YouTube that's because you  
88 didn't think it was social media
- 89 C6**  
90 Yes
- 91 Researcher**  
92 Let's quickly nip down the list. So Instagram you've talked about, TikTok you've talked about,  
93 Facebook, Twitter you've talked about WhatsApp. Are there any big differences in those top five in  
94 terms of the things you can do with them or are they all pretty similar?
- 95 C6**  
96 They're all kind of similar except Instagram, Facebook and Twitter .... Where like you could show  
97 pictures to lots of people
- 98 Researcher**  
99 Right
- 100 C6**  
101 instead of just instead individual I guess
- 102 Researcher**  
103 So tell me how you think WhatsApp works
- 104 C6**  
105 I guess you have groups as well. But like texting individual people and um, ... not really sure
- 106 Researcher**  
107 That's okay. What about TikTok, how does that work? I don't know if you have come across it or  
108 have seen it?
- 109 C6**  
110 I'm not really sure.
- 111 Researcher**  
112 Right okay
- 113 C6**  
114 See you don't know whether tick tock has groups or
- 115 C6**  
116 Er, no. All I know is that they do dances. That's it.
- 117 Researcher**  
118 And you've not done a TikTok yet
- 119 C6**  
120 No
- 121 Researcher**  
122 And what about Messenger which is number 6. Do you think that's a social media?
- 123 C6**  
124 I guess it's communicating with people again

- 125 Researcher**  
126 Would you put it in a pile of social medias?
- 127 C6**  
128 Er, yeah maybe.
- 129 Researcher**  
130 OK I'm going to push on this why. What is it about Messenger that allows you to say, that's social  
131 media?
- 132 C6**  
133 Because you're communicating with people
- 134 Researcher**  
135 Got it.  
136 On YouTube you can leave comments can't you
- 137 C6**  
138 yes
- 139 Researcher**  
140 is that not enough to call it social media?
- 141 C6**  
142 yeah maybe actually. I don't really think of that
- 143 Researcher**  
144 C6 I'm not trying to change your mind there are no right or wrong answers here, I'm just trying  
145 to get you think this through. So where are you currently on YouTube? Do you think YouTube  
146 probably is or probably isn't
- 147 C6**  
148 I would probably say it isn't. Its just it's a bit different to all of the others.
- 149 Researcher**  
150 What about think like going to number 9, number 11, Xbox and PlayStation
- 151 C6**  
152 You're playing with other people and talking to them.
- 153 Researcher**  
154 So you're happy there social media because this communication while you're playing
- 155 C6**  
156 Yeah
- 157 Researcher**  
158 What about 13 the phone
- 159 C6**  
160 You can phone people, just talk to them
- 161 Researcher**  
162 So would you'd call a phone a branch social media?
- 163 C6**  
164 Yep
- 165 Researcher**  
166 Okay. What about 19 Google. Would you put Google as a social media?
- 167 C6**  
168 No not really. You're searching stuff and is the kind of it's personal to you I guess

## Appendix H

- 169 Researcher**  
170 Can you use Google to communicate with people?
- 171 C6**  
172 I don't think so
- 173 Researcher**  
174 No okay. You told me earlier, and I forgotten, which is the social media you use? Is it WhatsApp?
- 175 C6**  
176 Yes
- 177 Researcher**  
178 That's really helpful. Now one of the other questions in the survey was, I asked the year seven and  
179 eight to say what they don't like about social media. It was an open-ended question didn't give them  
180 choices.  
181 I'm going to show you what they put. Do you want to predict what they might have said?
- 182 C6**  
183 It's overwhelming ..... and you can get consumed by it
- 184 Researcher**  
185 Anything else
- 186 C6**  
187 It's addictive
- 188 Researcher**  
189 Can be
- 190 C6**  
191 I'm not sure
- 192 Researcher**  
193 This is not in any particular order. About a 1/3 of the things that people said they didn't like which  
194 could be grouped together about social media was about bullying and they said you could be  
195 bullied over social media. I wish I'd asked about whether they had actually been bullied, or  
196 whether they had heard of people being bullied or whether they knew people had been bullied, so  
197 not really clear whether how widespread the bullying is. Have you heard of people being bullied on  
198 social media?
- 199 C6**  
200 No, not really. But there's been arguments at school which get carried over
- 201 Researcher**  
202 Is an argument bullying?
- 203 C6**  
204 No not really
- 205 Researcher**  
206 I suppose those people ganging up on one it could be but it's just a disagreement. So there's nothing  
207 you'd agree with. The second one was about 1/3 of the people said we don't like getting comments  
208 from strangers. Does that make any sense to you. Have you come across anything like that?
- 209 C6**  
210 I haven't but, I can see like Facebook Instagram Facebook and stuff like that you probably get that  
211 because, once you've posted it you have don't have control over it.
- 212 Researcher**  
213 Right do you think you are less likely to get that in WhatsApp

- 214 **C6**  
215 yes
- 216 **Researcher**  
217 Because WhatsApp people are people who are likely to be in your address book already. Are you  
218 aware of anything that people can do to control that?
- 219 **C6**  
220 Report them, I guess
- 221 **Researcher**  
222 Anything else
- 223 **C6**  
224 Just ignore it
- 225 **Researcher**  
226 Yep, that's an approach. Anything else?
- 227 **C6**  
228 No. I can't think of anything
- 229 **Researcher**  
230 That's fine. The third thing which came up quite regularly were comments about 'trust' and saying  
231 they didn't feel they could trust always trust people on social media. Does that make any sense to  
232 you?
- 233 **C6**  
234 Yeah, because you meet strangers and you don't know if you can trust them if they are like real or  
235 not
- 236 **Researcher**  
237 Talk about when you say they're real or not
- 238 **C6**  
239 If they're faking to be a friend or if they're real and trying to be friends
- 240 **Researcher**  
241 Okay. Now where have you that is a real issue on social media. Where have you heard about that is  
242 that something is talked about at home or is that something that's come from school or something  
243 that you've heard from mates
- 244 **C6**  
245 At school we used to have like ChildLine and ... come in to talk to us about that
- 246 **Researcher**  
247 So they've come and give you some proper advice and training. Did you find that useful
- 248 **C6**  
249 Err
- 250 **Researcher**  
251 Or was it irrelevant because you weren't using social media
- 252 **C6**  
253 Yeah
- 254 **Researcher**  
255 Yeah but maybe one day...  
256 If you were to advising your little brothers or you're advising people who go will be going into year 7  
257 next year about and they're just beginning to use social media ,what advice would you give them? Is  
258 there any advice you would give him about how to use it and get the most out of it?

## Appendix H

- 259 C6**  
260 Only talk to your friends
- 261 Researcher**  
262 Yes
- 263 C6**  
264 And if it looks dodgy, just leave it
- 265 Researcher**  
266 Right yes
- 267 C6**  
268 That's it really.
- 269 Researcher**  
270 OK good.  
271 Last one. I'm not asking you to name names or tell who anybody is, Are you aware of and if your  
272 friends we've got themselves into a pickle over social media they got themselves into a mess  
273 somehow?
- 274 C6**  
275 No not really
- 276 Researcher**  
277 Okay that's fine, just checking that off. Now social media is huge it comes in all shapes and sizes. Is  
278 there anything about social media that you wish you understood?
- 279 C6**  
280 No not really
- 281 Researcher**  
282 So you're comfortable with it?
- 283 C6**  
284 Yes
- 285 Researcher**  
286 The fact that you don't have Instagram and Twitter and things like that. Is that a family decision or  
287 was that something you chose not to do?
- 288 C6**  
289 Its a bit of both. I'm not really interested in it I don't see the point of it
- 290 Researcher**  
291 That's fair enough. Do you have friends on social media?
- 292 C6**  
293 Yes
- 294 Researcher**  
295 Does that doesn't mean you want to communicate those friends?
- 296 C6**  
297 I've got it on Messages and WhatsApp
- 298 Researcher**  
299 So you can do what you need to do
- 300 C6**  
301 yes

- 302 Researcher**  
303 is the football team on WhatsApp
- 304 C6**  
305 Yep
- 306 Researcher**  
307 So, do you think some point in the future you might use social media or do you think it's something  
308 you won't use cause not everybody does
- 309 C6**  
310 Might do. I don't really get the point of it. I think it's just other people like showing off their life a bit
- 311 Researcher**  
312 You're not that sort of person are you!
- 313 C6**  
314 No
- 315 Researcher**  
316 That's terrific, that's really helpful. Do you know how old you need to be to use social media  
317 officially
- 318 C6**  
319 No
- 320 Researcher**  
321 One last thing. Some social media I don't have WhatsApp does this actually allows you to discover if  
322 someone is online now
- 323 C6**  
324 Yes. You can do that WhatsApp. It tells you when they were last checking in.
- 325 Researcher**  
326 That's true. And I know Facebook you get a little link of who's online now little green dots next  
327 people's name. Do you think that's a useful thing or you happy just message it goes in there  
328 collecting when they're ready or do you think it's really helpful?
- 329 C6**  
330 I would say it's that helpful, it just shows you if they're really checking
- 331 Researcher**  
332 Yes....C6 you have been absolutely brill that's been fantastic I'm really grateful so thank  
333 you is there anything good to ask me?
- 334 C6**  
335 No, not really.

## H.6 Transcript 6

C7 & C8 – 180820

In-person

### Participants

Researcher

C7

C8

**1 Researcher**

2 If somebody uses the phrase, the term social media, what do you immediately think of, how would  
3 you explain if an elderly person said 'what's social media?'

**4 C8**

5 Just apps, where you can socialise with other people.

**6 C7**

7 So apps where you can like talk to people with, and like send photos and stuff.

**8 Researcher**

9 Right so we've got we got talking, we've got pictures. Is there anything else that you think is needed  
10 for something to be called social media?

**11 C7**

12 You should be able to like talk with people but then you also should be able to put in like...you  
13 should be able to talk to people but you shouldn't have to use your real name, if you get me. So you  
14 can have like a funny username...

**15 Researcher**

16 ... so you could be anonymous...

**17 C7**

18 ... You could be 'Chickenman3' and no one would know that it was you.

**19 Researcher**

20 OK. When you said talk [C7], were you talking about speech talk or talk through text or both?

**21 C7**

22 Both. I think you should be able to do both for it to be social media.

**23 Researcher**

24 Georgie are you happy with what he's saying or would you add to it or take anything away?

**25 C8**

26 No, it just where you can socialise with other people

**27 Researcher**

28 OK, I think it would be useful for me just to understand, do you use social media either of you?

**29 C8**

30 I use WhatsApp and that's it.

**31 C7**

32 I use: Messages, Snapchat and Instagram, Facebook Messenger, Facebook and also WhatsApp. I  
33 don't use Twitter though.

**34 Researcher**

35 No, why not?

**36 C7**

37 Because it's Twitter isn't it.

- 38 **C8**  
39 Is it similar to Facebook?
- 40 **C7**  
41 Yeah, kind of.  
42 I don't see the point...and also I have no reason to get Twitter. So the whole reason I have so many is  
43 cos I chat with like team mates and stuff, for the different sports I do, and they have a group on  
44 Facebook and that's why I got Facebook.
- 45 **Researcher**  
46 So you're drawn to particular social media because that's where you meet the people who you want  
47 to meet with?
- 48 **C7**  
49 Yeah
- 50 **Researcher**  
51 So if all your friends are on WhatsApp ...  
52 C8 is a bit more circumspect. WhatsApp is all you need in life. Why do you think this is? Is  
53 everybody you want on WhatsApp?
- 54 **C8**  
55 I don't really see the point in social medias, apart from WhatsApp. Cos you just chat to people,  
56 whereas on Snapchat and Instagram you just send pictures of yourself...
- 57 **C7**  
58 ...and can also talk to people..
- 59 **C8**  
60 ...yeah but then that's being just the same as Messenger and WhatsApp isn't it...
- 61 **C7**  
62 ... yeah but it's like a different, like in a fresh spin isn't it. Because you have the option to send  
63 picture messages as well. And also, with Snapchat as soon as you've seen it unless you save the  
64 message, it deletes it
- 65 **Researcher**  
66 ...so it's there for a moment ...
- 67 **C7**  
68 ... you look at it and as soon as you come out of that chat, it disappears.
- 69 **Researcher**  
70 Do you think that changes what people communicate?
- 71 **C7**  
72 Yeah
- 73 **Researcher**  
74 Can you explain?
- 75 **C7**  
76 So I think people on Snapchat, I think that they feel like they can say a lot more because they know  
77 that it's going to be deleted. So yeah. But then also I think people have to be quite careful on  
78 Snapchat as, or because it does tell you if someone's deleted something or if they've taken a  
79 screenshot. So I think it's safer, and then you also have to be a lot more careful as well.
- 80 **Researcher**  
81 OK, treat me like a ninny, as if I don't know anything. So whether you do something or not doesn't  
82 matter, but what are the things you understand that you can do on social media...that people of  
83 your age group, either you or people you know, like doing?

## Appendix H

- 84 **C8**  
85 Chatting.
- 86 **C7**  
87 So yes, you can talk to your friends and stuff and also you can kind of meet new people.
- 88 **Researcher**  
89 Meet new people within your friendship group, or meet new people who are beyond your friendship  
90 groups?
- 91 **C7**  
92 Both.
- 93 **C8**  
94 On Facebook you can ...as you see people you know physically or strangers.
- 95 **C7**  
96 Yeah, yeah
- 97 **C8**  
98 So Facebook's probably the wider range of Snapchat and stuff
- 99 **C7**  
100 Yeah. And also on Facebook you can join groups and stuff and they have people ... and it's like they  
101 have a set subject for that group and so basically you just meet people that have similar interests.
- 102 **Researcher**  
103 Can you give me examples of groups that you've come across?
- 104 **C7**  
105 'The Funniest Dad Jokes' is a good group!
- 106 **Researcher**  
107 That's interesting because you've brought in the idea of groups, the idea that within social media  
108 and some social media you can join people where you've got a common interest.
- 109 **C7**  
110 Yeah
- 111 **Researcher**  
112 Do you think that's essential for something to be social media? The idea that you can group people  
113 together or is that just ...
- 114 **C7**  
115 ...I'm not sure. I'm not sure it's essential I think it definitely helps in terms of making it a social  
116 media, but then also you know you don't want to constantly be meeting new people, sometimes you  
117 just want to have an area where you can just chat with your friends.
- 118 **Researcher**  
119 C8, when you said it's just for social, just for chatting, what sort of stuff do you think people chat  
120 about on social media?
- 121 **C8**  
122 Just their general life, what's their the interests, their hobbies. How life is going.
- 123 **Researcher**  
124 So it's general, 'how are you?', 'how are things going?' Do you do practical arrangements in social  
125 media, do you arrange to...
- 126 **C8**  
127 I have a group called, 'Meet-up Group'. Its where we organise meet-ups.

- 128 C7**  
129 It's very straight to the point!
- 130 Researcher**  
131 Does what he says on the tin.
- 132 C8**  
133 I went to [Name of place] yesterday
- 134 Researcher**  
135 And it worked. Is there anything else that people do on social media that you think that's really... it  
136 maybe not something you do, but you might be aware that other people do that you think because  
137 we're using social media whatever it may that particular capability's useful.
- 138 C7**  
139 I think the a lot more people are mean using social media because they're not there saying it and  
140 they know they're like they're not gonna get like a slap. Because you can't hit someone through  
141 screen. I think they feel like quite safe to like be mean to people because then if like because if the  
142 person does confront them they can just say something like 'oh that wasn't me' or they can just  
143 avoid them.
- 144 Researcher**  
145 Now the school was working with [Name of School] you know, its over in [Name of town] about 5  
146 miles from here. And I got all of all Year 7 and 8 in terms of getting them to fill in the survey. And one  
147 of the questions was, 'What's your top three social media?' So I had about 400 replies. I am guessing  
148 I could have gone to [Name of C8 and C7' School] and done the same thing and I'm guessing I'd have  
149 got a similar sort of list. I can't imagine it's hugely different...
- 150 C8**  
151 ...how's that social media?
- 152 Researcher**  
153 What you pointing at?
- 154 C8**  
155 Minecraft
- 156 C7**  
157 Yeah.. I don't I think Minecraft...it's a game. I don't think Minecraft social media. It is also available  
158 on other consoles, but
- 159 C8**  
160 ...it's not social media
- 161 Researcher**  
162 C8 why is it not social media, because it's... just cause it's a game?
- 163 C8**  
164 Well, you can socialise on it but it's not what you use to chat to people...
- 165 C7**  
166 ...its main point isn't talk to people, its main point is to build things, mine and then craft things. You  
167 know!
- 168 Researcher**  
169 Fine I'm glad you spotted that. Is there anything else there that you think that odd...
- 170 C8**  
171 ... well Google, Google Meet, I guess
- 172 C7**  
173 Yeah Google Meets, Gmail stuff like that. I'm not sure about Xbox and PlayStation. I mean I can  
174 kinda get it coz you can talk to people. You have like parties...

## Appendix H

- 175 C8**  
176 [indistinct] those sorts of places where you play games...
- 177 C7**  
178 ...yeah
- 179 C8**  
180 ... you play with people.
- 181 Researcher**  
182 If I asked you to draw up a list of all the social medias you could think of, you wouldn't have put Xbox  
183 in that list.
- 184 C7**  
185 I wouldn't have Xbox, PlayStation or Minecraft...also what's 'Line of Duty', that sounds like a game...
- 186 Researcher**  
187 ...it is a game...
- 188 C7**  
189 ...it is a game, then its not social media
- 190 C8**  
191 ....[indistinct] I like Call of Duty.
- 192 Researcher**  
193 What about things like YouTube which is number 7. Are you happy that that's a social media?
- 194 C7**  
195 Yes...
- 196 C8**  
197 ...but you can't really chat to people. It's only people that make videos for other people to watch...
- 198 C7**  
199 ...the comment section, you can ...
- 200 Researcher**  
201 ...is that enough to make it social media?
- 202 C8**  
203 That's only [indistinct] a YouTuber not to having a chat with your mate.
- 204 C7**  
205 I think YouTube is a social media because you can post things on there and you can share an opinion  
206 and that's and that's the main purpose of YouTube - is to share an opinion.
- 207 Researcher**  
208 What do you think C8?
- 209 C8**  
210 I don't know...cos..YouTube is not like Facebook where you actually chat to other people but  
211 generally with comments you just like type your feedback on the videos or something.
- 212 C7**  
213 Yeah and then and then sometimes you can get people to reply to it and you start having...usually  
214 the comments are about the video and stuff...
- 215 C8**  
216 ... but like that's not being social with other people its just commenting on the video
- 217 C7**  
218 Um, I can kind of get it.

- 219 Researcher**  
 220 Now you brought something new into that conversation coz you suddenly talked about posting stuff,  
 221 which is not a phrase you've used so far.
- 222 C7**  
 223 I also think that like a necessary feature for it to be social media. And WhatsApp does have post  
 224 things, you can post statuses. So I think you should be able to post things and that's also...
- 225 Researcher**  
 226 How do you define posting? What does that term mean?
- 227 C8**  
 228 Just sending...
- 229 C7**  
 230 ...its there's a lot putting something up on the site that other people can look at or they just you can  
 231 look at. So you have obviously you have posts on Instagram and you can post videos on YouTube and  
 232 then you can do Snapchat stories as well.
- 233 Researcher**  
 234 Can you post stuff on Messenger?
- 235 C8**  
 236 No.
- 237 C7**  
 238 No, I think for it to be a social media you have to either be able to post stuff or chat to people.
- 239 C8**  
 240 Doesn't mean its social media, because you chat to people.
- 241 C7**  
 242 You can also post stuff on Messenger.
- 243 C8**  
 244 Typing is basically posting. Posting is when you put, I don't know, pictures and that.
- 245 Researcher**  
 246 I think this is really good because what you're doing is you're grappling with definitions and probably  
 247 you've never had to sit down and think, you just use it. So can I push you further? And I'm not as I  
 248 said there's no right or wrong answer don't think I'm sat here with the right answer there isn't one,  
 249 because nobody has defined it. Where does that leave number 16 Mail? So that's e-mail. Is email  
 250 social media?
- 251 C7**  
 252 Yes ... you can talk to people on it. You can talk to people over the Internet using emails...
- 253 C8**  
 254 ....it depends what you use emails for. You can use email to do work wise you can also you but you  
 255 can do chatting I guess.
- 256 C7**  
 257 ...and some people do do their work on social media, like Facebook.
- 258 Researcher**  
 259 C8 are you comfortable with that definition or do you disagree?
- 260 C8**  
 261 I don't really understand email in terms of chatting with other people. I thought email was just  
 262 emailing your colleagues about work and [indistinct]...I isn't really the top way to chat to other  
 263 people.

## Appendix H

- 264 C7**  
265 You don't find massive strings of email conversations. Whereas you would find that kind of thing on  
266 iMessage or Instagram.
- 267 Researcher**  
268 What about phone? Which I'm guessing is just phone.
- 269 C7**  
270 That's not social media. I mean...
- 271 Researcher**  
272 ...that's a communication tool...
- 273 C8**  
274 You can get social media on it.
- 275 Researcher**  
276 True, but I'm assuming that the person whose ticked that is talking about, 'I communicate to people  
277 with the phone'. You pick up the call, you make calls. Is that enough to make it social media?
- 278 C7**  
279 I don't think phoning someone is social media...
- 280 Researcher**  
281 ... it is communicating ...
- 282 C7**  
283 ... it is communicating ...
- 284 Researcher**  
285 ...and it's not social media because...
- 286 C7**  
287 ... I'm not sure it's just not ... there something that makes ... I think you have to be able to chat to  
288 people you can just typing not on a phone...
- 289 C8**  
290 ...you can ring someone...
- 291 C7**  
292 ... yes but you have to like type messages out for it to be social media ... I'm just not sure I just don't  
293 think that phoning someone is social media.
- 294 Researcher**  
295 ...because there's lots of different ways to say...
- 296 C7**  
297 I think it has to be a set platform for it to be social media.
- 298 Researcher**  
299 That's an interesting assertion.
- 300 C8**  
301 There's a wide range of people with a meaning of social media. The main ones are WhatsApp,  
302 Twitter, Facebook. Then there's is also the odd ones which you don't know whether they are,  
303 there're in the middle.
- 304 C7**  
305 Then also with phone you can't really meet new people unless you just type random numbers into  
306 the phone, you know, and I and I think that's also and thing with...
- 307 Researcher**  
308 ...you can post on a phone either can you...

- 309 C7**  
310 ... no you can't.
- 311 Researcher**  
312 Can I get back to the games, or the game platforms rather. So if I'm on Xbox ... do have a games?...
- 313 C7**  
314 Yes
- 315 Researcher**  
316 Which one?
- 317 C7**  
318 Xbox
- 319 Researcher**  
320 Xbox. So if I'm on Xbox and I've got my headset on and I'm busy playing, give me a game...
- 321 C7**  
322 Fortnite
- 323 Researcher**  
324 Fortnite. Is Fortnite a game that you play in collaboration with other people?
- 325 C7 and C8**  
326 Yes, yes
- 327 Researcher**  
328 So you're shooting up somewhere and there's somebody else...
- 329 C7**  
330 ...on your team shooting for the same...
- 331 C8**  
332 ...there's online games you're playing against actual people...
- 333 Researcher**  
334 OK and you're chatting to your team...
- 335 C8**  
336 Or you could be playing solo...
- 337 Researcher**  
338 Is that social media? The fact that you're chatting...
- 339 C8**  
340 ...I guess it is. Then you can also like just have a bit of fun playing while chatting about how life going.
- 341 Researcher**  
342 You could be talking about the cricket and...
- 343 C7**  
344 ...also you can message people on Xbox and you can post things...
- 345 Researcher**  
346 ... and you can post stuff, I didn't realise...
- 347 C7**  
348 ...yeah so clips of you playing the game yeah so if you did like a sick drifting and driving game, your  
349 clip you could then post that coz you thought people might like to watch it.
- 350 Researcher**  
351 And is that clips gonna be around the next day?

## Appendix H

352 C7

353 Yes. So yeah you have to delete it for it to go away right.

354 Researcher

355 So actually, you could have gigabytes and gigabytes of clips?

356 C7

357 Yeah that you've posted up. And also there are groups for games; Minecraft Groups, Falsely(?)  
358 groups...

359 C8

360 What's Tum..tum..

361 C7

362 So Tumblr is a bit like Messenger. It's sort of like...do you know how Reddit works?

363 C8

364 No

365 C7

366 You have like different pages and each page has like a category and someone put something and  
367 then you could talk about it. Lots of cartoonists use Tumblr to kick start their their drawing career.

368 Researcher

369 It's also a site where they not terribly hot and identity. So that they are quite keen for people not  
370 necessary to say 'Hi I'm C8' or 'Hi I'm Researcher' or whatever.

371 C7

372 So you can be anonymous.

373 Researcher

374 You can be anonymous, whereas if you go on Facebook they're trying to get you to be who you are.  
375 So there are differences. Do you think identity matters with social media?

376 C8

377 Because if you just leave you like your proper name and stuff people can just...

378 C7

379 ... I think for it to be a social media you have to have an identity on that platform. I don't think it has  
380 to be you at all so you could be called 'Chickenman' and you wouldn't have to say your actual name  
381 but that would be your identity on that platform, if that makes sense?

382 C8

383 [Indistinct] they have to have the option of being able to turn anonymous or something. If people  
384 want to put their real names out they can, but there needs to be the option of being able to hide  
385 your own identity.

386 C7

387 And then also then this is another reason for Xbox to be a social media, so as C8 has just said you  
388 have to have the option to appear anonymous and while you can't really appear anonymous you can  
389 make it look like you're not on the Xbox at the time yes so you can appear offline and it would just  
390 pop up and off-line sign.

391 Researcher

392 So you can make your status offline even though you're online?

393 C7

394 Yes and then you can also put yourself on 'do not disturb' which is basically notifications aren't  
395 gonna pop up so you can look to see if you had any notifications but they're not going to pop up and  
396 distract you.

397 C8

398 If you get spammed by someone....

- 399 **C7**  
400 ...you can just turn on 'do not disturb' and you'd still get them, they just go straight into your little  
401 inbox.
- 402 **Researcher**  
403 Well let me ask you another question. Presence is the ability to know that somebody is there now  
404 online now. If I go to Facebook I can easily see a list of my friends and they put a little green traffic  
405 light if they are on Facebook now and therefore I can send a text to get it. Do you think that's an  
406 important factor, or does it not matter, in the scheme of things, that you know I can send a message  
407 when they get it - they get it?
- 408 **C8**  
409 I don't think it really matters.
- 410 **C7**  
411 I mean I think that it could be a thing but that you should have the ability to turn it off if you don't  
412 want all of your friends to know that you're online.
- 413 **C8**  
414 Something on WhatsApp says 'last seen today on WhatsApp'.
- 415 **C7**  
416 Can you appear off-line on WhatsApp?  
417 [Pause]
- 418 **Researcher**  
419 You can't always control everything they want to share about you. So just before I get rid of that is  
420 there anything else that you're unhappy about in terms of it being listed as a social media?
- 421 **C7**  
422 Games
- 423 **Researcher**  
424 So the games we don't like. I think C8 isn't happy about Mail. I think C7 was really unhappy about  
425 phone.
- 426 **C7**  
427 Yeah, I don't think phones are social media.
- 428 **Researcher**  
429 Are you happy that Messenger is a social media?
- 430 **C7**  
431 Yes
- 432 **Researcher**  
433 And YouTube, where did we end up with YouTube?
- 434 **C7**  
435 YouTube is a social media. I mean that's what I think.
- 436 **C8**  
437 I'm in the middle
- 438 **Researcher**  
439 C8 is unsure or not or ....
- 440 **C8**  
441 ...because it can be used to talk to people, but the priority on YouTube is hosting and then watching  
442 videos
- 443 **Researcher**  
444 I think there is a difference between what the designers have wanted to make and how people

## Appendix H

445 actually use it.

**446 C7**

447 Yes so do I. So I think YouTube was originally made so people could post their opinion on something  
448 and then people could talk about it in the comments section, but people have sort of gone away  
449 from that to posting games and such and such.

**450 Researcher**

451 Have you ever made a comment on YouTube?

**452 C7**

453 I have made several videos and comments...I mean usually its something like, ah 'great video'.  
454 Something like that.

**455 C8**

456 Cos you have to sign into YouTube cos ... you can use like offline, but you can use it without signing  
457 in. So like if you watch a video it won't come up on the views

**458 C7**

459 No? Does it did not come up on the views? And then also you can't 'like' and comment if you're not  
460 signed in.

**461 C8**

462 But I use YouTube signed out. I don't see the point of signing in, unless you want to comment.

**463 C7**

464 There is also a post.

**465 Researcher**

466 Do you use Instagram?

**467 C7**

468 I do use Instagram.

**469 Researcher**

470 Have you ever seen TikTok?

**471 C7**

472 I can't stand TikTok.

**473 C8**

474 I have it.

**475 Researcher**

476 Have you seen it?

**477 C7**

478 I have seen it, and that's yeah no...no thanks! I just don't like ... there's just something about I don't  
479 like

**480 C8**

481 It can be a bit cringey when people make weird dances

**482 C7**

483 Yeah exactly I mean I don't mind like funny things but not when people try way too hard

**484 Researcher**

485 Facebook?

**486 C7**

487 I mean I use Facebook mainly to chat with team mates and look at funny jokes.

- 488 Researcher**  
489 And Twitter we talked about and WhatsApp. Do you know about Skype.
- 490 C7**  
491 Yes
- 492 Researcher**  
493 Do you think Skype for social media?
- 494 C7**  
495 Yes
- 496 C8**  
497 It's primarily used to chat to other people.
- 498 C7**  
499 And also you can sort of maintain a level of anonymity
- 500 C8**  
501 Can you?
- 502 C7**  
503 Yeah, because you can turn the camera off, I think. I could be wrong...
- 504 Researcher**  
505 You can turn the camera off but actually if I was going to Skype you, I've got to know your number.
- 506 C7**  
507 So can't really meet new people!
- 508 Researcher**  
509 Would you say Zoom, which is not on that list, because this was put together before lockdown, do  
510 you think Zoom is a social media?
- 511 C8**  
512 Yes
- 513 C7**  
514 Yes, I think it is. I also think Microsoft Teams...
- 515 Researcher**  
516 ...so anything which does that sort of job?
- 517 C7**  
518 No, I think Microsoft Teams out of Zoom, Skype, Google Meets is the most social media like.  
519 Because you can have groups so I know that, so there's a group for an organisation that I'm in. And  
520 you can do calls and stuff, but then you can also chat and post things on the group. So I think it's  
521 yeah I think that Microsoft Teams is the most social media like out of all of the yes stuff people used  
522 to work.
- 523 Researcher**  
524 Cause the problems that once you've logged out of Zoom, everything is lost. Whereas in Teams  
525 there's a permanence.
- 526 C7**  
527 Yes,
- 528 Researcher**  
529 That was really helpful, really good thank you.  
530 Next question I asked the youngsters was, what's the downside of using social media? What are the  
531 negatives? I'm going to show you in a second what they wrote, but I just wonder what would you  
532 say?  
533

## Appendix H

- 534 C8**  
535 People can get cyberbullied.
- 536 C7**  
537 Yeah, bullying. And also you can never be entirely sure that you're talking to the person you think  
538 you're talking to.
- 539 C8**  
540 They could make up an account.
- 541 C7**  
542 Yeah, so people do get catfished on stuff like Tinder which I think is also social media. Because  
543 people can post a fake profile picture.
- 544 Researcher**  
545 Of course, you could say you're tall, blonde or whatever and you're really short and ginger. So the  
546 next user heard you talk about is bullying trying to be somebody you're not. Is there anything else?
- 547 C7**  
548 I'm not sure, I think it kind of takes away people's conversation skills cause if you're constantly  
549 typing away ...and so nd then also you can never really be sure that the tone of how they're saying it.  
550 So you sort of have to read it in like the blandest voice.
- 551 Researcher**  
552 Jokes are very difficult to translate. I write a comment which is funny, you've read it as insulting. I  
553 didn't mean to insult you...
- 554 C8**  
555 Tlike when you forget a comma or something. You have to try and understand [indistinct]
- 556 C7**  
557 Which is why if I'm making a funny comment, I'd say it and then I always put 'jokes' after it.
- 558 Researcher**  
559 The question I put the survey again was open ended, so I simply said what's the worst thing about  
560 social media in your opinion left it completely open ended. And firstly people didn't often give me  
561 one, they gave me half a dozen. What I've done is I've simply tried to group things together and I've  
562 ended up with ... these were fairly even. Its not really one, two and three. They are about equal  
563 number of votes. So bullying cropped up. Receiving comments from strangers, receiving comments  
564 from people who they didn't want to receive comments from appeared a lot, and then issue of trust  
565 which I think is what you've just talked about C7, the idea that I trust this person, are they really who  
566 they say they are? The bit I missed off the questionnaire on the bullying side was, although I kept  
567 reading it, I was never quite sure whether these are people saying we've been bullied in life's  
568 dreadful, or whether it's 'my friend got bullied, but I've never been bullied' or whether it was 'we've  
569 heard the news, and in the lessons they say you get bullied over it and therefore it is what they  
570 thought they ought to put for an answer'. So even though they haven't experienced it. Do you have  
571 a sense from your friendship group whether it's a massive problem or whether it's just an occasional  
572 thing?
- 573 C7**  
574 I think it is a problem. I have experienced bullying over the Internet. I think it is a problem and then  
575 also, you know, because you know, as just like its really weird being bullied over the Internet  
576 because like you can't really like do anything back? You just have to ignore it. And then most the  
577 most sites have like oh this person's seen the message, so you still have just after like look at it, and  
578 then and then yeah then leave it because you don't really want to say anything back that'll make it  
579 worse.
- 580 Researcher**  
581 So do you think there are any effective strategies to reduce...
- 582 C7**  
583 ...I think blocking the person is a good strategy, or just like unfriending them so they can't message  
584 you. Because on Instagram, I know this is a thing, so basically if you send someone a message it

585 basically sends them a message request with the message you've sent. And they have to be, 'Oh, do  
586 I want to message this person?'

**587 C8**

588 You could put your account on private so no one can text you...[indistinct]...only people who you've  
589 allowed to follow you. Coz the famous people on TikTok and stuff they just leave it open so anyway  
590 is that anyone can follow.

**591 C7**

592 Because that's how they get the most followers.

**593 Researcher**

594 What do you think most of your age group do? Do you think most people run private accounts?

**595 C7**

596 Yes so people that I know who use Instagram, and I'm going to use Instagram as example cause you  
597 can make public and private accounts, they have a public account where you know they post  
598 something and then they leave it up there for a few days and then they delete it so they don't get  
599 any weird comments from strangers. And then they also have a private Instagram that they only let  
600 their friends follow, and then they post things on there that their friends might want to see on how  
601 their day is going and stuff, and only their friends can see that. And they are just don't delete their  
602 posts.

**603 Researcher**

604 So the bullying which might come about, will about on platforms which don't give you that sense of  
605 privacy. Somebody told me, and I must confess I'm no expert on Instagram in this respect,  
606 somebody said, on Instagram you can have a private account but you can still end up with comments  
607 from strangers. [Blank faces]. I haven't come across that. OK, they did explain it to me ...

**608 C7**

609 ...but I mean unless you have that private account and you've let that stranger follow you, they can't  
610 ...

**611 Researcher**

612 ...they weren't saying that. They said, it was a young girl I was talking about, let's say her name was  
613 Susan and she said, if somebody searches for Susan on Instagram they might stumble across me,  
614 though my account is private...

**615 C8**

616 I think they can see your account, they just can't see your videos

**617 C7**

618 Or any of your posts.

**619 Researcher**

620 But they can still message her. So if you've decided to track down someone...

**621 C8**

622 ...[indistinct] but I don't think it would pop up for her

**623 C7**

624 I don't think that's a thing.

**625 Researcher**

626 OK well but perhaps I misunderstood.

**627 C7**

628 Right so you can definitely do that on public accounts because if you look up a person and you click  
629 on it says 'follow', 'message' and there's a little arrow with 'suggested pages' because you've looked  
630 that account up. On a private account there's just a massive 'follow button'. I mean you can see the  
631 profile picture. I don't think you can see anything else.

## Appendix H

**632 Researcher**

633 No. You can't then send a message, you don't think.

**634 C7**

635 No. You can't send a message no, you can see how many followers they have, how many people  
636 they're following, you can't see those people that they're following or are of following them and you  
637 ... I think you can see how many posts they have, can't look at them though.

**638 Researcher**

639 Are you aware of comments from strangers being a particular issue to your friendship group? Is it  
640 just a rare occurrence?

**641 C7**

642 I mean as someone who occasionally posts YouTube videos, I do naturally get comments from  
643 strangers.

**644 Researcher**

645 Because you've left the comments section open.

**646 C7**

647 And also because I might pop up in their recommended ... although its either bots who just post a  
648 link and I usually just delete those coz I don't want my followers clicking on the link. And then also  
649 usually people who are 'ah great channel, can you check my channel out please'. It's usually stuff like  
650 that.

**651 Researcher**

652 Which is a networking thing.

**653 C7**

654 Then obviously my friends post funny things.

**655 Researcher**

656 Is there anything while we've been talking has anything else popped into head as being a negative  
657 about social media beyond these things we've already talked about, is there anything else?

**658 C7**

659 No, no not really.

**660 Researcher**

661 Do schools mentioned anything?

**662 C7**

663 Oh actually something I not a huge fan of social media is the fact that celebrities and stuff they also  
664 post like these things and they pay people to like, make them look really nice. And they have like  
665 lighting and stuff, a full-on studio. Then it sort of makes people feel really bad about themselves  
666 because they don't look as good. Because they just don't have the time and effort. Which is why  
667 most people use the sun as their lighting. You should know that evening light the sun's down and  
668 you get quite a nice light.

**669 Researcher**

670 We're nearly there. C8 remind me what year group your in.

**671 C8**

672 Going into Year 8

**673 Researcher**

674 And you're going into Year 10.

**675 C7**

676 That is correct.

**677 Researcher**

678 Imagine somebody just a bit younger than you. And they've never used social media and they're

- 679 thinking about doing it. Or they have used it a little bit, but they're not really experts. What advice  
680 would you give?
- 681 C7**  
682 Don't get it unless you have someone who's on there that you can't reach anywhere else. So I only  
683 got... I used to just have Messages cause I'd just get people's phone numbers. And then I got  
684 Instagram because some people didn't have an iPhone that I wanted to speak to. So I had to use  
685 their DMs and then I got Snapchat coz there was a group chat with my camping group that I want to  
686 join. And I got Facebook because my American football team has a group on there and also I got  
687 WhatsApp around the same time as I got Instagram.
- 688 Researcher**  
689 Your original comment was quite negative. Don't get it at all unless there's a need to. So are you  
690 really telling me that as far as you're concerned social media is such a drag, such a negative, or has  
691 no benefits...?
- 692 C7**  
693 I mean it does have its benefits because...
- 694 Researcher**  
695 ... is it not fun and enjoyable and socialising and ...
- 696 C7**  
697 ...no I'm not trying to say that. I'm just saying don't get caught up in like 'I have to get every single  
698 type of social media' ....
- 699 C8**  
700 ...[indistinct] just be aware there are risks. Just know what you can and can't do.
- 701 C7**  
702 Yes, so don't go overboard and start posting on everything like, just yes so basically just don't let  
703 people into your life kind of, yeah. I mean sure you can post a nice picture of a forest that you're in,  
704 but don't like spend your whole day videoing yourself and then putting that out there.
- 705 Researcher**  
706 Have you got people in your year group who do that?
- 707 C7**  
708 Er, yes but only on like their private Snapchat stories.
- 709 Researcher**  
710 What advice would you give C8?
- 711 C8**  
712 I'd say similar to that. But, not that you don't get it unless you have a reason to. You can get it just to  
713 see other people, don't know, what their lives are like and stuff. But just be, just know that there are  
714 risks so just be careful of what you're do, and know what you're doing before you do it.
- 715 Researcher**  
716 You talked about risks twice now C8, which shows you're aware. What's the biggest risks that you're  
717 thinking of?
- 718 C8**  
719 That people faking who they actually are and trying to get you to text them stuff about where you  
720 live, and what's your life and what you do.
- 721 C7**  
722 A lot of scammers who will lull you into [indistinct]...
- 723 C8**  
724 ...[indistinct] and then people sending you comments.

## Appendix H

- 725 C7**  
726 Yes, there's always some who
- 727 C8**  
728 yeah if you make a video on YouTube just say something stupid...
- 729 C7**  
730 ... just coz they can, because they want the attention.
- 731 C8**  
732 Like on live streams. So I watch a YouTube that does livestreams everyday and there's always this  
733 one ...coz in YouTube you've moderators that can control the chat for you and there's always  
734 someone there who's so negative. So they just delete that message when they see them...
- 735 C7**  
736 Although usually...sorry were you going to say something?
- 737 C8**  
738 ...but also people in a game they can make it custom so only subscribers can play and like there's a  
739 certain rule like only one gun or whatever. But then there's always [indistinct] who don't follow the  
740 rules and just spoil it for everyone.
- 741 C7**  
742 And then usually they get kicked out, they get banned
- 743 C8**  
744 Yeah but they were going to have friends they just do it, and they have so many friends they keep  
745 doing it one by one
- 746 Researcher**  
747 You sort of wish they just got their own game.
- 748 C7**  
749 And then usually it's ... ohh also, another piece of advice is, don't believe everything you see because  
750 people I'm ... I saw this thing and there was one famous celebrity who takes like 600 selfies a day to  
751 try and get the perfect selfie and they basically take the same selfie every single time ... they are  
752 smiling in the camera, and it's like it's just ridiculous!
- 753 Researcher**  
754 Is there anything else that you think we ought...you say don't believe everything you see. Are there  
755 any other things that we shouldn't necessarily believe, just because we've seen in social media?  
756 Other things that people put there which are untrue or incorrect, that you're aware of?
- 757 C8**  
758 [Indistinct]
- 759 C7**  
760 No
- 761 Researcher**  
762 Fine. Last question. Is there anything you wish you understood about social media?
- 763 C8**  
764 Why people bully and why they do it. What's the reason?
- 765 C7**  
766 Why are you mean to people on it?...
- 767 C8**  
768 ...bring other people down...
- 769 C7**  
770 ...exactly. Also, why do so many people feel the need to like fake things, you know.

- 771 C8**  
 772 Some people are mean just cause they want to show off in front of their friends. That's the main  
 773 reason.
- 774 C7**  
 775 Yeah.
- 776 C8**  
 777 Actually their probably a really nice kid never does that, but just because their with their mates...
- 778 C7**  
 779 ...and then also you get these people who are who are jealous that maybe, and like they think that  
 780 you're going to take away one of their friends, so they try and drive you away in a sense and  
 781 hopefully like you leave both of them
- 782 C8**  
 783 ... jealousy...
- 784 C7**  
 785 ... yeah and also sometimes it's how the people sometimes it's like an extended version of how the  
 786 person feels about themselves, but like they don't like admit that that's how they feel about  
 787 themselves, so they try and don't take it out on other people.
- 788 Researcher**  
 789 Have you heard of any concerns about the companies themselves the companies who own the  
 790 platforms?
- 791 C7**  
 792 I'm not sure I just I just think that like the owners of the companies are just sort of say, 'Oh please  
 793 don't do it' and then obviously there is the 'report' function. If someone's bullying or are saying  
 794 something rude and offensive and obviously you can block that person, but yeah because there's so  
 795 many different kinds of social media, if like they know that you're on a certain type of social media  
 796 as soon as you block them on one thing they're going to pop up on another thing and that just keeps  
 797 happening.
- 798 Researcher**  
 799 Do people take these issues to school, I mean in terms of trying to get school to sort it out?
- 800 C8**  
 801 There were these two girls who had something like a dance lesson outside of school and they bought  
 802 in, and then there were these two groups; like ten girls on one side and ten girls on the other...
- 803 Researcher**  
 804 That became a big issue?
- 805 C7**  
 806 For some reason they like to drag other people into their issue hoping that you'll like back them up,  
 807 to try and make the other person feel small.
- 808 Researcher**  
 809 Do you think do you think people could be taught better about this, so they didn't behave badly?
- 810 C7**  
 811 I think people could be taught better about it. I don't think it would ever stop them.
- 812 Researcher**  
 813 No. Could we reduce it?
- 814 C7**  
 815 I think we could reduce it but I don't think it will stop ... and obviously because it's outside of school  
 816 and it because it's on the Internet it's not like an actual physical thing.

## Appendix H

**817 C8**

818 Because they'd never do it in real life, because they know they'd get in trouble. But on that they  
819 know they can speak freely.

**820 C7**

821 Yeah. Keyboard Warriors! So I think it would ... and also ... so I know one of my friends is having a big  
822 issue with this and they took it to school and the school just sort of like 'deal with it yourself'. Coz  
823 they're adults and they ... don't really understand it, if that makes sense.

**824 C8**

825 Because when they were young there wasn't really social media.

**826 C7**

827 Yeah. Whereas we've like grown up with it in a sense.

**828 Researcher**

829 Let me add another question, and we will finish! What would you want to tell schools? What would  
830 you want schools to understand?

**831 C8**

832 Research how social media works and know how to solve if people are bullied and how to make  
833 them be positive again...how to stop other people

**834 C7**

835 And so maybe stop saying loads of really really bad things about social media. Because I know that's  
836 a thing; they're like social media's bad, social media's bad. And obviously some bits of it are, but  
837 then there's also really really good things about social media as well so I feel like they have to talk  
838 about the balance as well.

**839 C8**

840 There's lots of good things you can learn from social media

**841 C7**

842 yeah you can

**843 Researcher**

844 So what I'm hearing, tell me if that's what you said, is that the schools tend to simply warn about the  
845 bad the negatives, but actually there is a balance, which you're not getting.

**846 C7**

847 Yeah, and its kind of like fear mongering in a sense. I think the schools just sort of talk about the  
848 really really bad things because they know the kids are gonna be mean to each other on the social  
849 media, and they don't really know how to deal with that. So the so they just think, 'Oh well, if we  
850 scare them loads then they're not gonna get it and we won't have to deal with it'. But I think you  
851 should let kids have social media, just teach them like about like how to be nice on social media and  
852 not bully and I think that's really difficult but I feel like that that's the thing that has to be done.

**853 Researcher**

854 OK. I'm going to go back to the very first question, as the final question. If somebody said what is  
855 social media? I need a definition. Could you, just because you've spent a good half hour chewing it  
856 over, what's your definition now? It may be exactly the same

**857 C8**

858 A way to socialise with other people

**859 Researcher**

860 Thank you C8!

**861 C7**

862 I think it's a way to share your opinion and talk to other people, through like any means of talking  
863 but then like you should be able to talk to people using your voice and then also typing which is why  
864 telephones are not social media...

**865 Researcher**

866 ...just want to get in there...

**867 C7**

868 ... yes.

**869 Researcher**

870 Telephones are not social media, when they are being used as phones.

**871 C7**

872 Yes

## H.7 Transcript 7

C9 and C10 – 140820  
Video Conference

### Participants

- \* C9
- \* C10
- \* Researcher

- 1 Researcher**  
2 If somebody your grandad came to you and said, I keep hearing about social media what is it? What  
3 would you say?
- 4 C9**  
5 Social media is a website which you can, chat with friends and family can be together without being  
6 in person, so you don't have to drive or walk anywhere to...
- 7 Researcher**  
8 Good. C10, do you want to add anything?
- 9 C10**  
10 No. I agree with that.
- 11 Researcher**  
12 Can I ask just before we go any further do either of you use social media?
- 13 C9**  
14 I use WhatsApp a little bit, I'm not on it all the time
- 15 C10**  
16 No, I don't have a phone
- 17 Researcher**  
18 You don't have a phone, no. Okay what do you think of the things that people really like doing on  
19 social media that makes it good, what do people like about it?
- 20 C10**  
21 Well probably because you can say things. So, say if you wanted to talk one person. You could create  
22 like a chat, just you and that person, and just speak to them to say something private to them.  
23 Without having to move from the spot you are.
- 24 Researcher**  
25 C9 do you want to add anything?
- 26 C9**  
27 I don't use WhatsApp that much coz most of the people who send you messages.....it's mostly  
28 photos, and sometimes [indistinct] ... had realised people have sent me messages because I put my  
29 phone on vibrate or like prevent sounds.
- 30 C10**  
31 And also you can film, you could send videos to your friends
- 32 Researcher**  
33 This is useful because what we're doing is we're building up a list of things we could do on social  
34 media. So I can chat to people, I can send text messages, you've talked about videos and  
35 photographs. Can you think of anything else that you think you could do or you've heard other  
36 people can do?
- 37 C10 and C9**  
38 No

- 39 **Researcher**  
 40 That's fine.  
 41 Now I went to a school in [Local Town] called [School B], I don't know if you've heard of it, it's about  
 42 four miles away from here. And I gave a questionnaire to all their years seven and eight. And one of  
 43 the questions on the survey was, 'what social media do you like using?' So these people are a bit  
 44 older than you Reuben because they're 11, 12, 13. C9 there your sort of age. This is their top 20  
 45 social media. [Shows slide] Can you see that?
- 46 **C9**  
 47 They're nearly banning TikTok now
- 48 **Researcher**  
 49 Who's banning TikTok?
- 50 **C9**  
 51 Apparently in the news America's going to ban it maybe, and China maybe ban it
- 52 **Researcher**  
 53 Do you know why they're banning it?
- 54 **C9**  
 55 No not really
- 56 **Researcher**  
 57 No OK. So you've heard of TikTok. What about what's on that list, have you heard of many of  
 58 those?
- 59 **C9**  
 60 I've heard all of them apart from; Discord, #15 (Pinterest) and #20 (Line of Duty)
- 61 **Researcher**  
 62 C10 how many of those have you heard of?
- 63 **C10**  
 64 I have not heard of Discord, #15, #17 (Tumblr) and #20.
- 65 **Researcher**  
 66 Now have a look at that list, C9 the one that you've probably personally used is WhatsApp, but you  
 67 may know friends who use some of the others
- 68 **C9**  
 69 I think I have Messenger as well.
- 70 **Researcher**  
 71 Yes. Messenger is like taking sending a text message from a phone to somebody else. Is there  
 72 anything on that list which you don't think ought to be on that list?
- 73 **C9**  
 74 Well...
- 75 **C10**  
 76 ...I didn't know that PlayStation was a social media...
- 77 **C9**  
 78 ...or Xbox
- 79 **C9 and C10**  
 80 [Indistinct]
- 81 **Researcher**  
 82 Why would you say that they shouldn't be on that list?

## Appendix H

- 83 C10**  
84 Because it's more...
- 85 C9**  
86 indistinct ... sometimes you play with yourself and sometimes you like play with your friends
- 87 Researcher**  
88 Do you have a games console at home?
- 89 C9 and C10**  
90 Yes
- 91 Researcher**  
92 So what is it?
- 93 C9 and C10**  
94 PlayStation
- 95 Researcher**  
96 PlayStation. And when you're playing games, do you ever play with headsets on?
- 97 C9**  
98 Yes yes. Sometimes we play with headsets [indistinct]
- 99 Researcher**  
100 I'm just asking you a question, I'm not asking you to change your mind. Do you think if you are  
101 playing a game with a headset on and you're chatting to your friends while you're playing your  
102 game...does that make it social media or is it still a game?
- 103 C9**  
104 It's called social media but then it's kind of still a game.
- 105 Researcher**  
106 Are you making that fairly even or still more of a game....
- 107 C9**  
108 More of a game than it is social media
- 109 C10**  
110 Yeah coz .... Say Xbox and PlayStation ... on the actual PlayStation you can't play people from Xbox
- 111 Researcher**  
112 Right
- 113 C9**  
114 You can
- 115 C10**  
116 No you can't ...
- 117 C9**  
118 Ah you can't have a sort of PlayStation friend on Xbox friend.
- 119 Researcher**  
120 Do you two ever use YouTube?
- 121 C9**  
122 Yeah, quite a lot.
- 123 Researcher**  
124 So number 7, this school put YouTube down as a social media.

- 125 C9**  
126 [indistinct] live ..because I put messages down and
- 127 C10**  
128 And you can copy the video and paste it onto something like WhatsApp or....
- 129 C9**  
130 Yeah. Like its a little [indistinct] button that you can like of push
- 131 Researcher**  
132 So are you thinking that possibly YouTube is a social media or it isn't.
- 133 C9**  
134 Ummm. No really. I think its, no I don't think it is.
- 135 Researcher**  
136 And why? Because when we started talking C9 you said the only social media you use is WhatsApp.  
137 And although you use YouTube you obviously didn't think about it as a social media. I'm not saying  
138 these people are right, so you keep going. So just help me understand C9 what makes you so sure  
139 clear that YouTube is not social media?
- 140 C9**  
141 Because, when I play a video I think of people just watching it and not messaging people.
- 142 Researcher**  
143 Terrific, thank you. What about things like 'phone'? Is that a social media?
- 144 C9**  
145 Yes. [Indistinct] it's like playing games on your phone or just...
- 146 Researcher**  
147 I am assuming it just meant if you are talking on the phone. Is that enough to make it social media?
- 148 C9 and C10**  
149 Yes, I think that's enough that's social media
- 150 Researcher**  
151 OK  
152 One of the other questions I asked the pupils at this other school I asked them to say what's do they  
153 think are the worst things about social media? What are the things you don't like about it, or you  
154 don't think are good I'm going to show you their top three answers in a second. Do you have any  
155 thoughts on that?
- 156 C9**  
157 Well I can think of [Indistinct] unless it like...
- 158 C10**  
159 ... people saying mean things to you
- 160 C9**  
161 Yeah that's true. And then there's just joking mean things and really mean things
- 162 Researcher**  
163 So what you're telling me is that the bad things about social media are is when other people are bad  
164 on it or are rude and nasty or stuff like that. That's great, anything else?
- 165 C9**  
166 No
- 167 Researcher**  
168 OK. Let me show you. They had three main things. One is they talked about bullying which is what  
169 you have just mentioned, this second one was people receiving comments from people they didn't  
170 know, from strangers...

## Appendix H

- 171 C9**  
172 ... Yes its because [indistinct] when I went onto WhatsApp there's someone made up a new group  
173 which I don't know who's on it, I got, I got ... someone probably added me. I left because I didn't  
174 know who they were ...and I said who is this? and they didn't answer me back so I just left
- 175 Researcher**  
176 Which is a very sensible thing to do. So you found yourself included in a group because WhatsApp  
177 can do that. And you're not necessarily clear who that was. So would you say that's a downside of  
178 WhatsApp, or is that not really a problem?
- 179 C9**  
180 It's not really a problem. It's like you don't really get spam messages. And then if they [indistinct]  
181 you just leave. There is a bad thing that people could add you when you don't want to be in the  
182 group. Other people leave and then they're added again ...
- 183 Researcher**  
184 So just...oh sorry C9 would you just say that last bit again because I talked across you
- 185 C9**  
186 I've had friends leave from WhatsApp groups because they just found it annoying and people ... just  
187 get another ... What's it called?
- 188 C10**  
189 Request
- 190 C9**  
191 Request yes ... can you just automatically join their group. You can't press accept or anything so...
- 192 Researcher**  
193 That's a downside
- 194 C9**  
195 Well it's a good thing. Cos, if it's just someone that you don't know in a group that being annoying  
196 and some of your friends are in that group, then.... you get over it when they send you another  
197 message request.
- 198 Researcher**  
199 Okay. It's interesting because when we started I said what do you think social media is, you started  
200 by saying well it about people communicating and it's about people sharing maybe photos or videos  
201 that they've taken. You've now talked about 'groups' do you think groups are an important part of  
202 social media or is groups just something happens in WhatsApp?
- 203 C9**  
204 What do you mean by groups?
- 205 Researcher**  
206 You've used the word 'groups' what do you mean by groups?
- 207 C9**  
208 I'm not so sure what groups means because
- 209 C10**  
210 indistinct
- 211 C9**  
212 Oh oh like that groups um....
- 213 Researcher**  
214 Do you think all social media has groups was it just WhatsApp?
- 215 C9**  
216 I don't really think all social medias has groups, because if you are just calling someone on the phone  
217 you can't add people to the call but ... I wouldn't really call it a group

- 218 Researcher**  
 219 No okay. And the third comment was trust that came up an awful lot from the pupils; we don't like  
 220 social media sometimes because we can't always trust people. Do you have any idea where they put  
 221 that ?
- 222 C9**  
 223 Yeah well coz sometimes, like I said earlier...I've got some ... some people have the same name all  
 224 your friends and you may think it's them, but then you message them back [Indistinct] then they're  
 225 like ... you know 'who's that?' and you may not trust them.
- 226 Researcher**  
 227 Have you been taught about this at school? Or is this thing you've had at home?
- 228 C9**  
 229 It has come up a bit in school, mostly in year 6. A little in year 5, not really in year 7
- 230 Researcher**  
 231 If you were to advise someone who was younger, not necessarily in your family, I don't know if you  
 232 got younger cousins or people coming up into [Your School]'s next year, and you were to give them  
 233 some advice about giving about using social media. Is there any advice you think they ought to know  
 234 what wisdom would you pass on?
- 235 C9**  
 236 Err I would probably, err if you get added into a WhatsApp group who you don't know, the first  
 237 question to ask is who is this and if they don't respond then I'd leave. And then if there's a bit of bad  
 238 language through the group chats, I'd leave. And then sometimes I've had a call from a WhatsApp  
 239 group at 11:00 PM. I was in bed watching a film and I had my phone
- 240 C10**  
 241 Yeah it was name of film indistinct
- 242 C9**  
 243 Yeah I know and my phone was downstairs
- 244 C10**  
 245 and somebody called his phone at 11:00 o'clock at night
- 246 C9**  
 247 Just a [Indistinct] a calling time and ... Mostly it's asking if you want to go to the park tomorrow  
 248 which I could say yes to, but I'll have to check with our mum to see if we've got anything planned
- 249 Researcher**  
 250 At 11:00 o'clock it's a bit late isn't it! So is there anyway of preventing that sort of late night  
 251 contact?
- 252 C9**  
 253 You could just ignore the call or your phone on vibration. Depends which kind of settings you have
- 254 Researcher**  
 255 C10 do you think but when you're a bit older and you've got a phone that you will use social media.  
 256 Or do you just can't see the point of it?
- 257 C10**  
 258 I think I will still use social media, yeah
- 259 Researcher**  
 260 What do you think it'll do for you, how will it help you?
- 261 C10**  
 262 [Long pause]
- 263 C9**  
 264 You will chat to your friends a bit more

## Appendix H

- 265 C10**  
266 Yes
- 267 Researcher**  
268 Good
- 269 C9**  
270 When you get lost at lunch, you can call me in [Your School] cause
- 271 Researcher**  
272 Big school [Your School]'s
- 273 C9**  
274 Yes, you're not really supposed to have your phone out but, people have them out anyway. Because  
275 I've known people have had their phones confiscated specially, but mostly year 9s just messing  
276 around. And if they refuse, the they go into detention.
- 277 Researcher**  
278 Is that the phone causing trouble or social media causing trouble?
- 279 C10 and C9**  
280 [Indistinct]
- 281 C9**  
282 Because [Indistinct] social media. Yeah because some people are just playing games ont heir phone  
283 because the people I know just play [name of game] for them. Sometimes if mum has messaged me  
284 to say that she's going to be home late, that's kind of useful for when I get in the door I don't get like  
285 worried that she's not here.
- 286 C10**  
287 [Indistinct] get messaged
- 288 Researcher**  
289 That's a good practical reason. Okay we've arrived at the very last question. And the last question is  
290 this is there anything you wish you understood about social media?
- 291 C10 and C9**  
292 [Very long pause]
- 293 Researcher**  
294 You can say 'no'
- 295 C9**  
296 No not really

## H.8 Transcript 8

C11 – 250820

In person

### Participants

C11

Researcher

- 1 Researcher**  
 2 I may ask you this right at the very end because you may have different view time to get there, if  
 3 someone was to say 'what social media C11?' would you say?
- 4 C11**  
 5 It's a way of sharing and contacting other people anywhere in the world.
- 6 Researcher**  
 7 OK. Can you say more? Can you give me some examples to social media?
- 8 C11**  
 9 Yeah. There's Facebook, Instagram, Snapchat, even WhatsApp to an extent is. Yeah, I can't think of  
 10 any others.
- 11 Researcher**  
 12 That's fine. So you talked about it being a communicative tool. Is there anything else that you think  
 13 is really ... part of what I'm trying to do is to get to the point of, when you social media, social media?  
 14 And when is it something else? I'm interested in those sort of margins and boundaries. What's got to  
 15 be there to be social media, what's are the core?
- 16 C11**  
 17 Sharing with others. And still contacts with others. In some forms it is usually post something then  
 18 other people say at last still a form of contact. And then yeah there are others where is direct  
 19 messaging where is literally contacting through text messages but yeah the main bit is when you  
 20 post something and other people could interact with it, can 'like' it, can comment on it, share it  
 21 traffic ...
- 22 Researcher**  
 23 Can I say there is no right or wrong answer. Nobody has got a definition of social media out there  
 24 but there are different definitions I can find them but nobody quite agrees so that's just as valid as  
 25 anything. Can I just check, your age is 15?
- 26 C11**  
 27 15
- 28 Researcher**  
 29 Do you use any social media?
- 30 C11**  
 31 I have them, I'm not incredibly active
- 32 Researcher**  
 33 Okay, so which ones did you chose to put on your phone?
- 34 C11**  
 35 I have Instagram, Twitter, WhatsApp, TikTok and that's all.
- 36 Researcher**  
 37 Ok. Is there any of those that you would say that's the one I use most often and the rest just sit  
 38 there, or do you I use them equally?
- 39 C11**  
 40 I use them equilly, but I don't post on them, I just look at what people posted.

## Appendix H

**41 Researcher**

42 Fine. okay so that this is a personal question to you, what are the attributes of the social media that  
43 you use, that you really pleased about and that you're glad is something that you can do?

**44 C11**

45 I think it's just being able to see how the people think and act and everything, is a good thing about  
46 it.

**47 Researcher**

48 And are these people that you know, are you looking at family members or mates from school, or  
49 are they...

**50 C11**

51 Yeah, some, yeah, I'm reading that. So some people are famous celebrities and others are people  
52 whose opinions I'm interested in. Yeah, but quite a lot are just friends.

**53 Researcher**

54 Can you give me a sense of proportion? Is it 50:50 or 90% friends 10% ...

**55 C11**

56 ...well it depends on which social media app is, so yeah, Snapchat is 100% friends 100% people I  
57 know. Because that's mainly a communicative app, you don't really just post on it. Whereas Twitter  
58 is more other people that I've never met [indistinct]

**59 Researcher**

60 I'm not trying to vai too deep, but just give me a clue the sort of celebrities, I mean I'm trying to see  
61 whether, sports politics, music?

**62 C11**

63 Well yeah. Mainly sports, but yeah politics a bit, music less so but I do follow some music creators.

**64 Researcher**

65 OK. I did a survey of admittedly they were year 7 and eight pupils, so a couple of years below you,  
66 from the school in [Local Area]. I could get into [Your School] I would have got into this community,  
67 but I did it with the community down the road. My guess is that they're probably pretty similar  
68 answers. They may not be identical but I'm not sure there's anything radically different. In the  
69 survey I asked the youngsters what are your three favourite social media, if you have it. yet what's  
70 your top three okay and then I collected all the data going about 400 results so there's quite a lot of  
71 data and that's the top 20 that came up from that school and those young people. So observations,  
72 comments?

**73 C11**

74 Yeah some of them, I didn't realise are social media

**75 Researcher**

76 Well you might not agree. So what you surprised to see on earth?

**77 C11**

78 Well #7 YouTube I yeah I thought that's more of an entertainment thing, rather than social media  
79 but yes could be with my definition that is a form of social media. But Xbox and PlayStation yeah  
80 Twitch sort of the same as YouTube.

**81 Researcher**

82 OK, let me let me just come back up the list. So Instagram you're happy with, TikTok you talked  
83 about, Facebook you talked about, Twitter you talked about. Do use WhatsApp?

**84 C11**

85 Yeah.

**86 Researcher**

87 When you first mentioned it you said it's a sort of a social media. So what what is it that puts it into  
88 that category or doesn't put into that category?

- 89 C11**  
 90 Well yeah I think WhatsApp is a form of messages, like text messages that uses Wi-Fi instead of your  
 91 your allowance per month that you get for your phone. It's an alternative to that. But like I do also  
 92 know that they have something called I think 'status' where you can put for like 24 hours some  
 93 picture or something, and all the people that you have their number they can all see that, so that  
 94 would make is a social media.
- 95 Researcher**  
 96 Do you know I use WhatsApp, I never come across that.
- 97 C11**  
 98 I have never used it, never come across it, I've never seen any one else
- 99 Researcher**  
 100 You've heard other people talk about it?
- 101 C11**  
 102 Younger sister does use it.
- 103 Researcher**  
 104 OK, I'll pick her brains about it. So are you comfortable then that that we categorise WhatsApp as a  
 105 social media?
- 106 C11**  
 107 Yeah I think so. Yeah not comfortable with it, but think it would do
- 108 Researcher**  
 109 What is it about WhatsApp that makes you less than...and you know if you have if you had the  
 110 centre of the circle which is where you're going to put all the social media you put Instagram there,  
 111 you'd put Facebook there. I'm sensing the WhatsApp is also getting a little bit further away. So what  
 112 is it about WhatsApp in your mind that makes it less secure a social media?
- 113 C11**  
 114 Because I use it as a form of messaging so yeah I use it through actually message my grandparents.  
 115 Because it's just the easiest way they always stand it and everything.
- 116 Researcher**  
 117 So why is messaging not social media, because also you've got number to directly underneath  
 118 you've Messenger?
- 119 C11**  
 120 Exactly and I wouldn't agree with that. I've never used it but...
- 121 Researcher**  
 122 Because?
- 123 C11**  
 124 Because it is just messaging. It's a way of just talking to other people rather than sort of so showing  
 125 other people. It is the same as why you are I are doing, just sitting here having a conversation  
 126 through a phone.
- 127 Researcher**  
 128 Okay, so YouTube. Tell me if I've got this right, you went I would never have put it there.
- 129 C11**  
 130 Yeah exactly I didn't think of it at first. But yeah now see it definitely is, yeah.
- 131 Researcher**  
 132 Okay, do you have Skype.
- 133 C11**  
 134 Yeah I do.

## Appendix H

- 135 Researcher**  
136 Now quite a lot of people have put it as social media. You may not know enough about it to make a  
137 judgement...
- 138 C11**  
139 Yeah, yeah I do. Yeah, I'd say it isn't. I'd say it in the same way that WhatsApp I'm uncomfortable  
140 with it. But its just face-to-face having a conversation like we're having.
- 141 Researcher**  
142 Um, Xbox and PlayStation.
- 143 C11**  
144 I wouldn't say there social media.
- 145 Researcher**  
146 Why are you putting them outside of the...
- 147 C11**  
148 ...because it's just sort of playing games with each other which isn't in what I'd say is social media.
- 149 Researcher**  
150 If you're playing games with your headset on and you are chatting to your mates or people around  
151 the world is that not sufficient to make it social media?
- 152 C11**  
153 I don't think so, no.
- 154 Researcher**  
155 Somebody was telling me that on the Xbox you can save pieces of gameplay, and you can leave it on  
156 the timeline or somesuch. Is that not sufficient to make it social media?
- 157 C11**  
158 That is, but I wouldn't say the whole thing is (successful)? or primarily what Xbox and PlayStation 4's  
159 for.
- 160 Researcher**  
161 Do you know Twitch?
- 162 C11**  
163 Yeah it is. Its sort of the same as YouTube.
- 164 Researcher**  
165 So you'd be happy to broaden that definition a bit?
- 166 C11**  
167 Year yeah.
- 168 Researcher**  
169 Discord, do you know it?
- 170 C11**  
171 Yes that's another way of talking to other people.
- 172 Researcher**  
173 Not social media or is social media?
- 174 C11**  
175 No I don't think so, I think again it's just having a conversation through these technologies, so no.
- 176 Researcher**  
177 OK, the phone

- 178 C11**  
179 Yeah same there's definitely not its having a conversation.
- 180 Researcher**  
181 Do you know Reddit?
- 182 C11**  
183 Yeah that's definitely is social media, I think yeah that's in the same category as Instagram and  
184 Facebook
- 185 Researcher**  
186 OK, because?
- 187 C11**  
188 Because it is, you post is there a picture or a comment or something and other people can share like  
189 comment on it
- 190 Researcher**  
191 Pinterest have you used it?
- 192 C11**  
193 Er, no I haven't.
- 194 Researcher**  
195 Do you know anything about it?
- 196 C11**  
197 It is the same as Reddit, but it's more about about pictures.
- 198 Researcher**  
199 Er, email
- 200 C11**  
201 I don't think thats social media.
- 202 Researcher**  
203 Tumblr?
- 204 C11**  
205 Don't know what that is.
- 206 Researcher**  
207 OK. Minecraft?
- 208 C11**  
209 That's a game thing. It's the same as Xbox and PlayStation so definitely no.
- 210 Researcher**  
211 Google
- 212 C11**  
213 Yeah, I no! That definitely isn't.
- 214 Researcher**  
215 Line of duty
- 216 C11**  
217 No it's a game.
- 218 Researcher**  
219 This survey was done in February so just before lockdown. I'm wondering with all the things we've  
220 learned since lockdown, I wouldn't have been surprised if I did the survey now whether youngsters  
221 might include or they use Google Hangouts schools or Zoom or Teams or whatever. Now what's your

## Appendix H

222 feeling on those products?

**223 C11**

224 Er, yeah. I don't think their social media in the same way that Skype and...yes Zoom is just a newer  
225 better form of Skype. That's not social media.

**226 Researcher**

227 OK, that's really good. That's really helpful, thank you for that lot. I asked the youngsters down the  
228 road were there downsides to social media? It was a free answer. They could write anything they  
229 wanted into the box. I'll show you their top answers in a second. But if I say is there a downside to  
230 social media and if so, what is it? What might you put?

**231 C11**

232 I think number one is cyberbullying. If you're being bullied at school in person you'd think if your at  
233 home you'd be free of all of that. It will be all right, be alone, have a safe space. And then you'd  
234 turn on phone and your getting all that, whilst still at home. That's probably the worst thing about  
235 social media.

**236 Researcher**

237 Any other downsides?

**238 C11**

239 I think it makes people care too much about how they look to other people. Not both physically but  
240 also their thoughts and opinions and everything again too much about what people think of that.

**241 Researcher**

242 The bit I didn't get from the youngsters, and forgot to ask my survey isn't about bullying so I'm not  
243 surprised it cropped up but I couldn't really get a sense of how prevalent that was as to whether a  
244 large number of people had at some point been bullied through social media, or whether a large  
245 number aware of other people, not necessarily themselves, coz they though they out to because  
246 they have heard a lot of people talking about it, but they hadn't experienced it. What's your sense  
247 from your friendship group?

**248 C11**

249 Well, I think there is and there's different severities of bullying, all the way down to little nit-picking  
250 comments. Its pretty much anything negative given on social media, I think could if enough of it  
251 could count as bullying. Which I do know lots and lots of people do have that.

**252 Researcher**

253 Do you think the intent is to bully?

**254 C11**

255 The intent I don't know. I don't know every person in the worlds views but don't think, and I hope,  
256 isn't bullying. I think it is a bit prodding...just a small negative comment, they don't mean [indistinct]  
257 but they do do it.

**258 Researcher**

259 Second thing in quite large numbers, from this particular group is that they don't like getting  
260 comments from strangers. Can you help me understand that?

**261 C11**

262 Just let social media you can contact absolutely anybody and these being key stage three they're still  
263 incredibly young as young as 11. And there are people out there who do and words and will see  
264 them as vulnerable and yeah they'll try to exploit them in anyway.

**265 Researcher**

266 So you're reading of that would be this this is probably adults making inappropriate approaches.

**267 C11**

268 Yeah exactly.

**269 Researcher**

270 Not from the survey, but from talking to some other youngsters, the other part of that is sometimes

271 and this may be open a [Name of place] problem ,people feeling it was other people in the school  
 272 having other accounts which had fake names, so it's not necessarily I'm getting comments from my  
 273 school friends, I'm getting comments, they look as if they're from my school friends, but no idea  
 274 who's making it. So its more personal to me. They know me, but I don't know who they are. Have  
 275 you come across that?

**276 C11**

277 No definitely not, that's the first I've heard of that.

**278 Researcher**

279 And then the other one was Trust. That phrase was used quite a lot, surprisingly a lot, maybe  
 280 different contexts.

**281 C11**

282 Year it could be used in many contexts and I don't know which their meaning would be.

**283 Researcher**

284 Would you say trust is an issue on social media?

**285 C11**

286 No, no I don't. I don't know how there can be distrust from social media.

**287 Researcher**

288 Does [name of sibling] have social media?

**289 C11**

290 No, not yet.

**291 Researcher**

292 If you were giving him advice as he was setting off in the life of social media, or you have been  
 293 invited to talk to Year 7 in [name of school] about social media, here's some tips. What would  
 294 advice would you give them, assuming that we are going to say its worth having?

**295 C11**

296 I think the main one, which was the second one that was wrong with social media is, the strangers,  
 297 the fact they can contact you, I would say to [Name of sibling]. I just thought now he does he has an  
 298 account on my Xbox so and he's friends and he plays with them and yet we've made sure, told him  
 299 many times that it's only his friends that he plays with. Not even like their older brother or  
 300 something is just their friends and yet when he's older and everything gets other forms of social  
 301 media I'll keep on telling him over over again I've told [Second sibling] many times, make sure that  
 302 it's only people that you know person and can talk too easily person. Because if it's harder to talk  
 303 someone in person than it is through online then, you should really be talking to them online then.

**304 Researcher**

305 In terms of practicalities, how would that advice look in practise? So if a youngster had Instagram say  
 306 or they had Snapchat or TikTok or something like that, is there anything they can do to prevent or  
 307 reduce the chance of coming across strangers.

**308 C11**

309 Yeah definitely. So I have all my accounts on private which means they have to request to follow me  
 310 or have contacts with me. And I have had some random weird people who've requested to follow  
 311 me ... there's just an 'ignore' button and they can go forever.

**312 Researcher**

313 I'm interested that you've used the word 'weird'. Are they weird because they've contacted you  
 314 randomly or is there something about what you know about them that say...

**315 C11**

316 Contacted randomly...

**317 Researcher**

318 ...so that behaviour is weird...

## Appendix H

- 319 C11**  
320 Yeah yeah, their behaviour is a bit inappropriate.
- 321 Researcher**  
322 So it still needs the strength of character with the person, the user, to do the ignore but private bit  
323 helps a lot.
- 324 C11**  
325 Yeah exactly. I mean don't really that much strength character and I think that is the person doesn't  
326 know that you've said no.
- 327 Researcher**  
328 Are there people you follow?
- 329 C11**  
330 Yes.
- 331 Researcher**  
332 So the people who you would follow with public accounts would I guess for your celebrities...
- 333 C11**  
334 ... exactly and that's yeah obviously if you're a celebrity you...
- 335 Researcher**  
336 ...that's how you earn your money
- 337 C11**  
338 ...yes
- 339 Researcher**  
340 Do you think from what you know of your friendship group that that their behaviour is equally  
341 sensible, or have you aware of any people who are just sort of accepting randomly body just sort of  
342 something so I got 500 followers
- 343 C11**  
344 No my my friendship group, no I don't think so.
- 345 Researcher**  
346 Okay. So there's the thing about strangers. Any other advice?
- 347 C11**  
348 So other advice, I don't know how to word it. About hateful comments, they'd receive. I don't know  
349 what I would say as a solution really. Just tell someone else as well. Just so they know they could  
350 help you out with it. On all social medias you can block people so that they cant have contacts with  
351 you. And yeah, you can always do that. With hateful comments don't take it to heard too much.  
352 Try and ignore them I think.
- 353 Researcher**  
354 How easy is it practically to block someone? Is it technically in your face, or do you need to go deep  
355 into a menu to do that?
- 356 C11**  
357 Er its not...it pretty easy to ... most people they have ... you click one button and it comes up with  
358 report, block, something else.
- 359 Researcher**  
360 And you think most people could do that, once they have been shown.
- 361 C11**  
362 Yes, once they have been shown.
- 363 Researcher**  
364 So advice about stages, how to deal with comments which are unpleasant. Any thing else. Your

- 365 comments could be positive.
- 366 C11**  
367 Yeah, I don't know anything positive. Just enjoy it really.
- 368 Researcher**  
369 So for you what you see is the benefits of it?
- 370 C11**  
371 Well yeah, I don't really know....just keep in contact especially over the lockdown. Being able to talk  
372 to my friends.
- 373 Researcher**  
374 Do you think you've used social media much more in lockdown?
- 375 C11**  
376 Well yeah definitely. So I mean as simple as for six hours a day at school I can't go my phone at all,  
377 where as for that six hours in download I'm actually on it, so yeah, at least plus six hours.
- 378 Researcher**  
379 Were you talking to your friends, not just social things we talk about schoolwork ever? Or is there a  
380 strict divide between school work's, school work and social media's for fun.
- 381 C11**  
382 Sometimes yeah if they needed help yeah lots of people came to me for help. But no, most of it is  
383 social. and three failed when I need it but no most fares so
- 384 Researcher**  
385 Okay, this is I think the toughest question I've written. It's a very broad question and it may not have  
386 an answer. But is there anything about social media that you just wish you understood
- 387 C11**  
388 I think again its the hateful comments Just because there behind the screen and they think they  
389 have every right to say it. I just don't understand why people would do that.
- 390 Researcher**  
391 I've heard that a number of times, so it's quite a common thing and what just reflecting the answer  
392 back what's interesting is I've asked you a question about the technology and you give me an answer  
393 about human nature....
- 394 C11**  
395 ...exactly...
- 396 Researcher**  
397 ...because he's the humans who use it.
- 398 C11**  
399 I think the technology itself and the actual platform everything's is all incredibly good and that why  
400 it's been created and everything. It's just yeah you have to factor in humans, which is always  
401 difficult.
- 402 Researcher**  
403 You said you have an interest in an interested in bits of politics. Are there any social media and  
404 politics are there any places where those coincide?
- 405 C11**  
406 Yes, on Twitter it very political. An I follow both labour and conservative. Just trying to get an idea  
407 of what they are both saying.
- 408 Researcher**  
409 We're done. So thank you so much. I tell you what, before we finish I'll ask the first question again.  
410 If someone was to say social media, how would you define it?

## Appendix H

### **411 C11**

412 It is a way of posting and sharing with other people that they can interact with it. It is a way of  
413 communicating with others.

## H.9 Transcript 9

Scout Group – 251120  
Video Conference

### Participants

C12  
C13  
C14  
C15 (Late arrival – 10 minutes in)  
C16  
C17  
C18  
Adult Group Leaders (Mute)  
Researcher

- 1 Researcher**  
2 There's a good question and its up for anybody. If I use the term 'social media' how would you  
3 explain it? So if you were speaking to some elderly person and nan or grandad at home and they  
4 said, 'so what's social media all about?', what would you say?
- 5 C14**  
6 It's kind of like a way of talking like online, I guess.
- 7 Researcher**  
8 Thank you C14, good start. Does anyone want to add to that? Or change...
- 9 C17**  
10 It's also a way of sharing what you're doing in photos and stuff, like Instagram you can share  
11 holidays if you're ... and you can share like different ideas.
- 12 Researcher**  
13 Fantastic. Does anybody want to add to that?
- 14 C12**  
15 I think it's a thing that you can message say with people and have fun really. Yes?
- 16 Researcher**  
17 Good, fine. Anybody else got anything else you want to add? (Pause) That's a pretty good start.  
18 We'll come back to those ideas.  
19 Can I just find out, this is me being just a little bit nosy, so I know where people are. And I accept  
20 that there may be people here who don't use social media at all, that's absolutely fine. C18, do you  
21 have any social media accounts that you have?
- 22 C18**  
23 No
- 24 C14**  
25 I have WhatsApp, I don't know if that...
- 26 C12**  
27 Only Xbox and WhatsApp
- 28 C16**  
29 I have only got WhatsApp but I only talk to my friends
- 30 C17**  
31 I have WhatsApp, Snapchat and Instagram
- 32 C13**  
33 I have TikTok and WhatsApp

## Appendix H

**34 Researcher**

35 Lovely that's really helpful. So, the next bit I've got, and it's for anyone to throw in an answer. What  
36 are the things you really appreciate doing, or if you don't have social media, what do you hear other  
37 people like doing on social media? Why is it this stuff is so popular?

**38 C17**

39 I think that part of the reason is that you can chat to your friends without having to be face-to-face,  
40 which has been really good during like lockdown.

**41 Researcher**

42 Do you think you have used it more over lockdown?

**43 C17**

44 Yeah, definitely.

**45 Researcher**

46 Any other things?...you mentioned earlier C17 going on holiday and taking photos and sharing them,  
47 I suppose that's something people do.

**48 C17**

49 Yeah. I sometimes don't think that's not the best thing that can ... you can do on social media  
50 because it can make other people feel bad because you're sharing just the best bits of your life.

**51 Researcher**

52 And why does that make people feel bad?

**53 C17**

54 Because other people might think that's their life, and that's their whole life, they just get to have  
55 fun and go on holidays and stuff. Whereas they can't do that maybe. That might make them feel a  
56 bit upset or conscious of their money or something.

**57 Researcher**

58 Good points, thank you C17. Anything else?

**59 C16**

60 60at any time.

**61 Researcher**

62 Yup. Anything else

**63 C12**

64 I enjoy like playing with them. As of lockdown you can't go to see them so Xbox is a good way to  
65 play with them and chat. Yes?

**66 Researcher**

67 So when you're playing games, you've got your headset on and you're nattering away to your mates.  
68 Is that it?

**69 C12**

70 Yes

**71 Researcher**

72 Sounds good. C18, C14 do you want to say anything?

**73 C14**

74 No

**75 Researcher**

76 That's fine

77 I went to a school not far from [name of home town] a few months ago, and I gave all of year 7 and  
78 year 8 a questionnaire to fill in. One of the questions I asked was what's your favourite social media.  
79 And I am going to give you their top 20. So this is about 400 youngsters filled this in, OK. So this is  
80 their top 20.

- 81 [Long pause]
- 82 C16**  
83 Minecraft?
- 84 Researcher**  
85 I'm so pleased somebody's going 'What? Minecraft!' Who said Minecraft?
- 86 C16**  
87 Me. Hi!
- 88 Researcher**  
89 What's your problem with Minecraft?
- 90 C16**  
91 Minecraft isn't a social media site, it's a game.
- 92 Researcher**  
93 Ah
- 94 C12**  
95 Yeah but you can still talk to people.
- 96 Two voices**  
97 Including 'fair enough' and Indistinct
- 98 C16**  
99 I get that. Just, it's not made for chatting.
- 100 C12**  
101 But you can also play with them.
- 102 C18**  
103 What's Line of Duty?
- 104 C16**  
105 It's like a Call of Duty knock-off.
- 106 Researcher**  
107 I don't want to tell you that this list is correct, as a list of social media sites. This is simply what those  
108 youngsters thought were social media sites. So, if I'm hearing a voice here saying Minecraft isn't  
109 that's fine, I'm happy with that. Coz it may not be. They may be wrong. So my next question is, is  
110 there anything else which you think shouldn't be on that list? Cos you don't think its social media.
- 111 C14**  
112 Maybe like Facebook – although its social media, maybe people in years 7 and 8 shouldn't really be  
113 going on Facebook. Like, its meant for older people than year 7 and 8.
- 114 Researcher**  
115 Do you know if there are minimum ages for social media sites?
- 116 C16**  
117 Yeah
- 118 C17**  
119 Pretty much all of them.
- 120 Researcher**  
121 Do you have any idea what the minimum age is?
- 122 C18**  
123 13, I think.

## Appendix H

- 124 Researcher**  
125 C18 thinks its 13. Do you think he's there?
- 126 C17**  
127 Most of them are 13.
- 128 C16**  
129 Some have more, some are higher. Some are less.
- 130 Researcher**  
131 Do you know any which are less?
- 132 C16**  
133 Minecraft is 7.
- 134 Researcher**  
135 Right...
- 136 C17**  
137 I don't think Pinterest is 13, but I'm not sure.
- 138 C12**  
139 If you are on Xbox you can be any age on that.
- 140 C16**  
141 Yes
- 142 Researcher**  
143 I suppose some of the games on Xbox have a certificate, don't they? They have an age on the game,  
144 even if the Xbox itself doesn't.  
145 Can I go back to your comment of Facebook? You said you think some people shouldn't be on  
146 Facebook because of their age. Let's say Facebook has got a minimum age of 13, so if you're in the  
147 middle of say year 8 you could start using Facebook. Do you think many people do use Facebook at  
148 that sort of age?
- 149 C17**  
150 No its more of like a middle aged ... people
- 151 C14**  
152 It like a chain. Coz if one person is using it, then another person will want to see what they're kind of  
153 doing. And more people who use it encourage more people to use it.
- 154 Researcher**  
155 Is that your experience?
- 156 C14**  
157 Well no. This is a kind of guess.
- 158 Researcher**  
159 So a lot of people here this evening have got WhatsApp, can you think why you got WhatsApp?
- 160 C12**  
161 Yes I can. I have it because I can communicate with people who I'm not close to. So such as my  
162 mum, she lives on the Isle of Wight so I can't normally go and see her. So with WhatsApp I can  
163 Facetime her.
- 164 Researcher**  
165 So whose idea was it to get WhatsApp?
- 166 C12**  
167 My dad's.

- 168 Researcher**  
169 Right, because its connecting you with the person you want to talk to.
- 170 C12**  
171 Yes
- 172 Researcher**  
173 OK. Who said they had TikTok? C13 are you happy that TikTok is a social media?
- 174 C13**  
175 Err, yeah.
- 176 Researcher**  
177 Why?
- 178 C13**  
179 Because it a way for the younger people isolating to connect with the outside world.
- 180 Researcher**  
181 Do you message people through TikTok?
- 182 C13**  
183 Er yeah, I message my friends.
- 184 Researcher**  
185 And do you ever record videos?
- 186 C13**  
187 Yeah, I have recorded quite a few videos now.
- 188 Researcher**  
189 Can I ask you what sort of videos? You don't have to answer that.
- 190 C13**  
191 I record videos where sort of I react to other videos on TikTok.
- 192 Researcher**  
193 Oh fine, got it.  
194 Shall we just quickly go through that list I'm just interested whether you agree whether they are  
195 social media or not. If you've not heard of a social media don't think you have got to make up and  
196 answer.  
197 Are we happy Instagram is a social media?
- 198 Chorus**  
199 Yes
- 200 Researcher**  
201 Ok. TikTok?
- 202 Chorus**  
203 Yes
- 204 Researcher**  
205 C13 says it is, you don't have to agree with C13.  
206 C16  
207 I just think it is.
- 208 Researcher**  
209 Facebook?
- 210 Chorus**  
211 Yes

## Appendix H

**212 Researcher**

213 Twitter?

**214 Chorus**

215 Yes

**216 Researcher**

217 Has anyone seen Twitter?

**218 C17**

219 Yes

**220 Other voice**

221 Yes

**222 Researcher**

223 What do you make of it?

224 (No response)

225 We'll move on. WhatsApp, most of you have got it. Are you happy that its social media?

**226 C16 and C12**

227 Yes

**228 Researcher**

229 Does it do all the things that say, Facebook does?

**230 Chorus**

231 No

**232 Researcher**

233 So what's the difference, and does it matter?

**234 C16**

235 So if Minecraft is making the cut, WhatsApp definitely should.

**236 Researcher**

237 OK, that's an interesting argument. So what's the argument that Minecraft is a social media?

**238 C12**

239 Well you can play with friends.

**240 C16**

241 Well it's on the list, that's all my argument is.

**242 Researcher**

243 Ah, as I said I think the list may have some mistakes there. So don't assume the list is right. But I'm

244 very happy for Minecraft to be a social media if that's what you think.

245 What about Messenger which is a texting app?

**246 C16**

247 Yeah

**248 C17**

249 I suppose if you can message people then (indistinct) social

**250 C16**

251 Yes, I'd say that's a decent rule.

**252 Researcher**

253 OK. What about YouTube?

**254 C16**

255 Yeah. Because people can share videos.

- 256 C17**  
257 I suppose you can comment and stuff on there and things, so.
- 258 Researcher**  
259 Would you arrange to meet up with a friend down the park on YouTube?
- 260 Chorus**  
261 No
- 262 C16**  
263 You could, but probably not. It is possible
- 264 Researcher**  
265 OK, so what I'm hearing, and I'm just reflecting what I can hear. Oh Leader, I've just seen C15 is  
266 waiting to come in.
- 267 Leader**  
268 Yes, are you happy to let C15 come in a bit late?
- 269 Researcher**  
270 Do you want to text him in the background to just get him to say yes.
- 271 Leader**  
272 Yes that's fine, he's in now. I'll message him separately while you are talking.
- 273 Researcher**  
274 OK, so YouTube, although you wouldn't use it to arrange to go down the park, what I'm hearing is  
275 that you think its social media because you can leave comments and you can share stuff.
- 276 C15**  
277 Yeah
- 278 Others**  
279 Yeah
- 280 Researcher**  
281 Anybody disagree?  
282 Anyone heard of Skype?
- 283 Chorus**  
284 Yes and No  
285 It's a bit like WhatsApp
- 286 C16**  
287 Yes, it's actually quite like WhatsApp.
- 288 Researcher**  
289 So are we happy that Skype could be social media, those who know it?
- 290 Chorus**  
291 Yeah
- 292 Researcher**  
293 I think earlier on, somebody earlier on said that Xbox probably wasn't social media. (Pause) Or did  
294 we agree it was?
- 295 C14**  
296 It was
- 297 Researcher**  
298 Are you all happy with that?

## Appendix H

**299 Chorus**

300 Yes

**301 C12**

302 ...message, chat, play together.

**303 Researcher**

304 All the things you would expect.

305 Hi C15!

**306 C15**

307 Hello

**308 Researcher**

309 Sorry you are half way through this, you'll soon pick it up. Feel free to chip in.

310 Has anyone used Twitch?

**311 C13**

312 I used to.

**313 C17**

314 I've heard of it, but I don't know what it is.

**315 Researcher**

316 C18, you've said you've come across it, do you think its social media?

**317 C18**

318 Yes, it's just like live streaming and people do stuff they stream. Er, but I don't think its..it used to be

319 a lot better but it's become much more controversial, because they've had more like hackers ... and I

320 think they had some people can do streams like in real life and not just in video games. And like a

321 lot of stuff has gone wrong. Like there's been suicides and stuff on there. It hasn't been too good.

**322 Researcher**

323 Right, but in spite of all that, is it still a social media?

**324 C18**

325 Yes

**326 C16**

327 It's like YouTube

**328 Researcher**

329 So it's like YouTube but it has more live elements.

330 So if Xbox is a social media, are you happy that PlayStation is?

**331 Chorus**

332 Yes

**333 Researcher**

334 OK. Has anybody come across Discord?

**335 Chorus**

336 Yes/Yup/Yeah

**337 Researcher**

338 Do you use it C12?

**339 C12**

340 Not that often, but it's another way to chat.

**341 Researcher**

342 OK, do you think that is a social media?

- 343 C12**  
344 No, because you've got to know their username to find them.
- 345 Researcher**  
346 So if you don't know somebody's user name you never get to them on Discord.
- 347 C12**  
348 Exactly
- 349 C18**  
350 You can be in a server with them
- 351 C12**  
352 It's not a game
- 353 Researcher**  
354 On WhatsApp, can you find someone if you don't know their phone number or its not in your phone  
355 book.
- 356 C14**  
357 No
- 358 C16**  
359 Yeah, it's called a Phone Book! You just said it!
- 360 Researcher**  
361 If I haven't got somebody's number in my phone book, am I right in understanding I can't connect  
362 with them over WhatsApp.
- 363 C15**  
364 Yeah if you haven't got their number you can't get to them.
- 365 Researcher**  
366 So we said on Discord, Discord is not a social media because if you don't have a number you cannot  
367 connect. But on WhatsApp ... I being argumentative here, I'm trying to help you think things  
368 through. Are we still happy that WhatsApp is a social media?
- 369 Chorus**  
370 Yeah
- 371 Researcher**  
372 I'll shut up then.  
373 Phone
- 374 C12**  
375 Phone is a social media because you can talk to people.
- 376 C14**  
377 I kind of disagree because it says like Social Media Sites [in the slide header]...
- 378 C17**  
379 Yeah
- 380 C14**  
381 ... and like a phone isn't really a site its like an object that you...
- 382 C12**  
383 But neither are Xboxes or PlayStations
- 384 C16**  
385 C14's got a point.

## Appendix H

**386 C14**

387 I guess yeah.

**388 Researcher**

389 I'm happy to sit with disagreement. We've got two different points of view there. Does anyone  
390 want to join in one side or tother.

**391 C17**

392 I feel like a phone is more of what you have all of these apps on. So I don't think it really counts as a  
393 social media site

**394 C16**

395 Isn't there an app called phone on some?

**396 C15**

397 Yeah, it's the calling thing, isn't it.

**398 C16**

399 Oh, perhaps that's what they meant.

**400 C15**

401 I guess it would be then.

**402 C17**

403 That makes more sense.

**404 Researcher**

405 Has anybody come across Reddit?

**406 Chorus**

407 No

**408 C15**

409 It's just a place to just put posts up there.

**410 C16?**

411 Fan fiction

**412 Researcher**

413 OK. Social media or not?

**414 C15**

415 I would have said it is social media, yes.

**416 C18**

417 Yes

**418 Researcher**

419 Pinterest people weren't sure of earlier. Has anyone had a better thought on that?

**420 C12**

421 I don't think I have ever heard of it

**422 C16**

423 Neither have I

**424 C17**

425 Pinterest you basically create boards and stuff and people share their photos on there. So it's  
426 like..and you can ... its basically pinning your interests, that why it's called Pinterest because people  
427 put pictures on there and then you can save them and create boards.

**428 Researcher**

429 That's a good description C17. Email which is number 16.

430

- 430 Tentative chorus**  
431 Yeah
- 432 C14**  
433 [indistinct] it's like messaging people.
- 434 C12**  
435 So's it's the same as WhatsApp, so I would say it is.
- 436 Researcher**  
437 C15, what do you think?
- 438 C15**  
439 I would have said email, I mean ... there's not much like... because when I think of a social media it's  
440 like something that you would like use a daily thing. Like you go on it to chat with friends. But email  
441 its takes like you type it out and its more of like you [know] what you're going to type and you know  
442 what you're going to say.
- 443 Researcher**  
444 So are you coming to the conclusion that it is or is not a social media?
- 445 C15**  
446 It isn't a social media
- 447 Researcher**  
448 It isn't a social media for those reasons. Does anyone else want to come back and agree or disagree  
449 with C15?
- 450 C14**  
451 I guess like, well I dunno, it's a bit of both really in a way.
- 452 C17**  
453 Yeah. I feel it's just a slower version ... that you can't message fast and you can't share things fast
- 454 C16**  
455 Are we talking about mail?
- 456 Researcher**  
457 Yes
- 458 C16**  
459 Yeah, I would say mail is more formal. Messengers more like Oh do you want to go down to a  
460 park? You don't do that with mail. Its here's the link to today's Zoom meeting. Or today's activity  
461 for the learning.
- 462 Researcher**  
463 Yup. OK four to go. Tumblr?
- 464 C15**  
465 I have heard of it, but I have no idea..
- 466 C17**  
467 Yeah, I have no idea what it is, but I've heard of it.
- 468 C16**  
469 I've heard pf it but I don't know what it is
- 470 Researcher**  
471 Fine. We'll leave it there. Minecraft we've talked about. What about Google?
- 472 Chorus**  
473 Negative noises

## Appendix H

- 474 C16**  
475 That's what you use to get to the site.
- 476 C14**  
477 Search Engine
- 478 C16**  
479 You don't text people on Google do you?
- 480 C12**  
481 Without Google then you wouldn't be able to get into all these other things.
- 482 Researcher**  
483 That's true.
- 484 C17**  
485 I suppose there's things attached to Google like Google Meet and then there's Google Classroom but  
486 they're like apps on Google. Not actually Google itself..
- 487 C15**  
488 Yeah. You've got Gmail, like Google Mail
- 489 C14**  
490 Yeah
- 491 Researcher**  
492 Actually, C17 raised a thought. I took this list before lockdown, so this was done in February 2020  
493 and I'm just interested what do you think, if I was to put that list together today, do you think people  
494 would put Zoom or Hangouts, or other things like that up?
- 495 C14**  
496 Yeah
- 497 C15**  
498 [Indistinct]
- 499 Researcher**  
500 Are they social media though?
- 501 Chorus**  
502 No
- 503 C15**  
504 I don't know really
- 505 C14**  
506 I'd say Zoom is because you can talk to people and share screens
- 507 C16**  
508 Zoom's is a more formal Skype I'd say.
- 509 C17**  
510 Yeah.
- 511 C12**  
512 Um, if Zoom wasn't a social media site, what are we going to do today? We're using Zoom now, so if  
513 we're going to chat then no one can hear each other.
- 514 Researcher**  
515 OK, good. Anybody disagree?  
516 OK, thank you for that. The next question I asked the youngsters was 'what don't you like about  
517 social media'? So there's lots of positives, lots of good things. What do you think, or what have you  
518 heard, are the negatives? In a second I'll share the top three things they said.

- 519 C12**  
520 If someone hacks they can find out your details.
- 521 Researcher**  
522 Right, and what's the issue about that C12?
- 523 C12**  
524 So they can find you...and yeah
- 525 Researcher**  
526 And that could be a risky thing, could it?
- 527 C12**  
528 Mmm
- 529 Researcher**  
530 OK
- 531 C15**  
532 I would have said online bullying would be quite a high one up the list.
- 533 C16**  
534 Cyberbullying
- 535 C17**  
536 I was going to say that as well. People think there are indestructible on social media and can say  
537 anything.
- 538 Researcher**  
539 That's an interesting point. I heard that said by other people in another of these sessions. They talk  
540 about 'keyboard warriors'.
- 541 C12**  
542 [indistinct] dinner doesn't get made until quite late because mum is always on it. So that could be a  
543 problem.
- 544 Researcher**  
545 Right, thank you C12. Anything other drawbacks?
- 546 C16**  
547 Comparisons.
- 548 Researcher**  
549 Go on, say a bit more about that.
- 550 C16**  
551 People might compare themselves to other people who have better lives than them. And then  
552 they're like, oh my life is so trash even though they're very privileged, they just haven't experienced  
553 the stuff other people have, and not appreciate life.
- 554 Researcher**  
555 Good point, thank you. Any other...
- 556 C14**  
557 The addictiveness coz like, it constantly what people want to do and because effectively it's like an  
558 endless string of things to look at you can just spend hours like flicking through it especially things  
559 like Instagram. There's just a constant feed like of it coming through.
- 560 Researcher**  
561 C14 do you think everybody is addicted, or do you know some people who are addicted and others  
562 who can put their phones down?

## Appendix H

- 563 C14**  
564 There's...I guess it depends on what type of social media it is. Because WhatsApp you can't really get  
565 addicted to that. But something like Instagram or like SnapChat ...
- 566 C17**  
567 TikTok's a really bad one for getting addicted to  
568 Researcher  
569 Why's that?
- 570 C12**  
571 I know someone who does get addicted, my mum. Someone who doesn't get addicted, my dad.
- 572 Researcher**  
573 Right so different people have different ways of dealing with it.  
574 C17, what is it about TikTok that makes it addictive, do you think?
- 575 C17**  
576 Sometimes if, you're like on TikTok you can just scroll-through for hours and then forget about the  
577 times you've sat there scrolling through a load of videos you don't need to see.
- 578 Researcher**  
579 Every so often there's a good one, so you keep flicking to find the next good one.
- 580 C17**  
581 Yeah
- 582 C15**  
583 There's features on most social medias that encourage infinite scrolling so you never reach the end.
- 584 Researcher**  
585 Sure, I've got that. I'll tell you the top three answers I got. And I said, this is from a school very close  
586 to [Name of home town]. Actually, these weren't really one, two, three. They got about a third of  
587 the answers each. So these three are fairly even. So bullying, I heard a lot of people talk about, the  
588 second thing is we don't like comments from strangers...
- 589 C12**  
590 YouTube account then. People randomly chat to you.
- 591 C15**  
592 I mean its kind of unavoidable really. If you've got a site you can get onto from anywhere anyone  
593 can access it ... its like ... your open to anything really.
- 594 C17**  
595 I think that's why people have private accounts, because you only have to follow and people can  
596 only follow you if you accept them.
- 597 Researcher**  
598 Do you think all strangers are risky?
- 599 C14 and C16**  
600 No
- 601 C12**  
602 Most are though.
- 603 (Unidentified male)**  
604 I wouldn't say most are
- 605 C17**  
606 It depends what they're commenting on or talking to you about.
- 607 Researcher**  
608 I suppose if you've uploaded a video onto YouTube, on football or something, and somebody writes

- 609 a comment who you don't know – it might be a comment about football skills or something
- 610 C15**  
611 Yeah, they're just trying to compliment you then
- 612 C18**  
613 They're fans
- 614 C16**  
615 Cos their looking at the videos
- 616 C17**  
617 I feel like the worst problem is like private messages from the strangers.
- 618 Researcher**  
619 What apps does that come in on?
- 620 C15**  
621 Instagram, any app that has a messaging feature.
- 622 Researcher**  
623 Do you have a strategy for not letting that happen?
- 624 C17**  
625 Private accounts
- 626 C15**  
627 Private account, yeah.
- 628 C17**  
629 And block them.
- 630 C16**  
631 Phone in the microwave
- 632 Researcher**  
633 Well that's a solution! OK the third comment got summarised as 'trust'.  
634 [Pause]
- 635 C14**  
636 I guess its kind of that thing of not knowing who the stranger is ... again....and kind of trusting your  
637 friends ...
- 638 C15**  
639 I mean its like anything really when you are putting something on line, you've got to think about  
640 what people are thinking. Like you've got to put them in you're their shoes as such. Coz if youre  
641 posting a picture of you on a nice sunny holiday, they're not going to think like 'wow that's cool' but  
642 they might think other things like 'oh that's cool they never told me about that'.
- 643 C17**  
644 I suppose...
- 645 C12**  
646 On my Xbox I have some friends that I don't know in real life, but I still trust them because they're  
647 really nice to me. But that could all change [indistinct] one thing.
- 648 C16**  
649 That's kind of creepy
- 650 Researcher**  
651 C17 you were about to say something

## Appendix H

- 652 C17**  
653 Yeah I was saying that that could come under Photoshopping and editing because you can't trust  
654 what's on there That a lot of it's fake
- 655 Researcher**  
656 Is this stuff that you've covered in school
- 657 C17**  
658 Some of it yeah but some of it you just learned by being on social media
- 659 Researcher**  
660 Do you think you can trust anything on social media?
- 661 C15**  
662 Some of it you can yeah.  
663 Cacophony
- 664 C17**  
665 ...but there are some things you can trust.
- 666 Researcher**  
667 What would be the clues for stuff that you can't trust?
- 668 C16**  
669 Scams. Weird names.
- 670 C15**  
671 Deals too good to be true. If someone is like trying to sponsor you but their advertising to be like  
672 Disney, so that it's a bit too good to be true.  
673 Researcher  
674 Right yup
- 675 C17**  
676 Some of the things that come up on Instagram is um, my friends who don't have private accounts,  
677 some accounts would try and sponsor them but you'll need to look out for red flags because some  
678 accounts will try and sponsor them but when you look they've only got one follower which usually  
679 means they're fake
- 680 C15**  
681 And it depends when they like have joined like say Instagram for example. It would normally tell you  
682 their join date and if it is a really new account date
- 683 Researcher**  
684 Have you heard of bots?
- 685 Chorus**  
686 Yeah
- 687 Researcher**  
688 How would you explain a bot to somebody?
- 689 C16**  
690 Robot accounts
- 691 C15**  
692 Yeah, non human accounts that's just generated automatically
- 693 C14**  
694 Programmes...
- 695 C12**  
696 ....some of my friends call bots really bad players in games. In something like Fortnite, most you guys  
697 know that, we call people bots when they are really bad...

- 698 C16**  
699 ... especially when they die to them
- 700 C15**  
701 Yeah, you get a bit angry when you die for someone...
- 702 C16**  
703 You just start screaming random words
- 704 C12**  
705 Yeah
- 706 C16**  
707 And you say, 'oh you're so bad' even though they killed you – so you're the bad one!
- 708 C12**  
709 Any my friends, if they get killed by them, call them a hacker
- 710 C16**  
711 Oh yes that happens a lot.
- 712 Researcher**  
713 OK...
- 714 C16**  
715 No one could possibly be me...hacker!
- 716 Researcher**  
717 OK. You're doing very well. If you were talking to people who were a bit younger than you and they  
718 haven't got social media and they're thinking about getting it. What sort of advice would you give  
719 them?
- 720 C12**  
721 Don't talk to strangers
- 722 C15**  
723 Don't like follow people you don't know, obviously if they're like quite famous and they have got a  
724 large following, you can kind of see like say take someone famous for example and they like post  
725 loads of random stuff and their like well trusted you'd like go for them obviously.
- 726 C14**  
727 Like make your account private as well, we talked about that previously
- 728 Researcher**  
729 Yep. Any other advice?
- 730 C16**  
731 Don't be stupid. [Pause]
- 732 Researcher**  
733 Go on, give me a 'for instance'. What would be a stupid thing to do?
- 734 C16**  
735 Oh this guy's trying to give me money. Oh this guy's totally legit. Get scams for a million pounds.  
736 That was a good idea.
- 737 Researcher**  
738 Which is what we said earlier, if it looks too good to be true, it is. Any other stupid things people  
739 do?
- 740 C12**  
741 Sometimes you give your identity away.

## Appendix H

- 742 C15**  
743 Bragging
- 744 C16**  
745 Neobux scams
- 746 Researcher**  
747 Those who have go social media accounts beyond WhatsApp, because on WhatsApp people tend to  
748 know each other anyway, do you use your real names or ...
- 749 C15**  
750 I use my real name, so friends can find me easier. If I use some random like name, or some made-up  
751 one, ... I only follow people that I know. That I like and that I actually trust them.
- 752 C17**  
753 I also find it a bit annoying when people; if you like follow someone when they've got their name,  
754 and then sometimes people change it to something random and then you're like, 'oh who's this?'  
755 and have to look through their account to see who it actually is.
- 756 C15**  
757 People also like copy surnames of famous people – that happens a lot.
- 758 Researcher**  
759 And there's your trust again. Do any of you follow any celebrities?
- 760 C16 and C12**  
761 No
- 762 C15**  
763 Well probably the most famous person I follow is, um, I don't know really, Ant and Dec. That's  
764 probably the most famous person I follow
- 765 C17**  
766 I follow a few celebrities but not as many as my friends follow.
- 767 Researcher**  
768 In what sort of realm, are they sport or fashion or pop or
- 769 C17**  
770 A mixture to be honest. It depends.
- 771 Researcher**  
772 We asked the question, what don't you like about social media. We talked at the beginning and  
773 people said its good for communicating and sharing photos and things. Is it possible for people to  
774 make a living out of social media?
- 775 C18**  
776 Yes
- 777 Researcher**  
778 C13 can you explain?
- 779 C12**  
780 You can make some money
- 781 Researcher**  
782 How would I make some money on social media
- 783 C16**  
784 YouTube
- 785 Researcher**  
786 How does that work?

- 787 C12**  
788 YouTube a lot of subscribers and lots of likes
- 789 C18**  
790 Ad revenue.
- 791 Chorus**  
792 Yes
- 793 C13**  
794 On TikTok if you 1000 views you get some money as well.
- 795 C13**  
796 Creator Fund
- 797 C17**  
798 Yeah on TikTok they've got a creator fund where you get money for a certain amount of views.
- 799 C13**  
800 Yeah.
- 801 C15**  
802 To sign up for the creator fund you've got to have a certain number of followers I don't know how  
803 much.
- 804 C17**  
805 And I think you have to be a certain age as well.
- 806 Researcher**  
807 Do you know what sorts of sums of money people are talking about?
- 808 C15**  
809 I think famous people are getting like thousands of pounds off of like ... but you have to get millions  
810 of views to get that much money.
- 811 C13**  
812 Yeah, Charli D'Amelio earnt £85,000 in thirty days.  
813 Cacophony
- 814 Researcher**  
815 That's somebody I've not heard of. What does he do?
- 816 C15**  
817 Dances. SHE's a Dancer! But she's doing Dances on TikTok now to get even more like followings.
- 818 C17**  
819 I've just looked it up and she's earns \$25,000 a video.
- 820 C15**  
821 Them videos could be getting up to millions of views. Like 2.5 million and up
- 822 C17**  
823 Then she posts at least once a day.
- 824 Researcher**  
825 How is TikTok able to give her that sort of sum of money? Where's the money earnt from?
- 826 C15**  
827 Ads. When they get sponsored by an ad. when you scroll through TikTok you come across an ad and  
828 the ad plays on a bit and you'd get like the TikTok will get money for like putting the ad on their page
- 829 C17**  
830 I mean this is where a lot of things might be fake because a lot of people are sponsored by

## Appendix H

831 companies and then will like advertise them and say how good they are when actually they might be  
832 really bad, but they're just sponsored.

**833 Researcher**

834 I think we'll move to the final question, you'll be pleased to hear. You've done brilliantly by the way.  
835 Absolutely fantastic. Every time I've done this, it is the question that's really gone very quiet. And I  
836 think it probably is a difficult question so I'll give you a bit of thinking time. We've been spending  
837 the last 40 minutes thinking and talking about social media. Nobody, including me, knows  
838 everything about social media. So I wonder if there is something you would like to understand or  
839 know about...

**840 C13**

841 I'd like to know how Instagram and TikTok are different.

**842 C18**

843 How's Minecraft a social media.

**844 C15**

845 Yes!

**846 Researcher**

847 C18 you're sceptical on that are you?

**848 C18**

849 Yes, very.

**850 Researcher**

851 C13 can I go back to your first question, why's that a question? (The difference between Instagram  
852 and TikTok)

**853 C13**

854 Because Instagram and Tik Tok are just the same but like I don't understand how they're different.  
855 Because apparently there are different ways you can earn money and things on there.

**856 C17**

857 I suppose Instagram you're more sharing photos and stuff than you are videos whereas TikTok is  
858 only videos.

**859 C13**

860 True

**861 C15**

862 And also, on Instagram, there are more companies say Sainsburys for example, have a page on  
863 Instagram...I think they do anyway...and they would post their new latest range of clothing, foods,  
864 and other things. Any they would like once people had clicked on their site, it would come up with  
865 like you would get money off of from them coz you've gone onto their page and bought things

**866 Researcher**

867 Can you think of an occasion when anyone here has bought anything as a result of seeing an advert  
868 for it either on telly or social media

**869 C15**

870 If it was on telly I think so, because like games have come out like for Xbox and things like that, and I  
871 was like oh that's looks like a fun game, I'll get it and play it and stuff

**872 C17**

873 I think I've seen adverts on Instagram for things but I'd never buy it off Instagram but I'll always buy  
874 them off Amazon if I want it but ...

**875 C15**

876 Yeah...cheap alternatives are like better ways to go maybe like have something that like costs thirty  
877 quid on Instagram you could probably go onto Google and find it for much cheaper.

- 878 Researcher**  
 879 Do you feel that the ads which you see on social media are suited to you? Do they match your  
 880 interests in any way?
- 881 C16**  
 882 Not at all no
- 883 C15**  
 884 I keep getting ads for make-up ranges and I'm like why do these keep coming up?
- 885 C12**  
 886 I get ads for 'hot singles near me'!
- 887 C14**  
 888 Like sometimes on YouTube I get adverts for like financial sites like Entire (?) or something. It just  
 889 doesn't really apply to me.
- 890 C15**  
 891 They say they have like things they call cookies now, and when you go onto a website it says do you  
 892 want to allow cookies? And YouTube has them as well. What cookies does it find what you've  
 893 been going on and the videos you've been going on and all the videos you watch and things like that.  
 894 And it collects all the data you've been watching and apparently it specialises like recommended  
 895 videos, adverts and shows them up. But it's just never worked really. It's never took off.
- 896 C18**  
 897 I have an ad-blocker so I don't have adverts.
- 898 C15**  
 899 Yeah. And I have one as well.
- 900 Researcher**  
 901 Any other questions anybody has about social media?
- 902 C15**  
 903 How do you get famous?
- 904 C16**  
 905 You have to be American
- 906 C17**  
 907 Hosted content
- 908 C15**  
 909 You have to be America (laughs)
- 910 C16**  
 911 Fair enough
- 912 C17**  
 913 It is true. That's what it seems like anyway. Well, if you're on TikTok you have to be American.
- 914 C15**  
 915 Yeah, Charli D'Amelio and what's the other one?
- 916 C17**  
 917 Alison Rea
- 918 Chorus**  
 919 Yeah
- 920 C15**  
 921 They're both American and they are the most famous people in TikTok.

## Appendix H

**922 C17**

923 Yeah, Charli's got hundred ...

**924 C15**

925 ...hundreds of millions now. I'll check quickly how many she's got...

**926 C17**

927 100.9 million or 101 million now I don't even know

**928 C15**

929 I'll check

**930 C17**

931 She hit 100 million the other day

**932 Researcher**

933 Wow, that's a lot.

**934 C17**

935 And Alison's at 70 million

**936 Researcher**

937 I want to finish by saying Thank You. You have been absolutely superb. It has been a really really  
938 interesting conversation. Thank you for your time. Thank you for doing that, I do appreciate that.  
939 Is there anything you want to ask me about my work?

**940 C15**

941 What are you studying?

**942 Researcher**

943 Answer provided

## Appendix I Affordance quotes from child-voices

Affordance	Example	Child	Quote
Message	Talk Chat  Communication DM	C1 C7  C11 C10 + C11	....we can talk... ....you just want to have an area where you can just chat with your friends  ....It is a way of communicating with others. ...if you wanted to talk one person. You could create like a chat, just you and that person, and just speak to them to say something private to them...
Groups	Shared interests  Getting added into groups The ability to create groups	C7  C1 C5	...on Facebook you can join groups and stuff and they have people [pause] and it's like they have a set subject for that group and so basically you just meet people that have similar interests  ...you get added into random group chats... ...on WhatsApp, I quite like that because I have an iPhone you can like create groups...
Like	Having photos liked Posts can be liked	C5  C11	....and then people can 'like it', and they can comment on it....  ...when you post something and other people could interact with it, can 'like' it, can comment on it, share it...
FoF			
Personal Profile	Not to be trusted	C7	...people do get catfished on stuff like Tinder which I think is also social media. Because people can post a fake profile picture.
	Control the way you look	C5	...you can take photos of yourself with filters on and yes I think that's why people tend to quite like it because you can make yourself look different....
	Creating new accounts	C4	....I think I had a private account myself my first account, I mean I've had like 10 accounts over the time and I keep changing like things....
	Accounts for specific people	C7  C1	...they have a public account where you know they post something and then they leave it up there for a few days and then they delete it so they don't get any weird comments from strangers. And then they also have a private Instagram that they only let their friends follow...  ...So my main account is private in that it has loads of my friends and mutual friends but I have one account that's private which where I only have close friends on...

Affordance	Example	Child	Quote
	Private Accounts	C2	<i>... But I'm a private account so that only people I know can follow me and I, obviously I follow them....</i>
	Public accounts and hashtags	C1	<i>... when your account is on public and you use like hashtags. The hashtags they put you onto this thing called the 'explore page' on Instagram...</i>
Anonymity	Learning to write  Not use own name	C3  C7	<i>...you can write books and if your writing is awful and you're just learning... ...you should be able to talk to people but you shouldn't have to use your real name...</i>
Status Updates	Misnamed a profile What you have been doing  Sharing Posting updates	C3  C1  C6 C11	<i>...and they can post on their own profile and about "oh I'm taking a break at the moment because of this"... ... what you been up to, and things like that. ... it's quite nice to like share that and be like "this is my day with my friends, we went to [Name] Lake and here's some photos that we took" Sharing stuff in your life, I guess. (With reference to WhatsApp) ...I do also know that they have something called I think 'status' where you can put for like 24 hours some picture or something, and all the people that you have their number they can all see that, so that would make is a social media.</i>
Photos	People send photos Days out  Post photos Send photos	C9  C1  C5 C7	<i>I don't use WhatsApp that much coz most of the people who send you messages, it's mostly photos... ... it's quite nice to like share that and be like "this is my day with my friends, we went to [Name] Lake and here's some photos that we took". ... you can post photos and videos and stuff... ...send photos and stuff.</i>
Videos	Share videos of yourself	C2  C5 C10	<i>...TikTok you make videos of yourself - of you dancing and doing stuff, and you send it and send it out or rather it could be no one can see it or everybody can see it... ...you can post photos and videos and stuff... And also you can film, you could send videos to your friends</i>
News			
Games			
Share posts	Share posts	C11	<i>(Ref. Reddit) ....you post there a picture or a comment or something and other people can share like comment on it.</i>
	Control visibility of own posts	C2	<i>...make videos of yourself - of you dancing and doing stuff, and you send it and send it out or rather it could be no one can see it or everybody can see it...</i>

Affordance	Example	Child	Quote
Collaboration			
Friends	Following neighbours Chat with friends and family All about socialising Search for friends  See what friends are doing	C4 C9 C4 C5 C16	<i>....I haven't spoken to her in years I think it was. But I found her social media account...</i> <i>...you can, chat with friends and family...</i> <i>...It's just a new way to be social with people...</i> <i>....there's quite a long search bar and you can search for your friends....</i> <i>You can see what your friends are doing at any time.</i>
Family	P2P conversations With parents	C5 C12	<i>... 'one on one' so with my parents...</i> <i>...(mum) lives on the Isle of Wight so I can't normally go and see her...</i>
Celebrities	Following celebrities	C10 C10 C15	<i>...some people are famous celebrities and others are people whose opinions I'm interested in...</i> <i>... Mainly sports, but yeah politics a bit, music less so but I do follow some music creators....</i> <i>Well probably the most famous person I follow is, um, I don't know really, Ant and Dec. That's probably the most famous person I follow.</i>
New people	Messaging people you don't know System suggested new people  Meet new people Following people not met	C1 C5 C7 C10	<i>...you can message people that you don't know...</i> <i>...there's a list of people who Snapchat thinks you will know, because they are a similar age to you, or they live near to you and usually it can say something like 'recently joined' or 'mutual friends' which you don't really know what that means...</i> <i>....you can kind of meet new people.</i> <i>...Twitter is more other people that I've never met...</i>
Strangers	Receiving unwanted messages	C17 C11	<i>I feel like the worst problem is like private messages from the strangers.</i> <i>.... And I have had some random weird people who've requested to follow me ... there's just an 'ignore' button and they can go forever.</i>
Presence	Preventing presence tracking	C1	<i>Instagram does do that, but you have to turn it off, so I don't have mine turned on. With Snapchat, coz I've had Snapchat in the past, there is this thing called SnapMaps and it shares your locations with all of your friends and they can tell you when you're being active</i>

Affordance	Example	Child	Quote
	Awareness of people being online Knowing of the post has been read	C7 C4 C6	<i>on the app, but the majority of people just turn that off because they're not really safe.</i> <i>....but that you should have the ability to turn it off if you don't want all of your friends to know that you're online.</i> <i>That came from Instagram I think. That's active now on Instagram and then its also a thing on Snapchat as well. Is it on Snapchat? Yeah?</i> <i>...I would say it's that helpful, it just shows you if they're really checking</i>
Other			
Managing Friends	Managing friend requests Adding 'people' to follow lists Private accounts	C5 C1 C11	<i>...you just add as you see them.</i> <i>...I have all my accounts on private which means they have to request to follow me or have contacts with me...</i>
Asymmetric chat	Not all communication has to be real time	C4	<i>...I know that if I do text them at an ungodly hour in the morning it won't disturb anything...</i>
Blocking people	Preventing strangers from communicating or following you Blocking people may be futile  Easy to do	C17 C7 (C11) C7  C11	<i>And block them.</i> <i>I think blocking the person is a good strategy, or just like unfriending them so they can't message you...</i> <i>....If someone's bullying or are saying something rude and offensive and obviously you can block that person, but yeah because there's so many different kinds of social media, if like they know that you're on a certain type of social media as soon as you block them on one thing they're going to pop up on another thing and that just keeps happening.</i> <i>...it pretty easy to (do) most people they have, you click one button and it comes up with report, block, something else.</i>
Commercial presence	Sainsburys is on Instagram	C15	<i>...companies say Sainsburys for example, have a page on Instagram...</i>
Promote action	Spread messages quickly and easily	C3	<i>You can spread awareness and like the idea or a movement more quickly on social media...</i>
Hashtags	Hashtags increase visibility	C1	<i>...The hashtags they put you onto this thing called the 'explore page' on Instagram and the explore page...</i>

<b>Affordance</b>	<b>Example</b>	<b>Child</b>	<b>Quote</b>
Learning from	Dancing	C2	<i>...I do dancing, so I really like TikTok to learn different dances and film myself doing them...</i>
Bullying	Online behaviour	C7	<i>...people are mean using social media because they're not there saying it and they know they're like they're not gonna get like a slap. Because you can't hit someone through screen. I think they feel like quite safe...</i>
Social media monetisation	From book writing	C3	<i>Yeah they're making paid stories but I'm not sure how much the authors are actually getting...</i>
Overcomes distance	Meeting new distant people	C4	<i>....It's just a new way to be social with people; that may be too far away for you to meet or that you never thought you'd meet because your interests collide but you both live in completely different areas...</i>
A place to socialise	Socialise	C8	<i>Just apps, where you can socialise with other people.</i>
A place to talk	Talking to people	C3 C14 C7	<i>... a way of talking to people... (Social media is) It's kind of like a way of talking like online, I guess. So apps where you can talk to people and like send photos and stuff.</i>



## Appendix J Teaching Themes

The following lists all the teaching themes and ideas connected with social media identified in the content analysis of the curriculum document.

Text coding label	No. of Files
Ability to connect globally	1
Actions against cyberbullying	1
Advantages and Disadvantages	3
Big Data	1
Block users	1
Business opportunities	1
CEOP	3
Cyberbullying	12
Cybersecurity	1
Dangers of SM	3
Definition of cyberbullying	1
Digital Citizenship	1
Digital footprint	16
Digital Wellbeing	1
Don't friend strangers	3
Don't meet up with strangers	4
Don't post personal information	3
Don't share passwords	1
Employers use of SM	2
Fake News	1
Fake profiles	2
Giving consent in the digital world	1
Health and sleep issues	1
Healthy Living and SM	1
History of SM	1
How others feel	1
How to look good on SM	1
How to read tweets	1

Text coding label	No. of Files
How to use chatrooms safely	2
Identity theft	1
Images not always real	1
Information overload (-)	1
Keep privacy setting high	1
Live Streaming	1
Managing a social media profile	2
Managing online emotions	1
Online interaction prevents face to face	1
Only 'friend' known people	2
Passwords	6
Peer pressure	1
People may not be what they appear	2
Personal data can be easily shared	1
Personal information - what is it	2
Phones leak data about you	1
Post only if happy for others to see	2
Posting images without permission	2
Posts online what wouldn't be said in person	1
Pressures to re-post	1
Privacy issues	4
Privacy settings	5
Protect online identities	1
Read news	1
Reporting Comments or Posts	6
Reputation	3
Respect other people	1
Responsible use of SM	1
Risks - cyberbullying	1
Risks - Digital footprint	1
Risks - Harmful content	1
Self-esteem	1
Sending - receiving images	3

Text coding label	No. of Files
Sending images and the Law	1
Sexting	9
Should SM be free or paid for	1
SM - access to different views	1
SM - Distort views	1
SM - Pressure	1
SM - Profiles	2
SM friends	1
SM is distracting	1
SM is fun	1
SM offers easy communication	1
SM Safety	1
SM Ts&Cs	2
Social Networks or Networking	2
Stranger Danger	1
Tell an adult if uncomfortable	5
Think - before posting comments	7
Think - before posting picture	3
ThinkuKnow	1
Trolling	1
Understand the law	2
Using SM to promote career and employability	1
What is online abuse	1
What is the impact of social media	1
Would you want your Granny to read it	1



## Appendix K Publication

*Buckingham Journal of Education 2021 Vol 3 pp 117-134*

### ASSESSING THE EFFECTIVENESS OF SCHOOLS TO SAFEGUARD THEIR PUPIL'S USE OF SOCIAL MEDIA THROUGH AN ANALYSIS OF SCHOOL INSPECTION REPORTS

*Ian Coombs\**

#### ABSTRACT

While social media remains a facet of life that many children and young people happily engage in, its use comes with some recognised risks and dangers. Parents can feel ill-equipped to support their children with this and there is consequently a reliance on schools to teach children how to use these platforms appropriately. To evaluate the effectiveness of secondary schools in teaching pupils about social media, this study makes use of evidence from Ofsted school inspection reports. Exploiting techniques developed in computer science, the Ofsted web portal was automatically scraped for reports and the content searched for reference to social media. This identified 317 reports which referred to the platforms. The report's texts were coded through content analysis and subsequently revealed that over 90% of the references to social media contained in inspection reports were positive in reporting that pupils both understood the risks and knew how to describe how to manage their online activities. The results suggest that schools are effective in addressing these safeguarding issues although pupils are not always putting their knowledge into practise.

**Keywords:** Ofsted, Web Scraping, Content analysis, Inspections

#### INTRODUCTION

Signing up for your first social media account is a rite of passage most young people are keen to realise. Notwithstanding that 13 years is generally the minimum age for creating a social media account in the UK, 20% of children have accounts before they are ten years old, and by the age of 15, three quarters have a profile (Ofcom, 2019). Using social media offers both opportunities and risks (Uhls et al, 2017), though it is often the negative aspects that are more commonly discussed. Young people are naïve social media adopters and yet this is an area of expertise where many parents feel ill-equipped to effectively support their children

\* Doctoral Researcher, University of Southampton

(Livingstone et al, 2018), therefore schools have an important part to play in teaching pupils about how to use the platforms appropriately.

In this study, evidence from published Ofsted inspection reports was analysed to gain an appreciation of the effectiveness of secondary schools in supporting pupils in their use of social media.

### LITERATURE REVIEW

Social media and its impact on young people is of interest to a broad research community that have identified psychological and behavioural issues arising from problematic use of the platforms. There is only space here to provide a brief indicative overview of some of the findings. For example, it has been found that young people who suffer from interaction anxiety or negative self-esteem are more inclined to exhibit high levels of compulsive social media use (Lee, 2014, Aladwani and Almarzouq, 2016). There has also been found to be a direct correlation between the number of social media accounts used and rates of self-reported loneliness: the more accounts used, the greater the occurrence of loneliness (Barry et al, 2017). Though researching the same issue, Wang et al (2018) report a curvilinear association where modest social media use is positively associated with a reduction in feelings of loneliness while excessive use is more likely to be associated with feelings of loneliness.

Another cluster of associations have been found to exist between high levels of social media use, depression and hyperactivity in the young (van den Eijnden et al, 2016). Martínez-Ferrer et al (2018) report links between young people's social media use and antisocial behaviour where a problematic use of social media correlates with issues of poor peer relationships, online aggression, and increased incidents of victimisation. Social media use can also harm the development of teen romantic relationships where chat mediated through social media can present problems where the tone of a text message can too easily be misunderstood or misinterpreted (Van Ouytsel et al 2019). Yet by just focussing solely on social media use, a wider cluster of issues may be overlooked. Dredge and Chen (2020) in their study of the lives of Chinese online gamers aged 12–17 discovered that those facing issues associated with excessive gaming were also likely to be excessive social media users, thus some teenagers will be facing a cluster of online issues.

When it comes to the impact of social media on schools, high rates of social media have been linked to poor academic outcomes. Aladwani and Almarzouq (2016) identified that since teens were spending more time on social media, this caused a reduction in the time they spent studying. However, it would be wrong to simplistically conclude that social media simply causes problems. As Barry et al

(2017) reflect it is not always possible to understand the directionality of issues and using social media so it remains unclear whether social media contributes to problems or provides relief, perhaps both.

Not all the impacts on pupils are negative. In Israel, for example, WhatsApp is successfully used to provide a mutually beneficial connection between teachers and pupils away from the classroom (Hershkovitz and Forkosh-Baruch, 2019). While in the States, Gleason (2018) has identified new literacies arising in teenage Twitter users.

Problems associated with social media use are not only identified by professional researchers. Gray (2018), while studying the lives of pupils in the UK found that many of them reported that both parents and schools should be concerned about issues relating to social media use. Others concur Martínez- Ferrer et al (2018) see the need to teach pupils how to conduct healthy online communications with each other and López et al (2019) concludes that schools have a role in supporting pupils in their use of social media.

## TEACHING ABOUT SOCIAL MEDIA

English maintained schools (those schools whose funding comes directly from Local Authorities) teach a statutory National Curriculum which is published by the Department for Education (DfE) (Department for Education 2013:2). Other types of school, including Academies and Free Schools, do not have to teach the national curriculum, although in practice many will (Roberts, 2021). While the curriculum does not make specific mention of *social media*, a single paragraph in the Computing curriculum section outlines the expectation on schools regarding what pupils need to learn about e-safety. At Key Stages 3 and 4 (those aged 11–16 years),

*Pupils should be taught to:*

*understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns. (Department for Education 2013:2)*

Thus, the English curriculum is expecting schools to teach pupils aspects of netiquette and critical thinking concerning the management of their online privacy and safety. While this is a mandatory expectation, it is left to schools to devise the programmes of study and lesson plans that are most appropriate for their pupils.

This sparse curriculum statement has been clarified by an expert curriculum support group ‘Computing At School’ (CAS). In their teacher’s guide it is explained that the clause means that pupils should understand; what constitutes safe practice; have a concept of their digital footprint; have an appreciation that their activities can be tracked online; and have an appreciation of the dangers associated with sexting, grooming and cyberbullying (Kemp, 2014). CAS makes no mention of social media, but it is up to schools to devise programmes of study which meet the needs of their pupils and it is fair to assume that many of these will incorporate the use of social media.

The only other curriculum area with a concern for online issues is Personal, Social, Health and Economic Education (PSHE). This is the only area of the curriculum without a statutory Programme of Study, for as the DfE guidance states,

*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. (Department for Education, 2020)*

Although there is no national curriculum for PSHE, The PSHE Association publishes materials and advice for schools. For Key Stage 3 (11–14-year-olds) there is just one paragraph identifying where schools should support pupils in their use of social media.

*Relationships - To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)*

*Key Stage 3 Programme of Study (PSHE Association, 2017: Statement R23)*

So, social media is only referenced in relation to sex and relationships education. Teachers are encouraged to help pupils understand that portrayals of sex or sexuality seen in the media, including social media, can be unrealistic. The reference to social media is not about the safe use of the socio-technical tool, but rather about becoming critical of the messages it portrays. Further on in the guidance, it advises that Key Stage 4 pupils should be encouraged to see how social media is used within the context of being a source of news, views, and propaganda. Again, this is a reference to developing critical thinking in the pupils. The PSHE curriculum does not address issues of personal safety or best practice.

There is an important document, which is not a curriculum document as such, which may have greater impact on what is taught about social media in secondary schools than those already reviewed. The DfE annually publishes statutory guidance for school leaders entitled ‘Keeping children safe in education’ (KCSiE). It is sent to schools regarding all aspects of how they are to safeguard pupils and how schools should work with other agencies. Safeguarding is the principle that adults working with children and young people have a responsibility to proactively ensure that they are kept safe from harm be it physical, emotional, or sexual. KCSiE makes direct reference to online safety.

*An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.*

*The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

***content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;*

***contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*

***conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (Department for Education, 2018a:93)*

This safeguarding document provides schools with more direct guidance about how to frame e-safety than the curriculum documents mentioned earlier. For this reason, it has become an essential document for schools not only because it lays out statutory responsibilities, but it also informs Ofsted, the school inspection body which has the responsibility of reporting on whether schools are meeting these safeguarding obligations.

## **SCHOOL INSPECTIONS**

The quality of education provided by state schools in England is evaluated and reported by Ofsted (the ‘Office for Standards in Education, Children’s Services and Skills’). The school’s inspectorate is a non-ministerial department within government: remaining independent of government.

## Appendix K

*Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.*

*(Ofsted, 2017)*

Ofsted is an evidence-led organisation, such that every statement in an inspection report must be supported by evidence read, seen, or heard by Inspectors during an inspection visit.

*We will ensure that: All of our work is evidence-led*

*(Ofsted, n.d.).*

The organisation's work covers all aspects of education from early years to sixth forms, day schools, residential settings as well as secure units. While there is an emphasis on academic performance, pupil safeguarding is of equal importance.

*Inspectors will always take into account how well learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this important aspect of a provider's work, they will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding learners are effective.*

*(Ofsted 2019:5)*

In the Introduction to Ofsted 2018 Annual Report, Amanda Spielman Her Majesty's Chief Inspector for Schools wrote:

*...our aim is to be a force for improvement. As Chief Inspector I am entirely committed to supporting improvement and raising standards for children and learners, regardless of their circumstances or where they live in the country. In this report, as in other aspects of our work, I aim to recognise success but also to direct attention to areas where improvement is needed.*

*(Ofsted 2018)*

In this way, Ofsted makes pupil safeguarding a key focus for schools, alongside the drive to raise academic standards.

A school inspection generally takes place every four years. Schools receive less than 24 hours notice of the arrival of an inspection team (Ofsted, 2021). The Inspector's role is to ensure that schools meet a minimum standard in all aspects of their work and in addition, write a report of the inspection which includes an overall grade for the school against a four-point scale: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, or 4 – Inadequate (Ofsted, 2021). Most English

secondary schools are graded ‘Good’ or better. However, an otherwise ‘outstanding’ or ‘good’ school can be graded ‘inadequate’ if any fundamental aspect of their pupil *safeguarding* is found to be deficient.

*When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances when it is appropriate to judge a setting as requires improvement, rather than inadequate, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.*

*(Ofsted, 2019: Paragraph 269)*

As such, safeguarding is a limiting judgement for unless the school’s safeguarding measures are secure, it will not be judged to be good or better. Therefore, schools do well to pay close attention to the KCSiE publication which explicitly outlines schools’ safeguarding responsibilities which includes educating young people about the risks and dangers associated with being online in terms of content, contact and conduct.

It is worthy of note that there are just two specific uses of the term social media within KCSiE. One is concerning staff behaviour,

*A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include: acceptable use of technologies, staff/pupil relationships and communications including the use of social media.*

*(Department for Education 2021:19)*

and the other concerns child sexual exploitation.

*...[child sexual exploitation] may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).*

*(Department for Education, 2021:84)*

Inspection reports are sent to parents and local press outlets and as such receiving a favourable inspection report is an important motivation for schools in terms of their local reputation and consequent ability to attract or retain pupils. Thus, schools have successful inspection outcomes when there is effective teaching alongside close attention to statutory documents such as KCSiE. Yet Ofsted’s considerable impact on school leadership is a concern for some who feel Ofsted has a disproportionate influence on the curriculum,

... Ofsted's agenda, as detailed in their framework for inspection was, to some extent, driving the response to policy; if it was valued, and was to be judged by Ofsted, then it would be valued by the school.

(Perryman et al, 2017:154)

So, it is fair to assume that schools will teach their pupils about how to keep themselves safe online and this is likely to include reference to the use of social media. To understand what Ofsted reports say about social media literacy, a piece of documentary research was completed which accessed the most recent Ofsted report for every secondary school in England. This was done to identify how or indeed whether social media was referenced. The analysis included the process of content analysis.

## METHODOLOGY

In the early years of Ofsted's existence when there were only a few inspection reports, it was feasible for a researcher to manually read all of them (Bokhove and Sims, 2020). Today, with many thousands of reports in the archive, an automated process is crucial. Thus, a process of computer-mediated web scraping, supported by a manual text analysis resulted in the coding and analysis of the inspection reports.

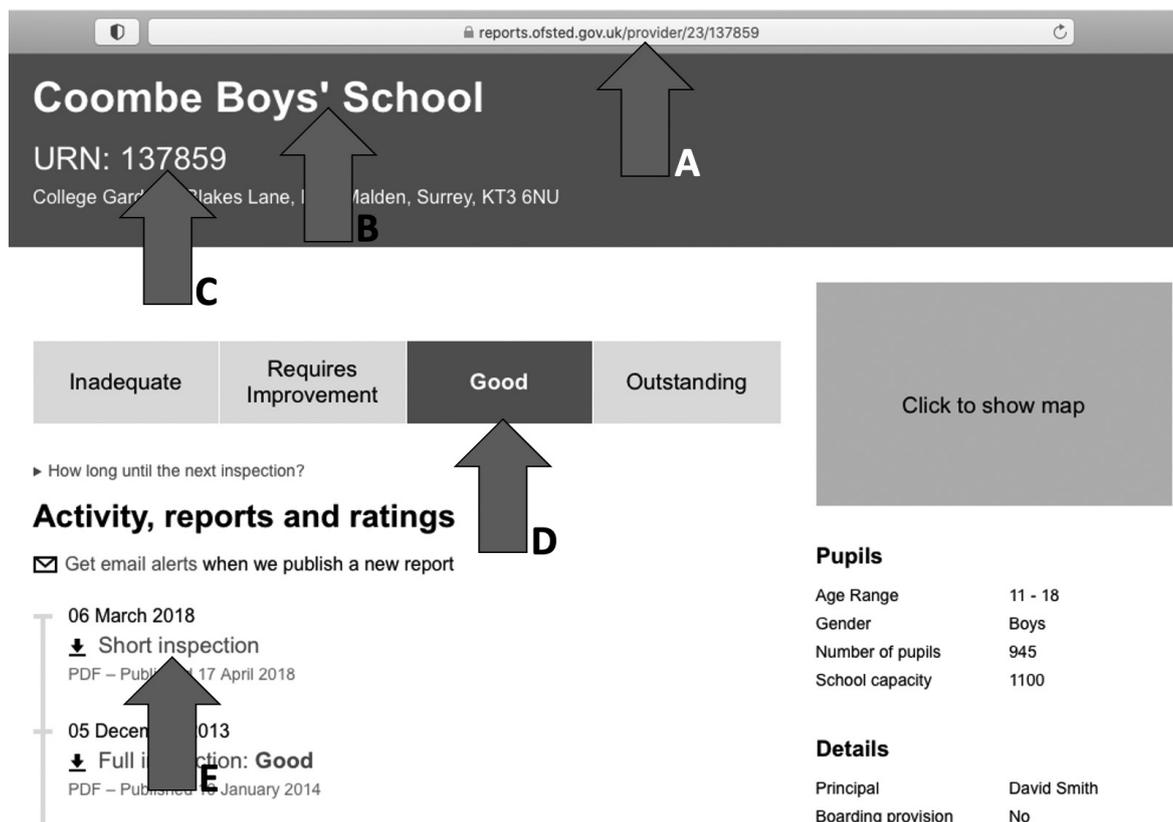


Figure 1: Screen shot of a school's inspection report page

All school inspection reports are published on the Ofsted web portal. Manually locating and downloading the most recent report for each school would have been excessively time-consuming, consequently an automated approach was achieved by using a Google Chrome browser extension called Web Scraper (<http://webscraper.io>). This software was developed to visit websites and extract data automatically and systematically. The retrieved data is saved to a csv file. The documents are arranged in folders that groups reports for similar institutions. For example, primary school reports are stored in a folder with the provider identifier 21. Secondary reports have the identifier 23.

**Figure 1** shows an example of a secondary school homepage captured from the Ofsted website. Each school's homepage contains the same information within a common layout. It is this regular structure that makes it possible to 'scrape' the site for information about every school. Web Scraper was configured to gather the following data.

A: the URL <https://reports.ofsted.gov.uk/provider/23/137859>. The folder 23 indicates that the report is regarding a secondary school and the 137859 identifier is the schools Unique Reference Number (URN). Every school has a URN which allows differentiation between school sharing the same name.

B: the name of the school,

C: the school's URN,

D: the current Ofsted grading and

E: the URL for most recent report. This was needed since the reports are actually located away from the front page in a different area of the portal. In this example, the 6 March 2018 short inspection report has the URL <https://files.api.ofsted.gov.uk/v1/file/2767301>.

1	web-scraper-start-url	school	date	url	url-href	grade
859	<a href="https://reports.ofsted.gov.uk/provider/23/137859">https://reports.ofsted.gov.uk/provider/23/137859</a>	Coombe Boys' School	06-Mar-18	Short inspection	<a href="https://files.api.ofsted.gov.uk/v1/file/2767301">https://files.api.ofsted.gov.uk/v1/file/2767301</a>	null

**Figure 2: The data scraped by webscraper.io for Coombe Boys' School**

The full csv file lists every school along with the URLs locating their reports. With this information, the next step was to download the reports. This was achieved using another Google Chrome extension, 'Simple mass downloader'. When presented with the csv list of locations from the column 'url-href' it took less than thirty minutes for the extension to locate and download a total of 2378 inspection reports.

## PROCESSING THE REPORTS

Next, the reports were imported into qualitative data analysis software SQR NVivo<sup>1</sup>. A list of keywords and phrases which might be seen in the inspection reports referencing social media was drawn up. The list included terms such as ‘social media’ and ‘social network’ along with platform names such as ‘Facebook’, ‘Twitter’, ‘TikTok’, etc. All the keywords and phrases were applied simultaneously in a search of the 2378 reports. The search returned 317 reports (13% of the total). This suggests that approximately one in ten Ofsted secondary school reports make some reference to social media. Having gathered this subset, the final stage of data gathering was to read and manually code the comments in NVivo. Some champion a fully automated process of text-mining which includes automated sentiment analysis to determine the emphasis of the comments (Bokhove and Sims, 2020), however with just over 300 reports to read, it was seen to be a manageable workload to complete this processes manually. NVivo not only identified the reports which include any of the keywords, but it also highlights where in the text they are used which makes the reading and analysis of the data a fairly quick process.

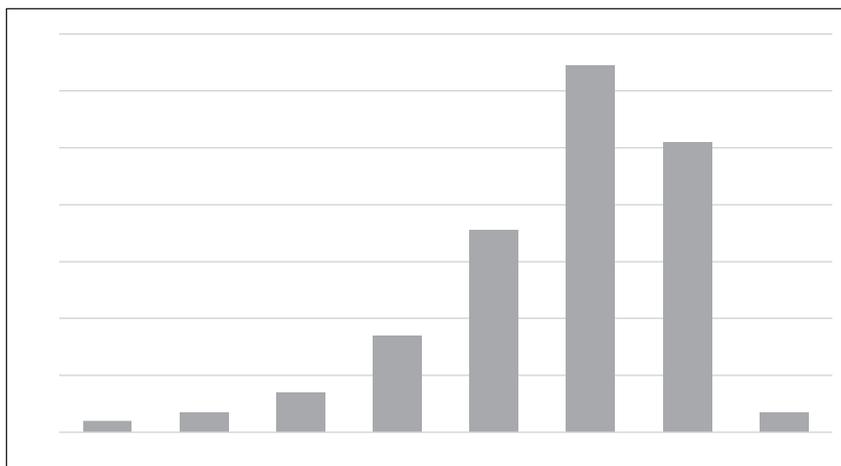
## FINDINGS FROM THE NVIVO ANALYSIS

Each school is represented by one report published between 2012 and 2019 (see Figure 3). The web scraping took place in March 2019, which accounts for the low number of reports published that year. The seven 2019 reports were published following January 2019 inspections. This demonstrates the four to six-week interval between an inspection and the publication of a report on the Ofsted website. Four schools appeared not to have been inspected since 2012.

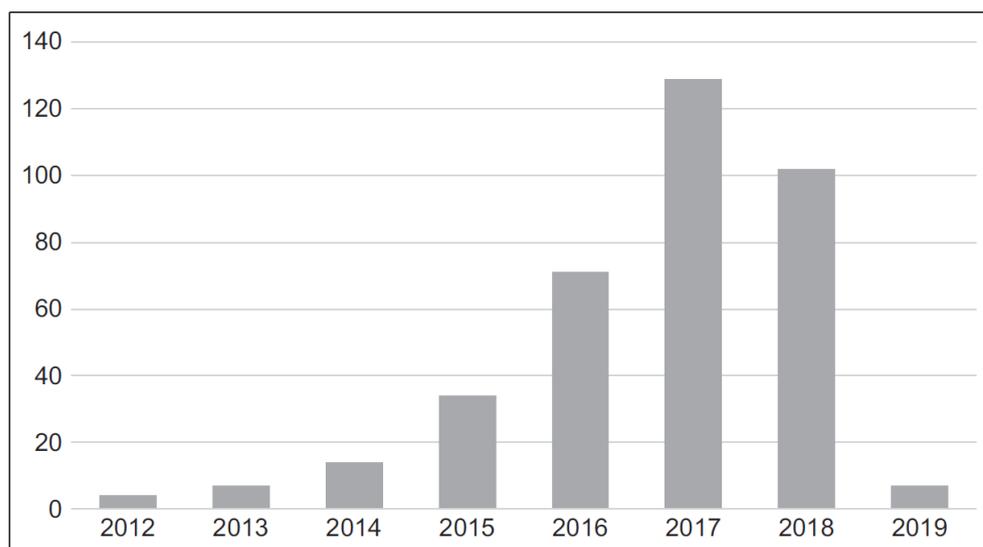
The reports referencing social media come from schools with inspection judgements across the continuum: Outstanding to Inadequate. The proportion of each judgement does not match the national distribution. Figure 4 reveals that while 23% of all English secondary schools are graded ‘Outstanding’, only 15% of the social media sample had that rating. However, the proportion of ‘Good’ schools exceeded the national proportion by 10%. Schools ‘Requiring Improvement’ were 2% below and schools rated ‘Inadequate’ were 7% below the national proportions.

<sup>1</sup> NVivo. Burlington, USA: SQR International Pty 1999–2021. Available at: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

127



## WHERE DO PUPILS LEARN ABOUT SOCIAL MEDIA?



**Figure 3: The Year of Publication for each Ofsted Report in the research sample**

Research Sample			All Secondary Schools 2017/18	
Judgement	Number	%	Judgement	%
Outstanding	55	15%	Outstanding	22%
Good	241	65%	Good	53%
Requires Improvement	60	16%	Requires Improvement	17%
Inadequate	5	1%	Inadequate	8%
Other	8	2%		

**Figure 4: The overall judgements from the sample of secondary schools (left) with the proportion of judgements from secondary schools in England in 2017/18 (right)**  
Source: Ofsted, 2018:41

Some of the reports identified where pupils gained their understanding of social media. This is summarised in figure 5. Not every mention of social media in the reports are linked with a lesson or curriculum area. Where a subject area is mentioned, PSHE lessons, assemblies and tutor times are the most common opportunities for learning about social media. The 25% of “unnamed” occasions are when generic terms such as “teaching”, “lessons” or “learn” were used

when attributing the pupil's knowledge or understanding to the efforts of the school but without identifying a particular subject where they have gained the knowledge.

It is worth noting how rarely Ofsted attribute learning about social media to ICT or computing lessons. Thus, while online safety and the teaching about appropriate online behaviour is explicitly mentioned in the Key Stage 3 Programme of study for computing, schools are not required to teach these themes in computing lessons. Schools make a professional judgement about when and how these ideas are taught. It appears that most schools believe that school PSHE lessons, school assemblies and class tutor times are the appropriate occasions for pupils to encounter this sort of teaching.

Name	References	%
Assemblies	52	23%
Curriculum	20	9%
Drama productions	1	0%
ICT	5	2%
Pastoral	2	1%
PSHE	56	25%
Tutor session	31	14%
Unnamed	57	25%

**Figure 5: The curriculum areas Ofsted reports indicate where learning about social media occurs**

#### HOW SOCIAL MEDIA IS REFERENCED WITHIN THE REPORTS

In addition to noting where in the curriculum social media is mentioned, and the topics discussed, a simple code capturing whether the social media comment referenced a positive, negative, or neutral experience. When reviewed most examples of social media referenced in reports was in positive terms concerning the work of the school or the knowledge and behaviour of pupils, see figure 6. Keeping themselves safe online while using social media was something the pupils knew about, could describe, and explain. It was rare for social media to be mentioned in negative terms.

Table 6 is best elucidated through exemplars. Negative comments were made where social media was found to be contributing to a negative aspect of school life.

Array of comments	Number	%
Positive comments	642	97%
Neutral comments	10	2%
Negative comments	8	1%

**Figure 6: Positive, neutral, and negative comments relating to social media from the Inspection Reports sample**

*Parents and some pupils did state that sometimes poor behaviour and bullying occurred outside lessons, often associated with social media.*

*South east England secondary school Ofsted Report (2017) Ofsted judgement: Requires improvement*

Negative comments also included occasions where adults are making poor use of social media and this is having a negative impact upon the school.

*Some parents have formed a group which initially campaigned for the reinstatement of the previous headteacher. This group is now vocal in raising its concerns about the school. Their concerns include some issues identified by inspectors and referred to in this report. However, the group's extensive use of social media means that it is often impossible or inappropriate for the school to respond.*

*North east England secondary school Ofsted Report (2018) Ofsted judgement: Inadequate*

Neutral comments are where social media is mentioned, but in terms that are neither positive nor negative. The following remnant of a longer sentence concludes a section about a 6th form provision.

*...[the pupils] also learn about health screening and consider issues such as driving safety and social media.*

*Southern England secondary school Ofsted Report (2016) Ofsted judgement: Good*

The positive comments, which are numerous, appear in many forms. The most common positive phrase was used in association with the pupil's knowledge about how to 'keep themselves safe' or having 'awareness of the risks' associated with social media.

## Appendix K

*Pupils are aware of dangers such as knife crime and the risks associated with using social media. They know how to keep themselves safe.*

*London secondary school Ofsted Report (2018) Ofsted judgement: Requires Improvement*

*You make sure that pupils understand the potential risks and dangers associated with, for example, substance misuse and the use of social media, through careers, personal, social and health education lessons and assemblies.*

*Midlands secondary school Ofsted Report (2016) Ofsted judgement: Good*

Sometimes the term social media is included in a complex paragraph whose purpose appears to be bringing together several diverse unconnected themes.

*Both form time and personal, social and health education lessons provide good opportunities for learning about broader topical issues including fundamental British values, staying healthy and keeping safe using social media.*

*Outer London secondary school Ofsted Report (2018) Ofsted judgement: Good*

*The students articulate an excellent understanding of different types of safe and unsafe practices and clearly know what to do in order to protect themselves, including when using social media networking and using the internet in different situations.*

*Midlands secondary school Ofsted Report (2014) Ofsted judgement: Outstanding*

*Pupils report that they feel safe, well cared for and know which staff to speak to if they have a concern. They are knowledgeable about the pitfalls of social media and how to stay safe. The school's surveys of pupils show that the vast majority are positive about the school and the work of the specialist staff who support them. Outer London secondary school Ofsted Report (2016) Ofsted judgement: Good*

The final part of this analysis considered the themes mentioned by Ofsted in relation to social media. Fifty-four separate codes were generated to capture the range of positive comments. The ten most used codes are shown in Figure 7. Together these represent 80% of the positive codes.

Figure 7 demonstrates that most comments are about pupil knowledge of safety and their management of risks while using social media. Just under 10%

Name	Mentions	%
How to stay safe	197	31%
Knowledge of risks	103	16%
Awareness of dangers	92	14%
Cyberbullying	26	4%
E-safety	25	4%
Staff impact	17	3%
Visitor knowledge	15	2%
Staff knowledge	14	2%
School Leaders stong	13	2%
Sexting	11	2%

**Figure 7: The Top 10 Positive Codes**

of the positive comments relate to adults displaying knowledge or skills in support of the pupils and 2% relate to a specific negative behaviour that has inherent risks for pupils, for example, sexting. Sexting is a topic of concern mentioned in KCSiE.

## DISCUSSION

An initial reflection on this data would suggest that schools are highly effective in safeguarding pupils in relation to their use of social media. There is no evidence from the analysis that would raise any alarm regarding pupils' knowledge and skills when using the platforms. Rather, Ofsted has consistently gathered evidence where pupils demonstrate expertise or articulate the issues associated with social media use. This conclusion is supported by research conducted by Ofcom (the body with responsibility for the regulation of UK broadcasting and telecommunications) who in their annual survey of children's attitudes found 97% of secondary children reporting that they have been taught about internet safety (Ofcom, 2019). So, teaching about the topic is commonplace and pupils are proving capable of reflecting and recalling key ideas.

Furthermore, content analysis of the language used in the reports, identifies that 60% of the positive comments about social media refer to 'risks', 'dangers' and the 'understanding how to keep yourself safe'. This suggests that Ofsted's focus is on the safeguarding agenda, rather than the broader curriculum since none of the comments report pupils explaining about: a respectful use of social media, identity and privacy management, a discussion about the portrayal of sexuality, or critical thinking around the use of social media as a source of news and information. These are the themes, seen earlier, which are in the subject curriculum guidance

## Appendix K

for computing and PSHE. Schools may well be teaching these themes, and doing so creatively and effectively, but Ofsted has not reported on it.

An earlier study from Davidson and Martellozzo (2013), also concluded that UK teenagers have good levels of knowledge about how to keep themselves safe online. However, they caution:

*...although most young people are knowledgeable about the risks that they may encounter online, many of them do not take preventative steps.*

*Davidson and Martellozzo (2013:1469)*

This leads to the suggestion that pupil knowledge about the risks, dangers of being online does not automatically translate into changed personal behaviour. A 2020 study entitled ‘Children’s Media Lives’ reported from children: ongoing issues of cyberbullying, risky behaviours where social media privacy setting are changed to ‘public’ in order to gain followers, and a contradiction where children report saying that they would tell adults if they see anything online which makes them feel uncomfortable while acknowledging that they do not do this in practice (Ofcom, 2020).

## CONCLUSION

For understandable reasons, the study of social media is not especially high on Ofsted’s agenda. The organisation has a remit which encompasses a wide range of curriculum and safeguarding issues. However, what this research suggests is that while children are generally knowledgeable and able to provide good answers to sensible questions about their online safety, there may be a gap between knowledge and practice. The challenge for schools, and possibly Ofsted, is to be aware of that disconnect, so that teaching in this area can become transformational.

## REFERENCES

- Aladwani AM and Almarzouq M (2016) Understanding compulsive social media use: The premise of complementing self-conceptions mismatch with technology. *Computers in Human Behavior* 60: 575–581.
- Barry CT, Sidoti CL, Briggs SM, Reiter SR and Lindsey RA (2017) Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence* 61: 1–11.
- Bokhove C and Sims S (2020) Demonstrating the potential of text mining for analyzing school inspection reports: a sentiment analysis of 17,000 Ofsted documents. *International Journal of Research & Method in Education*.

- Routledge. Available at: <https://doi.org/10.1080/1743727X.2020.1819228> (accessed 29/03/21).
- Davidson J and Martellozzo E (2013) Exploring young people's use of social networking sites and digital media in the internet safety context: a comparison of the UK and Bahrain. *Information, communication and society* 16(9): 1456–1476.
- Department for Education (2013) Computing programmes of study: key stages 3 and 4. Department for Education.
- Department for Education (2018) *Keeping children safe in education*. London: Department for Education, 112.
- Department for Education (2020) *Personal, social, health and economic education*. Gov.uk. Government. Available at: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>.
- Department for Education (2021) Keeping children safe in education (2020). 119.
- Dredge R and Chen S (2020) Chinese online gamers versus nongamers: A difference in social media use and associated well-being and relational outcomes? *Psychology in the Schools* 57(9): 1457–1474.
- van den Eijnden RJJM, Lemmens JS and Valkenburg PM (2016) The Social Media Disorder Scale. *Computers in Human Behavior* 61: 478–487.
- Gleason B (2018) Thinking in hashtags: exploring teenagers' new literacies practices on twitter. *Learning Media and Technology* 43(2): 165–180.
- Gray L (2018) Exploring How and Why Young People Use Social Networking Sites. *Educational Psychology in Practice* 34(2): 175–194.
- Hershkovitz A and Forkosh-Baruch A (2019) Students' Perceptions of Benefits and Drawbacks of Facebook-Connections with Teachers. *Interdisciplinary Journal of e-Skills and Lifelong Learning* 15: 1–20.
- Kemp P (2014) *Computing in the national curriculum: A guide for secondary teachers*. Swindon: Computing at School, 32. Available at: [https://www.computingschool.org.uk/data/uploads/cas\\_secondary.pdf](https://www.computingschool.org.uk/data/uploads/cas_secondary.pdf).
- Lee EB (2014) Facebook Use and Texting Among African American and Hispanic Teenagers: An Implication for Academic Performance. *Journal of Black Studies* 45(2): 83–101.
- Livingstone S, Blum-Ross A, Pavlick J and Ólafsson K (2018) *In the digital home, how do parents support their children and who supports them?* Monograph. London: LSE Department of Media and Communications. Available at: <http://blogs.lse.ac.uk/parenting4digitalfuture/> (accessed 21/04/21).
- Martínez-Ferrer B, Moreno D and Musitu G (2018) Are adolescents engaged in the problematic use of social networking sites more involved in peer aggression and victimization? *Frontiers in Psychology* 9(MAY): 801.

## Appendix K

- Ofcom (2019) *Children and parents: Media use and attitudes report 2019*. London: Ofcom
- Ofcom (2020) *Children's Media Lives - Wave 6*. London: Ofcom
- Ofsted (2017) *Ofsted strategy: 2017 to 2022: Summary*. OFSTED. Available at: <https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>.
- Ofsted (2018) *The annual report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18*. Annual Report. London: OFSTED, 108. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/761606/29523\\_Ofsted\\_Annual\\_Report\\_2017-18\\_041218.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761606/29523_Ofsted_Annual_Report_2017-18_041218.pdf).
- Ofsted (2019) *The education inspection framework*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf).
- Ofsted (2021) *School inspections - a guide for parents*. London: Ofsted
- Ofsted (n.d.) *About us*. GOV.UK. Government. Available at: <https://www.gov.uk/government/organisations/ofsted/about> (accessed 12/03/19).
- Perryman J, Maguire M, Braun A and Ball S (2017) Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. *British Journal of Educational Studies*. Routledge 66(2): 145–163.
- PSHE Association (2017) *PSHE Education Programme of Study (Key stages 1–5)*. London: PSHE Association. Available at: <http://www.pshe-association.org.uk/>
- Roberts N (2021) *The school curriculum in England*. Briefing Paper. London: House of Commons, 14.
- Uhls YT, Ellison NB and Subrahmanyam K (2017) Benefits and Costs of Social Media in Adolescence. *Pediatrics* 140(Supplement 2): S67–S70.
- Van Ouytsel J, Walrave M, Ponnet K, Willems A-S and Van Dam M (2019) Adolescents' perceptions of digital media's potential to elicit jealousy, conflict and monitoring behaviors within romantic relationships. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace* 13(3): Article 3.
- Wang K, Frison E, Eggermont S and Vandenbosch L (2018) Active public Facebook use and adolescents' feelings of loneliness: Evidence for a curvilinear relationship. *Journal of Adolescence* 67: 35–44.

## List of References

- Abram, C. (2006) 'Welcome to Facebook, everyone' [Facebook Blog] 8 March. Available at: <https://www.facebook.com/notes/262051265158581/> (Accessed: 27 December 2021).
- Adams, J., Hillier-Brown, F.C., Moore, H.J., Lake, A.A., Araujo-Soares, V., White, M. and Summerbell, C. (2016) Searching and synthesising 'grey literature' and 'grey information' in public health: critical reflections on three case studies. *Systematic Reviews* 5(1): p164.
- 'Affordance' (2020) Available at: <https://www.oed.com/view/Entry/263548> (Accessed: 27 December 2021).
- Agosto, D.E. and Abbas, J. (2015) "Don't be dumb—that's the rule I try to live by": A closer look at older teens' online privacy and safety attitudes. *New Media and Society* 19(3): pp. 347–365.
- Ahn, J., Discala, J. and Bivona, L.K. (2011) Social media access in K-12 schools: Intractable policy controversies in an evolving world. *Proceedings of the American Society for Information Science and Technology*, 48(1), pp.1-10
- Aichner, T., Gruenfelder, M., Maurer, O. and Jegeni, D. (2021) Twenty-Five Years of Social Media: A Review of Social Media Applications and Definitions from 1994 to 2019. *Cyberpsychology Behavior and Social Networking* 24(4): pp. 215–222.
- Ajir, M. and Vailliant, B. (2018) Russian Information Warfare: Implications for Deterrence Theory. *Strategic Studies Quarterly* 12(3): pp. 70–89.
- Aladwani, A.M. and Almarzouq, M. (2016) Understanding compulsive social media use: The premise of complementing self-conceptions mismatch with technology. *Computers in Human Behavior* 60: pp. 575–581.
- Alammar, A.M., Al Saleem, S.A., Al-Garni, A.M. and Alalammar, R.S. (2021) Impact of Using Social Media on Mental Health among University Medical Students in Abha City, Southern Saudi Arabia. *World Family Medicine/Middle East Journal of Family Medicine* 19(1): pp. 40–47
- Alamri, B. (2018) The Role of Social Media in Intercultural Adaptation: A Review of the Literature. *English Language Teaching*. *English Language Teaching* 11(12): pp.77-85.
- Alba, D. (2012) *Hands-on with Snapchat: Send Photos Set to Self-Destruct*. Available at: <https://www.foxnews.com/tech/hands-on-with-snapchat-send-photos-set-to-self-destruct> (Accessed: 27 December 2021).
- Ali, S., Islam, N., Rauf, A., Din, I.U., Guizani, M. and Rodrigues, J.J. (2018) Privacy and Security Issues in Online Social Networks. *Future Internet* 10(12): p114.
- Andersson, A., Hatakka, M., Grönlund, Å. and Wiklund, M. (2014) Reclaiming the students - Coping with social media in 1:1 schools. *Learning, Media and Technology* 39(1): pp. 37–52.
- Auer, M.R. (2011) The Policy Sciences of Social Media. *Policy Studies Journal* 39(4): pp. 709–736.
- Badri, M., Alnuaimi, A., Al Rashedi, A., Yang, G. and Temsah, K. (2016) School children's use of digital devices, social media and parental knowledge and involvement – the case of Abu Dhabi. *Education and Information Technologies* 22(5): pp. 2645–2664.

## List of References

- Bal, A.S., Grewal, D., Mills, A. and Ottley, G. (2015) Engaging Students With Social Media. *Journal of Marketing Education* 37(3): pp. 190–203.
- Barry, C.T., Sidoti, C.L., Briggs, S.M., Reiter, S.R. and Lindsey, R.A. (2017) Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence* 61: pp. 1–11.
- Bazeley, P. and Jackson, K. (2013) *Qualitative data analysis with NVivo (Second edition)*. London: SAGE.
- BBC News (2006) *Pupils reminded of internet safety*. Available at: <http://news.bbc.co.uk/1/hi/education/5363678.stm>. (Accessed: 27 December 2021).
- Bem, D.J. (1995) Writing a review article for Psychological Bulletin. *Psychological Bulletin* 118(2): pp. 172–177.
- Berendt, B., Gandon, F., Halford, S., Hendler, J., Kinder-Kurlanda, K., Ntoutsis, E. and Staab, S. (2019) 10 Years of Web Science — Dagstuhl Manifesto, *Dagstuhl Perspectives Workshop 18262. Schloss Dagstuhl, Germany, 24-29 June, 2018*. Available at: [https://www.webscience.org/wp-content/uploads/sites/117/2019/07/10\\_Years\\_of\\_Web\\_Science\\_\\_\\_Dagstuhl\\_Manifesto-https://www.besa.org.uk/key-uk-education-statistics/DRAFT.pdf](https://www.webscience.org/wp-content/uploads/sites/117/2019/07/10_Years_of_Web_Science___Dagstuhl_Manifesto-https://www.besa.org.uk/key-uk-education-statistics/DRAFT.pdf) (Accessed: 13 March 2020).
- Bermea, A.M., Toews, M.L. and Wood, L.G. (2018) “Students Getting Pregnant Are Not Gonna Go Nowhere”: Manifestations of Stigma in Adolescent Mothers’ Educational Environment. *Youth & Society* 50(3): pp. 423–436.
- BESA (n.d.) *Key UK Education Statistics. British Educational Suppliers Association (BESA)*. Available at: <https://web.archive.org/web/20181001230650/https://www.besa.org.uk/key-uk-education-statistics/> (Accessed: 27 December 2021).
- Bibby, P. and Brindley, P. (2013) *Urban and Rural Area Definitions for Policy Purposes in England and Wales: Methodology (v1.0)*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239477/RUC11methodologypaperaug\\_28\\_Aug.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239477/RUC11methodologypaperaug_28_Aug.pdf) (Accessed 27 December 2021).
- Boix Mansilla, V., Miller, W.C. and Gardner, H. (2000) ‘On Disciplinary Lenses and Interdisciplinary Work’, in Wineberg, S. and Grossman, P. (eds) *Interdisciplinary Curriculum: Challenges to Implementation*. New York: Teachers College Press, pp. 17–38.
- Bokhove, C. and Sims, S. (2020) Demonstrating the potential of text mining for analyzing school inspection reports: a sentiment analysis of 17,000 Ofsted documents. *International Journal of Research & Method in Education*, 44(4) pp. 433-445.
- Booth, A., Sutton, A. and Papaioannou, D. (2016) *Systematic approaches to a successful literature review (Second edition)*. Los Angeles: Sage.
- Borgerson, J. and Miller, D. (2016) Scalable sociality and “How the world changed social media”: conversation with Daniel Miller. *Consumption Markets and Culture*. 19(6): pp. 520–533.
- Bowling, A. (2005) Mode of questionnaire administration can have serious effects on data quality. *Journal of Public Health*. 27(3): pp. 281–291.
- boyd, d. (2014) *It’s complicated: the social lives of networked teens*. New Haven: Yale University Press.

- boyd, d. and Ellison, N.B. (2007) Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*. 13(1): pp. 210–230.
- boyd, d. (2007) *Why youth (heart) social network sites: the role of networked publics in teenage social life*. Cambridge, MA: MIT Press. Available at: <http://www.danah.org/papers/WhyYouthHeart.pdf>
- boyd, d. (2007) Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life. In Buckingham D (ed) *MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume*. Cambridge, MA: MIT Press. Available at: <http://www.danah.org/papers/WhyYouthHeart.pdf> (Accessed: 27 December 2021)
- Bravo-Torija, B. and Jiménez-Aleixandre, M.P. (2018) Developing an Initial Learning Progression for the Use of Evidence in Decision-Making Contexts. *International Journal of Science and Mathematics Education*. 16(4): pp. 619–638.
- Britannica, The Editors of Encyclopaedia. "Skype". (2020) *Encyclopedia Britannica*. Available at: <https://www.britannica.com/technology/Skype>. (Accessed 27 December 2021).
- Brooker, R. and MacDonald, D. (1999) Did we hear you?: issues of student voice in a curriculum innovation. *Journal of Curriculum Studies*. 31(1): pp. 83–97.
- Bryman, A. (1984) The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology? *The British Journal of Sociology* 35(1): pp. 75–92.
- Burgess, J., Marwick, A. and Poell, T. (2017) 'The Social Media Paradigm'. in Burgess, J., Marwick, A. and Poell, T. (editors) *The SAGE Handbook of Social Media*. London: SAGE Publications.
- Burgoa, C. and Izu, J.A. (2010) *Guide to a Student-Family-School-Community Partnership*. San Francisco CA: WestEd. Available at: <https://data.calschls.org/resources/StudentFamilySchoolCommunity.pdf> (Accessed: 27 December 2021)
- Byrnes, L. J. and Rickards, F.W. (2011) Listening to the Voices of Students With Disabilities: Can Such Voices Inform Practice? *The Australasian Journal of Special Education*. 35(1): pp. 25–34.
- Cao, G., Wang, S., Hwang, M., Padmanabhan, A., Zhang, Z. and Soltani, K. (2015) A scalable framework for spatiotemporal analysis of location-based social media data. *Computers, Environment and Urban Systems*. 51: pp. 70–82.
- Carr, C.T. and Hayes, R.A. (2015) Social Media: Defining, Developing, and Divining. *Atlantic Journal of Communication*. 23(1): pp. 46–65.
- Casey, G. (2013) Social Media in the Classroom: a Simple yet Complex Hybrid Environment for Students. *Journal of Educational Multimedia and Hypermedia*. 22(1): pp. 5–24.
- Cefai, C. and Cooper, P. (2010) Students without voices: The unheard accounts of secondary school students with social, emotional and behaviour difficulties. *European Journal of Special Needs Education*. 25(2): pp. 183–198.
- Chang, C.W. and Chen, G.M. (2014) College students' disclosure of location-related information on Facebook. *Computers in Human Behavior*. 35: pp. 33–38.
- Cherryholmes, C.H. (1987) A social project for curriculum: post-structural perspectives. *Journal of Curriculum Studies*. 19(4): pp. 295–316.

## List of References

- Childnet (2016) *Crossing the Line: PSHE toolkit*. London: Childnet. Available at: <http://https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/> (Accessed: 27 December 2021).
- Cho, A. (2018) Default publicness: Queer youth of color, social media, and being outed by the machine. *New Media and Society*. 20(9): pp. 3183–3200.
- Christofides, E., Muise, A. and Desmarais, S. (2012) Risky disclosures on Facebook: The effect of having a bad experience on online behaviour. *Journal of Adolescent Research*. 27(6): pp. 714–731.
- Chromey, K.J., Duchsherer, A., Pruett, J. and Vareberg, K. (2016) Double-edged sword: social media use in the classroom. *Educational Media International*. 53(1): pp. 1–12.
- Clark J (2013) Conceptualising Social Media as Complaint Channel. *Journal of Promotional Communications*. 1(1): pp. 104-124.
- Coe, R. (2017) The nature of educational research. In Coe, R., Waring, M., Hedges, L.V. and Ashley, L.D (editors) *Research Methods & Methodologies in Education (Second Edition)*. Thousand Oaks, CA: SAGE Publications, pp. 5–13.
- Cohen, L., Manion, L. and Morrison, K. (2000) *Research Methods in Education (5th Edition)*. London: RoutledgeFalmer.
- CohenMiller, A.S., Faucher, C., Hernandez-Torrano, D. and Hajdukova, E.B. (2017) Practical steps for using interdisciplinary educational research to enhance cultural awareness. *International Journal of Research & Method in Education*. 40(3): pp. 288–298.
- Coleman, L.J., Jain, A., Chene, D. and Bahnan, N. (2018) Marketing the Performing Arts: Efficacy of Web 2.0 Social Networks, *Proceedings of the Northeast Business & Economics Association*, pp. 59–63.
- Connolly, P. (2007) *Quantitative data analysis in education: a critical introduction using SPSS*. London: Routledge.
- Cook, K., Buck, G. and Rogers, M.P. (2012) Preparing Biology Teachers to Teach Evolution in a Project-Based Approach. *Science Educator*. 21(2): pp. 18–30.
- Cook-Sather, A. (2002) Authorizing Students' Perspectives: Toward Trust, Dialogue, and Change in Education. *Educational Researcher*. 31(4): pp. 3–14.
- Damiani, J. (2014) Unlocking Elementary Students' Perspectives of Leadership. *International Electronic Journal of Elementary Education*. 6(2): pp. 229–255.
- Daneels, R. and Vanwysberghe, H. (2017) Mediating social media use: Connecting parents' mediation strategies and social media literacy. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*. 11(3). Article 4. Available at: <https://dx.doi.org/10.5817/CP2017-3-5> (Accessed 27 December 2021).
- Davis, K. and James, C. (2013) Tweens' Conceptions of Privacy Online: Implications for Educators, Learning. *Media and Technology*. 38(1): pp. 4–25.
- DCMS (UK) (2020) *Sharing nudes and semi-nudes: advice for education settings working with children and young people*, Available at: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> (Accessed: 27 December 2021).

- De Souza, Z. and Dick, G.N. (2008) Information Disclosure on MySpace - the what, the why and the implications. *Pastoral Care in Education*. 26(3): pp. 143–157.
- De Wolf, R., Willaert, K. and Pierson, J. (2014) Managing privacy boundaries together: Exploring individual and group privacy management strategies in Facebook. *Computers in Human Behavior*. 35: pp. 444–454.
- Denscombe, M. (2008) Communities of Practice: A Research Paradigm for the Mixed Methods Approach. *Journal of Mixed Methods Research*. 2(3): pp. 270–283.
- Denscombe, M. (2009) Item non-response rates: a comparison of online and paper questionnaires. *International Journal of Social Research Methodology*. 12(4): pp. 281–291.
- Department for Education (UK) (2013) *Computing programmes of study: key stages 3 and 4*, Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239067/SECONDARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239067/SECONDARY_national_curriculum_-_Computing.pdf) (Accessed: 27 December 2021)
- Department for Education (UK) (2014a) *What maintained schools must publish online*. Available at: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online> (Accessed: 27 December 2021).
- Department for Education (UK) (2014b) *Keeping Children Safe in Education*. Available at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (Accessed: 27 December 2021).
- Department for Education (2018) *Keeping children safe in education*. Available at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>, (Accessed: 27 December 2021).
- Department for Education (2019a) *Teaching online safety in schools*. Available at: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>. (Accessed: 27 December 2021).
- Department for Education (2019b) *Education, Relationships and Sex Education (RSE) and Health Education*. Available at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> (Accessed: 27 December 2021).
- Department for Education (2020) *Personal, social, health and economic education*. Available at: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education> (Accessed: 27 December 2021).
- Department for Education (2020) *How to access Department for Education (DfE) data extracts*. Available at: <https://www.gov.uk/guidance/how-to-access-department-for-education-dfe-data-extracts> (Accessed: 27 December 2021).
- Department for Education and Skills (2003) *Working Together: Giving children and young people a say: Consultation*. Available at: [https://dera.ioe.ac.uk/6537/1/239\\_2.pdf](https://dera.ioe.ac.uk/6537/1/239_2.pdf) (Accessed: 27 December 2021).
- Dhir, A., Kaur, P., Lonka, K. and Nieminen, M. (2016) Why do adolescents untag photos on Facebook? *Computers in Human Behavior*. 55(Part B): pp. 1106–1115.
- Dinsmore, B. (2019) Contested affordances: teachers and students negotiating the classroom integration of mobile technology. *Information Communication & Society*. 22(5): pp. 664–677.

## List of References

- Donovan, M.J. (2015) Aboriginal student stories, the missing voice to guide us towards change. *Australian Educational Researcher*. 42(5): pp. 613–625.
- Ebert, J.F., Huibers, L., Christensen, B. and Christensen, M.B. (2018) Paper- or Web-Based Questionnaire Invitations as a Method for Data Collection: Cross-Sectional Comparative Study of Differences in Response Rate, Completeness of Data, and Financial Cost. *Journal of Medical Internet Research*. 20(1). Available at: <https://10.2196/jmir.8353> (Accessed: 27 December 2021).
- Education Act 2005*, c. 18. Available at: <http://www.legislation.gov.uk/ukpga/2005/18/contents>, (Accessed: 27 December 2021).
- Edwards, S. and Wang, V. (2018) There are two sides to every story: young people's perspectives of relationship issues on social media and adult responses. *Journal of Youth Studies*. 21(6): pp. 717–732.
- Erreygers, S., Vandebosch, H., Vranjes, I., Baillien, E. and De Witte, H. (2017) Nice or naughty? The role of emotions and digital media use in explaining adolescents' online prosocial and antisocial behavior. *Media Psychology*. 20(3): pp. 374–400.
- Fletcher, A., Fitzgerald-Yau, N., Wiggins, M., Viner, R.M. and Bonell, C. (2015) Involving young people in changing their school environment to make it safer. *Health Education*. 115(3/4): pp.322–338.
- Flutter, J. and Rudduck, J. (2004) *Consulting pupils: what's in it for schools?* London: RoutledgeFalmer.
- Flynn, P. (2014) Empowerment and transformation for young people with social, emotional and behavioural difficulties engaged with student voice research. *New Zealand Journal of Educational Studies*. 49(2): pp. 162–175.
- Forde, C., Horgan, D., Martin, S. and Parkes, A. (2018) Learning from children's voice in schools: Experiences from Ireland. *Journal of Educational Change*. 19(4): pp. 489–509.
- Frith, E. (2018) Social Media and Children's Mental Health: A review of the evidence. *Education Policy Institute*. Available at: [http://epi.org.uk/wp-content/uploads/2018/01/Social-Media\\_Mental-Health\\_EPI-Report.pdf](http://epi.org.uk/wp-content/uploads/2018/01/Social-Media_Mental-Health_EPI-Report.pdf). (Accessed: 27 December 2021).
- Fuchs, C. (2014) *Social Media a critical introduction*. London: SAGE Publications Ltd.
- Fullan, M. (2001) *The new meaning of educational change (3rd ed.)*. New York: Teachers College Press.
- Gibson, J.J. (1966) *The senses considered as perceptual systems*. Boston MA: Houghton Mifflin.
- GOV.UK (nd) *How to make a freedom of information (FOI) request*. Available at: <https://www.gov.uk/make-a-freedom-of-information-request> (Accessed: 27 December 2021).
- Gray, L. (2018) Exploring How and Why Young People Use Social Networking Sites. *Educational Psychology in Practice*. 34(2): pp. 175–194.
- Green, H. and Hannon, C. (2007) Their space: education for a digital generation. *Curriculum Matters*. 6(4): pp. 25–27.
- GreyNet (2021) *GreyNet International/About GreyNet*, Available at: <http://www.greynet.org/home/aboutgreynet.html> (Accessed: 27 December 2021).

- Griffiths, A. and Burns, M. (2014) *Teaching backwards (1st edition)*. Bethel, CT: Crown House Publishing Limited.
- Gurcay, D. and Gulbas, E. (2018) Determination of Factors Related to Students' Understandings of Heat, Temperature and Internal Energy Concepts. *Journal of Education and Training Studies*. 6(2): pp. 65–72.
- Hajli, M.N. (2014) A study of the impact of social media on consumers. *International Journal of Market Research*. 56(3): pp.387–404.
- Harfitt, G.J. (2012) How class size reduction mediates secondary students' learning: hearing the pupil voice. *Asia Pacific Education Review*. 13(2): pp. 299–310.
- Hart, R.A. (1992) *Children's Participation: From tokenism to citizenship*. Papers inness92/6, Innocenti Essay. Available at: <https://ideas.repec.org/p/ucf/inness/inness92-6.html> (Accessed 27 December 2021).
- He, W., Shen, J., Tian, X., Li, Y., Akula, V., Yan, G. and Tao, R. (2015) Gaining competitive intelligence from social media data: Evidence from two largest retail chains in the world. *Industrial Management & Data Systems*. 115(9): pp. 1622–1636.
- Hedges, L. (2012) Design of empirical research, In Coe, R., Waring, M., Hedges, L.V. and Ashley, L.D. *Research methods & methodologies in education*. Thousand Oaks, CA: SAGE Publications. pp. 23–30.
- Henderson, M., Snyder, J. and Beale, D. (2013) Social media for collaborative learning: a review of school literature. *Australian Educational Computing* 28(2). pp. 1-15.
- Hershkovitz, A., Elhija, M.A. and Zedan D (2019) WhatsApp is the Message: Out-of-Class Communication, Student-Teacher Relationship, and Classroom Environment. *Journal of Information Technology Education*. 18: pp. 73–95.
- Hesse-Biber, S. (2010) Qualitative Approaches to Mixed Methods Practice. *Qualitative Inquiry*. 16(6): pp. 455–468.
- HMSO (1999) *The National Curriculum: Handbook for secondary teachers in England*, London: DfEE/QCA, Available at: <http://www.educationengland.org.uk/documents/pdfs/2004-nc-secondary-handbook.pdf> (Accessed: 27 December 2021)
- HMSO (2003) *Every child matters*. London: HMSO, Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf) (Accessed: 27 December 2021)
- Hocevar, K.P., Flanagin, A.J. and Metzger, M.J. (2014) Social media self-efficacy and information evaluation online. *Computers in Human Behavior*. 39: pp. 254–262.
- Hofstra, B., Corten, R. and van Tubergen, F. (2016) Understanding the privacy behavior of adolescents on Facebook: The role of peers, popularity and trust. *Computers in Human Behavior* 60: pp. 611–621.
- Hohwü, L., Lyshol, H., Gissler, M., Jonsson, S. and Petzold, M. (2013) Web-Based Versus Traditional Paper Questionnaires: A Mixed-Mode Survey With a Nordic Perspective. *Journal of Medical Internet Research*. 15(8): e173. Available at: doi: 10.2196/jmir.2595 (Accessed: 27 December 2021)

## List of References

- Houston, J.B., Hawthorne, J., Perreault, M., Park, E., Hode, M., Halliwell, M., McGowen, S., Davis, R., Vaid, S., Mcelderry, J. and Griffith, S. (2014) Social media and disasters: A functional framework for social media use in disaster planning, response, and research. *Disasters*. 39(1): pp. 1-22.
- Howard, P. and Parks, M. (2012) Social Media and Political Change: Capacity, Constraint, and Consequence. *Journal of Communication*. 62(2), pp.359-362.
- Humphreys, S. (2021) Computing at School. *The Royal Society Blog*. Available at: <https://royalsociety.org/blog/2021/01/computing-at-school/> (Accessed: 27 December 2021).
- Hurst, T.R. (2014) Give Me Your Password: The Intrusive Social Media Policies in Our Schools. *CommLaw Spectus: Journal of Communications Law and Policy*. 22(1): pp. 196–224.
- internetmatters.org (2021) What age can my child start social networking? *Internet Matters: Information*. Available at: <https://www.internetmatters.org/resources/what-age-can-my-child-start-social-networking/> (Accessed 27 December 2021).
- Jan, M.V.P. (2017) Knowing what is said on enterprise Social Media: Towards the development of an Analytical Communication Framework. *Revista Internacional De Relaciones Públicas*. 7(13): pp. 5–22.
- Jenkins, E.W. (2006) The Student Voice and School Science Education. *Studies in Science Education*. 42: pp. 49–88.
- Jin, D.Y. and Feenberg, A. (2015) Commodity and Community in Social Networking: Marx and the Monetization of User-Generated Content. *Information Society*. 31(1): pp. 52–60.
- Johnson, J. (2021) *Share of internet users who sent and received emails in the United Kingdom (UK) in 2020, by age group*. Available at: <https://www.statista.com/statistics/506315/sending-and-receiving-emails-in-the-united-kingdom-uk-by-age-group/>. (Accessed: 27 December 2021)
- Johnson, M.J. (2017) The Rise of the Citizen Author: Writing Within Social Media. *Publishing Research Quarterly*. 33(2): pp. 131–146.
- Johnson, R.B., Onwuegbuzie, A.J. and Turner, L.A. (2007) Towards a definition of mixed methods research. *Journal of Mixed Methods Research*. 1(2): pp. 112–133.
- Juhász, T.T., Juhász, A. and Szigetlaki, Z. (2017) A Simulation Based Method for Teaching Reference Frames in Secondary Schools. *Universal Journal of Educational Research*. 5(12): pp. 2241–2250.
- Kaplan, A.M. and Haenlein, M. (2010) Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*. 53(1): pp. 59–68.
- Keddie, A. (2015) Student voice and teacher accountability: possibilities and problematics. *Pedagogy, Culture and Society*. 23(2): pp. 225–244.
- Keeble, H. and Kirk, R. (2007) Exploring the existing body of research. In: Briggs ARJ and Coleman M (eds) *Research methods in educational leadership and management (Second edition)*. London: SAGE Publications Ltd. pp. 69–90.
- Kemp, P. (2014) *Computing in the national curriculum: A guide for secondary teachers*. Swindon: Computing at School. Available at: [https://web.archive.org/web/20201124161253/https://www.computingatschool.org.uk/data/uploads/cas\\_secondary.pdf](https://web.archive.org/web/20201124161253/https://www.computingatschool.org.uk/data/uploads/cas_secondary.pdf) (Accessed: 27 December 2021)

- Kennedy, J. and Lynch, H. (2016) A shift from offline to online: Adolescence, the internet and social participation. *Journal of Occupational Science*. 23(2): pp. 156–167.
- Kent, M.P., Pauzé, E., Roy, E.A., de Billy, N. and Czoli, C. (2019) Children and adolescents' exposure to food and beverage marketing in social media apps. *Pediatric Obesity*. 14(6): e12508.
- Kietzmann, J.H., Hermkens, K., McCarthy, I.P. and Silvestre, B.S. (2011) Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*. 54(3): pp. 241–251.
- Kietzmann, J.H., Silvestre, B.S., McCarthy, I.P. and Pitt, L.F. (2012) Unpacking the social media phenomenon: towards a research agenda. *Journal of Public Affairs*. 12(2): pp. 109–119.
- Kite, S.L., Gable, R. and Filippelli, L. (2010) Assessing Middle School Students' Knowledge of Conduct and Consequences and Their Behaviors Regarding the Use of Social Networking Sites. *The Clearing House*. 83(5): pp. 158–163.
- Kochhar, R. and Cilluffo, A. (2017) *How U.S. wealth inequality has changed since Great Recession* Available at: <http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/> (Accessed: 27 December 2021).
- Kokotsaki, D. (2017) Pupil voice and attitudes to music during the transition to secondary school. *British Journal of Music Education*. 34(1): pp. 5–39.
- Krippendorff, K. (2013) *Content Analysis: An introduction to its methodology (3rd Edition)*. Thousand Oaks, CA: SAGE Publications.
- Kroeger, S., Burton, C., Comarata, A., Combs, C., Hamm, C., Hopkins, R. and Kouche, B. (2004) Student Voice and Critical Reflection. *Teaching Exceptional Children*. 36(3): pp. 50–57.
- Kroger, J. (2008) *Identity Development during Adolescence*. In: Adams, G.R. and Berzonsky, M.D. (eds.) *Blackwell Handbook of Adolescence*. Malden, MA: Wiley Interscience. pp. 205–226
- Laine, M.O.J. and Frühwirth, C. (2010) *Monitoring social media: Tools, characteristics and implications*. In: Tyrväinen P., Jansen S., Cusumano M.A. (eds.) *ICSOB, LNBIP 51*, pp. 193–198
- Laming, Lord (2003) *The Victoria Climbié Inquiry: report of an inquiry by Lord Laming*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/273183/5730.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/273183/5730.pdf) (Accessed: 27 December 2021)
- Laming W (2009) *The protection of children in England: a progress report*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/328117/The\\_Protection\\_of\\_Children\\_in\\_England.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/328117/The_Protection_of_Children_in_England.pdf) (Accessed: 27 December 2021).
- Lang, G. and Benbunan-Fich, R. (2010) The use of social media in disaster situations: framework and cases. *International Journal of Information Systems for Crisis Response Management*. 2(1): pp. 11–23.
- Lareki, A., Altuna, J., Martínez de Morentin, J.I. and Amenabar, N. (2017) Young people and digital services: Analysis of the use, rules, and age requirement. *Children and Youth Services*. Review 79: pp. 126–131.
- Laux, K. (2018) A theoretical understanding of the literature on student voice in the science classroom. *Research in Science & Technological Education*. 36(1): pp. 111–129.

## List of References

- Ledbetter, A.M. (2021) An introduction to the special issue on social media, or why this isn't a special issue on social network(ing) sites. *Communication Monographs*. 88(1): pp. 1–4.
- Lee, E.B. (2014) Facebook Use and Texting Among African American and Hispanic Teenagers: An Implication for Academic Performance. *Journal of Black Studies*. 45(2): pp. 83–101.
- de Leeuw E., Borgers, N. and Strijbos-Smits, A. (2002) 'Children as Respondents: Developing, evaluating, and testing questionnaires for children'. *International Conference on Questionnaire Development Evaluation and Testing Methods 2002. Charleston, South Carolina, November*. pp. 1–38
- Lin, L.Y., Sidani, J.E., Shensa, A., Radovic, A., Miller, E., Colditz, J.B., Hoffman, B.L., Giles, L.M. and Primack, B.A. (2016) Association Between Social Media Use and Depression Among U.S. Young Adults. *Depression and Anxiety*. 33(4): pp. 323–331.
- Lisle, J.D. (2011) The benefits and challenges of mixing methods and methodologies: Lessons Learnt From Implementing Qualitatively Led Mixed Methods Research Designs in Trinidad and Tobago. *Caribbean Curriculum*. 18: pp. 87–120.
- Littell, J.H. (2006) Systematic reviews in the social sciences: A review. *Evidence & Policy*. 2(4): 535–537.
- Liu, C., Ang, R.P. and Lwin, M.O. (2013) Cognitive, personality, and social factors associated with adolescents' online personal information disclosure. *Journal of Adolescence*. 36(4): pp. 629–638.
- Livingstone, S. (2014) Developing social media literacy: How children learn to interpret risky opportunities on social network sites. *Communications*. 39(3): pp. 283–303.
- Livingstone, S., Blum-Ross, A., Pavlick, J. and Ólafsson, K. (2018) 'In the digital home, how do parents support their children and who supports them?' *LSE Blogs*. Available at: <https://blogs.lse.ac.uk/parenting4digitalfuture/2018/02/06/in-the-digital-home/> (Accessed: 27 December 2021).
- Livingstone, S. and Bober, M. (2005) *UK Children Go Online: final report of key project findings*. London: LSE Research Online. Available at: [http://eprints.lse.ac.uk/399/1/UKCGO\\_Final\\_report.pdf](http://eprints.lse.ac.uk/399/1/UKCGO_Final_report.pdf). (Accessed: 27 December 2021)
- Livingstone, S., Haddon, L. and Gorzig, A. (2012) *Children, risk and safety on the internet*. Bristol: Policy Press.
- Lodge, C. (2005) From hearing voices to engaging in dialogue: problematising student participation in school improvement. *Journal of Educational Change*. 6(2): pp. 125–146.
- Longfield, A. (2019) *Online platforms must do more to tackle social media content which is harmful to children*. Available at: <https://www.childrenscommissioner.gov.uk/2019/01/30/a-public-call-for-online-platforms-to-do-more-to-tackle-social-media-content-which-is-harmful-to-children/> (Accessed: 27 December 2021).
- MacAulay, M. and Moldes, M.D. (2016) Queen don't compute: reading and casting shade on Facebook's real names policy. *Critical Studies in Media Communication*., 33(1): pp. 6–22.
- Magasic, M. (2016) The 'Selfie Gaze' and 'Social Media Pilgrimage': Two Frames for Conceptualising the Experience of Social Media Using Tourists. In: Inversini, A. and Schegg, R. (eds) *Proceedings of the International Conference: Information and Communication Technologies in Tourism 2016*. Bilbao, Spain. February 2-5. pp. 173–182.

- Malcolm-Davies, J. (2018) Knitting virtual tribes together: new audiences for cultural objects. *IOP Conference Series: Materials Science and Engineering*. 364: 012031.
- Mao, J. (2014) Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior*. 33: pp. 213–223.
- Martin, F., Wang, C., Petty, T., Wang, W. and Wilkins, P. (2018) Middle School Students' Social Media Use. *Educational Technology & Society*. 21(1): pp. 213–224.
- Martín-Consuegra, D., Díaz, E., Gómez, M. and Molina, A. (2019) Examining consumer luxury brand-related behavior intentions in a social media context: The moderating role of hedonic and utilitarian motivations. *Physiology and Behavior*. 200: pp. 104–110.
- Martino, J. (2008) Catching the wave: social media in the classroom. In Yelland, N., Neal, G. A. and Dakich, E. (editors) *Rethinking education with ICT : new directions for effective practices*. Rotterdam, Netherlands: Sense Publishers. pp. 139-147. Available at: <https://search.proquest.com/australianeducationindex/docview/1794033098/E7D99C5F36884CF3PQ/14> (Accessed 27 December 2021).
- McDonald, D. and Farrell, T. (2012) Out of the Mouths of Babes: Early College High School Students' Transformational Learning Experiences. *Journal of Advanced Academics*. 23(3): pp. 217–248.
- McGillivray, D., McPherson, G., Jones, J. and McCandlish, A. (2016) Young people, digital media making and critical digital citizenship. *Leisure Studies*. 35(6): pp. 724–738.
- McIntyre, D., Pedder, D. and Rudduck, J. (2005) Pupil voice: Comfortable and uncomfortable learnings for teachers. *Research Papers in Education*. 20(2): pp. 149–168.
- Middlehurst, T. (2021) Inspections are back. *Leader: the magazine of the Association of School and College Leaders*. Issue 120: pp. 23–26.
- Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., Spyer, J., Venkatraman, S. and Wang, X. (2016) *How the World Changed Social Media*. London: UCL Press.
- Miller, D. and Venkatraman, S. (2018) Facebook Interactions: An Ethnographic Perspective. *Social Media + Society*. 4(3): pp. 1-11.
- Mitra, D. (2004) The Significance of Students: Can Increasing 'Student Voice' in Schools Lead to Gains in Youth Development? *Teachers College Record*. 106(4): pp. 651–688.
- Moyer, M. and Nelson, K.W. (2007) Investigating and Understanding Self-Mutilation: The Student Voice. *Professional School Counselling* 11(1): pp. 42–48.
- Muls, J., Thomas, V., De Backer, F., Zhu, C. and Lombaerts, K. (2020) Identifying the nature of social media policies in high schools. *Education and Information Technologies*. 25(1): pp. 281–305.
- Nah, S. and Saxton, G.D. (2012) Modelling the adoption and use of social media by non-profit organizations. *New Media & Society*. 15(2): pp. 294–313.
- National Education Union (2019) *Social Media and Online Safety: Social Media and Online Safety – Advice for School Staff NEU guidance for members in England, Wales & Northern Ireland*. Available at: <https://neu.org.uk/media/2586/view> (Accessed: 27 December 2021).

## List of References

- Nelson, E. and Bishop, P. (2013) Students as Action Research Partners: A New Zealand Example. *Middle School Journal*. 45(2): pp. 19–26.
- Nishiyama, K. (2018) Using the community of inquiry for interviewing children: theory and practice. *International Journal of Social Research Methodology*. 21(5): pp. 553–564.
- Norman, D.A. (2002) *The design of everyday things*. New York: Basic Books.
- NSPCC (2021) *Social media and online safety*. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety> (Accessed: 27 December 2021)
- Obar, J.A. and Wildman, S.S. (2015) Social Media Definition and the Governance Challenge - An Introduction to the Special Issue. *Telecommunications policy*. 39(9). pp. 745-750
- Oerlemans, K. and Vidovich, L. (2005) Expert Witnesses: Voices Of Significance. *Journal of Educational Change*. 6(4): pp. 363–379.
- Ofcom (2019a) *Children and parents: Media use and attitudes report 2019*. Available at: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-and-parents-media-use-and-attitudes-report-2019> (Accessed: 27 December 2021).
- Ofcom (2019b) *Children and parents: media use and attitudes report 2018* (Additional resources). Ofcom. Available at: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-and-parents-media-use-and-attitudes-report-2018> (Accessed: 27 December 2021).
- Ofcom (2021) *Children and parents: media use and attitudes report 2020/21*. Available at: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-and-parents-media-use-and-attitudes-report-2021> (Accessed: 27 December 2021).
- Ofsted (2011) *Safeguarding in schools: best practice*. Available at: <https://www.gov.uk/government/publications/safeguarding-in-schools-best-practice> (Accessed: 27 December 2021).
- Ofsted (2017) *Ofsted strategy: 2017 to 2022: Summary*. Available at: <https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>. (Accessed: 27 December 2021).
- Ofsted (2018) *School Inspection Handbook*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730127/School\\_inspection\\_handbook\\_section\\_5\\_270718.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf). (Accessed: 27 December 2021).
- Ofsted (2019) *The education inspection framework*. Available at: <https://www.gov.uk/government/publications/education-inspection-framework>. (Accessed: 27 December 2021).
- Ofsted (2021) *School inspections - a guide for parents*. Available at: <https://www.gov.uk/government/publications/school-inspections-a-guide-for-parents/school-inspections-a-guide-for-parents> (Accessed: 27 December 2021).
- Ofsted (n.d.) *About us: Ofsted*. Available at: <https://www.gov.uk/government/organisations/ofsted/about> (Accessed: 27 December 2021).

- Ofsted Communications Team (2018) *Find an inspection report*. Available at: <https://reports.ofsted.gov.uk> (Accessed: 27 December 2021).
- O’Keeffe, G.S. and Clarke-Pearson, K. (2011) The Impact of Social Media on Children, Adolescents, and Families. *Pediatrics* 127(4): pp. 800–804.
- Olsson, J. (2018) The Contribution of Reasoning to the Utilization of Feedback from Software When Solving Mathematical Problems. *International Journal of Science and Mathematics Education*. 16(4): pp. 715–735.
- O’Riordan, S., Feller, J. and Nagle, T. (2016) A categorisation framework for a feature-level analysis of social network sites. *Journal of Decision Systems*. 25(3): pp. 244–262.
- Ouiridi, M.E., El Ouiridi, A., Segers, J. and Henderickx, E. (2014) Social Media Conceptualization and Taxonomy: A Lasswellian Framework. *Journal of Creative Communications*. 9(2): pp. 107–126.
- Özkan, A., Arıkan, E.E. and Özkan, E.M. (2018) A Study on the Visualization Skills of 6th Grade Students. *Universal Journal of Educational Research*. 6(2): pp. 354–359.
- Pan, Y.T. and Liu, S.C. (2018) Students’ Understanding of a Groundwater System and Attitudes towards Groundwater Use and Conservation. *International Journal of Science Education*. 40(5): pp. 564–578.
- Pangrazio, L. (2013) Young people and Facebook : what are the challenges to adopting a critical engagement? *Digital Culture & Education* 5: pp. 34–47.
- Park, Y.J. (2015) My whole world’s in my palm! The second-level divide of teenagers’ mobile use and skill. *New media and society*. 17(6): pp. 977–995.
- Pazey, B.L., Heilig, J.V., Cole, H.A. and Sumbera, M. (2015) The More Things Change, the More They Stay the Same: Comparing Special Education Students’ Experiences of Accountability Reform Across Two Decades. *The Urban Review*. 47(3): pp. 365–392.
- Pedraza, E. and Rodríguez, R.J. (2018) ‘We Are Not Dirt’: Freirean Counternarratives and Rhetorical Literacies for Student Voice in Schooling. *English Journal*. 107(6): pp. 75–81.
- Perryman, J., Maguire, M., Braun, A. and Ball, S. (2017) Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. *British Journal of Educational Studies*. 66(2): pp. 145–163.
- Pikalek, A.J. (2010) Navigating the Social Media Learning Curve. *Continuing Higher Education Review*. 74: pp. 150–160.
- Postill, J. and Pink, S. (2012) Social Media Ethnography: The Digital Researcher in a Messy Web. *Media International Australia*. 145(1): pp. 123–134.
- Potts, L. and Jones, D. (2011) Contextualizing experiences: Tracing the relationships between people and technologies in the social web. *Journal of Business and Technical Communication* 25(3): pp. 338–358.
- Prensky, M. (2005) Digital Natives, Digital Immigrants. *Gifted*. 135: pp. 29-31.
- Preston, C. (2013) *ICT Curriculum – what next?*. Available at: <https://www.mirandanet.org.uk/articles/18>. (Accessed: 27 December 2021).

## List of References

- Preston, C. (2018) *Influencing policy and practice in digital education*. Available at: <https://mirandanet.ac.uk/influencing-policy-and-practice-in-digital-education/> (Accessed: 27 December 2021).
- PSHE Association (2017) *PSHE Education Programme of Study (Key stages 1 - 5)*. Available at: <https://bit.ly/PSHE-2017> (Accessed: 27 December 2021).
- Quinn, S. and Owen, S. (2016) Digging deeper: Understanding the power of 'student voice'. *Australian Journal of Education* 60(1): pp. 60–72.
- Reich, S.M., Subrahmanyam, K. and Espinoza, G. (2012) Friending, IMing, and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental Psychology* 48(2): pp. 356–368.
- Repko, A.F. (2008) *Interdisciplinary Research*. Thousand Oaks, CA: SAGE Publications.
- Reyes, C.C. (2019) An English Learner as a Cultural Broker for Youth Interviews. *The Qualitative Report* 24(3): pp. 532–549.
- Roberts, N. (2021) *The school curriculum in England*. House of Commons. Briefing Paper: 06798 Available at: <https://researchbriefings.files.parliament.uk/documents/SN06798/SN06798.pdf> (Accessed: 27 December 2021)
- Rodesiler, L. (2015) The Nature of Selected English Teachers' Online Participation. *Journal of Adolescent & Adult Literacy*. 59(1): pp. 31–40.
- Rodriguez-Hoyos, C., Salmon, I.H. and Fernandez-Diaz, E. (2015) Research on SNS and education: The state of the art and its challenges. *Australasian Journal of Educational Technology*. 31(1): pp. 100–111.
- Rogers, P.J. (2008) Using Programme Theory to Evaluate Complicated and Complex Aspects of Interventions. *Evaluation* 14(1): pp. 29–48.
- Rosenberg, H. and Asterhan, C.S.C. (2018) "WhatsApp, teacher?" - Student perspectives on teacher-student WhatsApp interactions in secondary schools. *Journal of Information Technology Education Research*. 17: pp. 205–226.
- Sabatino, L. (2014) Improving writing literacies through digital gaming literacies: Facebook gaming in the composition classroom. *Computers and Composition*. 32: pp. 41–53.
- Saldaña, J. (2016) *The coding manual for qualitative researchers (Third edition)*. Los Angeles, CA: SAGE.
- Schneider, E. (2015) Digital social connectedness teaching strategy. *Quick*. (131): pp. 12–14.
- Schnittka, C.G., Evans, M.A., Won, S.G.L. and Drape, T.A. (2016) After-School Spaces: Looking for Learning in All the Right Places. *Research in Science Education*. 46(3): pp. 389–412.
- Schön, D.A. and Rein, M. (1994) *Frame reflection: toward the resolution of intractable policy controversies*. New York: BasicBooks.
- Shade, L.R. and Singh, R. (2016) 'Honestly, We're Not Spying on Kids': School Surveillance of Young People's Social Media. *Social Media + Society*. 2(4): pp. 1–12.

- Siegal, H., Phillips, D.C. and Callan, E. (2018) 'Philosophy of Education' In Zalta, E.N. (ed.) *The Stanford Encyclopedia of Philosophy (Winter 2018 Edition)*. Available at: <https://plato.stanford.edu/archives/win2018/entries/education-philosophy/>. (Accessed: 27 December 2021)
- Simmons, C., Graham, A. and Thomas, N. (2015) Imagining an ideal school for wellbeing: Locating student voice. *Journal of Educational Change*. 16(2): pp. 129–144.
- Slot, M. and Frissen, V. (2007) Users In The 'Golden' Age Of The Information Society. *Observatorio (OBS\*)*. Journal 3: pp. 201-224.
- Smith, M., Szongott, C., Henne, B. and von Voigt, G. (2012) Big data privacy issues in public social media. In *6th IEEE International Conference on Digital Ecosystems and Technologies (DEST) 18-20 June*. Campione, Italy: IEEE. pp. 1-6 Available at: <https://ieeexplore.ieee.org/abstract/document/6227909>. (Accessed: 27 December 2021)
- Social Media Research Group (2016) *Social Media Research Guidance; using social media for social research*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/524750/GSR\\_Social\\_Media\\_Research\\_Guidance\\_-\\_Using\\_social\\_media\\_for\\_social\\_research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524750/GSR_Social_Media_Research_Guidance_-_Using_social_media_for_social_research.pdf) (Accessed: 27 December 2021).
- Statista *Global social media ranking 2018* (2019) Available at: <https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/> (Accessed: 6 March 2019).
- Stefl-Mabry, J., Radlick, M. and Doane, W. (2010) Can You Hear Me Now? Student voice: High school & middle school students' perceptions of teachers, ICT and learning. *International Journal of Education and Development using Information and Communication Technology*. 6(4): pp. 64–82.
- Storz, M.G. (2008) Educational Inequity from the Perspectives of Those Who Live It: Urban Middle School Students' Perspectives on the Quality of Their Education. *Urban Review*. 40(3): pp. 247–267.
- Suchert, V., Hanewinkel, R. and Isensee, B. (2016) Screen time, weight status and the self-concept of physical attractiveness in adolescents. *Journal of Adolescence*. 48: pp. 11–17.
- Swain, K., Pendergast, D. and Cumming, J. (2018) Student experiences of NAPLAN: sharing insights from two school sites. *Australian Educational Researcher*. 45(3): pp. 315–342.
- Tashakkori, A. and Teddlie, C. (1998) *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE.
- Taylor, J. and Pagliari, C. (2017) Mining social media data: How are research sponsors and researchers addressing the ethical challenges? *Research Ethics*. 14(2): pp. 1–39.
- Tefera, A. (2019) Listening to and Learning from the Perspectives and Experiences of Black and Latinx Students with Disabilities: Examining the Challenges and Contradictions of High-Stakes Testing Policies. *The Urban Review*. 51: pp. 457-476.
- Thackeray, R., Neiger, B.L., Smith, A.K. and van Wagenen, S.B. (2012) Adoption and use of social media among public health departments. *BMC Public Health*. 12(1): Article number: 242.

## List of References

- The Children's Society (2018) *Safety Net: Cyberbullying's impact on young people's mental health*. Available at: [https://youngminds.org.uk/media/2189/pcr144b\\_social\\_media\\_cyberbullying\\_inquiry\\_full\\_report.pdf](https://youngminds.org.uk/media/2189/pcr144b_social_media_cyberbullying_inquiry_full_report.pdf) (Accessed: 27 December 2021).
- The Royal Society (2012) *Shut down or restart? The way forward for computing in UK schools*. Available at: <https://royalsociety.org/-/media/education/computing-in-schools/2012-01-12-computing-in-schools.pdf> (Accessed: 27 December 2021).
- Thibaut, P. (2015) Social network sites with learning purposes : Exploring new spaces for literacy and learning in the primary classroom. *Australian Journal of Language and Literacy* 38(2): pp. 83–94.
- Thomson, P. and Gunter, H. (2006) From 'Consulting Pupils' to 'Pupils as Researchers': A Situated Case Narrative. *British Educational Research Journal*. 32(6): pp. 839–856.
- Timans, R., Wouters, P. and Heilbron, J. (2019) Mixed methods research: what it is and what it could be. *Theory and Society*. 48: pp. 193–216.
- Toplis, R. (2012) Students' views about secondary school science lessons: The role of practical work. *Research in Science Education*. 42(3): pp. 531–549.
- Treem, J.W., Dailey, S.L., Pierce, C.S. and Biffi, D. (2016) What We Are Talking About When We Talk About Social Media: A Framework for Study. *Sociology Compass* 10(9): pp. 768–784.
- Uhls, Y.T., Ellison, N.B. and Subrahmanyam, K. (2017) Benefits and Costs of Social Media in Adolescence. *Pediatrics* 140(S2): pp. S67-S70
- UK Council for Internet Safety (2020a) *Education for a Connected World*. Available at: <https://www.gov.uk/government/publications/education-for-a-connected-world> (Accessed: 27 December 2021).
- UK Council for Internet Safety (2020b) *UKCIS Online Safety Audit Tool*. Available at: <https://www.gov.uk/government/publications/ukcis-online-safety-audit-tool> (Accessed: 27 December 2021).
- UK Safer Internet Centre (2018) *Age Restrictions on Social Media Services*. Available at: <https://www.saferinternet.org.uk/blog/age-restrictions-social-media-services> (Accessed: 27 December 2021).
- Unicef (1990) *The United Nations Convention on the Rights of the Child*. Available at: [https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_united\\_nations\\_convention\\_on\\_the\\_rights\\_of\\_the\\_child.pdf](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf) (Accessed: 27 December 2021).
- Wali, E., Oliver, M. and Winters, N. (2009) Are they doing what they think they're doing? Tracking and triangulating students' learning activities and self reports. In Vavoula, G., Pachler, N. and Kukulska-Hulme, A. (eds.) *Researching Mobile Learning*. Oxford: Peter Lang. pp. 318–335.
- Walker, R. (2013) "I don't think I would be where I am right now". Pupil perspectives on using mobile devices for learning. *Research in Learning Technology*. 21: pp. 1-12
- Ward, A. (2014) Foregrounding the stories of secondary school students with disabilities. *New Zealand Journal of Educational Studies* 49(2): pp. 191–204.

- Waring, M. (2017) Finding your theoretical position. In Coe, R., Waring, M., Hedges, L.V. and Ashley, L.D (editors) *Research Methods & Methodologies in Education (Second Edition)*. Thousand Oaks, CA: SAGE Publications. pp. 15–19.
- Whittaker, E. and Kowalski, R.M. (2015) Cyberbullying Via Social Media. *Journal of School Violence* 14(1): pp. 11–29.
- William, D. (2011) *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.
- Williamson, G. (2020) *Foreword by the Secretary of State*. Available at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/foreword-by-the-secretary-of-state> (Accessed: 27 December 2021)
- Wilson, H. and Mant, J. (2011) What Makes an Exemplary Teacher of Science? The Pupils' Perspective. *School Science Review*. 93(342): pp. 121–125.
- Woolf, N.H. and Silver, C. (2017) *Qualitative analysis using NVivo: the five-level QDA method*. New York: Routledge.
- Wright, R. (2008) Kicking the Habitus: Power, Culture and Pedagogy in the Secondary School Music Curriculum. *Music Education Research*. 10(3): pp. 389–402.
- Yetter, G. and Capaccioli, K. (2010) Differences in responses to Web and paper surveys among school professionals. *Behavior Research Methods*. 42(1): pp. 266–272.
- Zhang, M. (2015) Internet use that reproduces educational inequalities: Evidence from big data. *Computers and Education* 86: pp. 212–223.
- Zimmer, M. and Proferes, N.J. (2014) A topography of Twitter research: disciplines, methods and ethics. *Journal of Information Management* 66(3): pp. 250–261.
- Zuboff, S. (2019) *The age of surveillance capitalism: the fight for the future at the new frontier of power*. London: Profile Books.
- Zynga (2012) *About Zynga (Archive Page)* Available at: <https://web.archive.org/web/20120830133837/http://company.zynga.com/about/> (Accessed: 27 December 2021).