LO TBAT setup and run the Learning Practical

Observation: age factors in mobile phone usage

Typical question areas

- **Aim, Procedure, Findings, Conclusions**
- Evaluation (generalisability, reliability, applicability to real life, validity, ethics)
- **What improvements you could make to the study and why**

Background

- **There is some evidence to suggest that mobile phone use impacts cognitive development**
- 3 studies:
  - Mak et al. (2009) – attitudes towards public phone use were impacted by age group and culture
  - Ahmed et al. (2014) – found no age differences
  - Chung-Chu (2010) – found no gender differences
- **So – what will you find?**

Hypotheses

- Experimental: *there will be a significant difference in the number of people aged [60+] observed using a mobile phone in a public place than people aged [18-35]*
- **Null: there will no significant difference participants aged [60+] and [18-35] in observed, public, mobile phone use**
- IV: age group – you decide on specific bands
- **DV: whether participant is observed using mobile phone in public or not**

Other participant data recorded

- Gender, whether in group > 3, time of day
- **Qualitative notes: what was happening – talking on phone, texting and talking to children/others, listening to music etc.**

Design

- Non-participant, covert, naturalistic observation
- **It will be done in a café, park or other *public* place where you can record passers by**

Initial design/ethical decisions

- Exclude anyone difficult to fit into age group
- **Qualitative data – you will record what people are doing, not what they are saying!!**
- Presumptive consent: behaviour is public so therefore can be observed/recorded

Your decisions

- **Age groups**
- Where will you observe from?
- **How will you ensure participants are not disturbed?**
- How will you keep your observations ethical?
- **How long will you observe each participant for?**
- How will you keep yourself and participants safe?
- **How will you ensure inter-rater reliability and observation validity?**

Ethical and practical issues

- Don’t identify individuals – no names, photographs – keep rules of confidentiality and privacy
- **Make sure you feel competent to do the observation and record the data – do a pilot study**
- There won’t be a debrief – it would be more upsetting to tell people you were observing them after the fact!
- **Be aware consent is presumptive not informed**

Risk management

- Risk to participants
  - Only record information you need
  - Don’t make people feel you are spying on them
- **Risk to researchers**
  - **Put yourself in a place where you can record notes and it won’t seem strange or be risky (e.g. café, park, etc.)**
- Risk to others
  - Little risk here – but don’t use children in the study or record them as participants (they might be interacted with by your actual participants though)

Recording sheet example

P	Age	Using mobile	In group > 3	Time	Qual notes
1	18-35	Y	Y	11 AM	Talking on phone animatedly. With children in pushchair and another adult (female). Focused on phone conversation, occasionally waving at children to be quiet.
2	60 +	N	N	3 PM	Male, walking with female of similar age. Speaking to one another. No visible mobile.

Running the pilot

- **Use initial design decisions**
- Test out recording sheets
- **Check IR for both qual and quant**
  - **Are you seeing the same thing?**
  - **If not, why not?**
  - **What do you need to do next?**
- Record any problems (don't say there weren't any – won't help in the exam) and be ready to adjust for the real observation
- **You cannot use the pilot data in the final analysis.**

Running the main study

- **Make any changes you need (recording sheets, process/method etc)**
- Note down why you are changing things
- **Collect data from at *least* 20 participants (25 is better)**
- Bring in recording sheets ready to combine data to create full data set in your groups