Instructions

Kia ora. The questions below are to help InternetNZ understand the triumphs and challenges you have faced to date in your mahi we have supported.

We want to celebrate your successes and understand the obstacles you have encountered so far. This will help us all to learn what we could do differently next time.

This form will be placed on our website for transparency.

Please complete and submit this form no later than the date stipulated in your funding agreement. Should you be unable to meet the deadline, contact us to arrange an alternative date, by emailing funding@internetnz.net.nz. You may not be eligible to apply for further grants from InternetNZ if this is not submitted. The completion of this form should be overseen by someone with an intimate knowledge of the funded mahi.

Final project report

* indicates a required field

For your convenience, you will find some information for this section has prepopulated from previous forms you have completed.

Please amend any details as needed to ensure we have the most accurate information.

Project title *
An investigation of family digital cultures and their impact on digital inclusion.

Provide a short summary of the work that was completed as part of this project / research. *
An extensive review of digital divides research and policy discourse/ trajectories was undertaken, along with media reports of the challenges for families during the Covid-19 pandemic. At the same time an ethics application for the project was obtained through Massey University in June 2020.

A theoretical literature review of Pierre Bourdieu's Theory of Practice in aiding understanding about the reproduction of social inequality, and academic applications of these concepts within the digital divide literature was undertaken and continued throughout the project.

Research instruments were originally designed for face-to-face interviews with parents, and digital use diaries from teenagers. These were, however, reformulated to adjust for Covid-19 social distancing requirements.

A mixed methods approach was used. In the first phase we collected demographic and digital practice information via initial questionnaires, and in a second phase we followed these up with semi-structured qualitative interviews with parents and children. This generated over 400 pages of text for analysis.

The the conceptual framework for interviews drew from, and extended, Pierre Bourdieu's Theory of Practice.

Recruitment sought families from both middle and low socio-economic groupings. I also sought to ensure representation of Māori and Pacifika families who have been identified

as more likely to suffer from digital exclusion (20/20 Trust; Digital Inclusion Footprint; InternetNZ). Fifteen families were recruited and interviewed during August and September. A total of 35 participants, from 15 families, with 17 parents and 18 children (aged between 10-16) took part. Around half of these families were Māori and Pasifika in a low socio-economic area, and the other half European/NZ European from a more affluent suburb in Auckland.

We analysed texts by applying Bourdieu's key concepts, creating memos, then by working iteratively between interview texts, we created parent and child profiles, then family profiles.

Analysis generated several research outputs. A key findings report, infographics, along with other articles/blog posts will be available through our website www.socialresearchnz.com in the coming months. One academic article is in progress. Analysis has also led to ideas and draft chapters for a book which is a longer-term project by Dr Keen.
Describe the "who, what, where and when" of your initiative.

Is your mahi for this project complete? *
◉ Yes   ○ No
If your initiative is still in progress, pick "no"

Start Date

01/04/2020
Must be a date.

Finish Date

31/03/2021
Must be a date.

When do you anticipate that your project / research will be completed?
31/08/2021
Must be a date.
Leave blank if this is an ongoing initiative or if finish date is unknown.

Are there any areas where you need further support to complete this mahi?
I would like to work with a non-profit to further develop and text this evaluative framework.

Also looking for further financial support writing a book for families.

What are the outcomes of this project? *
A lot more data than originally sought.

Media infographics

Key findings report to be published on website.

Draft academic publication.

Further academic writing will continue after the project is completed.

Draft manuscript for book chapter.
Describe major achievements or outcomes of the project in terms of benefits for participants and/or others.

Who have you worked with to make this project happen?
20/20 Trust

Families who participated in the project.
For example, staff, volunteers, other organisations or support that has been instrumental in this mahi.

Describe any changes from the original proposal and the reason the changes were required.
Before Covid-19, the intended research design included conducting 'face-to-face interviews' with parents and collecting information about family use of digital technology through asking children to complete digital diaries.

Recruiting families through schools was more difficult as Covid-19 conditions placed added pressure on schools to implement distance learning. We were able to recruit initially through school contacts and subsequent referrals (using the snowballing sampling method).

-To continue researching under Covid-19 conditions required reworking the research design, and data collection instruments so these could be carried out online. We were able to adopt a mixed method approach and collect more data within each family. We decided to use the Survey Monkey platform to provide and collect data prior to interviews. This allowed us to provide information about the project, collect parents' and children's consent, and also collect some demographic information such as occupation, income, ethnicity, age, family makeup, schools, as well as some data on digital technology use at home.

-While it was intended that we do face-to-face interviews, the arrival of the Covid-19 pandemic dictated that we conduct interviews remotely. To achieve a similar face-to-face experience, we conducted interviews using audio/visual platforms such as Zoom or Messenger, but for one family lacking a suitable device we conducted the interview by phone. The majority of interviews were conducted over Zoom, allowing for the collection of not only audio but also visual material. This enhanced the data set.

-The digital diaries were abandoned as children were at home full time and pandemic conditions were clearly changing their engagement with digital technology. Interviewing by Zoom afforded a better view of people in home contexts generating richer data. This improved the study as Bourdieu's Theory of Practice tools are more suited to the collection and analysis of empirical interview data offering a better view of each member's habitus and position in the field.

These changes increased the time needed to design online registration, design parent and child questionnaires increasing the data to include: 60 questionnaires, and additional interviews with children. This substantially increased time to recruit, interview, transcribe and analyse the data set.
We may use this information to help inform others undertaking similar work.

What did you or your team/organisation learn as a result of doing this project? *
*The challenges presented by this year's Covid-19 pandemic have exemplified the work needed to ensure families are adequately resourced, and are able to access important information, utilize online communications and platforms, and continue to work and learn online. In that regard, this study yielded some general insights about the access challenges that families faced during Covid-19 lockdown periods:

-For larger families, often Pasifika and Māori, children could not always attend a full school day online as they had to time-share digital devices.

-The quality and data needs of residential internet connections was an issue. While we know that rural locations can suffer with poor internet connections, it was also an issue for families whose parents continued to work from home, as both parents and children needed to use the internet and audio/visual platforms simultaneously. Using applications like Zoom for some households where parents needed to be in meetings most of the day, meant children's internet access was limited.

-Device ownership was very different between upper middle-class (iPads, laptops and PCs) and lower class households (who relied on smartphones a lot), affecting less advantaged children's ability to engage deeply with education tasks.

-Being at home and having to use digital devices all day exacerbated parents' anxieties about their children's and their own screen time. However, not all children were spending more time online.

*However, internet access and material resourcing are only part of the equation when it comes to children's digital inclusion outcomes.

-Analysis confirmed the thesis that family members possess a kind of common 'disposition' toward digital technology, and that this influences children's digital technology experiences and outcomes. When it comes to how digital technology is used, children often mirror the attitudes and motivations of their parents and whanau, and this shapes their conceptions of how digital technology can impact their present and future life opportunities. For instance, although children all said they had received digital education (notwithstanding variations in this), their assimilation of these digital skills into their personal use at home varied dramatically, reinforcing the importance of the family as a key influence on digital experience, participation, and expectations.

*A review of the digital divides literature revealed that over time the definition of 'digital inclusion' has been strongly influenced by industry and public policy objectives. One assumption within public and industry discourse is that being digitally connected is evidence of societal progress tends to portray that digital exclusion is always about marginalizatio n. However, not all families sought to maximize digital opportunities, seeking instead, a balance between digital and offline activities. Such views were present but not exclusive to Māori and Pasifika families.

*While the digital outcome for families from opposite ends of the class structure may differ dramatically, there are considerable gains to be made from understanding those familial dispositions that sit in the middle of this spectrum.

-There were vast differences between families at the very extremes of this class spectrum, in terms of the their digital capital, and how well they mobilised existing capital online. However, digital exclusion was not only experienced in homes that have limited internet access or devices.

-Family dispositions were underpinned by beliefs around what technology added to life. For some families this was very positive, and for others the digital world competed with values and cultural beliefs they held to be essential to living a good life.

-Some familial dispositions resist or reject digital technologies for cultural or value-based reasons, potentially perpetuating digital inequalities.

-These findings suggest that most families are not using digital technologies in ways that mobilise capital online and are therefore at risk of diminishing life circumstances as we head to ubiquitous digitalisation of society. In other words, many families are not building the digital capital needed to maintain social class. Further, most families are not using digital technologies in ways that maximise capital benefits, which may potentially address class disparities, social inequalities.

These initial insights underscore the importance of evaluating families, as it provides a fuller picture of the social conditions that tend to reproduce digital exclusion.

Describe some areas for improvement and/or reasons for success and/or challenges. How will the things you learnt inform future projects?

How will you share the outcomes and lessons from this mahi? *
-We are submitting work to academic audiences to advance digital divides research.

-Key findings will be made available to organisations Digital Equity and Inclusion sector, 20/20 Trust, and interested parties at the DIA, MOE from our website.

-This research will also contribute to a further publication aimed at a more general audience.
-Through consultation with agencies addressing digital divide issues.
What channels/mediums were used?

Which population group/s were affected by this project or program? *
Ethnic and racial groups > Indigenous peoples > Pacific Islanders
Ethnic and racial groups > Indigenous peoples > Māori
Ethnic and racial groups > Pakeha New Zealanders
Ethnic and racial groups > People of European descent > People of Western European descent
Family and relationships > Families
Please choose only the group/s that were at the very core of this project/program.

Did you reach the audience you intended? *
Yes this will reach both academic, policy and industry actors in various formats.
Reflect on who you set out to help, and whether this changed at all through the course of the project.

What has the feedback been to date? *
Good, and ongoing.
Consider whether you have permission before quoting any specific piece of feedback.

We'd love to see some visual and/or audio representations of your work. Please share it below.

Upload files: *No files have been uploaded*

                                      and/or

Provide web link:

                                      Must be a URL

                                      and/or

Provide additional   Please include captions, if relevant
details:

Can we use your   ○ Yes   ○ No   ◉ Please contact us first
media content in our   e.g. in our annual report
communications? *

Financial report

* indicates a required field

Project income and expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income Description	Income type	Confirmed funding?	Income amount ($)	Notes
InternetNZ grant	Philanthropic grants	Confirmed *	$35,200.00	
20/20 Trust	Donations	Confirmed	$305.00	Vouchers
Keen Initiatives Limited	Other income	Not applicable	$348.00	Vouchers
Keen Initiatives Limited	Other income	Not applicable	$368.00	Hospitality/travel
Keen Initiatives Limited	In-kind support	Not applicable	$870.00	Interview rooms
Keen Initiatives Limited	Other income	Not applicable	$707.00	Software costs (Survey Monkey, Zoom)
Keen Initiatives Limited	Other income	Not applicable	$1,750.00	Additional Recruitment, re-design research instruments
Keen Initiatives Limited	Other income	Not applicable	$1,750.00	Additional interviewing and analysis time
Keen Initiatives Limited	Other income	Not applicable	$466.00	Additional transcription costs
Keen Initiatives	Other income	Not applicable	$1,750.00	Questionnaire distribution and collection
Massey University	In-kind support	Not applicable	$1,000.00	Media content development

Expenditure description	Expenditure type	Expenditure amount ($)	Notes
Research instruments	Salaries and wages	$3,600.00	Designing research instruments
Parent interviews	Salaries and wages	$7,200.00	Zoom interviews
Teenager interviews	Salaries and wages	$7,200.00	Zoom interviews

Data collation	Salaries and wages	$6,720.00	Transcription and memo work
Recruitment and ad-ministration	Salaries and wages	$4,000.00	Recruiting families and distributing and collating question-naires
Analysis and writing	Salaries and wages	$10,800.00	Profile development and analysis

Income and Expenditure Totals

Total income amount	**Total expenditure amount**	**Income - expenditure**
$44,514.00	$39,520.00	$4,994.00
This number/amount is calculated.	This number/amount is calculated.	This number/amount is calculated.

Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:

Feedback

You are almost at the end of your final report. Before submitting, please take a few moments to provide some feedback.

Please indicate how you found the acquittal process:
○ Very easy ◉ Easy ○ Neutral ○ Difficult ○ Very Difficult

How many minutes in total did it take you to complete this form?
60
Estimate in minutes (i.e. 1 hour = 60 minutes)

Please provide us with your suggestions about any improvements and/or additions to this form that we might consider:

InternetNZ is a membership organisation. Would you be interested in hearing more about becoming a member?
○ Yes please ○ No thanks ◉ I am already a member