

‘Everyday Childhoods’ Archive: Documentation

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Introduction

This document provides a comprehensive guide to accessing and using the ‘Everyday Childhoods’ Archive. The documentation primarily refers to the full archive accessible via the digital archiving platform Figshare ([DOI 10.25377/sussex.7977296](https://doi.org/10.25377/sussex.7977296)), but also sign posts to other potentially relevant resources from the project (e.g. the project website and open-access book). The document is divided into four sections: the first section provides a description of the project behind the archive, providing a short account of the project’s original aims and methodology. The second section summarises where the dataset is archived and how it can be accessed. The third section provides a comprehensive list of the participants involved in the study. The fourth section goes into detail about how the dataset is organised on Figshare, a complete summary of the types of data it contains, and a guide to how the data is coded.

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1. The Project and its Methods

The Everyday Childhoods collection is a qualitative longitudinal dataset that was collected by researchers from the Universities of Sussex and Brighton and the Open University during 2013-14 in the UK. The initial project, called ‘Face 2 Face: Tracing the real and the mediated in children’s cultural worlds’ (F2F) was funded by an NCRM Methodology Innovation award (grant reference 512589109). The project aimed to explore how children’s everyday lives are shaped by new technologies, and the ways in which longitudinal research methods can be used to document children’s face to face and mediated lives over time. The F2F project generated the majority of the data contained in this collection and the dataset comprises data from two research panels: firstly, a younger panel of children initially aged 7-8 years (n=6) who had previously been involved with their families in an ESRC funded study of new motherhood (grant reference RES-148-25-0057 see <http://modernmothers.org/>). Their geographical location ranged across the South, South East and South West of England. Secondly, an older panel of children initially aged 10-15 years (n=7) were recruited for the first time in this study. Their geographical location was focused in the South East of England. This latter sample were recruited to illustrate relevant kinds of diversity, including ethnicity, religion, dis/ability, urban/rural locality, and economic background. Over the course of 12 months,

both groups took part in a series of regular research activities aimed at capturing their everyday lives. These research activities included:

1. 'Favourite Things' interviews – Carried out with each participant at the beginning of the study, during which children were invited to share 'favourite' possessions in their homes with a focus on objects that connected to their past and objects that connected to their future. The interviews were audio recorded and transcribed and the children's objects were photographed.
2. Family interviews – To gain a sense of the children's everyday routines, some of the children's families were interviewed about a typical day in their household. These interviews typically included the child and at least one parent, and sometimes siblings and extended family. The family interviews were audio recorded and transcribed.
3. 'Day in a life' observations – Each child was ethnographically observed by a researcher over a single day. These included school days, holidays and weekend days – and were normally chosen by the child in conjunction with their parent. The researchers drew on multimodal practices of ethnographic observation – collecting visual and audio data alongside traditional field notes.
4. Recursive interviews – At the conclusion of the 12 months of fieldwork, each child took part in a final interview to look back on their participation in the study, and to look at the data collected as part of the project. All younger children, and some older children, were interviewed with their parents. Data was presented back to the participants in curated multimedia documents which were intended to be shared publicly on the project's website with the permission of children and parents.

From 2014-15, members of the research team undertook a follow-on study, called 'Curating Childhoods: Developing a Multimedia Archive of Children's Everyday Lives' funded by the AHRC's Digital Transformations theme (grant reference H/M002160/1). The aim of this study was to explore the ethical challenges of publicly archiving data on children's everyday lives. Participants from the Face 2 Face study were invited to join the research team at a one-day workshop hosted by the Mass Observation Archive (a project partner) and held at The Keep in East Sussex. At this workshop participants, including children, families and researchers, explored ethical and practical issues in relation to archiving and sharing their data. Some of the material collected from this workshop is included in the dataset, including postcards from the workshop participants addressed to the future archive users of their data. As part of the project, some of the Face 2 Face participants also helped to pilot recording their own 'day in a life' using multimedia methods (e.g. photography or video), as part of a trial for the Mass Observations 12th May diary day. These self-recorded days are also included in the dataset where available.

Original ethical approval for this study was obtained via the University of Sussex C-REC panel. Face 2 Face application number: ER/RT219/1. Curating Childhoods application number: ER/LJB49/1.

2. The Archive – Levels and Access

Levels of Archive	Levels of Access	Types of Data	When/Where Available
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1. Project Website	Public	Multimedia Case Studies created in Prezi and PANO2VR	http://blogs.sussex.ac.uk/everydaychildhoods
2. Open Access Book	Open access digital or paid physical book	Introduction to the study and analysis of original research team	Thomson, R., Berriman, L., & Bragg, S. (2018). <i>Researching Everyday Childhoods: Time Technology and Documentation in a Digital Age</i> . Bloomsbury. URL: https://doi.org/10.1177%2F1461444818807119
3. Anonymised case study data	Open access archive on Figshare	Transcripts (DOC), fieldnotes (DOC), photographs (JPG), videos (MP4)	https://doi.org/10.25377/sussex.7977296
4. Un-anonymised case study data	Embargoed archive on Figshare	Voice recordings (WAV), photographs (JPG), videos (MP4)	https://doi.org/10.25377/sussex.7977296 <ul style="list-style-type: none"> - Embargo lifted on Intensive panel 1st January 2021. - Embargo lifted on Extensive panel 1st January 2024.

3. The Participants

Participant pseudonym	Cohort	Age (at study start)	Research activities participated in	Profile
Abi	Intensive	14 years	Favourite things, Family interview, Day in a life, Recursive interview, Self-recorded day, Archive workshop.	We first met Abi when she was 14 years old and living in a terraced house with her mother (a lecturer) and younger brother in a semi-rural town where she attended a local comprehensive 11–16 secondary school. She initially took part in the study's pilot panel and subsequently became a full participant in the study. Abi's family come from a white British background.
Aliyah	Intensive	14 years	Favourite things, Family interview,	We first met Aliyah when she was 14 years old and living with her

			Day in a life, Recursive interview, Self-recorded day, Archive workshop.	family (including three older and two younger siblings) in a semi-detached house in a suburb of a large city, where she attended a local comprehensive secondary school that had recently reopened as an Academy. Aliyah's father worked in property management and her mother was a homemaker. Aliyah and her family are practising Muslims, and her parents migrated from Bangladesh before she was born.
David	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met David as a baby, as part of the Making Modern Motherhood study. When we revisited David aged 7, he was living as an only child with his father, who works long hours in a non-professional role, and mother in a flat in a large inner city area, where he attended a local primary school. David's father Richie has a Guyanan heritage and his mother Anastasia, a Romanian/Russian background.
Funmi	Intensive	15 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Funmi when she was 15 years old and living with her family (including two older brothers and two younger twin brothers) in a semi-detached house in a suburb of a large city, where she attended a local comprehensive secondary school. Funmi's mother was a mature student and clothes designer and her father was a professional musician. Funmi's family come from a black British background.
Gabriel	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Gabriel as a baby, as part of the Making Modern Motherhood study. When we revisited Gabriel aged 7, he was living with his mothers Kay and Nadia (who were both public sector professionals) and younger brother

				in a provincial city, where he attended a local primary school. Gabriel's family come from a white British background.
Jasmine	Intensive	15 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Jasmine when she was 15 years old and living with her newborn daughter R and her older sister in a large urban area. Jasmine moved on two occasions during the project and, in our final interview, she and her daughter were living with a foster family. Jasmine attended a short-stay community school, which had an on-site nursery for pupils with young children. Jasmine's family come from a mixed race British background.
Lucien	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview, Archive workshop.	We first met Lucien as a baby, as part of the Making Modern Motherhood study. When we revisited Lucien aged 7, he was living in a terraced house with his father Jamie and mother Monica (both civil servants) and younger sister in an inner city area undergoing gentrification, where he attended a local primary school. Lucien's family come from a white British background.
Megan	Intensive	10 years	Favourite things, Family interview, Day in a life, Recursive interview, Archive workshop.	We first met Megan when she was 10 years old and living in a large house in a rural setting with her father (an interior decorator) and mother (an artist). Megan was one of a set of triplets (with two brothers) and had one older brother. At the beginning of the study, Megan attended a Church of England primary school and, by the end, had graduated to a local comprehensive secondary school. Megan's family come from a white British background.
Nathan	Intensive	13 years	Favourite things, Day in a life,	We first met Nathan when he was 13 years old and living in a terraced

			Recursive interview, Archive workshop.	house in a residential suburb of a large city, where he attended a local comprehensive secondary school. He lived with his mother (a social worker) and an older brother. Nathan's family come from a black British background.
Nkosi	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Nkosi as a baby, as part of the Making Modern Motherhood study. When we revisited Nkosi aged 7, he was living with his mother Lorraine (a chef) and younger sister in a large city, where he attended a Catholic primary school. Nkosi's family come from an African Caribbean background.
Saffron	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Saffron as a baby, as part of the Making Modern Motherhood study. When we revisited Saffron aged 7, she was living as an only child with her mother Tina (an administrator) and father (self-employed) in modern house in a new town with family living nearby. She attended a local primary school. Saffron's family come from a white British background.
Sean	Intensive	13 years	Favourite things, Day in a life, Recursive interview.	We first met Sean when he was 13 years old and living in a semi-detached property in a small rural town. Sean lived with his father and mother (his full-time carer) and his older brother. Sean attended a non-maintained school for children with complex disabilities and health needs. Sean had originally been in mainstream schooling, but after the onset of a muscular 200degenerative condition, had moved to a school providing one-to-one care and support. Sean's family come from a white British background.

Tempest	Extensive	7 years	Favourite things, Family interview, Day in a life, Recursive interview.	We first met Tempest as a baby as part of the Making Modern Motherhood study. When we revisited Tempest aged 7, she was living in a household of seven with her mother Kim and her extended family on an estate in a new town, where she attended a local primary school. Tempest's family come from a white Anglo-African background.
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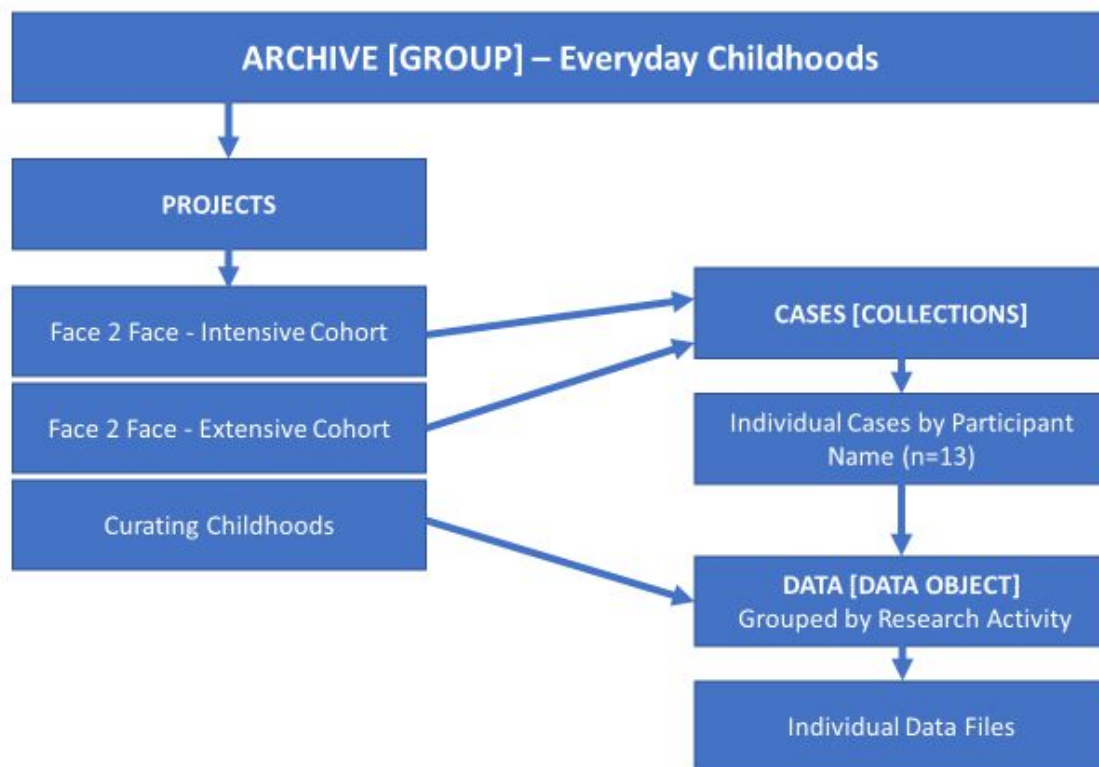
Extensive Cohort (n=6) – A cohort previously formed as part of the Making Modern Motherhood study. Originally, the children's mothers were approached to take part in a longitudinal study of motherhood. The families were then re-approached in 2013 to take part in the Face 2 Face study, with a focus on the children (now aged 7-8 years).

Intensive Cohort (n=7) – A cohort newly formed for the Face 2 Face study, aged 10-15 years. The cohort was selected to represent an age group more likely to be socially and culturally immersed in digital culture than the extensive cohort. The cohort's sample frame was designed to represent a diverse and emblematic group of young people, rather than methodologically representative. This included a focus on (dis)abled bodies, ethnicity/religion, socio-economic background, rural/urban/suburban location, vulnerability.

4. The Dataset: Organisation, Data Types and Coding

a. Organisation of the Figshare Dataset

This diagram provides a guide to the organisation of the dataset in Figshare. The University of Sussex has adopted Figshare as its digital institutional archival platform, and as the project was primarily based at the University this is where the dataset has been deposited. Figshare is organised into four components: (1) 'Groups' – normally larger than a dataset, relating to a research/institutional group, (2) 'Projects' – a collaborative space that allows users to share research and collaborate with designated members, we chose to divide our research into its sub-project components, (3) 'Collections' allows users to group together relevant content from within Figshare into thematic groups – we chose to organise our data into 'cases', and (4) 'Data' – in Figshare these can refer to single files or collections of files, we chose to group our data objects into research activities which contain collections of individual files.



Documentation within the dataset: Documentation accompanies each data object. These can include: lists of individual files providing an annotated index, fieldnotes of the research activity, and metadata contained within Figshare.

B. Data types

Research Method	Data Type	File type	Anonymised (Y/N)
'Favourite Things' interview	Original interview audio recording	.wav	N
	Interview transcript	.doc	Y
	Photographs of objects	.jpg	Y
	Sound recordings of objects	.wav	Y
	Video recordings	.mov	Y
	Researcher fieldnotes	.doc	Y
Family interview (intensive cohort only)	Original interview audio recording	.wav	N
	Interview Transcript	.doc	Y
'Day in a life' micro-ethnographic observation	Researcher fieldnotes	.doc	Y
	Sound recordings	.wav	Y
	Video recordings	.mov	Y/N
	Photographs	.jpg	Y/N

	Key of photographs, sound and video recordings	.doc	Y
Recursive interview	Original interview audio recording	.wav	N
	Interview transcript	.doc	Y
	Researcher fieldnotes	.doc	Y
Curating Childhoods workshop focus groups	Original interview audio recording	.wav	N
Curating Childhoods workshop photographs	Photographs	.jpg	Y/N
'Day in a life' participant-recorded films	Video recordings	.mov	Y

c. Data Object Labelling

File names are comprised of nine parts – separated by 'underscores', e.g.
INTEN_SB_Abi_Fav_Int_21_01_2014_001

The following list provides a guide to reading these labels, from left to right.

1. Cohort [abbreviated]

- INTEN – Face 2 Face project intensive cohort
- EXT – Face 2 Face project extensive cohort

2. Researcher initials

- EM – Ester McGeeney
- LB – Liam Berriman
- LH – Lucy Hadfield
- MJK – Mary Jane Kehily
- RT – Rachel Thomson
- SB – Sara Bragg
- SS – Sue Sharpe

3. Research participant pseudonym [forename]

4. Research activity [abbreviated]

- Day/Day1 – 'Day in a life' observation – researcher led
- Day2 – 'Day in a life' observation – participant led
- Fam – 'Family' interview
- Fav – 'Favourite things' interview
- Final – 'Recursive' interview

5. Data type [abbreviated]

- Int – Interview recording
- Key – Key to sound recordings/photographs
- Notes – Researcher fieldnote
- Pho – Photograph
- Sou – Sound recording
- Trans – Interview transcription
- Vid – Video recording

6. Calendar day of data collection [numeric]

7. Calendar month of data collection [numeric]

8. Calendar year of data collection [numeric]

9. Data sequence number [in chronological order of data capture].

- Beginning 001

Contact information

Enquiries about the dataset can be directed to:

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Further information

You can learn more about the project and the dataset through the following sources:

1. A detailed summary of the study and its methods can be found in the open access book based on the Everyday Childhoods project publishing by Bloomsbury:

Thomson, R., Berriman, L., & Bragg, S. (2018) *Researching Everyday Childhoods: Time, Technology and Documentation in a Digital Age*. London: Bloomsbury. URL:
<http://dx.doi.org/10.5040/9781350011779>
2. The project website contains multimedia case studies based on data collected during the study: <http://blogs.sussex.ac.uk/everydaychildhoods>