**Notes from recursive interview (2nd October 2014) with Megan (11)**

Megan’s recursive interview takes place midweek after school. Megan’s mum, Lindsay, has asked me to come at quarter to five as she has to pick up one of the boys from an after-school squash club. On the way from the station to the house the taxi driver asks me if ‘they have sold the house yet?’ I don’t know what he means, but when we arrive at the house I see a ‘For Sale’ sign staked into the front lawn. We arrive dot on quarter to but there are no cars in the driveway. I ring on the door bell but already have a feeling they must be running late and so am not surprised when there’s no answer. Just under ten minutes later the car pulls up with the three kids and the dogs jumping out, and Lindsay apologetically asking if i’ve been waiting long. Whilst Megan takes the dog to the toilet I talk to one of her brothers about his squash club. Lindsay and I then chat about how long it has been since my last visit (before the summer) and she says how much she enjoyed looking at the multimedia document and fieldnotes. In the living room I explain to Lindsay and Megan what today’s visit is about, going through the two documents and also talking about archiving the materials and publishing the multimedia document online. Lindsay says that she needs to leave in about thirty minutes and, with Megan’s permission, we agree to do the interview with them together. This is slightly different to the other recursive interviews, but I also feel that as Megan is slightly younger than the other ‘teens’ that it makes sense to have her mum present for discussions on consent. My only concern is that Megan may not be as talkative with her mum, but then once we get started I’m reminded that they have quite a close relationship and so it doesn’t seem to be too awkward.

At the beginning of the interview we discuss her involvement over the last year. Megan has been involved longer than most of the other teen panel members as Sara and I visited the family in December, so nearly ten months in total. She talks about how being involved was better than she thought it would be and that she had mainly been worried that it would be ‘lots of questions’ that she wouldn’t be sure how to answer. I feel slightly unsure asking what she thinks has changed in her life over the past year as i’m aware that her home life may be in the process of significant change. We end up staying in fairly ‘safe’ territory by discussing her transition into secondary school. She talks with amusement about how she is taller than most of the other year 7s, and the topic of size comes up again after the interview when she complains to her dad that her feet are getting too big now and that she needs ‘adult’ shoes. She also says that she and her brothers have been put into separate classes and that she is pleased with this. Her mum suggests they have still gone to find each other at break time, but Megan doesn’t seem keen to corroborate this.

When we move on to discuss the fieldnotes it turns out that Megan hasn’t really read them. They’re a bit too long for her to read and so her mum has just discussed parts of it with her. Lindsey says how she found them really interesting and remarks on how busy the day seems. Megan remarks how she feels primary school already feels like it’s becoming a part of the past. There’s some amusement at choice of ‘Megan’ as a pseudonym as apparently they had originally planned to call her Megan. A friend called Megan changed their mind as she said that she got teased by being called ‘Smeggy Meggy’. The only change that they point out (for both the multimedia document and fieldnotes) is that at the top of the fieldnotes I have put her age as ‘12’ rather than ‘10’. This is a bit of an odd mistake as I write her age correctly elsewhere.

We move on to look at the Prezi and look at each slide in turn. I ask Megan questions about the day as we go through it and she seems to remember most of it quite well. When I ask how she felt about being observed she says it was fine and that most of the time she didn’t even see that I was there. It strikes me that this seems to be a characteristic of day in a life observations conducted at school. Part way through the Prezi, Megan’s dad Aaron arrives back from work. Here’s here to take over if Lindsay needs to leave before the end. I briefly explain what the interview is about to him and Megan reminds him of when she showed him the Prezi on her tablet. We get to the last two slides of ‘day in a life’ part of the Prezi which are of Megan playing Minecraft. The first one contains a recording of her describing Minecraft to me and how she came to get into it. As the recording plays she instantly hides her face in her hands with embarrassment, much to the amusement of her parents. I ask how she feels about having the recording of her voice and she says it’s just embarrassing playing it here in front of everyone, but that she won’t mind it going online. I find this quite interesting as a point of reflection on the differences between local and abstract audience. Megan says that she isn’t as into Minecraft as she was. She still plays it but not as much as she did then.

The final part of the Prezi is the ‘favourite things’. Megan tells me she still attends Majorettes and that they have a competition in November. Though her favourite past objects haven’t really changed, her favourite objects from the present seem to have changed significantly over the past six months. Apparently Megan is no longer into One Direction and has taken down all of the posters in her room. At the moment there isn’t a new favourite band or music artist to replace them. Her other favourite object, her tablet, has also undergone a number of changes. She is now on her third tablet in six months. Her first Android tablet broke at around the time of the favourite things interview and had been replaced by the time of the day in a life observation. Megan and her brothers now all have iPads. According to Lindsay the secondary school requires them all to have an iPad which is used in most classes and for all homework. The school originally piloted the scheme in a previous year where the pupils could use any tablet, but find that this caused too many compatibility issues. As such parents of year 7s were asked to buy each child a specific iPad model. Lindsay says that thankfully they got three for the price of two from the school. Apparently the students can get into trouble for forgetting their tablet or for not having it charged up before school. Until this point I hadn’t realised that Megan had been holding her iPad the entire interview. Her parents point this out and say that she carries it with her everywhere. Later on Megan shows me that she was able to bring up the Prezi on her iPad.

After going through the Prezi we talk through publishing the Prezi online and also archiving the data from the study. I try to address this to Megan as much as possible. We finish the interview with enough time for Lindsay to sign the consent form again with Megan and a brief discussion of the Curating Childhoods event in December. Megan seems quite excited about the event and the prospect of meeting some of the other children involved in the study. I realise afterwards that as she is a bit younger than the rest of the teen panel she might be disappointed to find there aren’t more children closer to her age involved in the study. Lindsay leaves, but as my taxi isn’t due to pick me up for another ten or so minutes I sit chatting with Megan and her dad a bit longer. Megan tells her dad about the pseudonyms used for her brothers and jokes that she thinks they sound like trains from Thomas the Tank Engine (a point I haven’t realised until now!) Megan’s brothers then come into the room and start to climb over their dad. My taxi arrives five minutes late and I say goodbye to Megan and her dad and brothers.