**Name:** Files\\Group 1 - University Life\\Participant 14 - Interview Notes

¶1: The interview took place at Starbucks, an international Coffee chain. This branch was on Western Bank/Broomhill, Sheffield I had purposefully arrived early on a Saturday morning the day after Valentine’s Day, following difficulties in recruiting participants; I made unsolicited stops at every shop open. Starting from the train station, I walked up through the centre, up West Street, up Western Bank. This interview took place whilst there were a number of customers present. The interaction was not rushed, but the particpnat was very keen to express that she did not wnat to be named or foilmed, and that her opinions did not represents Starbucks in any way. Any direct quotations are capitalised below in

¶2:

¶3: **Me:** Which digital maps have you used?

¶4:

**¶5: Participant 14:** The participant noted that as a store manager, she often had to travel tp other Startbucks sites for meetings, training and to collect stock if it is ordered incorrectly, delivered to the store or there is a shortage of a specific item e.g., Large beakers “JUST GOOGLE...TO FIND WHERE I AM GOING...LOOK WHERE I’M GOING AND THEN AS GPS AS SATT-NAV FOR WALKING AND DRIVING”.

¶6:

¶7: **Me:** Why did you choose those maps in particular maps?

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**¶9: Participant 14:** “BECAUSE IT’S WHAT I KNOW” – Participant noted that she was familiar with Google, and used it because of that. She knew that other maps existed, and named Bing as an alternative, but used Google for familiarity.i

¶10:   
¶11: **Me**: What did you use them for?

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**¶13: Participant 14:** She stated she would used them “IF I WANTED A PARTICULAR SHOP, OR A NEW HOUSE...MOST THINGS” after which she jokingly referred to the Starbucks app (which links to a digital map).

¶14:

**¶15: Me:** How did you use the map – how did using the digital map fit in with other activities.

¶16:

¶17: **Participant 14:** She noted that map use had also informed her choice of Holiday in France, where she used the map to choose the right venue based on set criteria “CLOSE TO BEACH, NEAR TO SHOPS, NOT ON THE MAIN ROAD, NOT NEAR AN INDUSTRIAL OR FACTORY, YOU KNOW....” and that this information was”...NOT ALWAYS ON THE WEBSITE”. She seemed keen to discuss this aspect, so rather than rush-in, I left this pne for the later question on ‘choice of site’.

¶18:

**¶19: Me:** Are digital maps important?

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**¶21: Participant 14:** The participantdiscussed digital maps not being centrally important in all decisions (going to the shop), but that they did have a something important to offer. She concluded with an emphasised statement that digital maps...“ARE VERY IMPORTANT TO MAKING BETTER INFORMED CHOICES”

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**¶25: Me:** Are digital maps equally important for students?

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**¶27: Participant 14:** “STUDENTS USE IT THE SAME WAY” after which she noted they mostly access digital maps by mobile, to locate facilities and accommodation after which she again, jokingly referred to the Starbucks app.

¶28:

**¶29: Me:** Have you ever added or amended anything on a digital map?> (user generated content)?

¶30: **Participant 14:** “NO, I WOULDN’T KNOW HOW”ii

¶31: **Me:** Do digital maps have any effect on the places or sites you decide to go to?

¶32:

**¶33: Participant 14:** “LOTS OF TIMES”. She discussed mentioning a holiday home every year abroad (the discussion turned back to her use of digital maps to locate the holiday resort in France, which we had discussed earlier)**.** Upon discussion, we noted that she looked at the paper-based brochures and websites of holiday resorts, then looked on a digital map (Google) to narrow down the range of options (to make a shortlist). She did this as an individual activity, using a tablet “WITH A CUP OF TEA WITH TV ON...”GET SHORTLIST BY MYSELF, THEN WE LOOK AT THE SHORTLIST TOGETHER”... “ALWAYS GOOGLE MAP IT AND DRILL-DWON UNTIL WE FIND A LOCATION WE’RE HAPPY WITH”.

¶34:

**¶35: Me:** Do digital maps have any effect on the choice of how you get from place to place, or the route you take?

¶36:

**¶37: Participant 14:** “YES THEY DO, A LOT”. We discussed her holiday, where it was her first time driving to France last year, where she looked at the route on a digital map prior to going (to plan the journey). As a result, she located a hotel around half-way (time-wise) along the 25 hour drive: “I LOOKED ON THE ROUTE TO BOOK A HOTEL, AND USED THE BLUE LINE TO FIND A HOTEL HALF-WAY”.

¶38:

**¶39: Me:** Do students use maps in the same way, do they affect their choice of route?

¶40:

**¶41: Participant 14:**  “STUDENTS ASK FRIENDS, BUT PROBABLY USE IT ASWELL – IT’S EASIER”

¶42:

**¶43: Me:** Do digital maps have an effect on the way you feel, or the sense you have of a place or location?

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**¶45: Participant 14:** “YES IT IS, AS I SAY, LOOKING AT THE LOCATION I CHOOSE, I GET A SENSE OF EVERYTHING AROUND, LIKE OF THERE IS A SAMLL VILLAGE NEAR”. When asked if there were any other examples, alongside the holiday in France where a sense of Place had been gained: “WHEN I GO TO MANCHESTER FOR MEETINGS, WHICH IS A STRANGE PLACE, I USE GOOGLE MAPS” when asked why the choice of Google for that specifi**c** activity, she replied “LET’S ME FEEL SAFE” and “MORE CONFIDENT NOT ASKING PEOPLE...GOT A BACK-UP”. We discussed this, and it was not that she did not like to ask people, but that the self-sufficiency of using a map was the preferred option, and having it there as a ‘back-up’ was useful even if directions given in person seemed a bit untrustworthy.

¶46: **Me:** Do digital maps have any effect on the places or sites that students decide to go to?

¶47: **Participant 14:** “SHOULD BE, BUT PROBABLY NOT” – the participant discussed her son, who had recently turned 15. She noted that he used digital maps to “WE WOULD DO RESEACH WITH HIM TO GET A SENSE OF WHERE HE IS BEORE”(before he goes there). In using digital maps with her son before he visited a strange or new place, it made her feel more confident as a parent and helped her son.iii

**See Also Links**

i Memos\\Group 1 - University life\\Memos\\Initial Memos\\Google as normative

ii Memos\\Group 1 - University life\\Memos\\Initial Memos\\User-Generated content

iii Memos\\Group 1 - University life\\Memos\\Initial Memos\\Maps affect relationship dynamics