

Socio-Material Practice Theories as a Third Way in Mediatization Research:

Explaining the lifecycle of collectively shared
long-term media habits with audio media

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15 min. presentation for

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Three Strands of Research – Three different questions?

- **Mediatization Research:**
Understand and explain socio-cultural change alongside media-technological change
- **1) Institutional Perspective:**
How and why do the logics of (changing) media influence other institutions?
- **2) Cultural Perspective:**
How and why do changing media ‚mould‘ social interactions in different social worlds?
- **3) Material Perspective:**
 - *Explicit Research Question? (vague references to Materiality / Medium Theory)*
 - *Changes in everyday praxis formations alongside changing materiality of media?*
- **Our Proposal:**
How and why are long-term media habits formed alongside technological change?

Proposal: Researching the Lifecycle of Media Habits

- **Desiderata with Diffusion of Innovations Theory (cf. Karnowski, von Pape & Wirth 2011)**
 1. Mere innovation/replacement thinking and no cross-media perspective
 2. Binary adoption logics, media uses treated as 'given' and 'unproblematic'
 3. Instrumental, rational, atomized actors without structural constraints
 4. No satisfying meso, macro and long-term perspective
- 1. **Ecological and Medium Theory: Affordances of Media Environments**
 - Gibson (1979): Technologies as affordance structures
 - McLuhan (1964): Media as material environments pre-structuring action and perception
- 2. **Activity Theory: Material Appropriation**
 - Leontjew (1977): Appropriation as embodied guided imitation and discovery AND individual sense-making
- 3. **Habitus and Practice Theories: Meaning and Formation of Habits**
 - Bourdieu (1984): Habitus as structurally socialized dispositions, expression of milieu / means of distinction
 - Schatzki (1996): Forming and role of implicit knowledge in everyday action (based on materiality / signs)
- 4. **Sociology of Knowledge: Macro and Long-Term Perspective**
 - Elias (1978): Figuration concept for micro-meso-macro integration
 - Mannheim (1928): Generations as main carriers of social change

Project „Survey Musik und Medien“: Research Questions

- How do Germans listen to music nowadays?  Deutsche Forschungsgemeinschaft
- Why and how do they combine different audio technologies in everyday life?
- Are there relationships between technology use and socio-demographics (cohorts)?
- Are there 'generational turnovers' in patterns of everyday music listening?



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Media Studies & Communication Science
Mixed Methods



Prof. Stefan Weinzierl

Audio Communication
Empirical Musicology



Anne-Kathrin Hoklas M.A.

Sociology
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Matthias Ruhland

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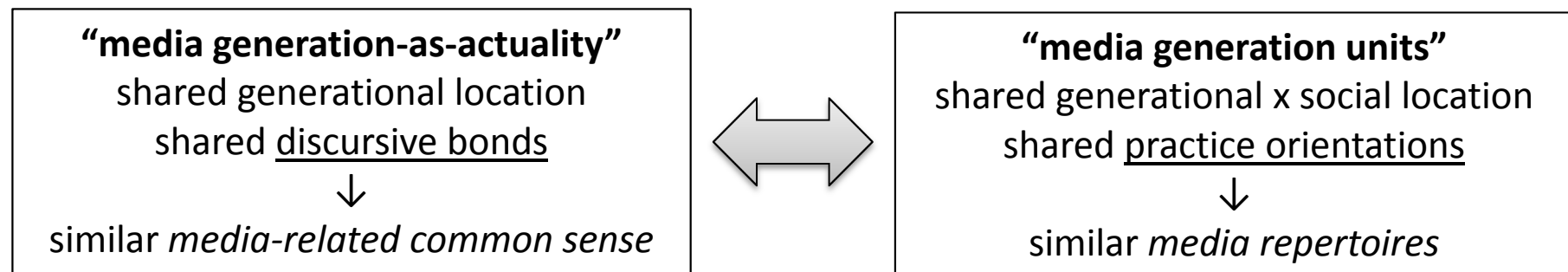


Marc Voigt

Technical Support
Server Administration

Mediatization as Generational Succession of Media Habits

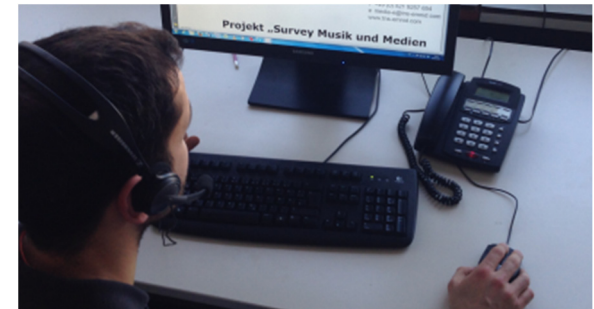
- **Larger meaning of Karl Mannheim's Theory of Generations (1928):**
How does societal order evolutionary adapt to long-term changes in economic-material circumstances (i. e. 'digitalization of media environments')?
- *Habitus formation* on basis of similar *generational location* during **Formative Years**:
 - Acquirement of common "generational identity" → **generation-as-actuality**
 - Acquirement of common "grammar of practice" → **generational units** (socially stratified)
- **Mediatization as form of generational succession (Lepa, Hoklas & Weinzierl 2014)**



- **Trans-media use is a chance and not a problem! → indicative of latent orientations**
→ **Media repertoire analysis** as starting point for **discovery and interpretation**
of media generation units as **societal carriers of ongoing mediatization processes**

Study design: “Survey Musik und Medien 2012”

- **Representative survey: *Discovery of Audio Media Generation Units***
 - n = 2000 participants aged 14-93
 - computer assisted telephone interviews (CATI) (‘dual frame’ approach: 1400 / 600)
 - conducted January 2013 (tns Emnid)
 - 44 ordinal items on ***self-directed audio media use in 2012***
 - 12 socio-demographic variables (i.a. birth cohort, sex, education, migration, HH income, urbanity of living area, children in HH)
 - Typological ***media repertoire analysis*** (Hasebrink & Popp 2006) employing LCA with covariates
- **Follow-Up interview study: *Interpretation of Audio Media Generation Units***
 - 39 biographic-episodic guided household-interviews with audio media generation unit members from overall Germany (WIP)
 - childhood and youth experiences with music and audio technologies
 - nowadays attitudes towards music and audio technologies
 - nowadays situations of everyday music listening
 - habitual practices of everyday music listening (‘ethnographic walk’)
 - qualitative-interpretative analysis with GT / Documentary Method



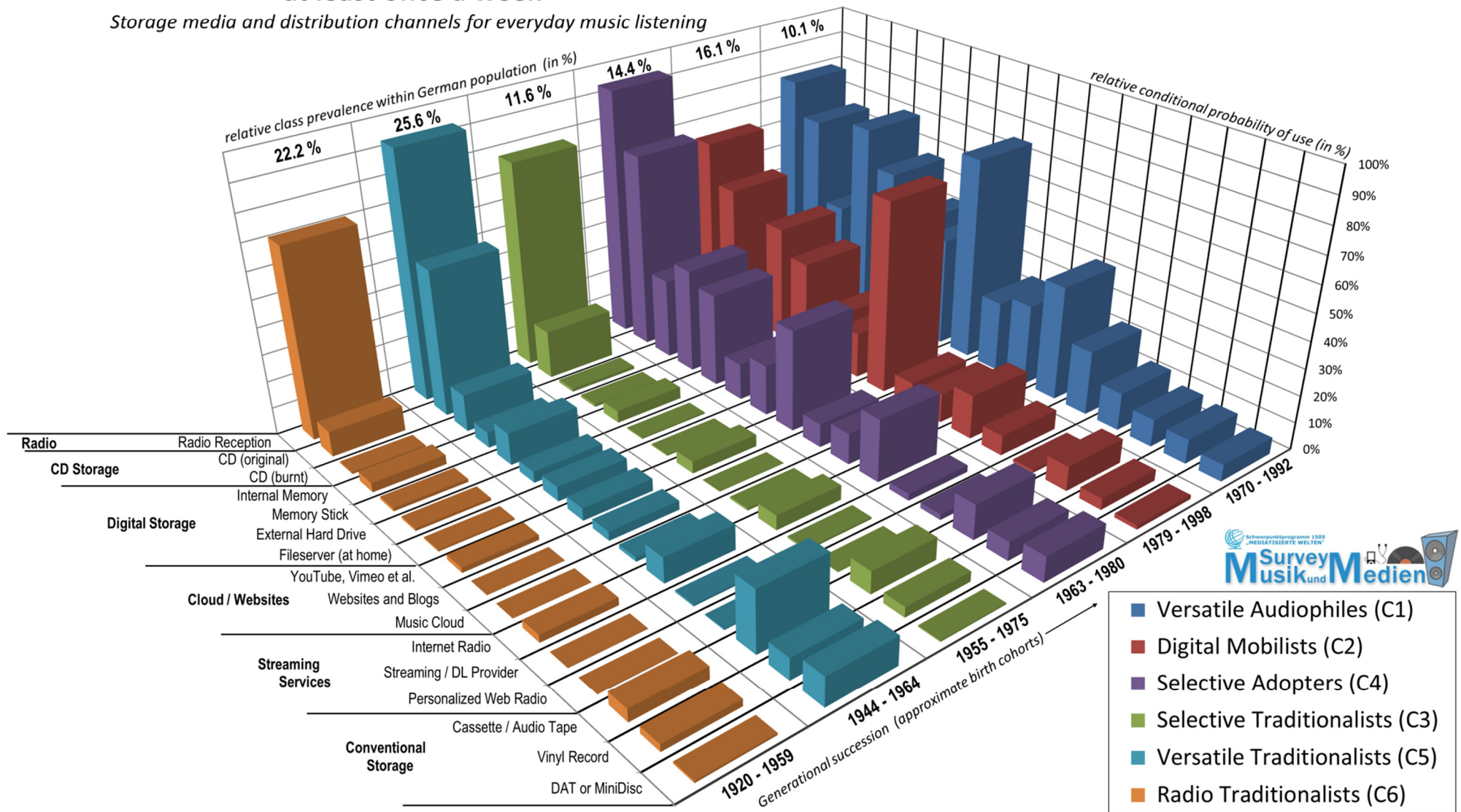
LCA Results: Audio Generation Unit Profiles

Audio Sources used in 2012 by Audio Repertoire Class

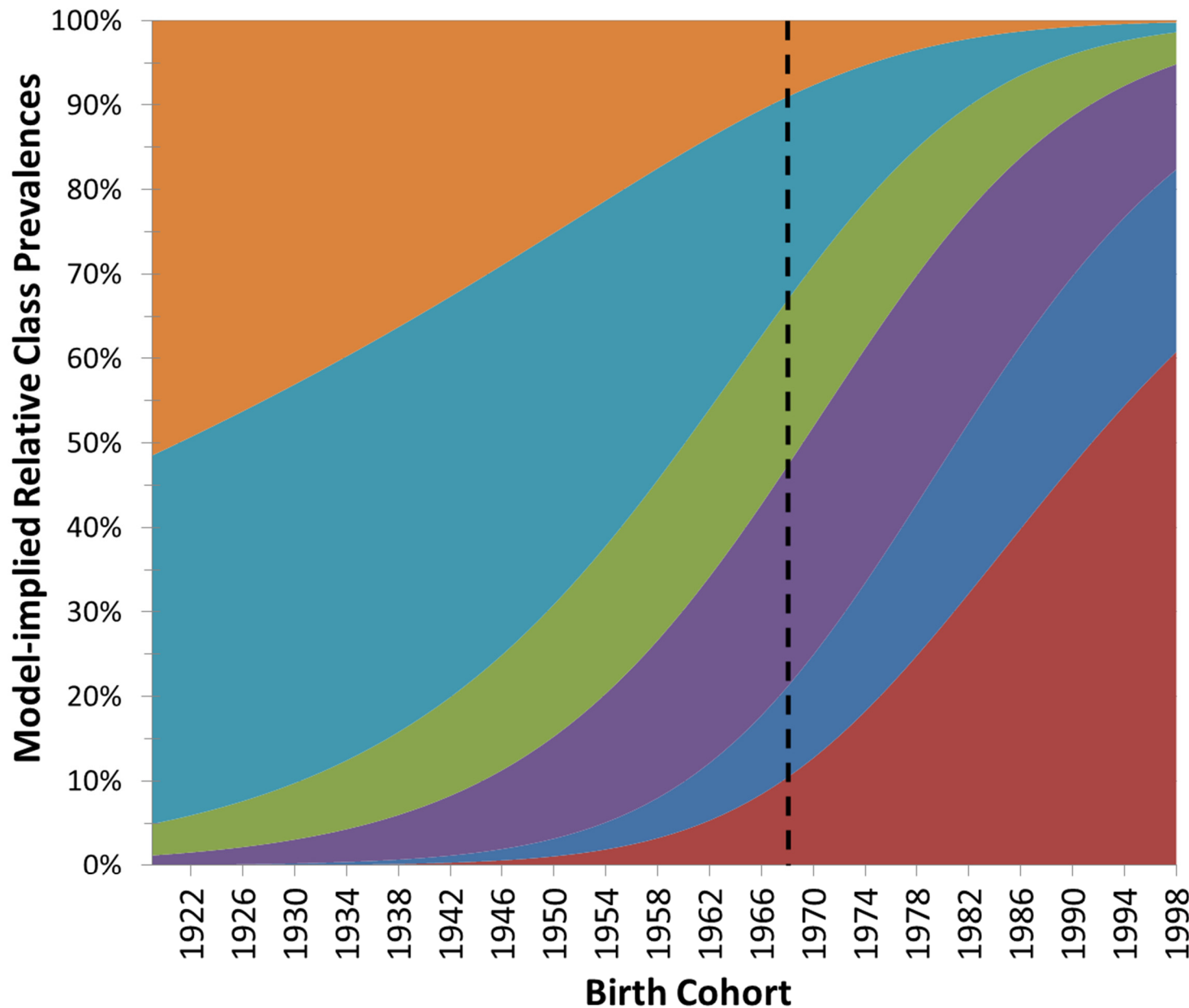
(Over-14 German population, n=2000)

'at least once a week'

Storage media and distribution channels for everyday music listening



LCA Results: Class Prevalences by Birth Cohorts



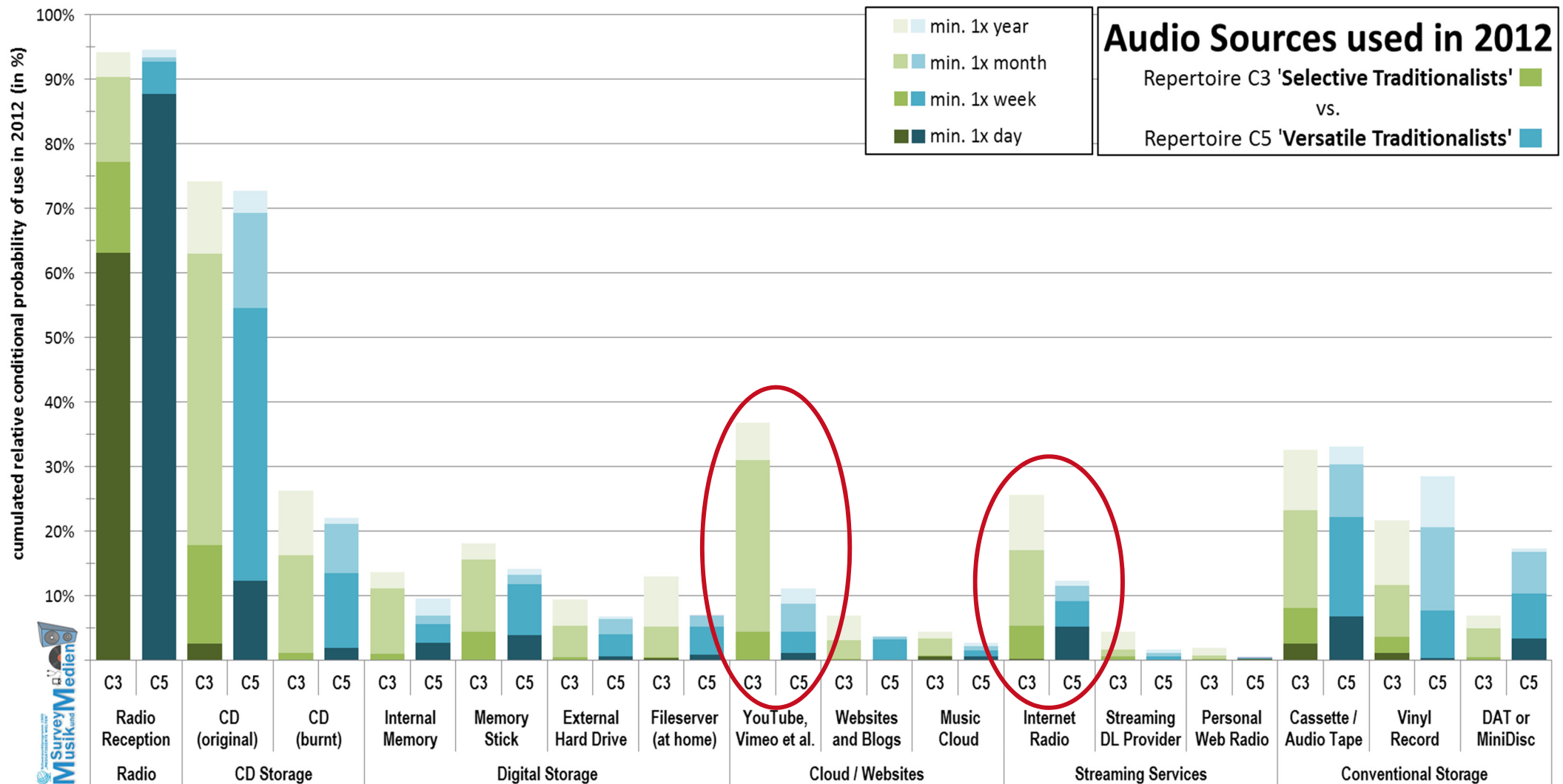
Audio Repertoires of Everyday Music Listening:

Class Membership
by Birth Cohorts ($R^2 = 50\%$)
(Over-14 German Population, n=2000)
Stratified by Mean Age of Classes





- Radio Traditionalists (C6)
- Versatile Traditionalists (C5)
- Selective Traditionalists (C3)
- Selective Adopters (C4)
- Versatile Audiophiles (C1)
- Digital Mobilists (C2)

LCA Results: Audio Generation Unit Profiles C3 vs. C5





A closer focus on two adherents of audio generation units

	Mrs. Behnke <i>C5: Versatile Traditionalist</i> (less digital audio) 	Mrs. Wieland <i>C3: Selective Traditionalist</i> (more digital audio) 
use of MP3 players	depicts MP3 player as 'resistive' technology: <i>"it was too fiddly for me. I never.. what I was planning to listen to never came out of it."</i>	mentions a specific technological affordance that made MP3 Player appear as useful devices: <i>"one was already able to synchronize that with iTunes somehow"</i>
technology introduced by children	expectation that her younger family members provide and support her with access to digital music devices: <i>"And I said: I appreciate that. But now, make it work!"</i>	her daughter originally gifted her with the iPad but she is aiming at self-directed technology use: <i>"It was really fantastic: We initially started – well I started to get familiarized with it immediately."</i>
use of internet radio	refusal of music distributed online: <i>"I have my radio in the car and yeah we have a transistor radio in the office. Over the internet no, funnily enough, I can't get used to it."</i>	narration on her first contagion with internet radio app documents openness and curiosity towards new technologies' affordances: <i>"And then I started to tune in ah, ah, and around everywhere and tried everything at least once."</i>

→ systematic comparison and reconstruction of *implicit knowledge* indicated
diverging orientations regarding digital music media that might explain usage patterns

Ontogenetic Explanation?

	Mrs. Behnke <i>C5: Versatile Traditionalist</i> (less digital audio) 	Mrs. Wieland <i>C3: Selective Traditionalist</i> (more digital audio) 
social location during formative years	grew up in a educated leftist middle class milieu	stems from a rural lower educated peasant family and recollects having to live with her parents 'very, very frugal', but reached a college degree (social 'climber')
audio technological environment socialized with	comparatively 'rich': narrates that she took her parents record changer and vinyls to 'kiddie discos': "And there, we played the disc jockey"	narrates how she attempted to receive radio stations playing popular music with her kitchen radio in her youth, the only audio device her parents could afford
nowadays 'typical' situations of music listening	dense depiction on selecting and switching radio stations in a playful manner in the car in front of an 'audience', her family ('DJ habitus')	dense depiction about listening to her favorite web radio station with the iPad and headphones while sitting relaxed on the sofa and knitting

- differences in music media orientations can be interpreted as being due to **differences in social location during formative years** of both women
- initial socio-theoretical explanation of how and why the two media generation units came into existence: might explain higher adaptability to new audio technologies by *Selective Traditionalists* who exhibit at the same time a ,narrow' repertoire

Summary and Conclusion

- **Material Practice Approach as a 3rd Way in Mediatization Research**
 - may fully replace and 'socio-culturally extend' Diffusion of Innovations Theory (Rogers, 1962)
 - answers to demands for more explanatory, mechanism-oriented research (Driessens, 2014)
 - not media-centric (Morley, 2009), but media-centered (Livingstone, 2010) approach
 - affinities to culturalist perspective but stronger focus on material practice (media as tools)
 - habitus-theoretical answer to problem of structure & agency
 - inherent focus on long-term dynamics of change (part of the generic research question)
- **Limitations with regards to the given research example:**
 - Strong focus on the *generational perspective* with regards to habitus formation
 - Dealt with an *extreme example* of trans-media use
 - Employed mixed-methods to better integrate 'understanding' and 'explaining'
 - Needs extension by longitudinal analysis to strongly rule out generation/life phase conflation

Publications

- Lepa, S. & Seifert, M. (2015 – in press). Embodied Listening Modes as part of Habitual Music Media Orientations: Relating young adults' audio technology use with their Music Socialization and Taste Preferences. *Networking Knowledge: Journal of the MeCCSA-PGN*.
- Lepa, S., Hoklas, A.-K., Egermann, H., & Weinzierl, S. (2015 – in press). Sound, Materiality and Embodiment: Challenges for the Concept of 'Musical Expertise' in the Age of Digital Mediatization. *Convergence: The International Journal of Research into New Media Technologies*, 21(3).
- Lepa, S., & Hoklas, A.-K. (2015 – in press). How Do People Really Listen to Music Today? Conventionalities and Major Turnovers in German Audio Repertoires. *Information, Communication & Society*.
- Lepa, S., Hoklas, A.-K., & Weinzierl, S. (2014). Discovering and interpreting audio media generation units: A typological-praxeological approach to the mediatization of everyday music listening. *Participations - Journal of Audience & Reception Studies*, 11(2), 207–238.

More data, analyses and interpretations at:

<http://www.musikundmedien.org>

Thank you for your patience!

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Media Repertoire Analysis by LCA

- Latent Class Analysis (LCA) with Covariates
- 6-class solution exhibits best model fit
- High Entropy (0.925) and class reliabilities (~0.95)
- Multivariate regression on covariates shows strong correlation between birth cohorts and pattern membership and 60 % variance explanation

model term	- 2LL	χ^2	df	p	R ²	ΔR^2
intercept	5268.734	128.755	5	< 0.001	-	-
birth cohort	6178.221	1038.241	5	< 0.001	50.1 %	50.1 %
HH income	5222.471	82.491	5	< 0.001	54.2 %	4.1 %
education	5225.963	85.983	5	< 0.001	56.2 %	2.0 %
sex	5223.121	83.142	5	< 0.001	58.1 %	1.9 %
migration index	5181.203	41.224	5	< 0.001	59.0 %	0.9 %
urbanity (BIK)	5158.570	18.591	5	0.002	59.4 %	0.4 %
1+ child in HH	5149.775	9.796	5	0.081	59.7 %	0.3 %

