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Furthering the Development of Virtual Agents and Communication Robot Devices through the Consideration of the Temporal Home: Figure and Table information

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Tables

Table 1. Research sample and living status

Code	Age	Occupation	Living status	Household composition of the research participant (Gilly and Enis, 1982)		
				Participant	Household member	Status
HE P01	27	PhD. Student (Design)	Renting	1 Adult (M)	1 Adult (F)	Newlywed
HE P02	32	PhD. Student (Design)	Renting	1 Adult (M)	1 Adult (F)	Newlywed
HE P03	35	PhD. Researcher (Design)	“Staying with family”	1 Adult (F)	1 Adult (F)	Bachelor
HE P04	54	Area Administrator	Renting	1 Adult (M)	1 Adult (F)	Childless couple
HE P05	27	Beauty Advisor	Renting	1 Adult (F)	2 Children (M & F)	Single parent
HE P06	30	Project Coordinator	Homeowner	1 Adult (M)	1 Adult (F)	Newlywed
HE P07	29	Electrical Engineer	Homeowner	1 Adult (M)	1 Adult (F)	Newlywed
HE P08	32	Pharmacy Category Manager	Homeowner	1 Adult (M)	1 Adult (F) 2 Children (M)	Full Nest I
HE P09	59	Retired	Homeowner	1 Adult (M)	1 Adult (F)	Childless Couple
HE P10	50	Private Cleaner	Renting	1 Adult (F)	N/A	Bachelor II
HE P11	29	Motion Graphics Designer	Homeowner	1 Adult (M)	1 Adult (F)	Newlywed
HE P12	28	Mechanical Technician	Homeowner	1 Adult (M)	1 Adult (F)	Newlywed
HE P13	51	Online Seller	Homeowner	1 Adult (M)	1 Adult (F)	Young couple
HE P14	24	Physiotherapist	Renting	1 Adult (F)	N/A	Bachelor I
HE P15	29	Tree Surgeon	Homeowner	1 Adult (M)	1 Adult (F)	Young couple

Table 2. Narrative analysis framework

Performed routine actions (PRA)	Dialogue transcript	Observations	Schema of personal narratives (Labov, 1972)
A number which correlates to the exact location of the	RAW: HE:	Documented observations by the	Abstract
			1. What – what is the primary goal of the activity?

participant's movements documented on the architectural floor plan(s)	recruitment agency workers (RAW) when undertaking the household audit	1a. What – what is the contributing goal of the activity?
		Orientation
		Who – who is involved in the activity?
		When – what time does this activity take place?
		Where – where does the activity take place?
		Complicating action
		1. What – describe the action or events that were performed during the activity.
		Evaluation
		1. How – what tools were used to fulfil the goal?
Result		
1. Why – explain the outcome of the activity?		

Table 3. Post-work discussion between householders

Orientation	Dialogue excerpt
Where: Living room When: [18:00]	<p>RAW: "So, you get your issues of the day out?"</p> <p>HE P06: "Yeah, we share our moans, so if I am feeling stressed when I come in it's because something has happened at work, I would tell her about it, and then we'd have a chat."</p> <p>RAW: "Ok, and this is important to you?"</p> <p>HE P06: "Yeah, it is good to have a chat, we tend to get rid of our moans after work, and then you can sit and chill out."</p> <p>RAW: "So, you do not talk about work after this point?"</p> <p>HE P06: "Well, we try not to, so we can enjoy the evening."</p>

Table 4. How habitual temporal trajectories become adapted

Orientation	Dialogue excerpt
Where: Living room When: [19:15]	<p>HE P07: "So, we would have a chat about our day and any issues we have had at work. Usually, if my wife has had a problem at work, I am the last to know as we do not have our phones on us when on the factory floor."</p> <p>RAW: "Ok, so if your wife has had an issue, how do you respond to that when you walk in?"</p> <p>HE P07: "Well, depending on what the issues were, but normally we would have a tea and try to talk it out. I sometimes tell her just to watch tv whilst I make dinner just to give her some time to relax."</p>

Table 5. How householder actions unfold over time

Orientation	Dialogue excerpt
Where: Second bedroom When: [07:30]	<p>RAW: "Ok, so say it is 07:30 when you leave the bathroom; where do you go now?"</p> <p>HE P08: "Into my son's room; his clothes will all be out the night before school. So, I would then wake him up and get him dressed, that usually takes about 10 to 15 minutes. Then once he has used the</p>

	<p><i>bathroom, we go downstairs, where I make him his breakfast, and we watch TV."</i></p> <p>RAW: "Together?"</p> <p>HE P08: <i>"Yeah, as I don't have much time with him during the evening now he's at school, and he has a set bedtime."</i></p>
<p>Where: Exiting the home through the back door [kitchen] When: [08:00]</p>	<p>RAW: "What time do you leave for work?"</p> <p>HE P08: "Latest is 08:00"</p> <p>RAW: "Ok, so what is the consequence in leaving later than 08:00?"</p> <p>HE P08: "I will struggle to get to work at 09:00, and that is the latest I could be if I want to get home at a decent time."</p> <p>RAW: "And is that down to traffic?"</p> <p>HE P08: "Yeah, so the traffic on the M1... If I am late for work, then all of a sudden, everything becomes a rush as soon as I get in [to the office]."</p>
<p>Where: Re-entering the home through the back door [kitchen] When: [17:15 -18:30]</p>	<p>RAW: "Ok, so thinking of when you come back from work, what time would that be?"</p> <p>HE P08: <i>"Anywhere from 17:15 to 18:30, anytime around there."</i></p> <p>RAW: "Ok, what is the big variance between those two times?"</p> <p>HE P08: <i>"It depends on what time I get into the office, so if I arrive later, then I have to stay later."</i></p> <p>RAW: "So, you do not have a cut-off point to you leaving work?"</p> <p>HE P08: <i>"No, there is no set time; I just have to get the work done."</i></p> <p>RAW: "So, finishing time is flexible?"</p> <p>HE P08: "Yeah."</p>
<p>Where: Kitchen When: [18:30 to 18:45]</p>	<p>HE P08: <i>"... I'll help my wife with the cooking if she has already started, as I know by then that the boys have done their homework."</i></p>

Table 6. Embedded social ques within temporal routines

Orientation	Dialogue excerpt
<p>Where: Living room When: [19:45]</p>	<p>RAW: "And then do you leave the pots on the side [living room] or take them out straight away [kitchen]?"</p> <p>HE P12: <i>"We take them out straight away and then put them in the dishwasher and say Coro is on, then in the interval, we would tidy the kitchen up and then come back in to here [living room] to catch the second half."</i></p> <p>RAW: "Why do you tidy up during the interval and not wait until the end of the show?"</p> <p>HE P12: <i>"I like to see what I can get done in that short space of time ..."</i></p>

Table 7. Temporal rhythms supporting timekeeping responsibilities within the home

Orientation	Dialogue excerpt
<p>Where: Kitchen When: [08:00]</p>	<p>RAW: "Ok, so does it take a lot of time out of your morning?"</p> <p>HE P02: <i>"Yeah, so the breakfast is normally like 20 minutes, and that is when my husband is going out to walk the dog."</i></p> <p>RAW: "Right, ok."</p> <p>HE P02: <i>"He is gone for like 30 minutes, so when he comes back, the breakfast is done and ready to eat, and normally lunch is in process."</i></p>

	<p>RAW: "So, when your husband leaves home to walk the dog, is that your cue to start breakfast?"</p> <p>HE P02: "Yeah."</p>
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Table 8. Flexibility in a morning routine

Orientation	Dialogue excerpt
<p>Where: Participants bedroom When: [07:00 - 7:45]</p>	<p>RAW: "Ok, so why is it more difficult to wake up earlier in the UK as opposed to Mexico?"</p> <p>HE P02: "Mainly because of the sky, it is very dark and often raining, and I just do not want to get up to that."</p> <p>RAW: "Ok, so the alarm goes off at 07:00 and is that just one alarm?"</p> <p>HE P02: "No, two."</p> <p>RAW: "Ok, so one of those alarms being at 07:00 and the other?"</p> <p>HE P02: "For 07:45, but that is the very latest I can wake up. But like yesterday it was a rainy day, so I did not get out of bed until 08:20."</p>
<p>Where: Kitchen /dining room When: [08:00]</p>	<p>RAW: "Ok, and do you make breakfast every day?"</p> <p>HE P02: "Yeah, whilst I do this, I also make lunch when I am prepping breakfast, which is cooked in the morning."</p> <p>RAW: "So, it can be quite stressful with time pressures?"</p> <p>HE P02: "... it is very rare that I arrive at the office for 10:00 as I am still cooking, as I just do not want to get out of bed when it is like this [wet weather]."</p>

Table 9. Managing acts of domestic work through 'pushing' time

Orientation	Dialogue excerpt
<p>Where: Participants bedroom When: [07:00 - 7:45]</p>	<p>RAW: "How many alarms do you have set?"</p> <p>HE P04: "Just the one, but I keep on snoozing it."</p> <p>RAW: "Ok, have you ever been late for work because of over-snoozing your alarm?"</p> <p>HE P04: "Not late, but I feel a bit stressed out in the mornings when I have snoozed the alarm."</p> <p>RAW: "Do you ever compromise your morning routine?"</p> <p>HE P04: "I would not do [empty] the dishwasher and other jobs that I do in the morning, I would save them and do it when I get back."</p> <p>RAW: "Does this compromise you at all?"</p> <p>HE P04: "Yeah, it is not something I like to do after work, as that is my time, and I just want to sit down and watch my telly with a coffee."</p>

Table 10. How a reduction in time is anticipated

Orientation	Dialogue excerpt
<p>Where: Participants bedroom When: [06:40]</p>	<p>HE P11: "Yeah, I have overslept by snoozing the alarm too many times, and that just creates time problems as I am cramming everything, I need to get done in a shortened time frame. So, I would</p>

	<i>start to take things for granted, like my bag having the right stuff in it and like my keys being where I expect them to be."</i>
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Table 11. Disruption of desired temporal rhythm

Orientation	Dialogue excerpt
Where: Exiting the home through the front door [entrance hall] When: [23:00]	<p>RAW: "... is there any reason you walk your dog at night-time and not earlier?"</p> <p>HE P09: "It gives him [household dog] a leg stretch before he goes to bed, so he is less likely to get us out of bed then."</p> <p>RAW: "Is that something that is an issue?"</p> <p>HE P09: "Yes, definitely. More for my wife as she is going to work."</p> <p>RAW: "So being disturbed in the night?"</p> <p>HE P09: "Yes, he [household dog] used to wake us up in the night, as he wants to go to the loo, but now that we take him out for a walk before bed, this has really helped him and us get a better night sleep."</p>

Table 12. How time is 'pulled' to minimise household disruption

Orientation	Dialogue excerpt
Where: Participants bedroom When: [18:15 - 18:30]	<p>RAW: "So, at this point, it is about 18:15 to 18:30?"</p> <p>HE P08: "Yeah, I'd say so."</p> <p>RAW: "When you get changed, do you lay tomorrow's clothes out then?"</p> <p>HE P08: "Yes, I would put my clothes that I can wear again, so like my jeans on the side and my shirt in the wash basket and hook any clean clothes on the corner of this wardrobe ..."</p>
Where: Bathroom When: [07:00 - 07:10]	<p>RAW: "Ok, so why do you plan this [work outfit] the night before?"</p> <p>HE P08: "No, because of time and because I do not want to be rooting around in the wardrobe when my children are still asleep."</p> <p>RAW: "Is this about the noise?"</p> <p>HE P08: "Yeah, I don't want my kids to wake up any earlier than they need to."</p>

Table 13. Trading off the short-term and longer-term trajectories for dependents

Orientation	Dialogue excerpt
Where: Second bedroom When: [19:30]	<p>RAW: "Ok, and do you have to tuck them in or any ritual like that to comfort them?"</p> <p>HE P05: "Well, my daughter has a reading book from school, and depending on if she is able to get to sleep or not, I would read to her to help her fall asleep."</p> <p>RAW: "Like a bedtime story?"</p> <p>HE P05: "Yeah, but my son often wants to listen in, so he gets into bed with my daughter for the story, and then I carry him out as he is usually falling to asleep by then."</p> <p>RAW: "And do you enjoy reading them a story?"</p> <p>HE P05: "Of course, it is a real joy of mine, but it would be easier sometimes for them to fall to asleep without it as I have other jobs to do,</p>

	<p><i>and sometimes, we can get carried away and be reading for an hour or so."</i></p> <p>RAW: "Making it even later for them."</p> <p>HE P05: "Yes, making it difficult for them to get up the next day."</p>
<p>Where: Bathroom When: [Circa 07:40]</p>	<p>RAW: "How do you make sure they are getting up?"</p> <p>HE P05: "... it is difficult to make sure they are getting out of bed, as they are not the most motivated kids to get ready for school, especially when they have had a later-than-planned bedtime for whatever reason."</p> <p>RAW: "Well, yes, so is your getting ready routine disrupted if they do not do as they are told?"</p> <p>HE P05: "Absolutely, it saves me loads of time and effort if they are getting dressed whilst I am showering as if they are still in bed; then it costs me time, as my priority shifts to them, stopping me from getting ready and this affects what time we get out of the house as well as catching my bus to work."</p>