

Walking

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Walking: A Grounded Theory of Social Engagement and Experience

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Walking: A Grounded Theory of Social Engagement and Experience

Abstract

Although growing numbers of researchers are studying the role of social engagement in ubiquitous technologies and applications, few frameworks have been proposed that attend to the lived experience of the individual and social dynamic within which it is intimately enmeshed. We present empirical insights using Grounded Theory (GT) from data gathered during a 102-day walk of the second author around Wales. This study inductively developed a substantive social engagement framework of the Walking experience that appears to be simple and flexible. The main aim of this paper is to present the developed framework, where even apparently 'solitary' walking is set within a rich technical and social matrix. The primary characteristics of this framework, namely accuracy of social judgements, accountability of decisions and actions, enhancing self-esteem, and satisfying intrinsic motivation goals, are in line with social user experience and show promise of being useful in ubiquitous technologies, regardless of user activity.

Keywords: Field studies, Social navigation, Grounded theory, Walking experience, User Experience, Social Engagement

Research Highlights

- > We describe a grounded theory (GT) framework concerned with the social engagement process central to the experience of walking.
- > We provide empirical evidence from data gathered during a 102-day walk of the second author around Wales. We apply the Glaser approach techniques of GT to elaborate the social engagement transition and experience of walking.
- > The framework culminates in four main themes: accuracy of social judgements, need for decision accountability, enhancing self-esteem, and satisfaction of intrinsic motivation goals. We found that apparently 'solitary' walking is set within a rich technical and social matrix.
- > We aim to extend the framework for other types of interactive systems, in particular ubiquitous and wearable devices for activity tracking and health applications.

1. Introduction

In this paper we consider the social experiences around walking. This is a somewhat paradoxical area where walking is variously seen as an individual or even solitary practice focused on nature or spiritual reflections, or as a collective experience from Aristotle's Peripatetic School to the Kinder Mass Trespass and numerous walking clubs today. This paradox was summed up by a walker, who had been on a long-distance expedition with between a dozen and a hundred other walkers at a time. He told one of the authors that his best times were when he was with other people but walking alone.

Research in HCI stresses the importance of social context and technology use to support users' and communities' needs in education, health, and in facilitating organization of social groups for collective action and social change (Massung et al., 2013; Wulf et al., 2013). However we lack sufficient insight into the rich social engagement processes of these interactions; the ways the context itself enables individuals and groups not only to construct a social user experience, but also to achieve social effects, such as to influence decisions and actions on the move.

Although there is extensive literature on social interactions around technology, the topic of walking engagement as an experience is less well studied. To ensure a comprehensive social experience, some common questions should be answered. What is an effective and applicable framework for social engagement? What should be its features and main activities? And ultimately, what should be the level of abstraction of the social engagement framework? This paper stands as a step towards addressing this need. Drawing on HCI and socio-psychological research findings, we report on a longitudinal research study of a walker's experience in facilitating social engagement process.

Walking itself presents a novel approach in HCI suitable to address social engagement challenges (see also Dix, 2010, for the use of single person studies in research and design). We situate this work within a grounded theory analysis (GT, Glaser & Strauss, 1967; Strauss & Corbin, 1997) of the walker's qualitative data blog entries and audio recordings during the 102 days of the journey around Wales. Dix (2017, in press) describes the ontological and methodological challenges of 'research in the wild' based on this 102-day journey: low on systematicity, high on subjectivity, more about uncovering questions than finding answers. The walker - second author - carried a variety of different technologies, apps and devices during the journey, transferring data, uploading stuff to the web, capturing physiological data, and in general 'tending' technology. The challenges

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3 include the very practical experience of using these things (or failing to!) on a day-to-day basis. In
4 addition, observing and interacting with local communities, groups (e.g. fellow walkers), and
5 individuals revealed particular social effects in the form of stories/narratives and actions, and their
6 interplay with individually motivated goals. This is of course an extreme walking experience, but
7 in line with work in many areas, not least Garfinkel's breaching experiments (Garfinkel, 1984),
8 the weird, extreme, broken or out-of-the-ordinary can make apparent issues that usually pass
9 below our notice, and in so doing cast light on the ordinary.
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18 *1.1 Roles and Research Process*

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21 The two authors took varying roles at different stages of the research, which are important to
22 understand the different outcomes and their validity. These are summarised in Figure 1, where the
23 first author is denoted as 'third-party researcher' and the second author as 'walker / participant
24 researcher'. Initially the participant researcher (second author) undertook the walk around Wales
25 (1), over the period April - July 2013. The reasons for the walk are discussed in section 2.3, but
26 the two crucial elements are: (i) one of the key foci was technology for the walker; (ii) the third-
27 party researcher was not involved at all at this stage. The outcomes of this included blogs, other
28 extensive data such as electrocardiography (ECG) recordings (not used in the analysis in this
29 paper) and also during and after the walk numerous academic talks and several academic reports
30 (inc. Dix 2013, 2017; Morgan et al, 2014).
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38 Although it is common for walkers to keep diaries or blog, the volume of recording for this walk
39 was unusual (approx. 2000 words a day), partly because one of the research objectives of the
40 walker was to keep a record. This is of course not a typical walk, if indeed any long-distance
41 work is 'typical', as the blogs are written from an academic viewpoint; however, the walker
42 attempted to create as honest and complete an account as possible. The blogs were chosen as an
43 object of study by the third-party researcher (first author), partly due to the unusual volume, and
44 partly due to availability, as they are in public-domain, and the walker was a previous research
45 collaborator. However, for the purposes of initial grounded theory analysis (2), the third-party
46 researcher did not interact with the walker, so that the inductive analysis of the blogs could be as
47 open and objective as possible. The themes arising from this analysis of this are presented in
48 sections 3 and 4.
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3 The success of this third-party analysis was evident in that when the themes were presented to the
4 walker (3) they were surprising as they showed a strong social focus in contrast to the walker's
5 subjective recollection of a largely solitary experience. The third-party researcher's background
6 (social psychology) could have promised this, but in fact it was evident to both that these themes
7 were strongly represented in the written text.
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12 These discussions prompted the walker to reflect on the social contacts of the walk (4), which led
13 to a list of 23 kinds of people connected to the walk (see Appendix B), some reported in the blogs,
14 others not (for reasons that become clear in section 5). This list was then used by the third-party
15 researcher for further analysis (5) and also by the participant researcher to prompt further
16 reflection (6). The resulting high level concepts and categories were finally collaboratively
17 synthesised as reported in sections 5 and 6. Note too that these later stages were richly informed
18 by external literature helping us draw lessons that are wider than the unique experience analysed.
19 In summary, the methodology involved a combination of third-party 'objective' analysis and first-
20 party subjective accounts to create a more elaborate and rich outcome than either would have
21 achieved individually.
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30 *Insert figure 1*

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32 This paper presents the following contributions: First, we provide a description of a substantive
33 social engagement transition and experience framework, its structural characteristics, and required
34 activities. Second, the walker's narratives elucidate the potential design qualities of 'the social' as
35 performed through everyday interactions with individuals, groups, and unexpected situations,
36 with emphasis on the particular effects these have on the walker. Lastly, the full evidence for the
37 generalization comes not from the data gathered or the experience in itself, but more from the
38 reasoning that draws on wider sources of personal and academic knowledge prompted by the
39 specific instance.
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46 The rest of this paper is organized as follows: The next section provides a short description of the
47 social and embedded experience, technologies to support walkers, and challenges while walking
48 around Wales. In section 3, we describe in detail the various data collected and research
49 methodology employed. Section 4 presents the analysis and study results, whereas section 5
50 further elaborates on the role of people to facilitate social engagement. Section 6 outlines the main
51 layers of walking experience at the individual, social, and community level. Lastly, we draw the
52 main conclusions and suggest future research directions.
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2. User experience and social engagement

So far, a small number of social engagement and experience frameworks have been proposed for ubiquitous systems. Most of the related publications primarily have described the introduction of social media/networking and sharing features to particular ubiquitous technologies and applications (e.g, Zhang et al., 2014 on social commerce, Kaur et al., 2016; Karapanos et al., 2016) and examined the main challenges, user motivations and barriers of use. Although there are several studies providing recommendations and lessons learned to facilitate the social interactions of individuals with groups augmented by technology only, a few structured experience frameworks can be considered. At the same time, there are several criticisms against the proposed frameworks, most of them concerned with complexity of use as well as the inconsistency of their nature in dealing with social context.

Therefore, adopting an empirical approach to study social engagement would be beneficial. We tried to focus on social engagement to inductively develop a framework grounded in the experience of walking. Although GT does not involve formulating a research hypothesis up-front and based on extensive literature review, application of literature review is not forbidden. However, Glaser (1978) strictly warned GT researchers about the adverse effects of conducting an extensive literature review in the same area of research during early stages of GT. Following Glaser's recommendation, the core analyst started this research by conducting only a minor literature review at the beginning. We primarily wanted to understand general concepts, terminology, and basic facts in order to be able to carry on with day-to-day data analysis.

2.1 *Social and embodied experience*

Understanding the specific characteristics of a social engagement process allows a fuller use of the 'social' as a design strategy in future-enabled technologies, as well as its value of having experience as a design focus (see also Buchenau & Futton, 2000; Sanders, 2001; Battarbee, 2007). For example, Battarbee (2007) points out that existing approaches of designing for experience mostly treat individuals as central and only refer to social contexts by storytelling and not interacting with other people as the basis of making sense of the experiences.

In addition, Berman et al. (2008) and more recently Bratman et al. (2015) discuss the benefits of a 50-min nature walk in improving affect (e.g. decreased anxiety, rumination) and cognitive processes (increased working memory performance). Parker et al. (2012) also argue for a

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3 thorough understanding of the context in which technologies operate to facilitate and enable
4 collectives to effect social change. Social media have been largely regarded as one space offering
5 opportunities for alternative discursive modes, broadening participation in political discourse and
6 activism, thus contributing to a change in the very notion of the public sphere, the modalities and
7 spaces people are using to discuss their issues (Monroy - Hernández et al., 2013).

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12 Moreover, there is a growing interest in research that highlights the collective and social aspects
13 of museum experiences rather than the individual. For instance, people extensively use museums
14 as arenas to socialize without always positioning the exhibit as their primary concern (Heath &
15 Lehn, 2004). This has led to a shift in the kind of systems that are designed, from ones that are
16 focused on individual interaction with the art to systems that are focused on social interaction
17 among museum visitors (e.g. Aoki et al., 2002; Berkovich et al., 2003; Mentis et al., 2014).

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23 Mentis et al. (2014), in particular, built a probe system to explore sharing experiences through
24 bodily interaction. The study focused primarily on feedback, group sharing/social features, and
25 level of engagement with the system, *but not the social engagement process and its effects per se*.
26 Interestingly, the feedback provided was at the group level, rather than the individual - group
27 interaction level. Indeed, Mentis et al. (2014) found that although users fully understood,
28 appreciated, and used the system as a social tool, the predominant experience was that of personal
29 interaction with system. In cases where the social aspect interfered with the individual experience,
30 users preferred to attend to the individual experience. In some sense, they sent theory expressions
31 out 'into the void', not really caring about the effects they would have on their friends; a finding
32 that appears to challenge Garfinkel's (1984) idea of mutual accountability as a pervasive
33 organizing principle for social understanding and interaction. It became instead the result of their
34 reflection with the system. Mentis et al. (2014) argued that this behaviour depends on the design
35 problems of the system, the system being ill-fitted for experience sharing, or what we are seeing
36 are novice behaviours around a new tool that users have never seen before.

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47 At the core of this research lies the idea that people become advocates and living subjects for
48 social engagement, and that experiences (with or without use of technology) affect in-context
49 decisions and actions. This echoes early research by Terveen & McDonald (2005) on social
50 matching systems to increase social interaction and foster collaboration or, again, Mentis et al's
51 (2014) recent work exploring the dynamics of designing systems for sharing experience through
52 bodily interaction. Users' attention was mainly set on their own reflective experience, rather than
53 attending to the person(s) with whom they were sharing their experience.

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3 Ruddle et al. (2011) also investigated the effect of body-based information (such as
4 proprioception) when participants navigated virtual marketplaces that were either small or large in
5 extent focusing on necessary navigation strategies and support of navigation details in a virtual
6 environment. In large and small environments translational body-based information significantly
7 improved the accuracy of participants' cognitive maps, measured using estimates of direction and
8 relative straight line distance but, on its own, rotational body-based information had no effect. In
9 environments of small extent, full body-based information also improved participants'
10 navigational performance. The experiments highlighted that locomotion devices, such as linear
11 treadmills would bring substantial benefits to virtual environment applications where large spaces
12 are navigated.
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23 **2.2 Technologies and products for walking**

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26 Use of technology during the Wales Walk (Dix, 2013) revealed a number of technical and social
27 issues, either with the context of use (e.g. wet weather), the technology not being designed for
28 contextual adaptation and/or appropriate visualizations and user interactions to deal with the
29 tentative in/between adaptation, or simply lack of time. Twitter, as an example of social media,
30 was virtually impossible to use mainly due to the tendency to discard messages, which was
31 particularly frustrating. While cameras and audio recorder have had a low impact on the walking
32 experience, maps (paper or electronic), GPS devices or phone apps were commonly used for
33 navigation by people including experienced hikers (see Mason et al., 2013).
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40 There are many research and commercial applications focused on the act of walking. The most
41 obvious examples are mobile tourist guides, which date back many years (Cheverst et al., 2000).
42 More recently this notion has been inverted by Hobbit (Posti et al., 2014), which deliberately
43 highlights routes that are infrequently walked or away from other users; this reflects the idea that
44 those walking in woods and other rural locations do so deliberately to seek solitude, again
45 inverting the focus on social networking and hyper-connectivity. Hobbit is also unusual in its
46 rural focus; the majority of mobile application research has been targeted at urban areas, largely
47 because this is where universities are situated. However, there is also an active industry in the
48 production of devices (e.g. <http://www.garmin.com>, <http://www.findmespot.eu/en/>) and mobile
49 phone applications (e.g. <http://www.viewranger.com/>) that help navigate or capture experiences in
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3 the wild. While many are effectively standalone, others enable connections with social media and
4 other information sources, such as Social Hiking (e.g. <http://www.shareyouradventure.com/>).
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8 Similarly, there is a rapidly growing market in devices and applications to track and share
9 sporting or health and fitness related activities. Some, such as Nike+, Jawbone, and FuelBand can
10 be used independently, but actively encourage sharing of activity data in order to encourage
11 competition: "*Sync with your device, see your progress and compete against your friends*" (Nike
12 website, 31/7/2014, http://www.nike.com/gb/en_gb/c/nikeplus-fuelband). However, detailed user
13 studies have shown that, while social elements were appreciated, it is intrinsic motivation and
14 individual goals that are the main determinants of behaviour (Spillers & Asimakopoulos, 2014).
15 The mobile-phone-based research application HeartLink takes this a stage further enabling a live
16 two-way interaction (Curmi et al., 2013). HeartLink connects to a commercial chest-strap heart
17 sensor and transmits live heart rate information to friends and supporters. In turn they can 'cheer'
18 the wearer, which is conveyed by vibrating the phone.
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26 Within the socio-technical literature, walking has been predominantly the object of study, rather
27 than used as the means of study. For example, space syntax theorists have compared actual
28 walking patterns with those predicted by their methods (Kostakos et al., 2010); ubicomp and
29 mobile HCI researchers have used movement patterns as part of the design of context-sensitive
30 user interfaces and services (Cheverst et al., 2000; Pribeanu et al., 2001; Dix et al., 2000);
31 walking may be an integral part of an activity being studied, as was the case with Bidwell et al.'s
32 (2013) work with solar charging in rural Africa; and health and well-being researchers have
33 combined environmental and bio-sensors into many mobile applications.
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40 In general when mobile interfaces are designed to be used while walking, these are, quite
41 reasonably, evaluated while walking, but where the *walkers are test users not researchers*. The
42 subjective nature of walking has also been the subject of various applications and studies (e.g.
43 Hobbit and HeartLink). Other researchers have simply used the evocative nature of walking,
44 particularly of a familiar area, as a research instrument; for example, Stanton Fraser et al. (2013)
45 used mobile blogging (moblogging) in order to reveal perceptions of urban spaces, while Bidwell
46 & Browning (2006) used egocentric videos taken during walking to help elicit the '*sense of being*
47 *in*' a place at a local natural landmark in tropical Queensland, Australia.
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2.3 *Walking Wales*

The Wales Coast Path, approximately 870 miles (1400 km) long, was opened in 2012. Together with the existing Offa's Dyke long-distance walk, which roughly follows the Wales - England border, this created a path around the entire periphery of Wales, a distance of approximately 1050 miles (1700 km). The second author chose to walk this for a mixture of personal and academic reasons. He brought a number of personal research goals including an interest in low-connectivity mobile interfaces (e.g. Dix, 1995). It also built on recent work on the remote island community of Tiree, including a project to support youth workers to connect with youngsters using a combination of web, social networking and SMS and the biannual Tiree Tech Wave maker festival (<http://tireetechwave.org/>, Dostal & Dix, 2011), which created a desire to understand more deeply how information technology (IT) scarcity affects marginal communities. In addition, the second author offered himself as a 'living lab' to the academic community at large, giving rise to a number of other aspects to the work including substantial bio-sensor data collection resulting in, *inter alia*, the most extensive ECG trace in the public domain.

One of the most obvious features of walking is that it is slow (on average two to three miles per hour). For walking large distances, walking is unconscionably slow, but the very slowness creates its own pace and forces you to notice things in the environment and to experience places you might otherwise have missed. This was particularly noticeable to the second author in the Dee Estuary in the north east of Wales, a very depressed and not at all pretty area, but where important learning occurred. In other domains there has been an increasing appreciation of the value of 'slow'. This began with 'Slow Food' in Italy in 1986, but became more widespread with a broader 'slow movement' following Karl Honoré's "*In Praise of Slow*" (Honoré, 2004; Dix & Philipps, 2006).

The outputs of the walk included, *inter alia*, more than 150,000 words of daily text blogs, which are analyzed in this paper focusing particularly on the ways walking become the site where social engagement and individual-group interactions are articulated and developed. That is, we analysed walking as a site for the production of the social user experience, reflecting and enabling the actions of the walker as well as social encounters (be it individuals or groups) through shared articulation of aims and achievements.

3. Grounded Theory (GT) research methodology

This research methodology was developed by Glaser & Strauss (1967). It provides a systematic approach to inductively build a theory on the basis of data analysis (Glaser, 1978; 2005). It utilizes a *'systematic set of procedures to develop an inductively-derived grounded theory about a phenomenon'* (see Strauss & Corbin, 1990). GT is a suitable method for qualitative researchers to answer questions like 'what is going on in an area', by generating formal or substantive theory (Corbin & Strauss, 2008; Adams et al., 2008; Hoda et al., 2010).

The study data comprising 300 pages of daily blog entries was retrieved through a dedicated blog posted between April and August 2013. Although there are many kinds of GT with different and approaches, the current study employed the Glaser version, also known as Pure GT; its precise steps used are described in this section (see also figure 2). The methodology for this study was chosen due to (a) focusing on walking experience interactions and behaviours of social engagement, and (b) offering a *'fresh perspective on a well-known area'* (Stern, 1994) by articulating HCI works regarding social engagement and the social experience of walking. Although the reporting of this analysis is being done jointly, the GT analysis was performed independently by the first author, with the second author acting effectively as data subject. In some ways this is just a form of single person study, with the same advantages of depth and disadvantages of breadth inherent in the technique (Razak, 2008).

3.1 Data collection

Typically, a GT starts with data collection and uses it as an on-going activity to reach data saturation - the point at which no new concepts or information being obtained (Glaser, 1998). After finding some concepts representing the main participant's concerns or thoughts, data are collected and analysed via theoretical sampling, which means that the researcher can decide what data should be gathered in the next steps (Glaser, 1978). Data were carefully collated by the first author (core analyst) from blog and audio files, and were available for further analysis. We should also point out that data and blogs were generated by the walker (data collector) for their own purpose, and not specifically in order to pursue the GT analysis. Later, we used the transcribed data for analysing and reviewing in several iterations to achieve the goal of constant comparison and identify issues of interest and further analysis as Glaser (1998) suggests.

3.2 *Data analysis*

The data analysis procedure, called data coding in GT, begins when some data are analysed and continues to provide an emerging theory (Glaser, 1998). Data coding involves *substantive* and *theoretical* coding as two different approaches. Substantive codes are the emergent categories and properties that conceptually describe the phenomenon under study, whereas theoretical codes are the emergent abstractions that model the integration of substantive codes as an interrelated set of hypotheses for resolving the main concern (Glaser, 1978; 2005). This means that by such codes, GT researchers are looking to find relationships between concepts and categories and modelling hypothesis (Glaser, 2005). Applying both approaches, we employed a multi-level coding process that is explained in the rest of this section.

3.3 *Open coding*

The first step of data analysis was open coding in which each transcript was analysed sentence-by-sentence or line-by-line for conceptual understanding of the context under study (Glaser, 1978). By employing this method, we were looking for *key points*. Immediately after finding a key point, a code was assigned to that key point. To differentiate key points made in subsequent day data analysis, these key points were distinguished with a suffix D followed by day and key point numbers. For example, key point 3 made in day 3 appears as D33 (see Appendix A). This process is known as *constant comparison process* and the heart of GT (Glaser & Strauss, 1967).

Insert figure 2

Constant comparison technique helped us to achieve abstraction at a higher level by finding *concepts*. Applying iterative constant comparison on the emerging concepts helped to find *categories*. Each category is a higher level of abstraction, which encompasses a group of concepts that seem to relate to the same phenomenon. The final theory, as explained later, would be based on some or all of the emergent categories.

3.4 Core category

The end of open coding is marked by the emergence of a *core category* (Glaser, 1992). The core category ‘accounts for a large portion of the variation in a pattern of behaviour’ and is considered the main problem or concern of the participant or participants (Glaser, 1978). Once a category emerges, GT researchers need to identify its properties and related categories. They also need to show how categories vary dimensionally along properties (Corbin & Strauss, 2008).

In this research, in almost half of the research time analysis, the category *wayfinding and social navigation* seemed to be the core category, because it was the most common concern of the walker. Focusing on the core category criteria was helpful to verify whether this is really core. In this case, *wayfinding and social navigation* did not meet some of the above criteria. For instance, although it was a critical concern of the walker, it was not central. Also, by growing the amount of data analyzed, it did not account for the most variations in the data.

Continuing data analysis showed that the core category of this study on walking was in fact *Social engagement transition and experience*, whilst *wayfinding and social navigation* was a serious challenge faced by the walker author, which contributed to his main concern. Indeed, iteratively conducting constant comparison pushed the discovery of ‘*Social engagement transition and experience*’ as the core category of this study, whereby *wayfinding and social navigation* coded due to further data analysis as ‘*accuracy of social judgements*’ ended as one of its related categories. Once we established the core category, open coding was stopped. Afterwards, the coding process continued only for the core category and its closely related categories (Glaser, 1978). This process is known as *selective coding* in GT. Following this process, the emergent grounded theory of this study comprised four major themes within the core category of *Social engagement transition and experience*:

- *Accuracy of social judgements* – This often concerns navigation, where people (remote and on the ground) help in way-finding; but also about situated social traces (e.g. worn paths, formal and informal signage)
- *Accountability of decisions and actions* – Whereas the previous theme is more about the advice and navigational aids given by strangers and friends, this is about the way in which common purpose and sense of mutual accountability shapes social interactions.

- *Leveraging self-esteem* – Various encounters with others help to build the walker's self-esteem, including being recognised from the TV!
- *Activating intrinsic motivation goals* – While 'intrinsic motivation' suggests non-social motivation, something driven from within, these internal drivers also interweave with various social interactions, both reinforcing the internal goals and encouraging other people.

These themes are examined in greater detail in section 4.

3.5 *Theoretical memoing and sorting*

After three months of data coding, on the basis of emphasised ideas and concepts, more detailed data were analysed and formed in one or more memos related to that week's data. This process is known as *theoretical memoing* (Glaser, 1998). Memoing is not optional and is the most significant factor in ensuring quality in GT (Birks & Mills, 2011). In fact, when we had an idea about the emerging open codes, concepts, and categories and their relationships, we wrote our idea as a memo and if necessary, we looked more data for the memos. It should be noted that we did not mix memos with the collected and analysed data. In addition, *sorting* is defined as the process of formulating the emergent theory and its related categories and links. This process was carried out when almost all codes had been saturated, and data collection was nearly finished. This step was very important, since it was the last step of the analysis process and helped us to explain each topic and *social engagement transition and experience* process in detail.

3.6 *Theoretical coding*

Theoretical coding or *theory building* was the last step of this study and was used to look for connections and relationships between the core category and other emerged categories, and to form the hypotheses that together explain the theory (Glaser, 1992; Glaser & Strauss, 1967). In this stage, the relationships between *Social engagement transition and experience* as the core category and other categories such as *accuracy of social judgements, accountability of decisions and actions, leveraging self-esteem, and activating intrinsic motivation goals* were formulated. As explained earlier, Figure 3 depicts the emergent core category and its related categories; each including its own properties.

Insert figure 3

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Glaser suggests several structures of theories, called '*theoretical coding family*' (Glaser, 1978). One of the most popular codes in this family concerns the process concept. He defined this family as *Process Family* at first (Glaser, 1978) and later he elaborated it and called it *Temporal Family* (Glaser, 2005). We used this coding family to formulate the emerging transition framework. This coding family demonstrates a category in the form of stages, phases, steps, timelines, conditions, actions, temporal ordering of work, and so forth. An account of these themes was then written up illustrated by quotes from the blogs and, where appropriate, Dix's existing research reports (Dix, 2013; Morgan et al., 2014).

Moreover, the second author (the walker) produced a list of different kinds of social contacts during or related to the walk. It is noteworthy that this task was prompted by the GT analysis following initial resistance of the second author to the idea of social experience being such a central theme for the subsequent analysis. Specifically, in the initial discussions the second author described the walk as largely a solitary affair, yet the list of social contacts ran to 23 different kinds contacts, and some of these were quite broadly defined (see Appendix B). Note that while some of these were explicitly mentioned in the blogs, and indeed will have given rise to the emergent theme, others were not mentioned and only listed by the second author on further reflection. This list was then used, in a similar way to the blogs (albeit much shorter) as raw data for a further round of GT analysis resulting in quite different, but complementary, categorizations of the social relationships and engagement, which were synthesized in the writing of this paper (see sections 5&6).

4. Analysis and Results

We conducted qualitative analysis of the data set utilizing principles of the GT as described in the previous section. The empirical data were coded and four analytic themes comprising the social engagement transition and experience framework were inductively generated: (a) accuracy of social judgments (b) nurturing accountability of walking decisions (c) leveraging self-esteem, and (d) activating intrinsic motivation goals accomplished during the walk and due to social engagements. We report quotes from the day dataset to illustrate discursive processes in temporal order. Through this, we chart the process in which walking formed as a social user experience capable of spontaneous and planned decisions and action. Due to the limited space, only the most important derived quotations that depict some parts of the framework are presented.

4.1 Accuracy of social judgements

One of the main issues is how much navigation depends on following alternative paths when signs are slightly ambiguous. At a major decision point, it is good to have *both* “you’re on the right track” markers and also “not Offa’s Dyke” about 50 yards down the wrong path! Confirmation and dis-confirmation are equally true for real world navigation and digital interactions, whereby social navigation and interactions help to deal with issues faced in ‘non-social’ scenarios. Way finding is easy when there are long horizons, more difficult in woodlands, or crossing fields and stiles. The following passage from day 80 illustrates the issues the walker faced in a vivid manner:

‘Of course knowing you can get off a beach and finding where are two different things. Happily a couple are walking down the beach from that direction, so I ask them and they point out trees part way down the beach, where I will find a footpath pointing off the beach. When I get there I first find a tiny baby adder on the path; it does not move as I approach, so I think it may have died. I also realise that while this will connect with the footpath, in fact I can go a little further along the beach to where the coast path nearly meets the sea. Indeed, a few hundred yards on from the trees is another footpath post and this leads to two footpaths, each of which joins the coast path. From here it is another slow climb across the cliff contours, and then another drop down to a small sandy cove, between

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3 *Ragwen Point and Gilman Point. It is nameless on my map, but a sign says Morfa Bychan'*
4 *(day 80).*
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7 Meeting encounters and engaging socially not only provided local information useful for
8 navigation and orientation, but also increased cognitive accuracy of social judgments. The quotes
9 from day 18 illustrate route mapping as a result of group trust and reacting to signage
10 disorientation.
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15 *'The trail follows closely the line of the old dyke for much of the day, this being one of the*
16 *areas where it has survived the years. I had learnt from Janet that while the path followed*
17 *the actual dyke where it was still extant (about 70 miles in total), in other parts the reasons*
18 *for the placement of the path were not always about closeness to the supposed dyke route'.*
19 *(day 18)*
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24 *'I felt some unease as the path took a turn eastward that was not marked on the map, but*
25 *too[k] it first for a small dog-leg before returning to a northerly route, and then maybe a*
26 *permanent path change since the map's last reprint. I was reassured by further "walk with*
27 *Offa" signs I passed, but as the route took me further and further we[st], and down the far*
28 *side of the hill along which the dyke passed, I came the realisation that I had done*
29 *something seriously wrong. I met a family on a circular walk at the bottom of the valley ...*
30 *the youngest member of the group, ... showed me on their OS map and it confirmed my*
31 *fears.'* (day 18)
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38 These decisions, physiologically and emotionally demanding *'Elation at discovering the true time*
39 *and a bite of Wispa bar, and my fatigue fell off me, even the pain in my feet felt less bad as I set*
40 *off up the hill out of Trevor'* (day 21) led to following paths sometimes getting close to the goal,
41 sometimes further away, like navigating a one-way system. However, *'the point of the traditional*
42 *maze is not getting to the place where it ends, but the act of following it, and in doing so both we*
43 *and the place are changed'* (day 30). As the following example from day 46 shows, the walker
44 took a false decision by following the wrong path:
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51 *'The road mainly follows lanes and roads, except where it meanders a little to go round the end of*
52 *an estuary. I follow a signposted path that shrinks from green lane to narrow track and*
53 *eventually over a bridge and onto a dyke. There was no sign, so I turned left along the dyke and*
54 *eventually, through a few parts reached the road again. It was only some time later that I realised*
55 *the route could not be right and I should have turned right onto the dyke. At leisure I later looked*
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3 at the 25000 OS map and it is 'obvious', which way to go on that, if not from the coast path map
4 or (lack of) signage. Whilst gaining me some soggy feet, it did cut off a mile or so of walking, so
5 not an ultimate disaster, but it did cost me the only actual moments beside the sea in the day' (day
6 46).
7
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11 Of particular importance is when SPOT tracker and family member (wife, Fiona) advised on
12 wayfinding, where real-time 'self-other' tracking is crucial for changing plans and understanding
13 of local routes in absence of good signalling.
14

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16
17 *'On the headland there was good signal, so I rang Fiona to say hello and she watched*
18 *where I was using the SPOT tracker and satellite images. "you are going almost back the*
19 *way you came," she said. Sure enough, looking back on my track for the day, I followed a*
20 *route that took me within half a mile of the point with the bluff.'* (day 49)
21
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24 The sequence of social engagement continues through the rest of day 49 including advice from a
25 campsite owner, "There's nothing in Machroes ... but about a mile inland there is a lovely pub
26 where the locals go". Advice like this can be negative as well as positive, for example a man
27 outside a pub in Abersoch who, 'gave directions us[ing] another B&B as a landmark', but then
28 said, 'but don't stay there'.
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33 Another interesting example where social encounters improved navigability and accuracy of
34 social judgements, particularly towards the later stages of walking, is found in the excerpt quoted
35 previously:
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39 *'Of course knowing you can get off a beach and finding where are two different things.*
40 *Happily a couple are walking down the beach from that direction, so I ask them and they*
41 *point out trees part way down the beach, where I will find a footpath pointing off the*
42 *beach.'* (day 80)
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46 Right from the beginning of the walk, it was evident that the social engagement transition should
47 consider 'learning from places' in its core, that lead to successful walking experience, often not
48 considered in existing ubiquitous technologies and systems. The following quote highlights the
49 learning process:
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54 *'Wending slightly into the town past the post office and funeral parlour, supermarket and*
55 *Wetherspoons, eventually the path cuts back down an old church alleyway towards the*
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3 river again. The church had a notice board, and on the notice board a small card with QR
4 codes on it ... and I'm not even in Monmouth yet. The card is by historypoints.org; I need to
5 look them up. Although this was the only digital signage there were ceramic information
6 plaques on walls across the town, both beautiful and telling in small snatches the history of
7 the town. In particular I found that Chepstow and Wye mouth were not only the site of old
8 border disputes (William the Conqueror's castle to subdue the Welsh, and not far off
9 Caerleon where the Romans did the same for the Silures), but also a major centre for
10 shipbuilding during the First World War, with workers being drafted in from as far away as
11 the Clyde.' (day 3).

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19 The analysis further revealed that accuracy of social judgements was an emotional uptake with
20 different physiological and bodily reactions depending on the stage of the walk: frustration,
21 fatigue, confusion, low blood sugar levels, and heart rate variations.

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25 *'One last (I thought) climb up small lanes and mostly clear paths, to see views towards the*
26 *sea ahead and Prestatyn appearing in the distance. It seemed so close, only seven miles as*
27 *the crow flies, but a lot further by the meandering Offa's Dyke path. I felt on a roll, and*
28 *wondered if I would be able to make it all the way to the close, otherwise I'd have a bit of*
29 *the Dyke path to "finish off" in the next week. I wonder now whether low blood sugar was*
30 *already clouding my judgement slightly'. (day 24)*

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36 The preceding quote refers to a period of solitary walk following on after the walker met and
37 socially interacted with a rehabilitation group, which raised his spirit, despite the low blood sugar.
38 In these moments, the support and information provided by local individuals and groups was
39 evident.
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43 44 **4.2 Accountability of decisions and actions**

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47 The walking has also been consistently a reflection of reactions to the environment, places and
48 fragilities that influenced decisions and actions. On a social engagement continuum, these natural
49 breakdowns in services reminded the author of similar events and memories, of which community
50 and various ingroups were collectively aware, and which formed part of their common decisional
51 bonds. Rebecca Solnit (2001) talks about the way walking, almost like a sewing thread, binds
52 together, and so there is something symbolic about the way connections are made even by the
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3 planning of walking. This strong sense of accountability and determination to specific actions
4 because of the people/place engagements appears in the following example:
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8 *'Although they had no rooms themselves, the lady behind the bar and a young man, who*
9 *was obviously connected with the pub started to discuss options, rang once place and, when*
10 *another lady came in, she started to look up the phone number of another option on the*
11 *internet ... a laptop on top of the (not alight!) woodstove under the chimney breast'. They*
12 *asked about my walk, gave me a drink and food, and the lady behind the bar gave me her*
13 *night's tips to go towards the charities. When accommodation was proving hard and I*
14 *considered a taxi to Tal-y-Bont, they reminded me that the last train had not yet left'.*
15
16 *(day 54)*
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21 The organization of interaction according to something socially meaningful that participants have
22 in common and are accountable for is a feature that differentiates them from outside groups; this
23 type of accountability operates when people take joint responsibility for something such as raising
24 a child, when they share resources such as an ocean, food or a place, or when they act with
25 compassion because they identify with another's suffering.
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31 *'The way is not totally clear, as there are multiple ways, but I am sure I am right ... until I*
32 *meet the ladies in black coming towards me. They had been shooed off the perimeter path,*
33 *and then came to a post with two arrows both pointing towards the path I was coming from.*
34 *I turn round and we go back together for a while, but then re-check maps and decide that*
35 *the way they were coming from and I'd been heading for must be right. I set off at my*
36 *slightly faster pace, and promise to come back to tell them if there is a problem. When I get*
37 *to the end I realise the problem: coming out from the path it is obvious that one of the*
38 *arrows means to join a roadway; however, coming, as they had, from the forbidden path,*
39 *the arrows looked as if they are pointing the same direction'. (day 35)*
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47 Accountability can be as deep as intense love, or as superficial as sharing access to a drinking
48 fountain or a highway. With respect to a given interaction, a set of people are either socially
49 accountable, or they are categorically different. In this realm, warnings and advice given for
50 wayfinding have supported better decisions and following the correct paths as the quotes suggest:
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54 *'Way finding is easy when there are long horizons, more difficult in woodlands, or criss*
55 *crossing fields and stiles. I simply follow the long trodden pathway north, with occasional*
56 *boggy patches, but largely sun-dried mud stepping stones where sections of stone have not*
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3 already been laid down. How different this would be on a rainy day, perhaps with low
4 cloud. Arry (dragonrun1027) warned me about this section, “watch the weather forecast”,
5 she said, “take the road route if it is bad”. The ridge is flat in places (hence boggy), and it
6 would be so easy to take the wrong path if the long line of it were not visible’. (day 6)
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11 ‘He also advised me on the remaining way. It would take a few hours to go round the last
12 headland, but it was an easy walk, but I couldn’t follow my original plan to have a quick
13 rest at Machroes before the last miles to Abersoch. “There’s nothing in Machroes.” he
14 informed me, “but about a mile inland there is a lovely pub where the locals go’. (day 49)
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19 ‘Also the people I met here could not have been nicer. On my way up from the beach a man
20 standing outside one of the pubs gave me directions to the Angorfa B&B and Breakfast
21 Cafe <http://www.angorfa.com/> (‘angorfa’ means ‘anchorage’), told me about shops,
22 including a Spar that is below eye level as you go into an estate (maybe where local people
23 live), and as he gave directions used another B&B as a landmark, “but don’t stay there,”
24 he sad, but never explained why’. (day 49)
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29 Even though the social relationships, groups and activities were incomplete, engagement was
30 informed and specified accountability: with whom, where, when, or how particular decisions were
31 implemented - or which action is to be used in which aspects of an interaction. Accountability
32 appeared to provide one of the main prototypes and precedents that guide people in applying
33 engagement that permits individual action.
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39 **4.3 Leveraging self-esteem**

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42 Maintaining motivation over a long period was bound to be hard. The second author provided
43 relevant groups with conversational and semantic triggers that would support social engagement
44 and, at another level, leverage his self-esteem to complete the walk.
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49 ‘A group of cyclists passed me by, and one greeted me by name; it took a few moments to
50 remember that this was because my name was on the back of my rucksack: “Alan Walks
51 Wales”’(day 3)
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3 The motivating effect was perhaps greater still when unexpected:
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6 *'From here on the ridge gradually descends and ahead I could see a group ... I greeted*
7 *them as I passed and then one of them said, "are you Alan?" I thought they'd just seen the*
8 *banner on my back, but it was not just that, "I saw about you on the TV", he said.'* (day 24)
9

10
11 Maintaining self-esteem or being motivated by the possibility of self-improvement of the
12 interpersonal, social, or relational self depends on connections between people. The relational self
13 can operate automatically to orient people in the particular social context (Chen et al., 2006). The
14 societal self represents social identities defined at the level of collective or culture (Brewer &
15 Gardner, 1996). Besides these four levels - body self, inner self, interpersonal self, societal self,
16 one can carve up the self in other ways.
17

18
19 *'Identity building'* was one of the most important characteristics for leveraging self-esteem of the
20 walker, a rather continuous feature. This concept is close to socio-emotional ties developed during
21 the walk, except that it is focused on places and historical memories that are relevant to the
22 individual.
23

24
25 *'A man and his son came walking along the cliff path, discussing where the Offa's Dyke*
26 *path ended, the man said it went to the north of Wales, but didn't know quite where. Routes*
27 *and destinations have been so much part of my consciousness that it is easy to forget that*
28 *for the local person, it is simply a landmark. The man told me of the joys of living so close*
29 *to a lovely part of the world, but fears that a long planned bypass for Chepstow would cut*
30 *through this small strip of farmland between Sedbury and the cliffs en route to the M4. I*
31 *assume they would have a flyover across Offa's Dyke'.* (day 3)
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42 Leveraging self-esteem forms an important feature (see also Dunne et al., 2010 on social
43 networking sites through the portrayal of users' ideal image) in which social engagement
44 transition and experience is defined and can be utilized to improve user interaction with
45 ubiquitous technologies, especially mobile applications for activity and mood-tracking.
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49 50 51 **4.4 Acting intrinsic motivation goals** 52

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54 Social engagement reveals itself in the walking in the *sense of challenge and achievement* in
55 connection to the walking initiative itself as well as with the place visited. This was amplified
56 when difficulties had been overcome.
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'I was soaked, I was exhausted, my feet hurt, it had been the longest day I had walked so far, and indeed would walk on the journey, twenty-nine miles, and probably the wettest, but I was not down. I was elated; I had challenged distance, I had challenged rain, and I had even challenged a recalcitrant cow and I had won'. (day 41)

The intrinsic motivation goal led the author to cycles of encouragement and providing support and feedback for groups or individuals who would pass by. At the same time, the walker appeared to relate it to his self-esteem in order to attain the goal of completing the walk.

'As I'd climbed I'd noticed strips of plastic ribbon between posts that I'd thought were to encourage walkers to use the made-up paths rather than erode the grassy slopes. However, coming down I began to meet marshals for the annual fell race that takes the runners up Dinas Bran, not once but twice, before descending again to Llangollen. I met three, one after another, and each, from the oldest to the youngest, a teacher in the school, said that then they had been walking up the hill earlier in the day to lay out the route walking itself had been exhausting enough let alone running. I told one about Arry and her multi-marathon run, and he gave me what change he had in his pockets for the charities I'm collecting for'. (day 21)

This included sharing of achievement with those far away:

'It would be stunning at any time, but the combination of the light on the hillsides, sense of achievement at the day's travel, and fact that in every direction I looked out and down meant I literally felt on top of the world ... and there was even mobile phone signal to ring home at last'. (day 21)

Motives result from the interplay of person and situation; thus, social motives operate as person-in-situation principles. Belonging to a group helps individuals to survive psychologically and physically. People prefer to develop meanings that are shared with other people and places; it is not limited to unexpected events. Serge Moscovici (1988) called these shared understandings social representations (for an integrative overview, see Augoustinos, 2001). Importantly, *cooperation* appeared to motivate the walker's actions, which in return increased his satisfaction from either receiving or helping others at various stages of the walk.

'So another night of lovely food, and Amir does not let me pay, "it is my small contribution to your walk," he tells me. He also says that if anyone goes to eat there and says it is

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3 *because of then walk, he will put all the proceeds to the charities I am supporting. More*
4 *than this, it is his warmth, which I cannot express in words, and is so deeply encouraging’.*
5
6 *(day 81)*
7

8
9 Social relationships are the primary channel through which engagement is transmitted and
10 conversely, engagement informs social relationships and interacting within a community or social
11 network. During the walk, it has been revealed that the walker received *recognition* from fellow
12 walkers, which substantially increased his internal motivation and satisfaction.
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17 *‘From here on the ridge gradually descends and ahead I could see a group who I was*
18 *gradually catching up. As I drew near the group split, the larger part branching further*
19 *along the descending ridgeline to the north, and three of them, with two dogs, following the*
20 *Offa’s Dyke down route towards Bodfari. I greeted them as I passed and then one of them*
21 *said, “are you Alan?” I thought they’d just seen the banner on my back, but it was not just*
22 *that, “I saw about you on the TV”, he said. I’d given a couple of radio interviews early in*
23 *the walk, but not spoken to anyone on TV, so they must have just reported using still*
24 *images, I guess on the local news bit’.* (day 24)
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31 Importantly, the walking experience highlighted preference for social learning from others, and an
32 increased capacity for purposeful action. Specifically, the walker has also described a motivation
33 arising from *curiosity* about the physical environment (at the sensory level) and when something
34 about the experience or other people stimulated him to want to learn more (cognitive level).
35
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37
38 *‘I have a moment of confusion at the end of the field as I’d been walking the right hand side*
39 *of the ditch and from there the style ahead is hidden by hedgerow, but as I cross the ditch*
40 *the way ahead is clear and I meet another walker, going the same direction, but only as far*
41 *as Chirk, where I am hoping for mid-afternoon tea at the castle cafe. He is an experienced*
42 *walker including many of the Scottish long-distance walks, and has a backpack, little larger*
43 *than my day pack, but is his complete kit ... I have much to learn.’* (day 21).
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49 Lastly, the intrinsic motivation goals have been largely expressed as modifications to innate
50 social-relational dispositions in accord with the precedents, and prototypes provided by the
51 communities the author encountered in walking.
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5. People and the Walk

The original focus of this GT analysis was on issues of wayfinding and lostness/navigation, but the core categories that emerged from the data concerned social engagement. In some ways the latter was unexpected to the second author as the walk was essentially solitary, albeit with the intention of making community contacts along the way. In response to this second author's personal reflection led to a list of more than twenty different categories of social contacts, from other walkers to academic collaborators (see Appendix B). This list was further analyzed based on context of engagement and other factors from the social experience literature and emergent themes from the GT analysis, resulting in Table 1.

Individuals and groups were important, as part of a variety of social engagement processes (time-location-durability, temporality) differing on:

1. *When*: knew before, because of the walk, and during the walk
2. *Where*: on path itself, places on path, places 'off path', distant, virtual
3. *During*: face-to-face, walking together, remote, off-path, none or negative

The number and quality of social interactions and acquaintances have been found consistently to have a strong and positive impact on the walking experience/social activity and engagement/involvement with places visited (see Table 1).

Insert table 1

Regarding social interaction, we found that:

- A variety of people were associated with larger and more diverse core discussion, groups and information networks.
- Those who participated most actively in providing information about places, paths, and social media were more likely to interact with those from diverse communities and people met during the walk.
- Remote, technologically-mediated contacts and those physically met on the walk were equally important. This was perhaps surprising given the very physical nature of the experience and some of the problems in using technology.

- Technology use is often associated with social activity in community spaces such as parks and restaurants, and a combination of online and offline channels are more and more common in such venues due to connectivity issues.

Although these outcomes did not explicitly include engagement, they do support the contention that the walking experience, even largely solitary walking, can enhance the amount and quality of social engagement, which has been implicated in a number of studies as a strong and consistent aspect of technology use and experience. Though social UX is inherently subjective, the walking study analysis indicates that there is agreement among people as to what constitutes social engagement and relatively simple and straightforward interactions/dimensions which are psychometrically sound. Research using these interactions has identified important predictors of social UX; including emotive and intrinsic motivation goals that appear to be relatively fixed; and behavioural and processing community goals that appear to be more amenable to change as a *direct result* of social interactions.

6. Reflection

As noted, the second author's reaction to the strong emerging social themes was initially sceptical, the walk often appeared to be a largely isolated experience, with some days hardly seeing any other walkers for hours at a time. However, the blogs and GT analysis told a different story where the social connections, although infrequent, were disproportionately extensive in terms of their salience and impact.

6.1 *Onion layers of experience*

In many ways the subjective impression of the social nature of walking mirrored that of technology. The second author's impression was that he made little active use of technology beyond the camera and voice recorder. It was only when writing and preparing talks about the walk that he noticed the incongruity between the extensive data collected and the time 'tending technology' compared with his assertion that in the end he used little technology (Dix, 2013; Morgan et al., 2014). Once the realization dawned, it was easy to list numerous ways in which technology was used in the *broader activity* of walking. In an almost identical way the social experience during the act of walking itself was very limited, but taking a broader 'zoomed out' view the rich matrix of social activities surrounding the walk became obvious (figure 4).

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Insert figure 4

It seems almost perverse that someone who has written and taught about the wide socio-technical picture for many years could be so blind when viewing his own actions. Except that this is precisely the standard problem of expert knowledge, it is hardest to see when closest to it. So, the second author had the knowledge that broader activities are important, and that there was lots of technology being used, but both were tacit. As is so often the case (Dix & Gongora, 2011), it was the process of writing and preparing talks that externalized that tacit knowledge, and acted as a creative impetus. In the case of the social understanding it took GT analysis of the first person accounts to reveal this.

6.2 *Dimensions of experience*

Two ways to consider this broader matrix of connectivity are in terms of a virtual dimension and a temporal dimension.

The first, the virtual dimension, is an extension of the pervasive aspect of modern life: while few people were physically present as co-walkers; there were more people who were digitally connected. Sometimes this was synchronous; for example, the second author's wife was able to watch his movement in real time through the SPOT satellite service, and occasionally even told him where he was when he rang on mobile. Other digital connections were asynchronous, for example blog readers.

The most obvious aspect of the temporal dimension is the way the walk was sandwiched with preparatory activities before and activities related to reporting, analysing and reminiscing afterwards. McCarthy & Wright (2004) talk about the anticipation that precedes an experience and the recounting that occurs after. Like most academics writing about experience, McCarthy & Wright are focused on relatively short-lived experiences, albeit their online wine buying case study is extended in time. However, even taking the walk itself, 102 days is both long lived, but also punctuated with periods of eating, sleeping and some off-path times: going to a conference, two weddings, and visits to universities. It is more an example of extended episodic experience (Khalid & Dix, 2010), where individual episodes link together to create a long lived thread of experience.

6.3 *Communities of experience*

While friends and family joined the second author on parts of the walk, their principal connection tended to be digital during the walk itself. In contrast, interactions with people who lived along the path were physical, in shops, B&Bs, cafes, pubs, principally during the interstices of refreshment breaks and overnight stays.

We can think of these two groups as *egocentric* and *geocentric*.

Egocentric/ people of life – These are the walker's own *individual community*, linked to his *personal* existence. They are stable and long-standing, and largely geographically stationary but widely distributed.

Geocentric/ people of the land – These are the local community, people who live in the towns and places along the way. They are linked to a specific *place*. The relationships are typically fleeting, but the people themselves are largely geographically stationary and localized to the route of the path.

In addition, there are the more occasional meetings along the way of those who are also walking. These comprise a third group *tribocentric*¹:

Tribocentric / people of the way – The *walking community*, who are connected to the *path*, not any particular place along it. The meetings are fleeting and the people themselves geographically dynamic.

Contacts with this group, although largely temporary, have a particular intensity through shared experience. This effect is well documented in literature from Chaucer's *Canterbury Tales* to Emilio Estevez's *The Way*.

These two examples are both about pilgrimage, albeit one medieval and one very modern. The etymological roots of the word 'pilgrim' are in the Latin '*peregrinus*', a foreigner. In sedentary life the egocentric and geocentric circles overlap. In an expedition or migration, the fellow travellers are still part of the egocentric group. However, the sole walker is effectively a foreigner, continually dis-placed, and there is a shared experience in this voluntary and temporary exile.

¹ From Greek '*tribos*' – a beaten track or path. <http://biblehub.com/greek/5147.htm>

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3 While the motivations of the modern walker are as diverse as those of the ancient pilgrim, there is
4 a sense of common purpose, and they constitute a form of community of practice.
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8 **6.4 Background and Future Technology**

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11 The role of technology is somewhat paradoxical in this work. Some writers have emphasised the
12 importance of walking as a disconnected experience. In particular, Ellie Harman's ethnography of
13 walkers on the Pacific Coast Trail was partly an exercise of personal 'digital detox' (Harmon,
14 2015). She found walkers did want to disconnect and yet for many the smartphone with "*My*
15 *Maps, My Music, My Everything*" (Harmon, 2017) was a central as were the connections back
16 home through social media and telephone calls when mobile signal allowed.
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22 In contrast, technology, was part of the initial purpose of the Wales walk, as outlined in section
23 2.3, and the walker carried a lot of technology, both off-the-shelf and bespoke - indeed taking an
24 whole hour each evening 'tending technology'. However, the grounded theory analysis of the
25 blogs, reported in sections 3 and 4, ends up highlighting social rather than technological
26 relationships. This is partly because of the practical difficulties of using technology, as outlined in
27 section 2.2, both in terms of utility of devices whilst on the move and limitations of rural
28 connectivity. The issues related to the latter for those who have to live with this day-to-day have
29 been discussed elsewhere (Morgan et al., 2014).
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36 This said, there is hardly a section of this paper where technology does not impinge. In section 4
37 we saw the importance of the SPOT device and the relief of finding mobile-phone signal for
38 keeping connected with home, the presence of historypoint.org QR codes, and the encouragement
39 of the way TV reports of the walk meant strangers greeted the walker by name. Indeed, elsewhere
40 in the blogs, there are similar accounts of Twitter connections:
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45 *"a local teacher and keen walker, who, she explains, as been following me and other*
46 *Coast Pathers on Twitter."* (Day 72)
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49 In section 5, we discuss how technologically-mediated social contacts are as important as physical
50 ones, and the way technology is intimately intertwined with physical community places. Finally
51 earlier in this section we seen the close parallels between the way social and technological factors
52 are found in the onion layers of experience.
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3 Yet, this ubiquitous presence of technology seems *background*, to the extent that a reader of an
4 earlier version of this paper (but one that included all the above), felt that there was little
5 discussion to technology at all. There are probably two reasons for this:
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9 • First the technology that did not work was rapidly abandoned, and the technology that did
10 work was, in Weiser's (1991) terms, 'invisible'. Some of this was deeply embedded into
11 devices (camera, voice recorder), some passive (GPS trace, bio-sensors).
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- 13 • Second that the onion layers of experience meant that more explicit technological
14 interactions took place outside of the central act of walking, and so did not get
15 foregrounded in the blogs and hence in the grounded theory.
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21 Oddly the single most pervasive and invisible aspect of technology in the blogs is that they are
22 blogs - created in the gaps between the walking itself, and often with considerable difficulties to
23 upload in areas of low connectivity...especially photographs!
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27 Regarding *future* technology, our main purpose in the paper is to offer a descriptive account of the
28 social interactions surrounding the walk in order to inform future technology, but not to attempt to
29 create such technological designs ourselves. However, the analysis both prompts potential areas
30 for technology related to walking and also for ubiquitous technology more broadly.
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34 In the context of the walk, we have seen the importance of social navigation and other social
35 interactions, and one wonders if there are ways that technology could further advance this,
36 especially given, as noted, virtual social connections were as important as physical ones. There
37 were examples of this occurring, notably the way the walker's wife used the map generated by the
38 SPOT device to guide the walker in the ground. In some way this use of off-the-shelf software is
39 similar to HeartLink (Curmi, et al. 2017), which used a mobile phone apps to relay a runner's
40 heart-rate information to spectators, who could then offer remote encouragement. In both cases
41 passive sensing on the active participant as interpreted by those at a distance using an interface
42 (SPOT map, HeartLink heart-rate display) and then information/encouragement passed back to the
43 participant - supporting improvement of their self-efficacy and motivation per se (e.g.
44 Asimakopoulos et al., 2017).
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53 Given the areas of low connectivity, one might also consider ways in which the people might help
54 the technology. Technology such as Qraqrbox (<http://qraqrbox.com/>) and KioskNet (Seth, 2006)
55 allow locally sourced content in areas outside internet coverage and there have been various
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3 systems used and proposed to transfer data physically using buses or motorbikes (Pentland et al.,
4 2004; Seth, 2006). Furthermore, Kortuem et al. (2001) proposed spontaneous content sharing
5 between personal devices as people meet or pass. Walkers own devices could be used to spread
6 updates to data in disconnected areas.
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10 Walkers' egocentric contacts will tend to be technologically-mediated through telephony or social
11 media, and geocentric contacts do not necessarily need any technology as by definition they are
12 spatially and temporally collocated. However, we have already noted there seems to be little in
13 the way of obvious technology support for tribocentric contacts, those who share the path, but
14 may not be in the same place at the same time.
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18 For single locations, absent presence research (e.g. Gergen, 2000) has suggested ways in which
19 technology could help create the sense of past presence for places, such as museums, that have
20 many visitors, but may be empty at the moment when one visits. Tribocentric contacts suggest
21 looking for ways that this or other kinds of spatial technology could be applied to paths. For long
22 distance paths such as the Wales Coast Path or Pacific Crest Trail on might, with suitable privacy
23 protection, imagine ways to be in contact with those going along the same route, but ahead or
24 behind one's own, in some way a very physical embodiment of Benford and Giannachi's (2008)
25 temporal trajectories.
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29 The onion layers model exposed the way that instantaneous use of technology during the act of
30 walking are only a small slice of the overall technology supporting that experience. This was a
31 descriptive account of walking, but looking more broadly at ubiquitous computing this offers a
32 potential prescriptive heuristic for designing technology to support experiences, combining
33 largely passive technologies during the central experience, with more direct interactions during
34 preparation and post-experience reflection. This accords with theoretical accounts of preparatory
35 and reflective stages of experience (McCarthy and Wright, 2004) and extended episodic
36 experience (Khalid and Dix, 2010).
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7. Discussion

The walking experience described has been mainly devoted to the analysis of social engagement with local people, communities and groups building on existing psychological and group behavioural phenomena: social judgments and accountability of decisions due to group social processes, self-esteem and intrinsic motivation goals that are largely met via social interactions and relationships. The insights from this research on walking can be used to design apps and services leaning towards social interactions and relationships that shape interactions with technology. In contrast to the current bias of navigational/wayfinding apps (e.g. Yahoo/Google maps) to a road/plan well travelled (see Churchill, 2008), our work points towards interfaces where navigation technology is *designed around places and people/groups* as well as *individual achievements or intrinsic motivation goals*, thus augmenting spatial interaction. These design considerations would be especially relevant to route planning when people wish to visit others.

We argue that wayfinding and route finding are a matter of social engagement, where user experience is not always about getting to a destination, but indeed what and who you are to see on the way, and that can either change or enrich our perspective on the desirability of a destination (see also Churchill, 2008). Specifically, Churchill (2010) points to social, game-like location-broadcast applications like Foursquare (<http://foursquare.com/>) and Gowalla (<http://gowalla.com>) and how they change our relationships to the places we find ourselves in and the way we find those places: e.g. based on location and popular requests.

Terveen & McDonald (2005) state that social matching systems “*have the potential to increase social interaction and foster collaboration*”; they explore the nature of the design space, key research challenges, and the roster of appropriate methods and semi-automated matchmaking. While this and other work concerning digital social networks are in some ways very different from the physical experiences dealt with in this paper, there are also parallels and general lessons from both for social experience that now frequently bridges digital and physical worlds. Terveen & McDonald suggest that egocentric matching may be more effective than those relating to non-social factors, for which our geocentric communities are the closest physical match.

There appears to be no current digital equivalent to our tribocentric category, possibly because the privileging of the point or location over the line, which Ingold (2007) so eloquently critiques, is if anything more extreme in the digital world where networks have no underlying extensive space instead based on direct links traversed instantly with no lingering in the interstices. However,

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3 Terveen & McDonald do discuss ‘paths’ in the network sense of friends, friends of friends, etc.
4 suggesting little apparent use for paths longer than two (friend of a friend or loose ties) largely
5 because of the problems of finding introductions.
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9 Interestingly, in the preparation for the walk, Dix introduced two academics working in the same
10 institution (geocentric connection) who had a common interest in space and walking, but had not
11 previously met. Furthermore Dix did not know them prior to the walk, but had himself been
12 introduce to them by different acquaintances. That is, he brokered a social connection path of
13 length 4 (friend of a friend of a friend of a friend), but only because of a shared interest - a
14 combination of social and interest based connections, all performed through digital
15 communications in relation to a physical event.
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19 Our paper expands on this area specifying the social relationships more likely to support the
20 *information needs* of users, and types of social engagement and interactions that are most likely to
21 have a specific impact on users’ behaviour and actions. In that sense, we expand on the
22 relationship between individuals, and on the individual in relation to the different social groups in
23 the walking setting. In this paper we particularly focus on the effects of social engagement, which
24 can provide input into the problem of developing effective user profiles, and guide the design of
25 social matching models, as well as facilitate interaction between users. Mentis et al. (2014) point
26 out that because experience is embedded in a socially situated context, it is bound by one’s bodily
27 abilities as well as the affordances of the environment in which the body resides. Our bodies
28 structure our experience and place limitations and opportunities on what we can experience, but
29 they also structure our ability to express and share our experiences with others.
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33 Dix (2013) points out that the one thousand mile walk around Wales was undertaken as a research
34 journey similar to ‘Research in the wild’: methodologically challenging, dealing with
35 unconstrained use, data collecting for the unexpected, creating transferable knowledge from
36 particular incidents, and inevitably ‘*pushing the boundaries of professional objectivity*’. Rogers
37 (2004) points out that the home, the outdoors, public places, and even the human body are now
38 being experimented with as potential sites in which to embed computational devices. Crucially,
39 this research provides new insights and a framework for the ‘social context’ (see Heath & Luff,
40 1991; Button, 1993; Rogers, 2004), how walking *enables social engagement and action*
41 embedded in ordinary people’s mundane acts; and how everyday ways of doing and saying,
42 including the use of digital systems, constitute the social.
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3 The seemingly mundane acts of sharing reactions and directions may be considered as explicit
4 acts of social bonding and developing group trust/identity. These acts synthesized the 'path' and
5 invited others to join improving social judgments and accountability of decisions while walking.
6 This was particularly evident in the second author's visit to Roderic Bowen Library and Archives
7 in Lampeter; a special exhibition was organized where the archivist had read the blogs written so
8 far and responded to them by finding related archive items including an 19th century cure for
9 blisters (UWTSD, 2013).
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15 Identity, often understood as inert dwelling in the past, here is about the awakening of a set of
16 'ingroup' values, inscribed in personal and historical meanings, as well as social encounters
17 which collectively refresh and enrich the identity itself (Castano et al., 2002; Castano, 2004). In
18 other words, social user experience provides a new perspective on old shades of identities, the
19 exposure of individual and group values, allowing the discovery, and recognition, of social
20 walking needs. Carroll (2012) and Han et al. (2014) further highlight how mobile technology,
21 together with increased mobility, immediacy and social presence, shows a significant influence on
22 local communities with respect to community identity, awareness and participation.
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30 This study can lead to important questions in relation to data collection and its use in HCI studies.
31 Walking communication opens avenues for different modalities of social expression and
32 participation, embracing some of the diversity of everyday situations on-the-go, a space where
33 people can formulate their social decisions, and importantly to experiment with actions outside
34 traditional digital environments. In addition, self-tracking technologies that offer their users ways
35 to quantify their everyday experience are especially well suited to defend one's cultural
36 worldview and self-esteem. Their users can (a) represent themselves as a self-esteem enhancing
37 device, and (b) affiliate with desirable in-groups via mouse-click or sharing information. This is
38 striking because it has been demonstrated that avatars generally display one's personal (Bessiere
39 et al., 2007) as well as social identities (Guadagno et al., 2011) and identification with virtual
40 groups, a finding following the principles of social identity theory (SIT, Tajfel & Turner, 1979).
41 The findings illustrate walking as a personal/individual and yet rich social matrix, not unlike a
42 tech story. We suggest that individual and group discourses should not be conceived in
43 opposition, but in dialogical relationship with one another, illustrating the diversity of ways
44 people strive to achieve a positive social user experience.
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8. Conclusions

The situated walking provided visibility for social engagement themes and expressions (sharing of reactions, judgments, positive self-esteem and challenge) and identities relating to the issue of navigation that sparked interaction and relationships among encounters during the walk. In the context of walking, these were ways of saying and doing that allowed individuals and groups to begin to shape the social engagement as a possible reality for decisions and actions. This opens up avenues for nuanced ways in which we can conceive of social engagement in HCI, in particular designs and technologies appropriate not only for a walker, but also ubiquitous technologies and applications. We call for future work to look more closely at the mechanisms at play in the particular experiences of lostness and social judgments in navigation, and how other people and groups actually help the walker to apply correct decisions and actions.

Carrying out a GT study with data and narratives collected from the second author has proven very valuable. The inductive analysis of the data revealed themes that were evident in the data, but which were not apparent to the walker; but likewise insights and information were available from the walker as participant-researcher that would not be available to an external observer. This framework can also be implemented in real ubiquitous systems, where social engagement can be divided into multiple iterations. During each iteration, some social engagement practices will be selected and designers or teams can try to adopt them. The framework is flexible for use by designers and teams as it allows them to adjust their practices to meet requirements and accommodate system constraints. In some ways this is the same lesson as in traditional soft systems approaches to socio-technical design (Checkland, 1981; 1998), but applied to a more personal and experiential domain.

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10 11 Figures

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14 **Figure 1:** Walker/participant researcher roles and research process

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16 **Figure 2:** GT steps that have been taken in this study.

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18 **Figure 3:** Core category and its emergent properties as the Social Engagement Transition and
19 Experience Framework.

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21 **Figure 4:** Spheres of social connections and technology use.
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23 24 Tables

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26 **Table 1:** Contexts, peer groups, interaction strategies, group effects on walker, and engagement
27 present in the Walk.
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Supplementary File for Review

Appendices

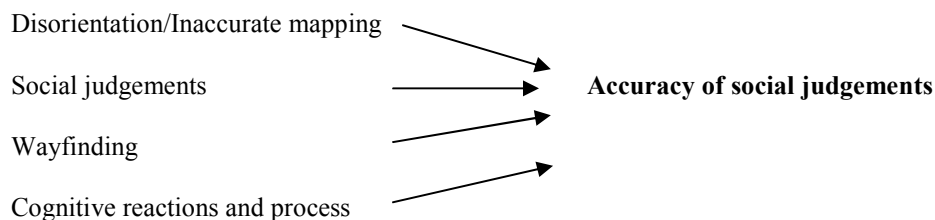
A. Grounded Theory coding process: examples of key points/codes, concepts and category accuracy of social judgements emerged.

Id	Key Point	Codes
D31	Whereas the trip from Cardiff to Severn Bridge was dominated by the signs of 19th and 20th century industry and heritage, moving into the Wye and Offa's Dyke is more a shift to the medieval and older: castle and monastery, hill fort and folktale, wild leaps into the unknown.	Strength ties via history Identity building
D32	I wrote the first words of this day post with a large plate of gammon, egg and chips in front of me at the Sloop Inn in Llandogo. This is not insignificant as food ... or the lack of it, has dominated my mood during the day.	Affective/bodily reactions
D33	Walking on the approach to the bridge I passed a group of walkers going in the opposite direction, and even two runners. A group of cyclists passed me by, and one greeted me by name; it took a few moments to remember that this was because my name was on the back of my rucksack: "Alan Walks Wales". There were many cyclists passing, I guess a regular route for Saturday morning.	Group trust Accuracy of social judgements Accountability Ingroup advice
D34	Wending slightly into the town past the post office and funeral parlour, supermarket and Wetherspoons, eventually the path cuts back down an old church alleyway towards the river again. The church had a notice board, and of the notice board a small card with QR codes on it ... and I'm not even in Monmouth yet. The card is by historypoints.org; I need to look them up. Although this was the only digital signage there were ceramic information plaques on walls across the town, both beautiful and telling in small snatches the history of the town.	Social judgements
D36	The coast path begins/ends by the old bridge across the Wye, and the Offa's Dyke passes close to the opposite bank. I had misremembered the distance to the end of Offa's Dyke from here to be 0.8 miles, it is in fact 1.8 ... and it seemed a long 1.8 for that, not helped by a significant number of signs having been vandalised. It would have been better to save a few miles on my feet and get a taxi from Chepstow to the start of the trail, as it is a little disheartening walking through the paved streets of Sudbury knowing that I was soon to retrace my steps, indeed so absorbed was I in a little bout of self-pity, I almost missed the moment when I was first walking along the top of Offa's Dyke.	Disorientation Social judgements

D243	From here on the ridge gradually descends and ahead I could see a group who I was gradually catching up. As I drew near the group split, the larger part branching further along the descending ridgeline to the north, and three of them, with two dogs, following the Offa's Dyke down route towards Bodfari. I greeted them as I passed and then one of them said, "are you Alan?" I thought they'd just seen the banner on my back, but it was not just that, "I saw about you on the TV", he said. I'd given a couple of radio interviews early in the walk, but not spoken to anyone on TV, so they must have just reported using still images, I guess on the local news bit.	Group trust Translucence/social exposure Strengthen social/emotional ties Sharing of reactions Self-esteem Intrinsic motivation
D245	I kept thinking that the path would be 'downhill all the way to the sea', but in fact out of Rhualt, as if as a reminder of all those climbs in the mountains you have passed, the path cuts directly across the contours up a small, but very sharp, hillside. into first tree covered and then golden gorse, growing so close around the path that you are pushing through, your nose inches from the heavy sweet flowers, and the prickly branches catching on your clothes.	Wayfinding and inaccurate mapping and cognitive reactions Recall and reconfigure from past experience
D413	Later during the walk I discover that if I had walked a couple of hundred yards or so beyond the green in Four Mile End, I would have come to the Anchorage Hotel, situated towards the western edge of the village. As I have found elsewhere in the walk it is so hard to know what lies within walking distance of the path.	Navigability Past experience Wayfinding
D414	I was soaked, I was exhausted, my feet hurt, it had been the longest day I had walked so far, and indeed would walk on the journey, twenty-nine miles, and probably the wettest, but I was not down. I was elated; I had challenged distance, I had challenged rain, and I had even challenged a recalcitrant cow and I had won.	Maintain positive self-esteem Achieve intrinsic motivation goals Physiological/bodily reactions
D463	As I rejoined the main road barely 2 miles from where I left it and skirted the hills I felt doubly chetaed as Paul had suggested an alternative path to go along this road and then branch off up Tre'r Cairi fort, round Yr Eifl and rejoining the coast path above Nant Gwrtheyrn, the hidden valley. I passed the end of the path up to Tre'r Cairi, but it was by now far too late to attempt this. Instead, even when the road rejoined the path I ignored the meandering of te coast path sgns either side of the road and simply marched on, getting to Caeau Capel Hotel n Nefyn just in time to eat.	Bad advice Lack of accountability Group trust
D497	Also the people I met here could not have been nicer. On my way up from the beach a man standing outside one of the pubs gave me directions to the Angorfa B&B and Breakfast Cafe http://www.angorfa.com/ ('angorfa' means 'anchorage'), told me about shops, including a Spar that is below eye level as you go into an estate (maybe	Directions Social navigation Developing group trust Ingroup/local people trust

	where local people live), and as he gave directions used another B&B as a landmark, "but don't stay there," he sad, but never explained why.	
D812	<p>The route across the field has been an odd zig-zag, and I assume following an old field boundary, maybe the tree stood at the corner where several fields met. However, given there were path markers in the middle of the field, I wish they could have been made a little taller so they were easier to see over the cure of the field and the height of the crop, and I would guess this would also make them easier to avoid when the farmer mows the field.</p> <p>The path swings once more rejoining the road and actually following it for fifty yards where, by the big signs saying "NO Trespassing" and "KEEP OUT", I assume the footpath officer did not manage to negotiate access from the landowner. It then tracks the road on the other side until the approach to St Clears where the road has a pavement (hallelujah).</p>	Example of social judgments process/accuracy/cognitive process
D815	<p>As my water was running a little short Rhiannon shares some of hers with me as Lionel has a large hydration bladder in his rucksack. We talk walking and feet, including the advantages of walking poles in encounters with nettles. They seem to be experienced walkers, more so than I before the walk. Problems with signage seem to be endemic, even in this area, where there seems to be an attempt at comprehensive signage. The footpath officers are often not walkers themselves, so do not realise the issues about being able to see a sign from a distance when walking across a field, nor that hedges and crops will grow, so that a sign that is readable when put up may not be so even a couple of months later.</p>	Social navigation, sharing of personal/group reactions, and 'walkers' as ingroup to support/share our thoughts, behavior and decisions.
D817	<p>So another night of lovely food, and Amir does not let me pay, "it is my small contribution to your walk," he tells me. He also says that if anyone goes to eat there and says it is because of then walk, he will put all the proceeds to the charities I am supporting. More than this, it is his warmth, which I cannot express in words, and is so deeply encouraging.</p>	Sharing and bonding example, strengthen social/emotional ties. Intrinsic motivation-acceptance

Id	Codes	Concept
D33, D36, D497, D812	Group trust Accuracy of social judgements Accountability Ingroup advice Disorientation Social judgements Directions Social navigation Developing group trust Ingroup/local people trust Example of social judgments process/accuracy/cognitive process	Disorientation/inaccurate mapping
D33, D34, D36, D497	Group trust Accuracy of social judgements Accountability Ingroup advice Social judgements Disorientation Directions Social navigation Developing group trust Ingroup/local people trust	Social judgements
D245, D413	Wayfinding and inaccurate mapping and cognitive reactions Recall and reconfigure from past experience Navigability Past experience Wayfinding	Wayfinding
D32, D243, D414, D812	Affective/bodily reactions Group trust Translucence/social exposure Strengthen social/emotional ties Sharing of reactions Self-esteem Intrinsic motivation Maintain positive self-esteem Achieve intrinsic motivation goals Physiological/bodily reactions Example of social judgments process/accuracy/cognitive process	Cognitive reactions and process



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B. The following is the verbatim list of categories produced by Dix after being presented with the emergent social themes from the blog (see sections 3 and 5 for context).

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- *Other WCP walkers*

11 I met a past walker (or rather runner!) Arry at the pre-walk talk, met Rosie on the way and was
12 in touch with others (including Will who was walking at the same time) via Twitter.

13

- *WCP & walker related organisations*

14 I visited Ramblers Wales before the walk and then did filming with the Chief Exec late in the
15 walk. I was also in touch with the WCP team through Twitter. I aimed to visit the WCP
16 offices as I went through Pembroke, but in the end past their offices at 5pm on a Sunday ...
17 and surprisingly they were not at work!

18

- *New people met deliberately*

19 I visited a number of people: Paul in Caernarfon who was so helpful, Jane in the Dysynni
20 Valley.

21

- *People who met up to walk with me*

22 A number of people arranged to meet me on the way; some were long term family and friends,
23 but also several who I had only met via twitter, email or at talks. For example, at Monmouth I
24 met Les, who had responded to an email on a Welsh learning site. We had never met before,
25 but he joined me for a while day and told me a lot about the area.

26

- *Existing academic connections*

27 Mostly remote, but met some on the road (e.g. Alan C)

28

- *Living lab contacts*

29 I had a number of people give me things to look, carry or wear. Notably I had bio-sensors
30 from Paul at Nottingham and involved in a number of projects at dot.rural.

31

- *Future data users*

32 My aim was, and is, to make data available freely to the academic community. This did shape
33 my actions – for example, no matter how tired I was, I would always keep taking photographs,
34 etc. as log of the journey.

35

- *New academic contacts because of the walk*

36 I made various new academic contacts because of the walk. Some of these were meetings at
37 conferences, but some through Twitter, recommendations of friends, or other new contacts.
38 This then led me to make introductions, for example, two academics at Bangor, one on
39 linguistics, one in media studies, who both studied movement, walking but did not previously
40 know about each other. Some of these contacts were entirely electronic, but some I then met
41 either before or during the walk.

42

- *People reading blog/Twitter*

43 Various people (including many in other categories) reading the blog or (occasional!) Twitter
44 feed.

- *Long-term audience for blogs/book*

A nebulous wide audience for the long-term blog as electronic journal/potential book. Although I never met any of these (they are potential in the future), still my writing was partially addressed to them.

- *People at talks on the way (Cardiff/Wrexham/Swansea)*

I gave talks at Cardiff (night before starting), Wrexham (about 3 weeks in) and Swansea (near the end). Some of the people were longstanding academic colleagues and acquaintances, some new.

- *People at talks before and after the walk*

I also gave various talks in the months leading up to the walk and after it has finished. Some of the former became more strongly involved, for example Andrew Morgan a rambler from Swansea or Paul at Nottingham who loaned me the biosensors.

- *Fiona*

A category of one! Acted as supporter at home, lots of phone calls and emails, for encouragement, information, occasionally organising accommodation. Fiona had access to Spot device map, so often knew where I was better than I did.

- *Family and friends*

Some simply by email or watching blog, others came and joined me walking for a while.

- *Team Tiree*

I knew I had substantial moral support from those back on Tiree

- *Other supporters*

Various people supported the charities I was collecting for or (not very successful) indigogo campaign, and others simply well-wishers.

- *Chance meetings with friends & acquaintances*

On a few occasions I met people by chance that I knew. For example, at Port Eynon met Yvonne, and academic from Southampton while I was walking on the beach.

- *People at planned off-path meetings*

As well as the talks, I had two pre-arranged days visiting MHA facilities and a day at Trinity St Davids, Lampeter.

For the former I met with Keith, chief chaplain for MHA and old family friend, who took me to the facilities (two homes in Colwyn Bay on one day and one in Penarth on another).

For the latter then contact was initially via Twitter contact with Software Alliance. It was a particularly eventful visit, and very encouraging, a real turnaround point after a very low period in the walk,

- *Met when at weddings*

I went to two weddings during the walk, one a 2 day period off the path, the other done as a very long day-trip to Nottingham from Gower. At each I saw old friends as well as meeting new people. Although off-path I wrote blogs about aspects of both of these.

- *Met when at CHI conference*

I had nine days off path while going to the CHI conference to attend GeoHCI workshop (where I talked about the walk) and to receive SIGCHI award. I wore my rucksack with the 'Alan

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5 Walks als' banner through most of the conference, and had many talks with people abut the
6 walk.
7

- 8 • *Walkers and tourists met on the way*

9
10 I met a variety of people actually while walking. Sometimes one simply passed people along
11 the way with a smile, but at other times stopped to chat. For example, on the day between
12 Laugharne and Llansteffan, I met just one pair of walkers (father and daughter) and stopped an
13 chatted for a fair while. Occasionally someone recognised me: in one case because they had
14 seen a photo of me on TV news, in another case someone who sued to be at Lancaster and in
15 another someone who had been following my Twitter feed.

- 16 • *Community met on the way*

17
18 Some of the people I met were either local (e.g. shop keepers, B&B proprietors) or on short
19 walks or days out, but from close-by communities. For example, at Llangrannog I chatted for
20 a while with two elderly ladies about mobile signal and the lady in their home village who was
21 skeptical about technology and opposed putting a computer in the village hall.

22 Most of these meetings were fleeting, but on a few occasions led to more long-term
23 connections. For example I visited the BOCS art centre in Caernarfon, the revisited the next
24 day, and have been in touch subsequently.

- 25 • *Journalists and radio*

26
27 I was interviewed a few times. A telephone interview at the beginning, someone who came to
28 meet me and walk (a few hundred yards) with me at Conwy, Wales Tourism filming in Three
29 Cliffs Bay, BBC TV filming about English Coats Path (really!) at Llansteffan (half a face and
30 my feet), and studio interview when I got back to Cardiff.
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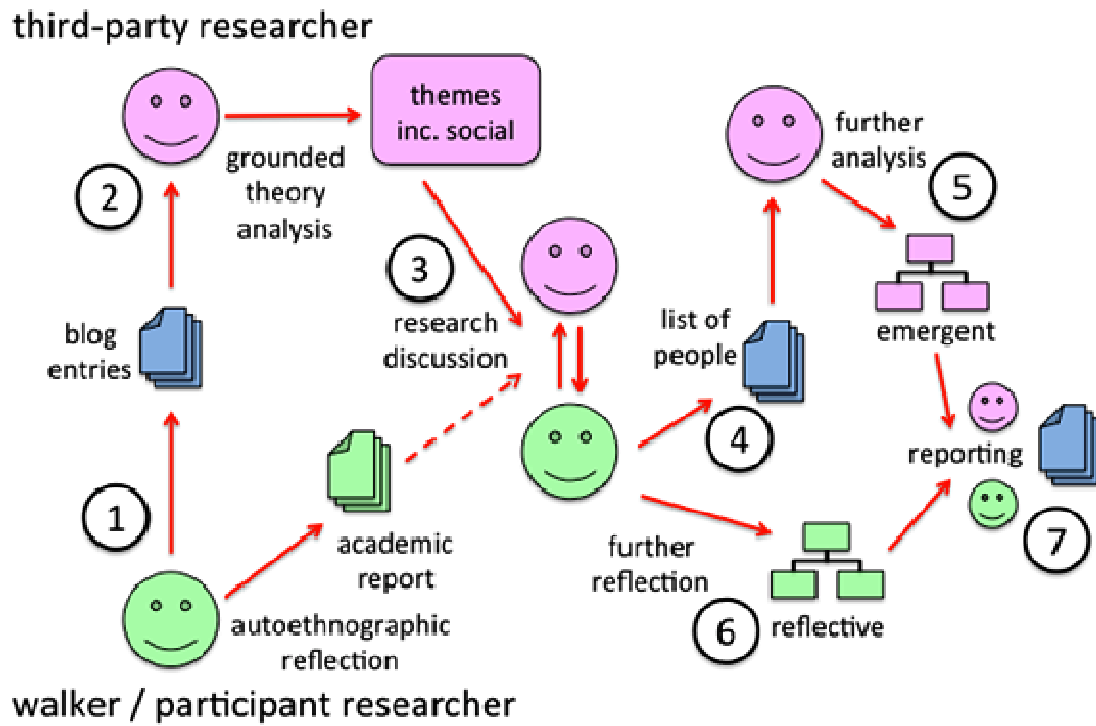


Figure 1: Third-party and Walker/participant researcher roles and research process.

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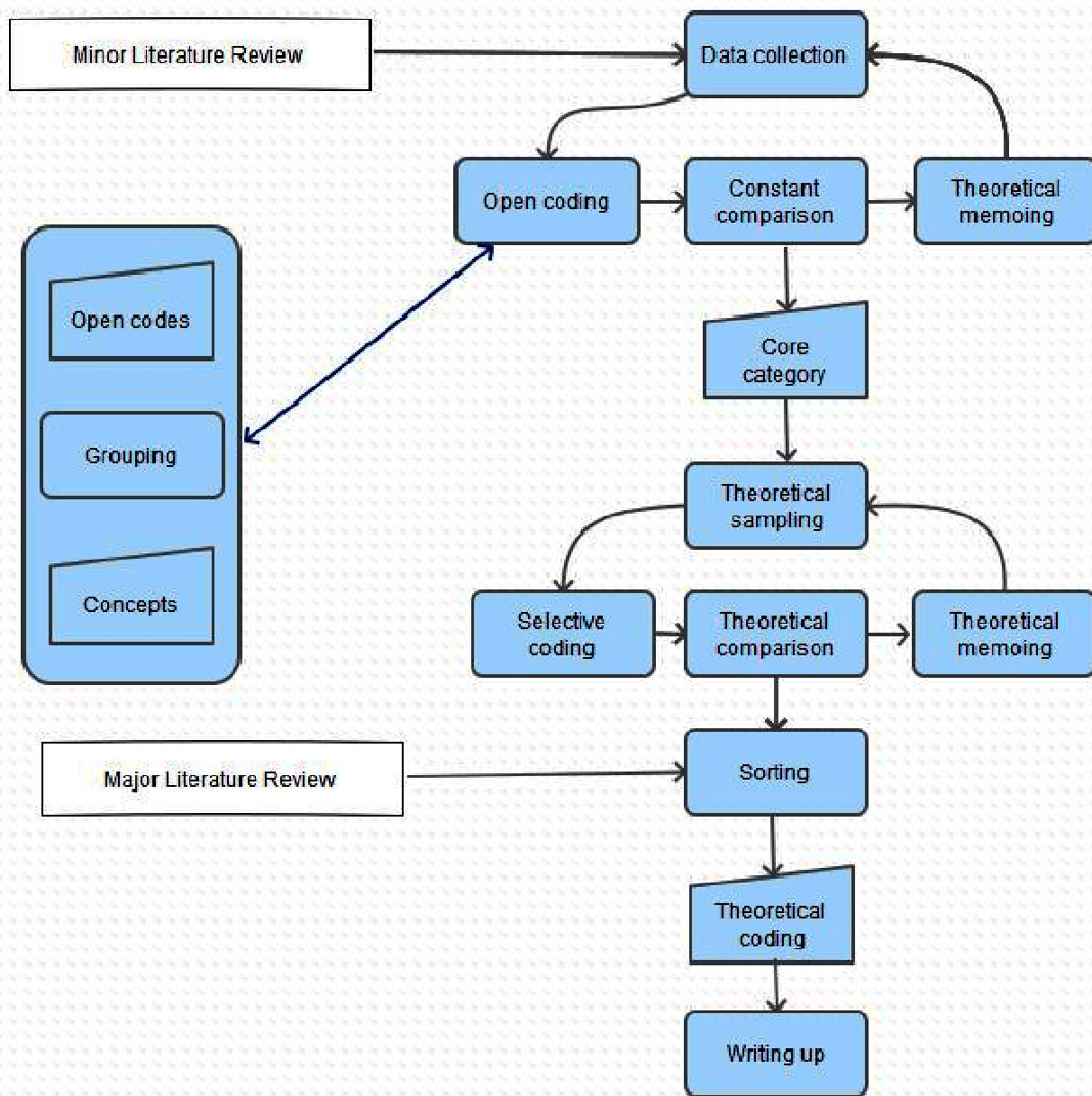


Figure 2: GT steps that have been taken in this study.

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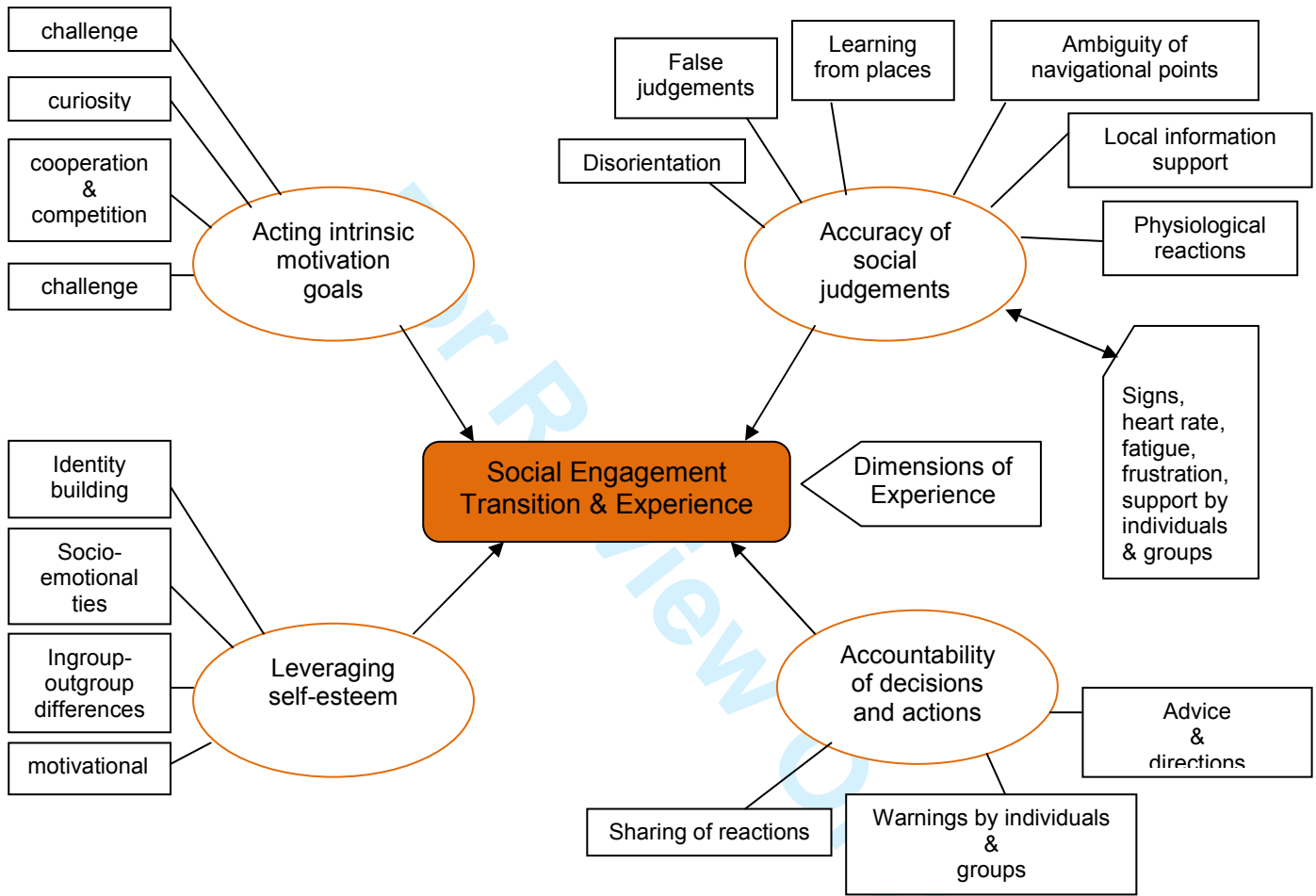


Figure 3: Core category and its emergent properties as the Social Engagement Transition and Experience Framework.

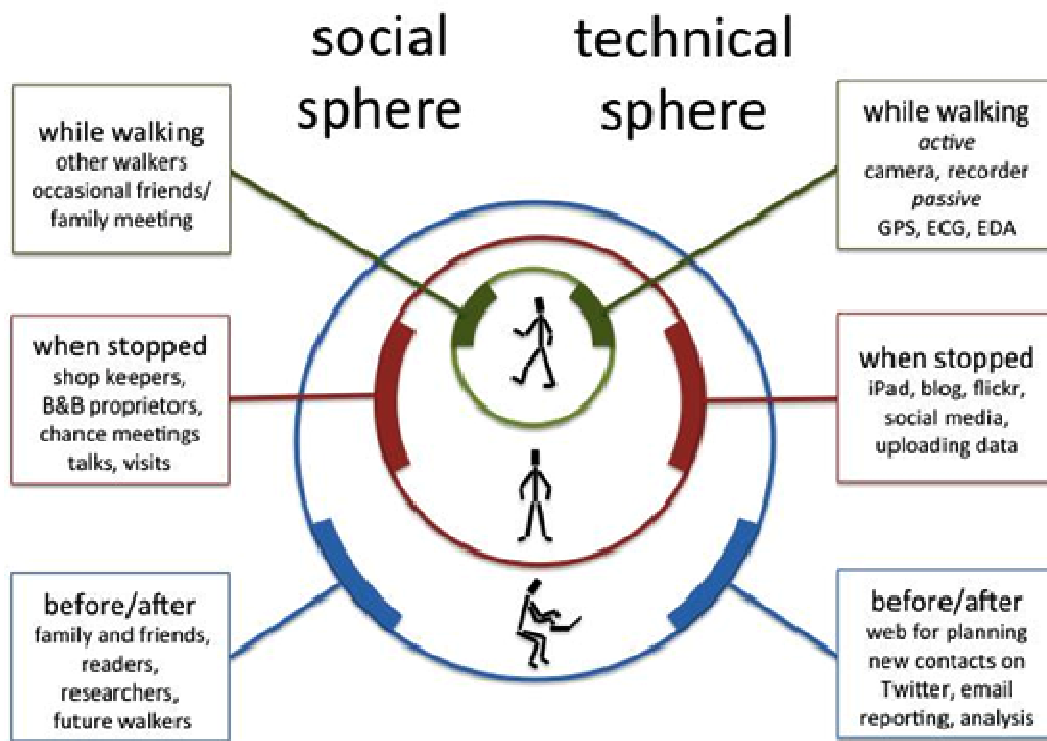


Figure 4: Spheres of social connections and technology use.

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Contexts	Peer Groups	Interaction Strategies	Group effect on Walker	Level of Engagement
On-path Off-path Distant	<i>WCP walkers</i>	Do introductions Give re-assurance and help Encourage Conclude socially Be cheerful Express enthusiasm and elation Showing attention Showing comprehension	Establish walker status Find or lose way Joke and laugh Better knowledge of the landscape	Solidarity (Moderate) Tension release (High) Agreeing (Low)
Distant Virtual	<i>Events & organizations</i>	Do introduction Be proactive & nurturing Complement/praise Conclude socially Express enthusiasm and elation Receiving attention Receiving comprehension	Establish walker status Reward Increase satisfaction	Solidarity (Moderate) Tension release (Low) Agreeing (High)
On-path Off-path	<i>Family</i>	Give re-assurance and help Complement/praise Encourage Expressions of feeling after tension Express enthusiasm and elation Showing & receiving attention	Find way Joke and laugh Better knowledge of the landscape	Solidarity (Moderate) Tension release (Moderate) Agreeing (Moderate)
On-path Off-path Distant	<i>Friends</i>	Give and receive re-assurance and help Complement/praise Encourage Conclude socially Expressions of feeling after tension Be cheerful Express enthusiasm and elation Showing attention Showing comprehension	Establish walker status Joke, laugh and increase satisfaction Better knowledge of the landscape	Solidarity (High) Tension release (High) Agreeing (Moderate)

Contexts	Peer Groups	Interaction Strategies	Group effect on Walker	Level of Engagement
Virtual	<i>Future data users</i>	Be proactive & nurturing Conclude socially Expression of feelings after tension Express enthusiasm and elation Showing attention Showing comprehension	Increase satisfaction Concur	Solidarity (Low) Tension release (Moderate) Agreeing (Low)
Virtual	<i>Imagined audience</i>	Do introduction Be proactive & nurturing Complement/praise Conclude socially Expression of feeling after tension Express enthusiasm and elation Showing attention	Reward Increase satisfaction	Solidarity (High) Tension release (Moderate) Agreeing (Low)
On-path Off-path Distant	<i>Local communities</i>	Do introduction Be proactive & nurturing Give re-assurance and give help Complement/praise Encourage Conclude socially Expression of feeling better after tension Express enthusiasm and elation Showing attention Showing comprehension	Establish walker status Give help and support Reward Joke and laugh Increase satisfaction Better knowledge of the landscape	Solidarity (High) Tension release (Low) Agreeing (High)

Table 1: Contexts, peer groups, interaction strategies, group effects on walker, and engagement present in the Walk.