

Focus group preparation

How can I use archive and collection objects in my teaching without enacting the structural biases of UAL's collections?

Welcome and housekeeping (10 minutes)

- Welcome the group and introduce yourself
- Check that all participants have completed the consent forms and that they understand the confidentiality policy and risks
- Remind that it will be anonymised (not in the session - we will use names etc in the discussion but these will be removed when I write up), you can chose to withdraw consent at any time (even after the focus group)
- Remind that this will be recorded and transcribed, make sure they are comfortable with this
- **Start recording and transcription**
- Recap the purpose of the research and the objective for the session
 - My question
 - Acknowledge the assumption in my question (bias in UAL collections) – invite to explore/challenge this as part of discussion.
- How it will work - I will structure this loosely with topics and questions, but this is flexible and I encourage you to follow topics, introduce new ideas and discuss with each other. My role is as facilitator so I won't be joining in with the discussion.
- Content warning – discussions of structural discrimination which has the potential to be upsetting or distressing.
 - I will be moderating the conversation and will not tolerate any form of discrimination. If this takes place I will ask the perpetrator to leave the space.
 - If anyone becomes distressed I will facilitate a break
 - Anyone can choose to leave the focus group at any time
- Housekeeping, remind participants (also put in chat)
 - I am interested in **your** responses and experiences
 - I want to hear everyone's views
 - I encourage you to speak one at time and not to talk over one another or interrupt to allow others to participate safely.
 - Encourage you to listen to and respond to each other
 - they should respect each other's views
 - I appreciate that you may need to mute yourself or leave the focus group while it is taking place, you do not need permission to do this.

- I hope that you will share openly and honestly your views and experiences
- I may ask you to move on to a question or re-visit a question according to the time available
- Any views or opinions expressed during the focus group will be confidential and anonymised. I ask participants to respect this and not repeat opinions or experiences outside of this focus group.

Opening question/ice breaker (15 minutes)

Can everyone introduce themselves by:

- saying their name
- how would you describe your role (in relation to teaching with objects)

Discussion (1h 25min)

Topic guide:

Objects

- Do you consider objects to be neutral?

Your practice

- How do you use objects in your teaching? In context (of collection) or anonymously?
- How do you choose which objects to use?
- Do you consider the perspective of the archive/collection?

Student engagement

- What are your observations of how students engage with objects in your sessions?
- Have students ever challenged your use/choices of objects?

Ending the session (10 minutes)

- summarise the important things from the discussion
- reflect on some of the emerging issues
- thank the participants for their time and participation and to let them know that you appreciate their contributions
- explain to them the next steps in your research
- agree to share with them any outputs or outcomes that come about as a result of this focus group.
- If anyone wants to continue discussing the topic matter use my contact details to follow up after session