Focus group plan

Welcome and netiquette (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 - *How can I use archive and collection objects in my teaching without enacting the structural biases of UAL's collections?*
    - Acknowledge the assumption in my question (bias in UAL collections) – will invite you to explore/challenge this as part of discussion.
  - Purpose of this focus group is to hear about your practice and your reflections on the topics raised

- How it will work - I will structure this loosely with 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

- Netiquette (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
  - I encourage you to listen to and respond to each other – feel free to ask each other questions too
  - Please 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

o I may ask you to move on to another question, or re-visit a question, according to the time available

o 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
- briefly outline one of the ways they use objects in teaching or learning support

Discussion (1h 25min)

Interview schedule (or topic guide)

Practice

- How do you choose which objects to use in a teaching session or for an event?
  o Do you ever discuss your object choices with others - colleagues, or students?

- How much does the object's context (the wider the archive or collection it is from) affect your choice of the individual object?

- How do you introduce or present the objects to students when you use them?
  o What type of information (if any) do you provide them with?

- Do you think that your positionality, your background and experiences, affects the way you think about the collections?

- Would you say that you adopt any critical practices in your teaching?
  o Could you talk a bit about those?
  o Do you feel supported in your role, e.g. by the university, to adopt critical practices?

- Is there anything you would like to do in your practice, related to addressing bias, but have been unable to do?
  o What is the reason you are unable to do this? (e.g. time, resources etc.)

Students

- How do students engage with different types of objects in your sessions?

- Have you noticed if the way you introduce, or present, objects has affected the way students interact with them?

- Have students ever raised ideas about an object that changed your opinion of it?
  - Did this change in opinion result in you altering your practice in any way?

- Have students ever challenged or questioned your use, or choice, of an object?
  - Has a colleague or other member of staff done this?

- Have you ever used an object in a session, and afterwards wished you hadn't selected that one?
  - Why? Can you elaborate.
  - Did you do anything differently the next time?

Objects

- My question assumes that UAL's collections are structurally biased because they represent dominant cultural perspectives – what are your thoughts on this?

- 'Objects are not neutral' - discuss.

Ending the session (10 minutes)

- Reflect on some of the emerging issues from the discussion
- Thank the participants for their time and participation and share appreciate for their contributions
- Explain the next steps in your research – will analyse this discussion thematically
- Offer to share any outputs or outcomes that come about as a result of this focus group
- If anyone wants to continue discussing the topic, use my contact details to follow up after session