

## FOCUS GROUP MEETING

We kindly ask you to conduct a Focus Group meeting with the Accessible Learning Student Ambassadors (ALSAs). The meeting should take place before the training session in Bath (late February 2022). The meeting should take approx. 1–1.5 hours. We would like to ask you to make a recording of the session for your own records and then produce an anonymised English-language transcript of the discussion to be sent to Filip at SWPS. This transcript will be shared with the other partners.

Tips:

- the moderator/interviewer should stimulate / encourage discussion and steers discussion in a specific direction but does not express their opinion and does not suggest or impose their own opinion;
- the moderator is neutral, i.e. has neither a positive nor a negative attitude towards the research problem;
- the moderator encourages contributions from respondents who say less or do not talk at all (e.g. what do you think about it? what is your opinion on this? etc.)
- a dominant person in the group (often takes the role of an informal leader) may influence the opinions of other respondents so the moderator should encourage all the participants to speak.

## FGI Scenario

A.	<b>Introduction</b>	<p>Hello. My name is...</p> <p><i>[Ask the students to introduce themselves]</i></p> <p>You have been selected as Accessible Learning Student Ambassadors (ALSAs) for the ACCELERATE: Accessible Immersive Learning for Art And Design, a funded project involving several universities across Europe.</p> <p>In the first part of this project we want to understand the e-learning experience in the field of art &amp; design at university-level, and so we're wanting to talk today about your online learning experience since March 2020. We have 15 questions to discuss and our conversation will take just over an hour.</p> <p>We are recording the conversation so that we can produce an anonymised transcript for the project. This means that all personally identifiable information will be removed but your words will be transcribed faithfully. Once the transcripts have been produced the recording will be securely deleted.</p>
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		<p>The anonymised transcripts will be discussed by the project partners, and extracts may be used in the project's public reports but, as I mentioned, we will make sure that what you say is made anonymous.</p> <p>Do you have any questions at this point?</p> <p>To begin with, I would like to ask about your experiences in online education during 2020/21, how you would evaluate the [art/design] classes conducted in this form, and your motivation to study online.</p>
B.	<b>Online Studying Experiences</b>	<ol style="list-style-type: none"> <li>I. What do you think are the advantages of online learning? (<i>important to keep asking: expand why you think so, how it influenced your projects</i>)</li> <li>II. What are the disadvantages of online learning? (<i>you can add: what bothered you the most, what was missing, how did it affect your projects</i>)</li> <li>III. What was the biggest challenge in studying design/art online?</li> <li>IV. Thinking specifically about your own accessibility challenges, how were these affected by online learning? Has online education helped or made these challenges more difficult?</li> <li>V. How would you compare the level of knowledge and skills you have acquired during online classes compared to in-person education? Do you feel that this is higher / lower? Why? (<i>ask about art/design classes, workshops, humanities or broadly general lectures, such as art history</i>)</li> <li>VI. Give examples of activities (<i>not the name of the course, but the way of conducting / teaching in online education</i>) that could be considered as a model of good online teaching, and examples that did not go so well (<i>ask for examples of courses / subjects that did not work at all</i>)</li> <li>VII. Now let's move on to teamwork and group projects: What new challenges have you experienced when working collaboratively online? Give an example of successful and unsuccessful teamwork. (<i>ask: why successful / unsuccessful</i>)</li> <li>VIII. How would you rate your own motivation to study online?</li> <li>IX. How would you rate studying online since March 2020? What would you change to improve the quality of online education? What have you missed most?</li> </ol>
C.	<b>Creativity</b>	<ol style="list-style-type: none"> <li>X. How did you deal without / with limited access to workshops and tools? (<i>ask for details: e.g. own workshop in the house / apartment, other workshops outside the university building, etc.</i>)</li> <li>XI. Did online education stimulate creativity and how? (<i>ask about: searching for materials and tools, looking for solutions; FOR respondents who answered NO the question: why they think so?</i>)</li> </ol>

D.	<b>Technology</b>	<p>XII. What additional non-university digital tools did you use while studying online? <i>(this could be software they installed or extra equipment they used)</i> What support / benefits / solutions did the mentioned tool give you? <i>(ask: what worked, why, what did not work / why)</i></p> <p>XIII. What tools / technologies were missing? What extra technologies could be useful for online learning? <i>(it's not about the name, but about the functionality)</i></p> <p>XIV. What digital tools could be used in online learning? <i>(ask about AR, VR)</i></p>
E.	<b>Summary</b>	<p>XV. What do you think about continuing online education post-COVID reality? In what areas do you think online education has proved successful so that it should be continued?</p> <p>Thank you for your time today — your comments will be very helpful for us as we think about how best to use immersive technology for teaching and learning. We will be back in touch later in the semester.</p>