

## Preparation for the interview

before interview:

- invitation to the interview with sending EDI definitions (Definitions are sent in advance with the invitation to the meeting).
- sending a request for the preparation of a list of literature in the area of EDI recommended for teaching the subject

after interview:

- collection of examples of student work – request to teachers: please send 2-3 projects that show the best impact on EDI education in the form of a description (names of projects, stage of realization, awards, publication in the media) and visual representation (jpg, pdf).

technical issues:

- duration – interview lasts approx. 50 minutes
- recording of the interview and transcription by category (approx. 500 characters for each cell)

<p><b>1</b></p> <p><b>Introduction and purpose of the interview</b></p>	<p>We are conducting a research programme from the Erasmus + programme, called <i>Open Access Contents on Design for Equality, Diversity, and Inclusion for Higher Education Programmes</i>. The project aims to gather information on what EDI issues are addressed in the curriculum and what methods and tools support this education. The result of our work will be the creation of a platform on which the collected data, methods, and examples of tools supporting EDI education will be available.</p> <p><a href="http://www.edideskproject.com">www.edideskproject.com</a></p>
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2	Basic information about the module	Provide information related to the subject being conducted:	answers
		<p>Teacher's name</p> <p>name of the programme</p> <p>name of the module</p> <p>design field of the whole programme e.g.</p> <ul style="list-style-type: none"> <li>- product design</li> <li>- digital product</li> <li>- service design</li> <li>- interior design</li> <li>- design for public space</li> <li>- architecture</li> <li>- interior design</li> <li>- visual communication</li> <li>- research</li> </ul> <p>design field of the module e.g.</p> <ul style="list-style-type: none"> <li>- product design</li> <li>- digital product</li> <li>- service design</li> <li>- interior design</li> <li>- design for public space</li> <li>- architecture</li> <li>- interior design</li> <li>- visual communication</li> <li>- research</li> </ul> <p>form of the study programme:</p> <ul style="list-style-type: none"> <li>– first cycle/bachelor's degree</li> <li>– second cycle/master's degree</li> <li>– unified master studies / unified masters programme</li> <li>– other</li> </ul> <p>Type of teaching:</p> <p>Full-time (on-campus), online, hybrid</p> <p>Compulsory / non-compulsory</p> <p>type of subject e.g.</p> <ul style="list-style-type: none"> <li>- basics of design</li> <li>- design studio</li> <li>- diploma studio/diploma seminar</li> <li>- supporting/supplementary subject</li> <li>- theoretical subject</li> <li>- student activities outside the curriculum</li> </ul>	<p>choose from the list</p> <p>choose from the list</p> <p>choose from the list</p> <p>choose from the list</p> <p>choose from the list</p> <p>choose from the list</p> <p>choose from the list</p>

3	EDI approach	How is the EDI approach understood/interpreted by you?	answer

4	Teacher experience	What kind of experience do you have with EDI?	answers (enter as relevant to the category)
		<p>Practical (length of practice, type of projects which were implemented, research projects)</p> <p><b>provide a list of examples that include titles of projects</b></p> <p>Theoretical (type of projects, research, published articles)</p> <p><b>provide a list of examples that include titles of projects</b></p>	

	Resulting from work with students (e.g. working with students with disabilities; supervising students' projects related to EDI) <b>provide a list of examples that include titles of projects</b>
	Participation in training/conferences related to EDI <b>provide a list of examples – that includes titles of trainings</b>

5	Module/course content	In the next section, the module content will be discussed, therefore please:	answers list of examples – including title, aim and results
		1. Describe typical examples of student work relating to EDI in the context of the scope of the module curriculum (exercises, student projects, case studies)	
		2. Indicate in which type of programme your module falls and what content and topics it covers:	
		• theoretical approach (e.g. introduction of students to EDI, lectures on EDI) <b>provide list of topics, issues</b>	
		• basic practical skills enabling the implementation of theoretical design principles <b>provide list of topics, issues</b>	
		• Advanced knowledge and specialist skills, e.g., by deepening theoretical knowledge and practical skills, conducting research (desk research, statistics, interviews, field research) or/and bringing a project to the implementation phase.	
		3. Which competencies that students gain during the course do you consider especially important for EDI education, in your opinion?	
		4. Indicate partnerships and collaborations that support the module programme.	
		5. What is the final outcome of the module - is it a project, article, research, etc.?	

– Discussing examples serves as a method to initiate and warm up the discussion. Throughout the interview, we can consistently refer to these examples to provide a more detailed and practical explanation for subsequent questions. Feel free to complete the remaining cells in this section if the initial response addresses the following questions.

6	Verification of competences acquired in the EDI area	Please provide methods for verifying competences acquired in the EDI area	answers
		Please provide list of methods and describe its effectiveness.	
		How are the competences verified if projects are carried out in teams (optional question)?	
		Please provide information on how knowledge from the literature is introduced to the program and how is verified?	
		Do you collect feedback from students and how? What are the results and how it influence on the module content?	
		How would you define the best result of practices in EDI education?	
		examples: Is it the social impact of the topics or issues students are raising, the advanced knowledge and skills that enable students to prepare projects for implementation, awards received for students' work, or any other factors that come to your mind?	

7	Teaching tools and methods, teaching aids	1. What tools do you use in EDI education and for what purpose?	
		name of the tool	category: e.g. team communication (design team) knowledge gathering data analysis process presentation simulation participatory design/co-design
			Is the tool particularly dedicated to the introduction of EDI issues and competences? Answers: - no, it has a universal use - yes (if so, please describe the characteristics of the tool and how to use it)
		1 <i>Post-it notes,</i>	<i>team communication</i>
		2 <i>e-mail, presentation, observation</i>	<i>knowledge gathering</i>
		3 <i>film, recording, storyboard, diagram</i>	<i>process presentation</i>
		4 <i>age simulation suit, tactilus seat pad</i>	<i>simulation</i>
		5 <i>Miro, Google platform</i>	<i>knowledge gathering</i>
		6 <i>Solid Works, Rhinoceros,</i>	<i>simulation</i>
		7 <i>SMART, SWOT analysis, SCAMPER</i>	<i>data analysis</i>
		8 <i>trend analysis</i>	<i>data analysis</i>
		...	

example

8	Links to the curriculum	This section of the interview will discuss the place and characteristics of the module in the overall curriculum.		answers
		Do you teach a core module that is mandatory to achieve planned progress during the studies and the intended learning outcomes for graduates? (In some cases, not passing it may prevent the continuation of studies.)		
		How does your module programme link to other modules? Do you see the impact of your module on other subjects?		
		Do you think the module is introduced in the right year and semester, or should it be implemented earlier (or later)? Explain your point of view.		
		Would you like students to gain knowledge about EDI in other modules and where is this possible?		