Appendix ARP Blog 6: Semi-Structured Interviews Transcripts

Date: 24th November 2025
Participants: 6 first-year BA Architecture students (anonymised as Student 1-6) and researcher, Kuljeet Sibia
Activity: Individual semi-structured interviews following two focus group sessions.

Note: These transcripts have been transcribed with the help of AI tools and edited by the researcher. Further details and reflections of this process are captured on the blog.

Interview Transcripts

Interview with Student 1
Duration 25:32

Researcher: Well, thank you for taking part in my research project. I really appreciate everything that you've been able to bring. I have five questions that I'm going to ask to the same five questions that I'm asking everyone. They are a moment for you to reflect and to answer. If there's anything that you'd like me to rephrase for free, if anything that doesn't make sense, tell me, it's probably the way that I worded something. I probably won't engage in conversation, but I will ask a couple of follow-up prompts if I need to. And yeah, take your time. So, and I will be taking notes because, as much as I'm recording, I just don't trust technology at all. So I can make little notes.
Across the two sessions, we focused on the topic of inclusive design in the built environment through a series of different exercises. Could you reflect on being a participant in the study, through the method of a small focus group? What did the environment of being in a focus group, a small focus group afford you in your learning of the topic?

Student 1: I think it gave a voice to everyone in the group, as in in a small group, you're more involved and you can, you have to, you can't be passive because otherwise it takes out a big chunk of what could be said in the discussion regarding like learning and taking it in because you're more involved and you're more thinking of a response all the time. I think because you're in a smaller group, you're always thinking of a response to try and put into the conversation, which is much better than if you're in a bigger group. And I think that means if you're trying to make a response, you're listening more or like more careful to see if you can understand

what they're saying and then create a response to that and in turn, then you learn more.

Researcher: Fantastic. So yeah, in that nature of responding, you are formalising an opinion because you have to.

Student 1: Yeah.

Researcher: Thank you very much for that. My brain works faster than my fingers can type.

Researcher: Question number two. We explored several different methodologies across the two sessions. We had the free writing, which were the exercises that we did at the beginning of both the first and second session where we had a piece of paper with a question and you had your own time to reflect and write and draw about that question. We had the self-reflection exercise in the first session, which was where I asked you to think about moments of inclusion and inclusion and to draw them out and write them out. We had the case study videos in the first session that we watched and then we had the debate in the second session where you brought your own personal reflections and then we had the role play where you took on characters and you answered a question in a group setting.

In your opinion, which methodology made you most reflective on the topic of inclusive design? And when I say reflective, further thought, but as well as your own understanding and your position on the topic and why.

Student 1: Okay, I'll answer the third. When we were doing, I think the most learning in the space as we were doing the session was the videos because of the fact that we, you were getting it from a perspective of people that were either part of an excluded group most of the time or like a minority, which meant more to me and I think you took it in more, but then outside of the session, definitely the role play had a massive effect on my position and my understanding of inclusive design post the session. Okay, yeah. We obviously, we had that discussion in the role play and we came to our own conclusions within the time, but then afterwards it was a reflection that carried on past the session that was really, I think, put me on a good understanding of what we were learning about.

Researcher: What, can you explain a little bit more about that post-session reflection from the role play?

Student 1: I think it is very much, you can't blame a person. So for me, I was the developer, but I think as much as I would have loved to kind of enable and give the budget to like these kinds of things that become more, that help inclusive design and help climate and all this stuff, I think because you have so much external pressure on you as a person to provide you whatever role you're in, that you can't then, as someone that's scrutinizing someone for not being an inclusive designer or not participating in inclusive design, you can't focus on the person. It's rather the whole system that we've built and the way that the planner communicates with the developer than the architect. And I think it's just that that system doesn't enable inclusive design.

Researcher: Can you expand on that a bit more in terms of that system of communication doesn't enable inclusive design?

Student 1: Well, I think obviously the architect is depending on their own opinions on what they would want to design. But then if the developer gives you a brief, which you have to put yourself up to, then you will do as best as you can to make it so the developer asked, make this as inclusive as possible, the architect would do so. But then, so the architect is gonna put out whatever they can with the budget, of course, from the developer. So I think it's all kind of middlemen meeting rather than the people that make the difference with the system. So the developer is not the person that has the money. It's the investors to the developer that then gives over the money. The architect, the architect is the most, doesn't have external pressures apart from the developer and planner. And then the planner is the council and the council. They have to uphold laws and regulations and stuff like that. So I think, yeah, it's the middlemen meeting and then they don't have much leeway in what they can say from their own personal.

Researcher: It's not personal, it's their role within the job. But I think we'll come back to this at the end. But that was really great, thank you. Second question. No, that was already the second question. Right, second part of the second question. Out of the methodologies that I described that we did, which made you the least reflective on your understanding or your position and general thoughts around inclusive design and why?

Student 1: I think it was the first thing that we did in each session.

Researcher: The free writing.

Student 1: The free writing. Because first of all, you come into the session, you're warming up. It helped us warm into the discussions. But I think with the timing and what you would have wanted to write is different to what you would have wrote. But then again, that's a good thing. Because it's very raw what you're saying. But I think it wasn't as deep as you would have wanted to go. I thought it was quite shallow for the first two, three minutes.

Researcher: Do you think doing the same activity twice made you reflect on the different ways that you might answer it across two sessions with some learning in between?

Student 1: Yes. But to the depth that we went into on the first session, I don't think reflected within those first few minutes of the second session. As in, you think about it and then you leave it a week and you think about it again and then you go into that deep, there's like that grace period of getting into the discussion and the thinking behind it, which should be just a thought, like eventually after, if we had more sessions, I think, it would become, if you did that again and again and again and again, you'd have much more of a greater understanding. But only in two sessions, I think the gap between the two and then also just only having two was not enough to make a difference in those first few.

Researcher: Do you think if it was something that you had been left at the end of the first session, if I asked you to go away and come back with it, you would have made some time to reflect on it and write about it?

Student 1: Definitely, yeah, I think.

Researcher: Thank you very much for that. Question number three. Do you think your perception of inclusive design changed across the two sessions and your position in the topic in terms of your own agency or your opinions around inclusive design and if so, how and why?

Student 1: I think in the first session, it definitely opened my eyes to the groups that are excluded because some things you just would never think of before talking about it. And I think then that changed my opinion on inclusive design as in it doesn't have to be specifically function. It's also about aesthetics of the design and the way that space will make you feel and if it's safe or if it's light or dark or

whatever, all these different things, it doesn't necessarily have to because when I thought of inclusive design, you think about, for me, before the sessions was very much about accessibility and physical accessibility to a building or space as in ramps, lifts, everything more for, rather than, it's not inclusive design, it's being inclusive for disabled disabilities and more about accessibility and accessible design rather than inclusive. So I think that's the first session was very much opening my eyes to what inclusive design is and then also throughout that session, you think of who do you blame as in a way of why does this happen? Who are the people responsible for this happening as in this happening being designs that aren't inclusive? And then for the second session, it was kind of a self-reflection on that you shouldn't blame and it's more, it just needs to be a general understanding rather than, so you can't blame someone if they don't know about it and I think at the moment, a lot of people don't know enough about it. So I think that first session, if everyone had that first session, they'd know more about inclusive design and then that you'd work towards not having the issues that we had in the second session. If that makes sense.

Researcher: Explain that more, you'd work towards not having the issues.

Student 1: Not having the dilemmas that we had between people.

Researcher: Question number four, reflecting on your lecture this morning with Carlotta, which was titled Access and Comfort, could you reflect on the process of learning in that session in the lecture compared to our previous sessions?

Student 1: I think we had this lecture this morning. I was there for the whole thing and I didn't even think that it was related to inclusive design. I think it was more very fast paced purely because of the time. It's the same timeframe as what we have for our sessions but it's a lot more material that is in a way is more material than we're thinking about that as in there's more content in the lecture that I had this morning with Carlotta but it's more content of the same subject. I think, does that make sense? No, explain that to me. Um, we don't, with the access it's more like, it's very bullet pointy with six different or I think it was six different types of access and all these things but I think they're kind of the same solution almost in a way. Which is why more content but less focus on expanding on the details of why we are actually looking at them which in a way makes it less informative and more just tick boxy. I don't know, does that make sense?

Researcher: Yeah, thank you very much for that. Question five, how would you like the topic of inclusive design address further in your architectural education?

Student 1: I think the fact that we had that first hour lecture this morning, technically about inclusive design shows that it isn't the best way to put forward inclusive design and I think it would be much better in a almost similar setting to this but it obviously has to be more people. I don't know what to explain. Because if we did this hour session with five people for a class of 100, logistically I don't think it would work but it could work in a workshop environment as in previously we had the lectures on Tuesday with Adriana and she would do her lectures in the morning and then we'd have a workshop in the afternoon and that workshop I think would work in the same structure if we were talking about inclusive design rather than ethics.

Researcher: Talk to me about what that structure of that Tuesday afternoon was.

Student 1: It was table work in smaller groups, not specifically chosen groups so you'd be with people that you want to talk to which is an argument that could be made that you shouldn't and it should be that it's decided groups and then you will actually talk about the subject a little bit more. But it was smaller groups and then you were given time to discuss and then it would be given this thing to the whole class then we talk about it then you talk about it to another group and then. So you'd be given a topic. A topic. And you discuss amongst your small group, your table. Yeah, you'd be given the topic to everyone would be given the same topic in the whole class. Then you'd talk in your group. Then you'd talk to another group. To two groups speak to one another. Two groups speak to each other and then so it's kind of a refinement process to the point where people have the same idea and have different points of view.

Researcher: So one group you discuss amongst a group that group discusses another group and then those two groups discuss with another or just. Does it scale up?

Student 1: It scales up to the whole class.

Researcher: Okay, so it goes from like one to two, two to four, four to eight.

Student 1: Well, one to two and then because of the size of the groups and I think after two become the whole class. But the only issue with the thing that I see with

that being an inclusive design would be a voice again with because if you're in a group and then you arrest in that group as a group to talk to the whole class, not everyone in that group is gonna say something. So the overwhelming opinion of the group will be heard to the rest of it but not every single person's opinion. So I think.

Researcher: So if not everyone's, but your opinion is heard when you are in this. How groups small were your sizes?

Student 1: It was like three or four people.

Researcher: Three or four people.

Student 1: But then you talk. So it would be just tables everywhere and you'd sit with people that you were wanting to work with in the workshop and then talk to them. And then in the discussion period, you start talking to other groups around you.

Researcher: Where was this? What room was it in?

Student 1: In this.

Researcher: Can you get that many tables?

Student 1: It was a mess.

Researcher: Okay, interesting. That's fantastic. I mean, that's really interesting because I wonder if, well actually was there anything else that you would like to add to that in terms of how you would like the topic addressed further in your architectural education?

Student 1: I think it's just the voicing opinions with the fact that if you did it as a larger group than five or six people, you're not gonna be able to hear everyone's opinion. You're not gonna be able to fully develop your own understanding of what inclusive design is and how we should act upon inclusivity.

Researcher: Could that be done within your studio? So your studios are 12 to 13. Could it be like a conversation of splitting and discussing so you have six or so people between each group and then maybe having that reflection come back?

Student 1: Yeah, but I think it would have to be longer than an hour.

Researcher: Yeah, to allow for an hour's worth of conversation.

Student 1: If 13 people were having a discussion, 13 people having a discussion would take longer than six people to fully have the discussion with everyone.

Researcher: Wonderful, thank you very much for that. I guess I'm gonna just choose to come back to a couple of points. Go for it. I think your fantastic insight, really, really appreciate it. And I think you've been able to reflect very well on the process and what you've been able to get from it. And I'm really intrigued by your future understanding of the role play activity and how it's given you different perspectives. And nobody's used the word to build empathy, which was kind of one of my initial research questions, but a couple of people have. And that role play is really interesting and you can't blame anyone. And understanding that lots of middle people, sometimes those people in those conversations, like you could have been the CEO of the developer. Viola could have been the managing director of the council, could have been the council leader. And you still have those conversations of a developer's gotta think, well, what's the investment? Even if that investment is your own, that money is coming from you into the project. You do have ownership over it. And I thought Tamara had a really interesting perspective on, as an architect, even understanding everyone's, the power is understanding everybody else's position, but the skill is understanding that you still need to fight for what's right in terms of design. And I think that sort of dynamic can, some people can take the attitude of, but the developer just needs me to do what they want to do. But in the, there's so many interesting dynamics of that conversation and how you then decide, well, what sort of architect am I going to be or designer am I going to be? Am I able to challenge someone if they tell me there's no budget, because there's some budget. It's like when I work with mechanical and engineering, engineering mechanical and plumbing engineers, MEPs, the first thing I'd say to them is, it's too big. You tell me what you really need. Because they're like, no, we need all of this space. I'm like, your pipes don't take up that much space. You tell me what you really need. Or with a column, I'd be like, can I just move that column over there? You can't just move a column. I'm like, but can I? Okay, so if you move that column, this is what we need to do. I'm like, great, let's do that. So there's always that sort of negotiation that you end up getting. I think the idea of knowing where other people come from. The structural engineer is telling you that you need more concrete because then they have some bigger margins in case something happens. The MEP

engineer wants to allow some tolerances in case something else happens. But my role is to push them to kind of get what I need. Just like they will push me to say they need more space to get what they need. And it's the same in the settings of how you manage a larger group. I thought, I wasn't sure how the role play would play out because we don't ideally like to give you some time to go away and really get into that, maybe talk. I didn't have any, just handing out paper and said, discuss. And you all took you, just like the way your persona just became a developer and the way you were like kind of shut down and not really saying much. I was like, I am in a genuine meeting with a developer.

Student 1: I can imagine it was similar to what it actually, and I think it was a slow start. We were all a bit confused on what's going on. But then at the end, it was very, we could have gone on.

Researcher: Yeah, I mean, I wish I was able to just try and fit so much in these small sessions. So I think it's really great that that's kind of allowed you to think beyond. And I'm very pleased, regardless of kind of anything to do with the research, that that is a method that's been interesting because a few people have raised it. Because you do start to put yourself in someone else's position and say, well, let's not blame someone. Let's just kind of think about what we're trying to do and then what is my position in it. Because someone else could come in and say, well, developer just kind of is going to say no, so I'm not going to really push for it. But if that's the position they take, that's the position they take. My position is, no, I really strongly believe in this. I'm going to negotiate for it. I'm not going to argue for it, but I'm going to negotiate for it. So now how will I be able to negotiate? Well, through design. And give them solutions. So you start to kind of understand what the possibilities of all of that is.

End of transcript

<u>Interview with Student 2</u>
Duration 19:47

Researcher: Okay, wonderful. Firstly, thank you very much for taking the time. It's been really appreciated. Thank you for giving up your evenings as well after a very busy studio day. Today we're just having, I'm going to ask, we'll see how many I get through. I've got four or five questions and you feel free to take your time to answer these, give as much detail as you would like, ask any clarification questions. I might have a couple of prompts. The questions I'm asking you are going to be exactly the same that I ask everybody else that I'm doing, so this is called a semi-structured interview. I might draw out some further information from what you say. Feel free to adapt an answer if you're unsure, but we can discuss it. But I won't be bringing myself to the conversation as much as if it was perhaps me bringing my personal opinion. This is an opportunity for me just to hear from you. Thank you for your time. We went through quite a lot in those two sessions. If there's anything that you don't remember, feel free to ask.
But across the two sessions, we focus on the topic of inclusive design in the built environment through a series of different exercises. Could you reflect on being a participant in this study through the method of a small focus group? What did the environment of being part of a small focus group afford you in terms of your learnings of the topic?

Student 2: I felt like I learnt a lot more clearly and having a small group meant that I could understand, I could ask questions or kind of interject when I wanted to without feeling the need to raise my hand or feel like I'm in a big room, everyone's going to look at me or that kind of anxiety about asking questions. I also felt like the attention was divided a lot more. There was a lot more attention on the topic we were talking about. It felt like when we were doing the sort of videos, I felt like doing it in a very small room and environment means that I can sort of just focus on what I'm watching and what I'm getting from that information rather than feeling like I'm distracted when I'm usually in a lecture hall. I feel like there are so many things I could look at, like the people looking at this stuff. Maybe I'll end up maybe getting a bit distracted on my phone, but when I was in the small room I felt like I had no option but to look at the screen and understand the information I was being given.

Researcher: Thank you very much. Did you know the other students that you were in the room with? Had you met and spoken to them previously?

Student 2: I knew a few of these people. I didn't know some of them. Some of them were completely new to me. I didn't even know they were on my course. I did have a rough idea of who everyone was and what kind of areas of the course they came from, if that makes sense. I started to think of people from like, oh this person is from Studio One, this person is from Studio Two, that kind of stuff. So I kind of like looked at them and I was like, yeah I know where this person would typically sit in a normal day.

Researcher: Thank you. Moving on to the second question. So we explored several different types of methodologies across the two sessions. We did the free writing exercise which was the piece of paper that you received at the beginning of the first session and the second session. We looked at some self reflection which is when in the first session I guided you through the places that you have personally experienced inclusion or exclusion. We looked at case study videos. We had a debate with your own opinions and then we had a conversation or a debate with role plays where you played different characters.
In your opinion, which methodology made you most reflective on the topic of inclusive design, including your understanding and your position of it? Why?

Student 2: I think the role playing one was the most effective for me. I felt like I could see how everyone was sort of like given like a role and how they could like, how like the sort of like, I know that the person doesn't think this way but the way they were acting. Eventually it felt like I was in a sort of like, sort of like conference room myself. Like I felt like it was very much real and I felt like I was much more immersed into the brief than if it was like something I was just given to write about. I felt like being able to like see the like roles that stood out, like the kind of like priorities and then at the end when we went around and everyone said what their priorities were, I sort of found out like some people had like priorities that I wouldn't even think of to be associated with that demographic. So like I was like, yeah, this is very interesting. And like understanding how people think about something that's being built, like a plan for something, how they see their part in it, like how they think, oh, this is what I need out of this.

Researcher: Would you say that you were able to get somebody else's perspective on a topic? Did that help you build your or challenge your own perceptions?

Student 2: Yeah, I felt like especially when it comes to maybe design for different ability users, I felt like I knew a lot about that. But when I was in this project as a

whole, I kind of learned a lot more about like deaf design, design for blind people, design for wheelchair users that I wouldn't even like think about. Like I thought inclusive design would mean having those little like ridges so that blind people could feel with their canes where the street ended or like having ramps so that wheelchair users could get up. And now I realize that inclusive design means to kind of make it so the space is enjoyable as the same amount as like someone who would be able to walk up the stairs to someone who needs wheelchair accessibility. If I were to design for those people, I wouldn't just design the stairs and then make it so that a ramp could get up. I would make it so like the ramp was just like there would be a ramp for wheelchair users and then like a staircase for the normal ability users so that like it felt like it was equal rather than some like compromise for some other like person so that they wouldn't feel excluded from the environment like they were in.

Researcher: Not a compromise and not excluded. Lovely. Thank you. Thinking back to the different methodologies again I mentioned, which made you feel least reflective on your understanding or your position and your thoughts and why?

Student 2: I feel like when at the start of the sessions we got like question about what we thought about inclusive design and like just do like sketch or like draw or even like write what we thought about it. I honestly felt like I didn't really know what to write or like how to start. I felt like the I don't know I think maybe there's just a thing of my own but being given something blank and told to like put something on it without further like prompts is like very difficult for me.

Researcher: Thank you for that. Do you did you doing the same exercise twice because it was exactly the same question?

Student 2: Yeah.

Researcher: Once at the beginning and once after that sort of session one. Did you feel that your answer would would have been different?

Student 2: Yeah, it would have definitely been different. Yeah.

Researcher: Thank you for that. Moving on to the third question. I guess perhaps it's leading on from some of the things that you've said. Do you think your perception on inclusive design changed across the two sessions? How and why and what was

most impactful in terms of overall narratives and not specifically the activity of role play? I don't want to say too much. Do you think that your perspective on inclusive design changed across the two sessions? How and why?

Student 2: I think definitely at first I was thinking of inclusive design is just to add on things on top of something that's already been built to sort of appeal to people who may not experience the be able to experience the built environment the same way an average person in our heads at least the average human being would be able to. I think I think throughout this I've learned that the sort of point of inclusive design is to think about the design like think about the inclusive part of the design as you design it from the very start of it of the design process instead of just making it something that you slap on towards the end just to like appeal to other like people so you can like bring people in it should be something that's just rooted in the like design itself rather than like.

Researcher: Do you think that you were able to and I probably mentioned this and explain to me if you don't know what I'm saying build up your own position on inclusive design. So for example somebody may have a position that inclusive design is the most important thing that we have to consider and somebody else might say well actually compared to other things it's not as important regardless of how we do things have the two sessions that we've had helped you define your own position on the topic.

Student 2: Yeah definitely because when my initial position on inclusive design was that it's important to to like safety concerns but especially if there's maybe like a wheelchair user on like who lives on like the third floor how would they escape in case of like emergency that kind of stuff but as I like went through these sessions I learned that inclusive design is not the bare necessities it's more about how to elevate a person's experience to the same like if you're designing for a very certain sort of like experience towards like the average person in your head how would you make sure that maybe a person who isn't at the same ability level at the same like sort of demographic as the person you're imagining in your head might be using this built environment how would you make sure that that person also feels like they've been thought about while designing this thing it's not just something it's not just bare necessities it's also like being able to make sure that this is an enjoyable space for all people especially when I was looking in when I was learning about the sort of different designs for like blind people on the screens when you showed those videos about deaf design and blind design I was thinking oh these people are not

these design these people including like enjoying parts of design that like the design parts that they enjoy they aren't like bare necessities they aren't like ridges for them to guide them through they're enjoying textures and like sounds and like sort of like view like the acts like their viewpoints or like their mirrors or like the windows they're enjoying that they're not enjoying like the like the bare minimum of what they need to exist in a space they're enjoying what makes the space like special to them.

Researcher: Yeah and you I guess I asked this if you reflect back on your lecture with Adriana and you had like different prompts and debate topics where you discussed do you think that this knowledge that you have gained will then enable you to bring a different perspective to that considering the role play and understanding what a developer thinks what a local resident might think what a planning officer might think versus what you as an emerging architect or as a designer at the moment thinks?

Student 2: I guess yeah I feel like I've definitely like learnt a lot more about how like different groups like come in to like sort of like their own like concerns about a building and how I've changed my sort of perspective on like inclusive design. I'm not really sure about the question.

Researcher: That's okay no I think what you've answered really well on what I was getting at was you came in with one perspective on what inclusive design is and your understanding of inclusive design has really expanded but also do you think through this process your understanding of all of the other bits and knowing the role of an architect or a designer within inclusive design has been challenged in some of the conversations that we've had before around the your own opinion about inclusive design versus somebody else's opinion about inclusive design and why somebody else might challenge it differently to yourself.

Student 2: Um I guess not really like I I get what everyone else might think about inclusive design but I feel like um like my my stance on it is like very limited in perspective to everyone else's like I got a glimpse into how my how like a planning officer might think about inclusive design but I I think I can't really relate to how like they might literally think because I'm not one myself and I'm not really studying in that context I'm studying in the context of like an architecture student so obviously the way I would see inclusive design is like the immediate thing that I think about when I think of inclusive design is how can I put it into the building or like structure I'm designing currently rather than if someone maybe from like an urban design

course perhaps got told about inclusive design they might think oh how would I like how how necessary is inclusive design into this into this built environment and is this really important to the community they might think about maybe like I guess I can relate to that extent but I would never really know how someone in that role or maybe emerging into that role may think literally I don't really know that much technically about developers or like their sort of views or their sort of like.

Researcher: You got a bit of a glimpse just from the sort of role playing and the priorities that were shared thank you. Reflecting on your lecture this morning with Carlotta that was around access and comfort could you reflect on the process of learning from the sessions that we had the two sessions compared to sorry could you reflect on the process of learning from the lecture compared to our previous sessions

Student 2: I feel like it's much I feel like I learned a lot more in our sessions than in the other sessions because I feel like in these ones it was a lot more concentrated on like access and comfort on like what you can do to increase access and comfort with like some examples in Carlotta's lectures it feels like I'm being given examples and then they talk about briefly about access and comfort but like I have to look into it myself like I have to really like dig through like what Carlotta is saying to understand what the point is between like the example and the access and comfort I feel like in our sessions we were talking about what would make a space comfortable and then seeing examples of how that is applied in Carlotta's lecture it feels kind of like the opposite like she's doing it in a different step like she's doing it backwards.

Researcher: The opposite of okay I get that thank you very much and then my last question is how would you like the topic of inclusive design or access and comfort address further in your architectural education?

Student 2: I guess learning a lot more about inclusive design outside of just disabilities because I get the point of like disabled people may need inclusive design a lot more than some other demographics might because they literally needed to exist within a space like maybe a woman might be able to get up the stairs but a disabled woman might like struggle with that and then like I want to understand how inclusive design can be applied through different demographics like women or like the elderly or like younger teens and like children I think one of the interesting things I saw in one of the lectures was about the architect who made

like the playgrounds and how when they visited the space it was in Michael's lecture I think when he crouched down he understood why the space was appealing because children have a different perspective to adults who are way taller than them I guess that kind of like application really interested me.

Researcher: Okay wonderful that's it for me thank you so much unless there's anything else that you would like to add?

Student 2: Not really.

End of transcript

<u>**Interview with Student 3**</u>
Duration 18.05

Researcher: So thank you so much for taking part in my little mini research project. I've really appreciated all of everything that you've brought to it. I'm going to ask five questions today. They're the same questions I'm asking everybody. This is a semi-structured interview, so I have questions. I am predominantly here to listen to you and your own reflections. If I ask anything that doesn't make sense, please feel free to ask me to rephrase it or to explain a little bit more. Take your time to reflect. I'm sorry, I'm eating nuts. Take your time in answering them. I might not necessarily come back and have a conversation with you about it, but I might ask for the prompts to just get to certain topics. And on that note, I will begin.
So across the two sessions that we had, we focused on the topic of inclusive design in the Could you reflect on being a participant in this study through the method of a small focus group? What did the environment of being in a small focus group afford you in the learning of the topic, in your learning of the topic?

Student 3: I think, like generally with smaller groups, I think there's less of a pressure in contribution definitely for everyone involved. There's less eyes on you when you're talking or asking questions. But I also think it allows you to think about the topics differently because you know that there is space for conversation. You're not left alone to try and decipher what's been said. You feel less pressure about the information that you're being fed that you have to kind of take everything from the initial like video or whatever question, whatever we're dealing with. I think that definitely affects how you approach it. And then also being surrounded by people that you know definitely helps as well.

Researcher: I'll come back to that one second because you did, you came to this session knowing half of the group. Do you think it would have been different if you didn't know anybody in terms of the topic we were discussing and the format?

Student 3: I think you might be like have a bit more anticipation on what people's views were going to be. I think having an understanding of how people think already and how people act makes it easier. But also knowing what people, how they characterise and how they're going to like maybe judge is a strong word but like I guess judge how you act in a group setting. But I do think because we're all here for the same kind of reason, I don't think it would have affected it too much necessarily for me personally.

Researcher: What if you had someone in this setting that had quite opposing views to the topic because most of us were actually had somewhat of a consensus?

Student 3: Yeah I think I'm not sure like I think in lectures we've had it before where there's definitely people who have differing opinions but I think when it's a bigger group it's easier kind of to just brush it off. I think it would have maybe been a bit more uncomfortable if there was someone who was quite like far the opposite direction to my beliefs. But I think it would be valuable to be able to discuss those points in a smaller group and actually take the time to like unpack the differences but I definitely think it would be less enjoyable.

Researcher: Would it lead to greater learnings?

Student 3: Yeah I think so. I think you can't like ignore the fact that not everyone's going to be on the same page even if it is like a popular opinion. I think you definitely do need to have those conversations and I think a small group is probably the best way to have it. You're not censoring yourself when having those conversations because you're in a big crowd it kind of helps to for it to be more an organic like interaction.

Researcher: Thank you very much. Okay I'm taking notes because I just don't trust. Second question, we explored several different methodologies. We have the free writing exercise which was the writing that you did at the first the first and the second session the question and you wrote your answer by yourself. We had the self-reflection where I spoke to you about moments of inclusion and exclusion and got you to draw and write things through reflections. We then have a case study videos that we watched in the first session and then in the second session we had the debate with your own personal opinions coming in and then we had the role play where we played characters and debated a question at a topic. In your opinion which methodology made you most reflective on the topic of inclusive design? And when I mean reflective I mean your understanding and your position and your reflection on the topic. Which one and why?

Student 3: I think the examples like the example videos were the most like eye-opening because it's like a direct there's examples coming from someone who has the the experience. I think that was the most like it like changed my understanding of inclusive design the most and like broadened the horizons of what it can be. I think that was the most like like valuable as well. I think we can discuss it as much

as we can but we only have or at least definitely me I only have such like a shielded view of what it can be. I think hearing from people firsthand is definitely the most like interesting way for me during that these last couple of weeks.

Researcher: Thank you very much. What about which methodology made you the least reflective on your understanding or your position and thoughts and why?

Student 3: I think the the when we did the the inclusion and exclusion like sketches or like the self-reflection I think maybe because it's your own experience it's kind of difficult to differentiate it from like you kind of normalise it so when we were doing that I kind of struggled to think of specific moments because it's kind of just there's nothing that stood out and because it doesn't stand out you kind of just like assume that it's like the regular like I didn't really think there was nothing that stood out in my brain and then it was difficult for me to relate that to the topic compared to hearing from other people and hearing like differing experiences to your own. I think that was more helpful for me.

Researcher: Wonderful thank you very much for that. Question number three do you think your perception of inclusive design changed through the two sessions how and why and perhaps what was the most impactful?

Student 3: I think it did change I think it like I think my understanding and like kind of scope of what actually can be definitely like increased and I think the tactile element of design like when the lady was talking about beauty in like physical aspects of the building like touch I think that was definitely something I haven't thought about I think it kind of I knew what inclusive design was and I kind of understood the idea of it not just being a like a tick box or like a an aspect that's added later in a design but I think the actual details of completing that was what was kind of brought to the forefront in my brain when we did this about how what ways you can make inclusive design effective and enjoyable for someone who's experiencing it.

Researcher: Thank you very much for that. Question number four reflecting on your lecture this morning with Carlotta access and comfort could you reflect on the process of learning within the lecture compared to our previous sessions as well as considering the topics that were discussed in your lecture and ours?

Student 3: I think in a lecture like that there's definitely less detail added on each point we definitely covered quite a lot of information this morning I also think like Carlotta is like dealing with keeping people engaged and I think if you dwell on any specific detail for too long you risk in like people zoning out I think that kind of like sacrifices more like parts that we could definitely talk about more and in talking about inclusive design when we were talking about like ramps and stuff it's definitely something to think about but like the way that it was presented today is not really it's not really brought to us as something that is necessarily should be given that much thought because it's so quick like the reference of it is so quick and we it was just like like not even five minutes of talking about it and I think that is what then would lead people to kind of taking this section of design as it being like secondary or like aesthetic versus anything else I think that's what if you had a smaller group you'd worry less about people zoning out and then you can focus on each point more I think and people can feel more comfortable to get involved if they don't understand something unnecessarily understand its like importance.

Researcher: Okay we are whizzing through quite quickly question number five how would you like the topic of inclusive design addressed further in your architectural education?

Student 3: I think I think if it's approached and like I was saying about the beauty of inclusive design I think if it's approached in a way similar to that about how you can incorporate it into the aesthetics or the like the the part of that design which people seem to like would focus on and enjoy more like the the visual part or that they're like I don't know what the word is like the creative part of design versus the functional I think if you approach it by that people would be more engaged I think when we think about design it can almost be like linked in with like a like a structural part of design where it's like the part you have to do and it's the less fun part but it's you have to do it I think if if it was approached in a way there's more possibility for kind of like like smart design choices or like non-standard choices I think that would be more engaging for a student and I also think yeah maybe the grouping the the way we talk about inclusive design like today with the ramps being grouped in with a lot of things that are definitely not as like like we weren't we weren't talking about how like well I don't know it's it feels like it was kind of out of place really today like everything else was quite like we were talking about our design like our initial design so like what we want the form to look like and I think the accessibility when we talk about accessibility is kind of a separate like more important aspect I think maybe the the how we approach it affects how it's executed and I think if we group it in with

other things that are less like I don't I don't know I think it like definitely shouldn't be put on like like a back burner of things secondary thoughts I think it needs to be more individual I think you could have a whole lecture well you could have many lectures about it but you could have lectures about how it can be executed in a way that is not like manufactured and like exactly to council staff or like just to council standards I think exploring that would be interesting but I think you just need to be given the the opportunity to explore it and not like just fill it in when you're as you're designing something else.

Researcher: Okay yeah wonderful

Student 3: That was a bit of word vomit there.

Researcher: I mean the reason there are small conversations is that you need some time to think about it to reflect and then an answer sometimes that's just whatever that comes out um thank you very much uh really appreciated having you part of the focus group. I've enjoyed you coming in were there any other sort of additional points or comments on anything that you'd like to raise any questions?

Student 3: I think small like smaller group discussions in general is like beneficial I think I think like in the studio I think it would be beneficial to have more like discussions about topics I think learning and getting an understanding of things is definitely easier and more valuable when it's in small sessions so I think like this is like the like doing even just doing the dilemmas in this kind of setting versus ethics that you definitely feel like you are able to mill over the topic more and talk when you're talking about the topic more it definitely is helpful I think in general that would be beneficial in like a learning situation like our course

Researcher: What about the fact that you just topic it would take a really long time if everybody had to give an opinion yeah and maybe a bit repetitive the fact that we were in a smaller situation and I kind of you were expected to give one does that mean that you then have to formalize an opinion on it?

Student 3: Definitely I think yeah I think it um yeah you can't there's no hiding kind of thing and also yeah I think I mean the fact that everyone signed up for it as well I feel like there's an obligation to contribute so I feel like that is different to a lecture or people did sign up to go to lectures but it's a bit different but like yeah yeah like it's a different more personal like we know that this is going towards something but I

do think then when you have like an ethics lecture people who are who are more likely to contribute then I think that kind of affects the conversation that you have because there's a barrier there's already a barrier from the like points of views that are going to be discussed because some people who might have a different point of view don't want to contribute to a room of 100 people so I think that there's still definitely we still definitely had like debates in the ethics lectures but it was a lot of the times the same people talking and kind of similar points like I don't know I think it definitely would be better to kind of allow people to have their everyone to have an or not even everyone but have a more depth of conversation and depth of like opinions I think that's definitely valuable with questions like that when it comes to things like ethical and inclusive design.

Researcher: Do you think that we could have the same no this is me just a bit more we could have the same level of conversation if our group was double the size of the size of the studio versus the six people that we had?

Student 3: I think so but again I think it is difficult like I said with people signing up to this everyone was prepared to talk I think we do like in my studio there is discussion but it just like some people just are not like it's just not their thing to like contribute and I think maybe that is too big of a group again I also think maybe it's familiarity with people I think maybe if there's like an effort to kind of get people comfortable with each other before but we had two people who didn't know anyone else in here yeah yeah but even just like in our studios like so in like at the end of unit one I think everyone would have felt more comfortable and having a conversation of that size we had a great group yeah but I know like now in my studio now that's not happening I don't even know if that would happen at the end of unit two like people just are not they're not there's a million reasons why it's not people's thing.

End of transcript

<u>**Interview with Student 4**</u>
Duration 13.35

Researcher: If there's anything that I say that you're unsure about and you want me to rephrase of course let me know or if you need a little bit of time just take your time. So first of all thank you very much for taking part and I've really enjoyed having you part of the research. Question number one across the two sessions we focused on the topic of inclusive design in the built environment through a series of exercises could you reflect on being part sorry can you it's got late could you reflect on being a participant in this study through the method of a small focus group what did the environment of being in a small focus group afford you in your learning of the topic?

Student 4: I think what um that was a very nicely formed question my answer won't be that nice but I like that because of the smaller group I think I paid more attention to what I was learning and what the other people were saying I don't know why it was just something I experienced and also um it's a bit more clearer I'd say like the overview of the whole like lesson and who's speaking what and why are we doing this and the whole structure of the like class or lecture was very very good.

Researcher: Would you in terms of the why could you refer back to other sorts of environments that you learn in and why this was perhaps different and better in that?

Student 4: Well I think in most lectures that we have here it's always like with 110 people or something it's very anonymous and that way I think it also doesn't feel as important what you have to say whereas if you're at a small table it feels like one's contribution might be a bit more important to the general discussion rather than like a big room I think no one wants to be that person who like starts a discussion or something um

Researcher: Nobody wants to be that person. I'm writing notes because I just don't trust but I'd be like oh wow that was amazing and get home and go oh I can't hear anything I take notes as well. Thank you for that answer. Question number two we explored several different methodologies we had the free writing exercise which was the piece of paper that you had at the beginning of the first and the second session where you read a question you answered in your own way and style we had the self-reflection in the first session which was when I asked you to think about

moments of inclusion and exclusion for yourself and to draw and write them out we have the case study videos that we watched in the first session and then we have the second session the debates with your own personal reflection on a topic as well as the role play we have different characters and a debate around that within your characters. In your opinion which methodology made you most reflective on the topic of inclusive design in that reflection you can also include your understanding of the topic as well as your own position and agency and why?

Student 4: Okay um I think the videos were really helpful for me personally as you hear people talk about their own experience whereas with students not that the discussion or the role play wasn't a good thing not at all I've really enjoyed it but I think we're not some like none of us are like elderly residents or I don't know a professional architect so we're just we're pretending in a way whereas a video where someone I assume that person is not an actor um someone with a real experience um makes a bit of a difference and like seeing seeing the different spaces or possible possibilities I guess of how inclusive design can be adapted to space that was really helpful for me um especially as I'm not really yeah familiar or like I don't have a broad knowledge in inclusive design in that way um which is really yeah it was really nice to learn it through those videos but also I mean the the talk and the role play was really fun because you actually have to think about everything that's happening at the table because you're part of something um yeah so that was definitely a good way I think to learn but I personally enjoyed the videos.

Researcher: Perfect thank you very much for that. Second part to that question is which methodology made you the least reflective on your understanding or position or thoughts on the topic?

Student 4: Okay um probably the writing down or the reflective writing I don't know how that's free writing free writing yeah it's just I I'm not a person who writes something down I think it's just very personal like same in the studio if someone's like doing sketches I'm most of the time just observing so that's something I personally like to do so the free writing wasn't really useful for me and yeah yeah.

Researcher: What do you think of doing that same exercise twice once at the beginning of session one and second time at the beginning of session two did that make you reflective on how you answer the question differently?

Student 4: Yes I would say so definitely I think I while writing it down was like oh wait now I remember what I wrote down the last time what I learned instead so um well like in the meantime I think that yeah definitely maybe very like unconscious unconsciously.

Researcher: Okay wonderful thank you for that. Question number three do you think your perception of inclusive design changed across the two sessions how and why?

Student 4: Absolutely um I think I now look more like details I didn't see before especially when it comes to materiality um as I think it was the blind woman who was talking about how acoustics change with different materials and surfaces and how they have their own kind of aesthetic and that's something I think I'll never like forget because it sound like poetry and I should talk about beauty yeah exactly so and it's a beauty that I maybe not I see normally with my eyes and not with what I feel what I hear and I'm like trying to find the beauty with my other senses as well if that makes sense so um yeah I hope that answers the question.

Researcher: Yeah perfect thank you um question four reflecting on your lecture this morning with Carlotta around the theme of access and comfort could you reflect on the process of learning in that environment and lecture, with the topic, compared to the sessions we had?

Student 4: The lecture this morning was more about listening and learning from listening and that that was it like if you want to you can take notes but that's up to like every individual um and should I talk about the topic itself as well um I wouldn't say that I learned much about comfort or access accessibility um it was more like looking at precedents of different types of like buildings so and I feel like every lecture is a bit rushed as well it's like yeah we don't have time we're only for an hour which is I mean it's not like Carlotta's schedule at all like I just know it's a bit tight so but then also like knowing that when the slides get skipped and just like hey what am I supposed to take in and whatnot it's a bit different I'd say to the lectures that we had um yeah and I didn't like compare to the lectures that we had the last two weeks that was like a completely different conversation about accessibility um I mean I guess it depends on what you what you see as accessibility and what people want us to teach and what they'll name it in a certain way um but yeah I those were two completely different topics in my opinion.

Researcher: Different takeaways from there because exactly we would consider that access is part of inclusive design but not suddenly inclusive design. The precedents that Carlotta spoke through were real life design examples of what one might do, but also perhaps more restricted only accessible rather than other examples of inclusion.

Student 4: Yeah I think yeah and she didn't really talk about how that makes it accessible or like an accessible design or how it makes it um like a comfortable space I mean obviously that's up to like every individual and like based on perception but we were just like I think talking about like stairs and you know and lifts and so on like what you can put in and include but it didn't like it didn't go into the depth of it I would say it was just more about and I guess maybe that's university maybe you have to like look at the lectures yourself afterwards which is completely fine but yeah.

Researcher: But also I guess within an environment like that was there an opportunity to ask those questions and dig deeper?

Student 4: Not really it's just always at the end and then you're like okay do I have an answer right yeah right now it's just like you're a bit left on the spot if that's the right word but and then like 20 minutes afterwards you're in design studio and thinking about something completely different so isn't much time on reflection

Researcher: Yeah and do you feel that the sessions that we had allowed you within the format that we had to actually reflect?

Student 4: Yeah for sure and maybe also because that might sound weird but because we were able to like eat and because he gave us like snacks and made it really I'd say more relaxed and more like at ease and also like tight so I felt yeah it felt like there was space to reflect in a way and then afterwards as well like most of us either went home or like I don't know to study something else but there was like a bit of like air in between everything else whereas with the lectures here whether that's the technical one tomorrow or the design Mondays it's always a bit yeah tight and then the whole Wednesday and Friday are like up to you.

Researcher: Wonderful thank you for that I've got one last question question five how would you like the topic of inclusive design address further in your architectural education?

Student 4: Um I think it should be I don't know if that will be a unit at some point but I think it should be like either completely part of a unit not just like as one like lecture but something that's like actively taught so I'd hope to see that maybe especially when we're like designing actual buildings because now it's only like smaller I don't know like interactive spaces but I'd hope to learn more about what's possible maybe what isn't what's realistic what isn't realistic in an architecture world or like you know like just hearing from people who might have experience in an inclusive architecture and actually building and designing spaces that are inclusive um and have that as part of the of every unit to be honest I mean obviously maybe for some for like technical it might not be when you have like light lights and water and all of that it might not be the most not relevant that sounds sounds like right but like.

Researcher: Lighting can be really inclusive yeah yeah that's true and what it's what it's really trying to do as well as understand the technicalities of how you get light to different sources yeah so there is that sort of intersect.

Student 4: Yeah that's right well I'd hope to see it in like more more units and also how they kind of intersect with each other because it's all I think it's a key focus in architecture.

Researcher: Okay wonderful thank you very much that's all of the questions, do you have anything else to add or any other questions?

Student 4: Um, no good questions.

End of transcript

<u>**Interview with Student 5**</u>
Duration 16:47

Researcher: We'll just start recording, and it's recording perfectly. So it's about 20 minutes. I'm gonna ask you five questions, the same five questions that I've asked I will be asking everybody. If there's something that isn't clear, just say, please can clarify that, what do you mean? I'm trying not to have a discussion, just to clarify the question, but I will probably ask prompts as well. If you need to take some time, take your time to answer them, see what we can get through. Excuse me. But otherwise, it's just your own reflection, your own opinions that I want to hear. So first of all, thank you so much for taking the time to be part of the last two sessions, and today I really appreciate it.

Student 5: I really enjoyed them as well.

Researcher: That's great to hear. So first of all, across the two sessions, we focus on the topic of inclusive design in the built environment through a series of different exercises. Could you reflect on being a participant in a study through the method of a small focus group? What did the environment of being in a small focus group afford you in your learning of the topic?

Student 5: This is a pretty straightforward answer, only because I've always enjoyed being more together in the sense that less people often means more focus. And it's better for, you get a feel of the people you're sitting with more than being in a hall or like a lecture room where it's kind of, regardless of where you sit, it still feels like you're not fully in touch with the people around you and the main lecturer or teacher. So having smaller groups, like of 10 people or less is often, I find for myself, is very more effective for my learning. So I can, I remember things better. I feel more confident in answering things. That might be because of anxiety, but I feel with less people, I can take my time to say what I need to. And even though there may be judgment between people, I feel less judgment overall, if that makes sense.

Researcher: Absolutely. So I'm also taking notes. Okay, wonderful. Thank you very much. Did you know any of the people that you?

Student 5: Not personally. I know that they're all in our course, but I was with Student 2 in the Tutti Frutti unit one.

Researcher: So you didn't have pre-existing relationships with the people, but you still felt quite comfortable. Wonderful. Thank you very much for that. Question number two. We explored several different methodologies throughout the two sessions. We did free writing, which were the exercises that you did at the beginning of both of the sessions. We had a piece of paper and a question, and I left you to write. In the first session, we had self-reflection, where I got you to think about moments that you felt included and excluded, and to write or draw them out, to just think a bit deeper about it. We had the case study videos. We did some debates with your own personal reflection, and then we had the role play with the debate on the topic of a character that you played. In your opinion, which methodology made you most reflective on the topic of inclusive design, including within that reflection, your understanding and your position on the topic, and why?

Student 5: I would say the case studies. The case study videos were the most effective because I'm seeing how people understand how space serves them, rather than hearing it from second-hand sources that aren't the people themselves who are unable to fully access a space, depending on how it's made. I still remember, I think it was two names, I believe. I believe it's Chris, and I don't know if I can remember the other one, but their points and opinions really stood out because it's not something I have heard regularly before. It's new knowledge to me that people who can't fully, don't fully have their all five senses prefer curved walls so that they can either see round from when people are coming down their steps or things of that nature. So the videos, I gained more insight through the case studies because I got to understand from the person themselves rather than anything else.

Researcher: And how about the development that as a methodology to develop your own position on the topic of inclusive design? When I mean your own position, I mean your own perspective and your own agency.

Student 5: It's made me feel more conscious about how I look at space, especially in crowded areas. I find that I just zoom through everywhere. And when one of the, I think it was the last person in the case study that, yes, she mentioned that the lifts are not for people who can't fully access stairs and elevators, the conveyor belts, they prefer lifts and the lifts are often out of sight. So you don't get to see them as much. That really stood out. And it's made me think about how when I actually use lifts, most of them, unlike in this building, which they are in plain sight, but in other buildings and areas, they're not. And they're often around the back and how I was reflecting on how when people in wheelchairs need to take the trains, they get taken

away and I don't see them until I get off at my stop and they get off at the same time or something like that. So it's caused me to be a bit more conscious about how I look at a space, especially when I'm in the space and not just staring at things around me, but actually thinking about whether if I was the architect that made the building, would I have put this here? Would I have done that? So yeah, more wondering, I guess.

Researcher: Wonderful, thank you. Second part to that question is which of the methodologies that we covered was actually, sorry, which made you the least reflective on your understanding or position on inclusive design, your thoughts around that?

Student 5: Probably my own self-reflection because at first when you asked us to reflect on how we've felt negatively in a space before, I didn't, my mind didn't drift more to how things are made for people. I felt, I was thinking more towards my emotions towards the people around me in the space rather than space itself and what's within the space. So I think as we went on, I gained a bit more clarity as to what inclusivity through space really means rather than just inhabitants and people around me. So yeah, that one probably the very first one, yeah.

Researcher: Thank you very much. Question three, do you think your perception on inclusive design changed across the two sessions? How and why?

Student 5: I would say it, I wouldn't say it changed. I still feel the same way about inclusive design as I did from the first session to the second. But I understood it from the difference between the first session and the second one for me was points of view from different people, especially the role play as me being the architect at the time. Yes, I actually, I tried to embody the role as much as I could and I felt like I had gained an understanding as to how architects actually feel when they're being pressured from all directions. Especially when it involves so many factors that it did from the dilemma that we were role playing. So many factors to consider, the workplace, the elderly, the youth, the council, all sorts of components. And I just felt like there's so much pressure and I understood inclusive design not from just the people themselves, from the first session, but the people who are making inclusive design as well, which are the architects and the developers and the other people involved.

Researcher: Thank you for that. Do you, I guess, off of that, do you think you might, some of the reflections that you had previously in terms of how inclusive design is implemented may be slightly different from going through an exercise like the role play? Now that you have an understanding. So for example, in Adriana's lectures, you'd have an ethical topic that you would debate and you might previously have debated it from your own understanding but your own position. Going back to an example like that, would you consider it slightly different or actually a different example, In that second session, we had a debate first with your own position, a second debate with role play. If you had a third one when it was no role play but just you, would you think about it slightly different knowing what the other factors might be?

Student 5: Yes, I would push more in the direction of what is trying to be achieved by the people involved. So through the role play, I believe at first the original brief was that they had to make inclusivity based kind of sports courts. And as we talked more about it as a group, I felt like, okay, well actually the factors involved don't just stem from inclusivity but from an accessibility point of view but from a historical point of view in a sense that we're trying to change the narrative from how it's originally been for a while. So I feel like I've drifted away from the question a bit.

Researcher: No, it's okay.

Student 5: But I feel like it's a sense of balance between the two. So I think, yeah, that's absolutely fine. The sense of balance between the two is really, yeah.

Researcher: I thought if you wanted to end there, that's absolutely okay. Question four, reflecting on your lecture this morning with Carlotta, access and comfort, could you reflect on the process of learning in that lecture compared to the sessions that we had? Considering the topic was also around access, comfort, scale, proportion.

Student 5: I feel like the way it was broken down, I understood it from a design perspective and there are loads of considerations in that but the difference between them is that for me, once I look, when I look at them in a sense that, okay, the Carlotta's lecture was very design-based but our sessions have been very kind of after design. What happens afterwards, what is made, how people navigate within that space, even though that is a factor when initially designing, the aftermath is what kind of determines the success of the design in the first place. So I think in our

sessions, it's more personal and it's more close than in Carlotta's session where it's thought-provoking but it stops there but here we can explode into many different things and there's way more to consider than just design aspects.

Researcher: Thank you very much for that. And then lastly, how would you like the topic of inclusive design addressed further in your architectural education? Do you have an interest in what sort of format?

Student 5: I actually liked, at first when the, I think Carlotta introduced that there was gonna be an inclusivity debate, my mind was that we would talk about inclusivity from like for and against in that sense, type of that frame of debate but once the first session was done, I was happier that it was more, it wasn't like the conventional debates where for and against, okay, argue your points and then there's no actual general consensus afterwards, okay, how do we meet in the middle? This is more constructive and thought-provoking and it actually helps me further in my design and think about other things moving forward than just debating and then having to talk about it and then moving on from that once we kind of, even though what we say in the room stays in the room, it should follow us in a sense that what we discuss should frame our minds moving forward, yeah.

Researcher: Wonderful, that's really clear. Thank you. Great, all right, that's it for me, is there anything else that you had to add or questions or?

Student 5: No, but I'm really happy I came actually, I'm really happy I came, I've enjoyed the sessions, yeah.

Researcher: Thank you.

End of transcript

Interview with Student 6
Duration 21:10

Researcher: I'm asking the same five questions. We'll see if we get through all of them. Feel free to ask me any clarification questions. I'll take some time to answer them. I'm just looking for your own opinion and your own reflections about it. If there's anything that I say that you're not clear about, let me know. We can discuss it. But otherwise, I'm not really engaging in too much conversation. I might create a few prompts, but otherwise I want to just focus on the questions because they're the same five questions I ask everybody. Your opinion and your suggestions are absolutely your own, and that's what I want to answer. So, first of all, across the two sessions, we focus on the topic of inclusive design in the built environment through a series of different exercises. Could you reflect on being a participant in this study through the method of a small focus group? What did the environment of being in a small focus group afford you in your learnings of the topic?

Student 6: I think being in a smaller group made me feel a bit more comfortable in speaking up because I'm normally very comfortable speaking in larger groups. I think it feels like a more natural-sized group. When it's 100 people or something, you have more of that public speaking sort of feeling. But in here, it was more of a conversation, which was kind of nice. So, it's reflecting specifically on...

Researcher: Being part of a small group. And maybe learning about the topic of inclusive design within a small group.

Student 5: I think, though, it was a small group. Everyone was coming with very different experiences and probably maybe different experiences of maybe design that's been inclusive to them or to the people that they know. So, even though it was small, I think we still had some level of representation. Yeah, I would say generally, I think it's a much easier environment to engage when it's smaller.

Researcher: Wonderful. Thank you very much. I'm taking notes as well, just because I never trust that. You never know. Right, moving on to question number two. So, we explored several different methodologies within our sessions. We looked at free writing, which was the exercise that you did at the beginning of the first and the second session when you had a piece of paper and you were asked a question. We looked at self-reflections. This was something we did in the second

session when I asked you to write and draw out your own moments of inclusion and exclusion. We looked at case study videos. We had a debate with your own personal opinions. And then we looked at role-playing around a discussion and debate. In your opinion, which methodology made you most reflective on the topic of inclusive design? Including your own understanding and position on the topic, and why?

Student 6: I think probably watching the case studies, just because it's like lived experience of people who've faced challenges or who are working in design or trying to advocate for better design. So, I think that was probably the most eye-opening to us. To hear from them on the screen. But I also really enjoyed the role-play.

Researcher: You like to expand on that? On the role-play?

Student 6: I think I mentioned it to you last time, but I think it just forces you to really consider another person's perspective. You would maybe straight off the bat be like, oh no. But it really makes you think. And I think that's probably a very necessary thing in our current world that we're living in. I think a lot of times people don't want to really try and understand where people are coming from or trying to get into their head. It definitely challenged the way I was thinking about it.

Researcher: Thank you for that.

Student 6: I think it would be great if there was a group of people, that same real-life group of people, the client, the council, and they actually had to do that themselves. If you put the developer in the position of being someone with mobility issues and they really had to think about it from that perspective, I think it could be good.

Researcher: Yeah, I think that would be a lot of fun. And then within the same context of that question, which made you the least reflective on your understanding or your own position and thought on the topic of inclusive design and why?

Student 6: I think this is more of a me problem. So there was the drawing one, where we had to draw a place that we felt safe and included and one we didn't. I don't know if I actually answered it properly because I was thinking about the word safe and unsafe too much. I don't know how much it actually was to do with the

space itself, but what happened in the space. I don't know if I fully answered the question through my drawing.

Researcher: Following up with a prompt, would it be interesting to you to explore that more, to understand how self-reflection can help you develop your own understanding and position on the topic of inclusive design?

Student 6: So just sort of going deeper into it and thinking about it.

Researcher: Yeah, understanding your own reflection.

Student 6: Yeah, actually I think so. Because I think for the one that I felt unsafe in, I was talking about a big open road and it was dark and not many street lamps. It just didn't feel very safe and it was just like a big dual carriageway and a small pavement on the side. So when you start to think about it a bit more, then you start to realise maybe there are not many, there's not really any infrastructure in place to make women feel safer or any more vulnerable person. So yeah, maybe it would be.

Reacher: And you can suddenly start to understand yourself in some of the other stories that we're hearing as well.

Student 6: Yeah, yeah, exactly, yeah.

Researcher: Alright, thank you very much for that. Moving on, question number three. Do you think your perspective on inclusive design changed through the two sessions? How and why? What was most impactful? And consider your - I'll ask that again. Do you think your perspective on inclusive design changed through the two sessions? How and why? And then I will ask a follow-up question on that.

Student 6: I wouldn't say my position changed. I think especially having you as a tutor in the first studio and then having Adriana and also I think maybe it was something I did consider, but not to the extent that I have, so since September, since having you and Adriana and then through this, it has. I think my position hasn't changed, but I think I'm getting a lot more insight and a much wider perspective and not just limited to the things that I was maybe thinking about, but the wider range of people that are sort of needing to be included. And I think that was probably through, again, the case studies and the conversations and sometimes there would be people who would say something and you didn't fully agree with it or you would

say something yourself and you ended up changing your position on it because someone would challenge you. So I think those debates and the sort of reconsidering your perspective.

Researcher: Is there perhaps a word that you can use or a short sentence to describe what that process is of understanding other people's opinions?

Student 6: Like being open-minded and truly considering someone's... what they're saying. I'm just listening, I guess, as opposed to being ignorant to it because I think most of the time people, it's not that they're anti- being inclusive, but they may be slightly intentionally ignorant to it because it seems like a whole complicated thing that will... I just don't even look at it.

Researcher: And in terms of developing your own positionality, the theory spoke a bit about the role play did being part of other people's or understanding other people's priorities was not perhaps reflective of the need for inclusive design but bringing different opinions help you judge and change your opinion or perspective, not opinion.

Student 6: Sorry, can you repeat it? I think I know what you mean.

Researcher: Being exposed to the role play activity and the different roles in which people had and the prompts that they needed to carry out that role, through that exercise particularly, were you able to develop your own understanding of the parameters of inclusive design rather than the topic itself and your own opinion about it, understanding other people's opinions and perhaps.

Student 6: Challenges that come along with it. Yeah, definitely. I think knowing that it's important to know that the person, for example, the developer, it's not that they don't care one bit about bringing an element of inclusivity into what they're doing, but I think it's like everyone's thinking quite localised to themselves and to the people around them. Maybe this person has a family and they have certain expectations of him and his wife or something like that. For that him, that's the priority instead of... It's not that he doesn't care, it's trying to force people to consider the wider group of people. I think the exercise made us understand why it isn't so simple and maybe some of the ways we can compromise but challenge it and also try and find. With that whole question dilemma, I was thinking that the best

solution might be to just try and... Everyone to really put their heads together and find a new answer that's not already explored.

Researcher: Problem solve.

Student 6: Yeah, problem solve, yeah.

Researcher: Wonderful, thank you for that. Question four. Reflecting on your lecture this morning with Carlotta, Access and Comfort, could you reflect on the process of learning compared to the previous sessions that we had? So the process from this morning's lecture compared to what we were able to do considering the topic about Access and Comfort, Access, Comfort, Inclusive Design.

Student 6: Yeah, I feel like. Though it's embedded through everything throughout the whole thing, it wasn't so much of a topic. I think at the end we spoke a bit about ramps. Kyle Otter spoke a bit about ramps and trying to give it the same weighting as any other element of the designs, not just whacking a ramp at the back or on the side or something. It's an addition, but designing it into your design. Are you talking about the lecture size versus this?

Researcher: Yeah, anything to do with...

Student 6: Yeah, and just specifically in terms of Access, Comfort.

Researcher: Yeah, the lecture was Access and Comfort. Carlotta spoke about lots of different things.

Student 6: Yeah, I would say it felt a lot more general. How do you provide access and comfort to just... How do you start dividing your spaces and thinking about the spatial volumes so that people don't feel too open or too closed. I don't think it didn't feel so focused on inclusive design. I know that she is embedding it and I know that she does care about that topic. It just wasn't at the fore.

Researcher: Thank you for that. What about the format of the session being a lecture?

Student 6: I just wish there was different chairs. I wish I could be in the LVMH or the platform theatre.

Researcher: Less comfortable for the Comfort lecture.

Student 6: Yeah, but I understand why we're in there.

Researcher: Okay, thank you. And then my last question is, how would you like the topic addressed further in your architectural education, the topic of inclusive design, or what do you understand of it?

Student 6: In my education.

Researcher: Yeah, in your architectural education.

Student 6: Yeah. I think formats like the way, like our group, the way that we debated and spoke about things from different perspectives and listened to experiences of people who've faced challenges, I think that really adds such a human element that you don't get when you're just talking about it. I remember in some of the first lectures with Adriana and she would mention something and then some people get a bit like, oh, we're not supposed to design for everyone. There was sort of like, why do we need to do that sort of thing? And I just don't believe that people would actually feel like that once they've had a more real connection and interaction with someone who's experienced that. I think that's more like, it's more of an ignorance than it is like them not being, I hope so anyway, than them not being nice.

Researcher: How would you, this is going to be an additional question now that you've raised that. Do you think a session would have been different with somebody in our sessions would be different with someone who had stronger opposing views?

Student 6: I think it would have been different. I think maybe people would feel maybe either a little bit more weary to make their point or a little bit more like, I don't know what the word is, a bit more like emotional because it's quite a hurtful thing, especially if you have someone in your life that you know that, or you yourself face these difficulties, you have that personal experience, I think maybe it could have got a bit more heated maybe.

Researcher: And would that maybe be more reflective of the role play that we had where we had sort of professional opinions coming in?

Student 6: Yeah, I think so. I think that definitely, you know, I think people were getting into character quite a bit. I think that definitely helped. But I think there was a general understanding in the room from what we'd heard from each other that we were all on the same page, so it created a sort of safe atmosphere. But that might have been different if not everyone agreed.

Researcher: Do we think that would also be more opportunity to learn and challenge our own thinking?

Student 6: Yeah, definitely. I think we, you know, I think it's really important to engage with people with different opinions. I think that's what keeps, I think that's what keeps, I don't know, democracy almost, that's what keeps us challenging ourselves at each other. But I don't know if I've answered the question of how I want it in my education, but I think these sort of smaller groups I think are really helpful. And I think like having like some level of theory for me is I found that quite interesting with Adriana. Like she would tell us this or like read this thing or this person explains it very well. And I found that quite helpful as well. And yeah, again, like listening to people, you know, on the case studies and everything.

Researcher: OK, wonderful. Perfect, that's it. I'm just trying to think if I, or maybe just off the point of the theory, the theory is a really great way for you to build up some context. Do you think what we were able to do has helped you develop your own position to strengthen it versus theory, or do they need to work in tandem?

Student 6: I feel like it's, I feel like what we learned, it can be like, it's sort of informed by real life experiences and informed by theory. And, you know, it's like, but I think from that, it's like, what's like specifically the question again?

Researcher: It's OK. I guess I'm getting to the point of, in this process, the theory that you, the process, so the theory and structure that you have with Adriana versus the way in which we worked, how do they compare? Do they need to work together or is one ok, in terms of, specifically in terms of you developing your own position on the topic, your own sort of agency.

Student 6: I think both, I think both in tandem work together very well because it's, I think this creates an atmosphere where you're forced to like find your own position, whereas when you're absorbing theory, you're considering lots of, you're considering someone else's position and then making your own position from that.

But within this, it's like, sort of like pulling things from different parts of our lives and different things that we've read and understood and it's like, it's like a space to like, to sort of like come up with your own position.

Researcher: OK. Yeah. Thank you so much.

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