

## Appendix 1: Qualitative research participants

### FE students (6)

#### Focus group: Filton College

Sam	Studying Graphic Design. Enjoys the practical side of his course, such as printing. Dyslexic so finds it difficult to read large blocks of text.
Rosie	Studying Fine Art. Has previously completed a degree in English Literature so enjoys the research side of her new course, as this is what she's most familiar with.
Tom	Studying Graphic Design. Likes the fact that he's in control of what he does on his course, and especially enjoys illustration.
Simeon	Doing Multimedia Studies. Has his own blog and is currently working on a short animation project that he scripted, shot and edited himself.
Faye	Studying Graphic Design. Enjoys the course but finds it a lot of work. Uses Facebook to communicate with friends about social life and studies.
Liz	Studying Art and Design. Loves everything about her course! Doesn't use her Facebook account much anymore and is frustrated by her temperamental computer.

### FE tutors (7)

#### Focus group: Filton College

David	Head of Art at Filton College. Creates artwork at home and well and shares his experiences with his learners.
Jules	Teaches Fine Art A level at Filton College. Sees himself as a facilitator to his students.
Ollie	Teaches Digital Media and Art and Design at Foundation Level. Fought hard for a Mac suite for the Art Department – but still hasn't been given a Mac to use himself.
Sam	Teaches an Art and Design course at Filton College. Very frustrated by the college VLE as it's not very user friendly and hasn't been well thought through.
Luke	Teaches ICT Key Skills at Filton College. Struggles to get students to use the internet critically rather than passively.
Claire	Teaches BTEC Art and Design at Filton College. Has only been teaching a year and spends a lot of time preparing lessons. Occasionally finds useful ideas on the TES forum.
Cleyis	Applying to be a teacher of Art and Design (trainee). Keen to watch and learn from the experienced teachers at this

stage.

## **HE undergraduates (10)**

### **Focus group: UCL – BA Art History students**

- Helena Just finishing her first year. Finds that her course recaps a lot of what she did at A-level and sometimes they try to spread the subject matter too thin: 200 years over 2 hours. Not aware of many of the resources mentioned by her peers.
- Vita Has just completed a 1 year Art Foundation course at Camberwell College of Arts. Enjoyed the course but felt that there weren't enough resources to go round and would have liked more contact with her tutors.
- Daniel First year BA History of Art. Finds it difficult to get his tutor to schedule 1 to 1 sessions but his main complaint is that there's not enough binders with the key texts to go round.
- Carolina Resitting her First year. Felt that the Foundation Course was just kind of made up of slides to look at and briefly analyse, and that lecturers sometimes don't pace their lectures very well so you end up getting loads of detail on some images and very little on others.
- Ed First year of BA History of Art at UCL. Disliked the feminist slant of some of his courses and as a male in an overwhelmingly female group, felt a little picked upon.
- Chris First year of BA History of Art at UCL. Solves the resource problem by hoarding books and binders from library.

### **Focus group: University of Leicester – BA English and Combined Honours students**

- Lucy First year BA English and American studies. Would like to be a journalist so has arranged (with the help of her tutors) some work experience over the Summer. Uses an e-portfolio, which she finds very useful. More aware of things like blogging and RSS feeds than her peers because of her interest in journalism.
- Caroline First year of Combined Studies in Psychology, English Literature and History of Art. Wants to be a teacher so is studying a range of courses but particularly enjoys English because it's concerned with ideas rather than 'boring facts'.
- Jaqueline First year of Combined Studies in Ancient History, English literature and History of Art. Doesn't know what she wants to do yet so is studying a broad area and hoping that something will take her interest. Enjoys History of Art the

Fiona most, because she's better at it. Ancient History is a bore. First Year of English and American Studies. Doesn't have a concrete plan for the future but might go into the forces. Finds American Lit the most interesting because of the variety of opinions, and American History the least because there's no scope for developing your own ideas.

## **HE postgraduates (4)**

### **Focus group: University of Birmingham – PhD and MPhil Art History and English students**

Serena Doing a PhD on Christina Rossetti at University Central England and also teaches and is editor of the Pre-Raphaelite Society journal. Has her own blog (<http://twilightisnotgoodformaidens.blogspot.com/>) but she hasn't updated it since November because she's been too busy.

Connie In her first of her PhD on Samuel Limes at Birmingham University. It's a collaborative PhD funded by RBSA and Birmingham University. She chose the subject because that's what the funding was for, and because she thought it would be interesting. She's previously done some cataloguing of the Pre-Raphaelite collection for the Birmingham Museum.

Aileen A part-time mature MPhil student writing her thesis on Simian Solomon. Previously, she's done a course on critical approaches to art and has an MA in English Literature. Aileen doesn't use social networking sites as she sees them as the domain of her children.

### **Telephone interview: Art History PhD student from Oxford University**

Nichole Loves independent study and has built her own travelling website with her husband.

## **HE lecturers (10)**

### **Focus group: University of Birmingham –Art History and English Literature lecturers**

Jim Teaches 19th century literature, specialising in science publishing and print culture of the 19th century. Has been lecturing for 5 years and is a webmaster of a university site. Welcomes the opportunity that the internet affords to share ideas and information.

Richard Teaches 18th century Art History, particularly Iconoclasm

and Print making. Has been in HE system for 12 years. Richard feels like there's not enough time to do the research that he wants to do, which was essentially what made him want to be a lecturer. He also feels that he can't devote enough time to his teaching preparation as there is so much admin. Richard is on the academic steering group for the Pre-Raphaelite project.

Paul An Art History lecturer and curator at the Barber Institute. His passion is for 18th – 19th Century French art and has been lecturing for over 25 years. Paul uses slides as the focus for many of his lectures. He is on the academic steering group for the Pre-Raphaelite project.

Deborah Teaches late 19<sup>th</sup> to early 20<sup>th</sup> Century English literature, and is particularly interested in modernism. Deborah has been lecturing for about 10 years and generally prefers to work with books than websites.

### **Telephone interviews: Art History and English Literature lecturers**

Katja Has done part time seminar teaching in Edinburgh University for 2½ years and runs a part time Adult Education course on History of Art and really enjoys it because of the enthusiasm of the students. Katja has embraced some technologies such as Facebook and forums for personal use but is petrified of podcasts and PowerPoint.

Beatrice Has been lecturing for 13 years, and is currently at the university of the French West Indies. Beatrice is particularly passionate about Victorian studies, with a special focus on art in a "new historicist" approach. She prepares for her lectures by locating resources on the internet or directly at the British Library. She also visits museums and exhibitions, not necessarily preparing for a specific lecture but making a stock of information which comes in handy sooner or later. Most of the time she illustrates lectures using PowerPoint presentation of images captured on the internet.

Angelica A seminar tutor at Leicester university. Her PhD thesis was Victorian literature, in particular the novel. Angelica has been teaching for 5½ years and particularly enjoys the informal atmosphere, discussions and bonds with her students.

Barrie Has studied both literature and visual arts and is currently writing a critical biography of Rossetti. Barrie lectures at Reading university and has been teaching for 30 years. His lectures are largely image based and he works from image to image, largely on PowerPoint. Barrie has a collection of 30-40 PowerPoints that he modifies according to audience.

Marion Has taught late 19<sup>th</sup> and early 20<sup>th</sup> century English literature and poetry at Birmingham university for 10 years and much

Matthew prefers traditional published texts to websites. Teaches Art A Level and Combined Art History at Plymouth University. Mostly worked in academia, but has also worked in auction houses and museums and sees museums as the last bastion of education.

## Interested others (4)

### Telephone interviews

Alex A schools interpretation officer who has been involved in creating a website for Key Stage 2 children to explore Ford Madox Browns paintings interactively: <http://www.manchestergalleries.org/ford-madox-brown/>. Has started to adopt Web 2.0 technologies because of her job.

Maria A visual resources librarian for the Barber Institute she has designed an image library website for teaching purposes at Birmingham University, which she now moderates. Is put off some websites by having to set up an account.

Steve Now retired, but used to be a banker and software developer. Loves both the art and literature of Pre-Raphaelite movement and is a member of the Pre-Raphaelite society.

Tim A graphic designer in California. There's not a lot around Pre-Raphaelites in California so he uses the internet to keep informed and comes to England once a year for conferences. Tim collects rare books and letters to do with Pre-Raphaelites, and has started up a Pre-Raphaelite email newsletter.