**AI Literacy Focus Group Guide**

1. **Study Introduction**

Thank you for making the time today to participate in the focus group. My name is [YOUR NAME]. I am a researcher at the University of Alabama School of Social Work. I will be responsible for conducting this focus group and managing any questions or concerns you may have about the focus group and the whole research process, if there are any.

Our research goal is to investigate the current knowledge, attitudes, and needs regarding artificial intelligence, or AI, among social sciences college students. With this information, we aim to develop educational resources specifically tailored to enhance the knowledge and competence regarding AI among the students.

My role here is to ask questions, listen, and facilitate the discussion. Please feel free to talk with one another and remember that there are no “right” answers. If you have any questions or are not sure what I’m asking, please stop me and ask. At any point during the focus group, you can choose not to answer a question, if you feel uncomfortable answering. You are also free to stop participating at any time for any reason.

Does anyone have any questions about what I just covered, such as my role, what we’re trying to do here today, or anything else about the focus group? (*Answer any questions before moving on. Once all the questions are addressed, begin asking the following questions.)*

1. **Introduction and Relationship Building (Ice Breaker)**

* **Please introduce yourself** (Name, major, grade, pronoun [he, she, they], etc.).
* **Ice Breaker Question:** Please share if you have any pet(s). If you do, we would love to hear more about them. Here are some details you can include:
  + **Type of Pet:** What kind of pet do you have? (e.g., dog, cat, bird, etc.)
  + **Pet's Name:** What is your pet's name?
  + **Fun Fact:** Share one fun or unique thing about your pet. This could be a quirky habit, a favorite toy, or something amusing they do.
  + **Comfort:** How does your pet provide comfort to you?

If no pet, ask what pet they would like to have in the future.

**DURING THE INTERVIEW**

**Topic 1: Participants’ current understanding of AI**

* How would you define AI?
* How would you describe your current level of knowledge of AI?
  + *(Follow-up question):* Could you share what you know about AI?
* When you think about the college students in your department or similar disciplines, how well do you think those students know (have knowledge of) AI in general?

**Topic 2: Participants’ attitudes toward AI**

* What is your attitudd toward AI?
* *(Follow up questions)*: Positive or negative attitude toward AI in work productivity, job displacement, and ethical issues, or even mixed feelings about its overall impact on our society and individual lives.

**Topic 3: Participants’ lived experiences in utilizing & learning about AI**

* How helpful do you find AI in your personal life?
  + *(Follow-up question)* Could you share with us some examples?
* How helpful do you find AI in your academic life?
  + *(Follow-up question)* Could you share with us some examples?
* How helpful do you find AI in your professional life? (for example, in your part-time work or preparing for your future career)
  + *(Follow-up question)* Could you share with us some examples?

**Topic 4: Need of AI Training and Educaiton**

* Have you ever had any AI education or training previously? If yes, what kinds of training/education have you received?
* Do you know where to get AI education or training? Are you aware of any AI educational programs in the campus or anywhere else?
* What difficulties or barriers have you experienced in accessing the AI education or training?
  + *(Additional guide)* These barriers can be:
  + *Lack of availability: I do not know where to find the AI Education or Training.*
  + *Being in social science field: As social science field is not a technology-heavy discipline, I have not been exposed to AI education and training. But now I need social science-tailored AI education or training.*
  + Personal or structural reason; for example, those with less financial resources to attain up-to-date digital device or those with limited resources available for technology-related education may have had less exposure to AI.
  + Gender difference: Studies also point to gender disparities in AI nowledge and experience, potentially stemming from biases. Males are more prevalent in STEM areas.
* What are some of the facilitators you have had in fostering your understanding and awareness of AI?
  + *(Additional guide)* These facilitators can be:
  + Personal or structural: Access to technological devices and tools such as computers and programming software may have been a facilitator that enhanced your understanding of AI.
  + Previous exposure to AI Education: Receiving education about AI throughout your school years, including college, may have been a facilitator.

**Topic 5: Participants’ ethical concerns and competencies in utilizing AI**

* Are you aware of any ethical issue surrounding AI use?
* What is your knowledge around the policy of ethical use of AI?
* Do you have any concerns about the ethical use of AI? If so, could you describe your concerns? Any examples to share?

**Topic 6: Participants’ educational needs regarding AI**

* What do you want to learn more about AI?
  + If there is an educational program for college students like yourself to feel competent in understanding and using AI, what curriculum or class do you think need to be taught in that program?
  + What content do you like to have in this class or curriculum?
* What other types of resources of support may be helpful for college students like yourself to feel competent in understanding and using AI?
* What other comments or suggestions would you like to share?

**CONCLUDING THE INTERVIEW**

1. Thank you message and final remark.
2. Gift card: Confirm name and email address