

Topic Guide

INTRODUCTION

- Ensure Zoom session is being recorded
- Make secondary machine and mobile device co-hosts
- Lock the meeting once all participants join
- Introduce myself
 - *ASSERT MY IGNORANCE*
- Clarify I am joining from multiple devices
- I may take notes on my computer and/or on a paper notepad (have notepad open)
- Encourage participants to call-in if connection on computer becomes unstable
- Confidentiality
 - Received electronic consent from each of you
 - Inform participants session is being recorded
 - Passcode protected
 - Meeting has been locked
 - All Zoom session content is encrypted
 - Drexel's institutional Zoom license
 - Recording securely stored on Drexel University's cloud infrastructure
 - Archived in our ERN via LabArchives
 - Data will be anonymized for analysis, publication, and presentation
- Instruct participants how to configure optimal Zoom view
 - Ensure everyone can find chat functionality
- **Purpose:**
 - To understand the questions you are interested in having answered as you define your hypotheses
- Participant introductions:
 - First name
 - Institution
 - Role
 - Describe research
- Before we begin:
 - Dialogue with one another, **not me!**
 - No right or wrong answers.
 - Differing opinions are perfectly acceptable and encouraged for this discussion!

BEGIN DISCUSSION

- Disclaimer: as a layperson, I understand your work involves biomedical entities, but my depth of understanding of such entities is limited. Thus, I will ask pointed questions related to biomedical entities to ensure soundness in my understanding.
 - **1) Think back to a recent time when you were defining a hypothesis. What are some examples of hypotheses that come to mind?**

Adapted from:

Greenbaum, T. L. (1998). Maximizing the effectiveness of focus group research. In Greenbaum, T. L. *The handbook for focus group research* (pp. 33-56). Thousand Oaks, CA: SAGE Publications, Inc. <https://dx-doi-org.ezproxy2.library.drexel.edu/10.4135/9781412986151.n3>

Liamputtong, P. (2011). Conducting focus groups and practicalities. In Liamputtong, P. *Focus group methodology: Principles and practice* (pp. 71-86). London: SAGE Publications Ltd <https://dx-doi-org.ezproxy2.library.drexel.edu/10.4135/9781473957657.n5>

- 2) Now, what are examples of questions that came to mind as you were going through that process of defining your hypothesis?
- **Probe:** This is a **very loose, not all-encompassing compilation of biomedical entities** I have obtained from my colleagues. Does looking at these entities bring to mind any additional questions?
- **Probe:** Recall these problems — **1) biomedical data and knowledge are heterogeneous, from different areas of research, often disconnected, disorganized, and mired in disparate jargon; and 2) biomedical data and knowledge are vast and represent a scale of contents beyond what humans can manage.** Can you think of any additional questions that have arisen in your conduct of research associated with these problems?
- Of the examples of questions discussed that came to mind as you were going through that process of defining hypotheses, what kind of answer to a question would be **adequate**?
 - **Prompts:**
 - Why?
- Of the examples of questions discussed that came to mind as you were going through that process of defining hypotheses, what kind of answer to a question would be **inadequate**?
 - **Prompts:**
 - Why?
- How do you try to answer these questions today?
 - What kind of answers do you receive?
 - Do you consider the answers you receive to be adequate or inadequate?
 - **Prompts:**
 - Why?
- **Conclude**
 - Any final thoughts?
 - On behalf of Translator, appreciate time and input
 - You can always contact me after-the-fact
 - As a reminder, you will receive your \$100 Amazon e-gift card via e-mail sometime in the next several days

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