

Student interview schedule

General instructions

- Please read the instructions carefully (especially the additional comments on administering part three).
- Please make sure you record the SOLE ID number of the student being interviewed on everything that you use (the ranking sheet below, any notes you take during the interview, the tape or disk on which you record the interview, etc).
- The interview should take 30 minutes in total, and consists of four parts:
 1. Guided recollection of an occasion or typical way of working that the student feels went well, or exceeded his/her expectations. The occasion should be related to xxx (VLE).
 2. Guided recollection of an occasion or typical way of working that the student feels went badly, or failed to live up to her/his expectations. Again, this should be related to using xxx (VLE).
 3. Ranking a set of statements, plus an explanation of that ranking.
 4. And finally...
- In each of the first two parts, you may have to help the student remember that they are answering questions about a particular occasion or typical way of working, rather than about xxx (VLE).in general. You may have to do this several times.
- You should stick to the wording of the question wherever possible. Alternate wordings and prompts are shown for some questions, indented and *italic* on the schedule. However, you may need to prompt for further information where the student gives only a cursory answer.
- You may have to take your cue from the student's responses, adapting some questions and omitting others where the information has already been covered. If you do have to adapt a question, try to ensure that the main points of the original are maintained, so that we can compare responses from across the SOLE project.
- In piloting this interview, some students felt that they would have appreciated some time to think about the "occasions or typical ways of working", ahead of the interview. You might want to consider writing to your interviewees a couple of days ahead of the interview, asking them to come to the interview having given this some thought.
- For the part three, there is a set of statements that the student should rank. Each ranking sheet will need the student's SOLE ID written on it. Each statement should be separately laminated, to stop them getting tatty as they are reused.

Part One - Guided recollection of an occasion or typical way of working that the student feels went well, or exceeded his/her expectations.

1. Did you use xxx (name of VLE) on this unit/module?
 - a. If yes, what did you use it for?
 - b. If no, did the lecturer/tutor expect you to use xxx (VLE)?
 - i. If yes, why didn't you?
 - ii. If no, no further questions.
2. Assuming you did use xxx (VLE), what was the best experience using it on this unit/module?
 - o *Tell me a good experience of using xxx (VLE) to study this unit - it can be an occasion or a typical way of using xxx (VLE), it can be on your own or with a group.*
 - o *Was there an experience using xxx (VLE) that you found most useful / helpful for your learning in this unit/module?*
3. Thinking about [this good experience], can you remember what you expected to get out of it, before it happened?
 - a. Was it better than you expected?
 - b. If yes, in what way was it better?
4. Thinking about [this good experience], why do you think it went so well?
5. Thinking about [this good experience], do you think it went how the lecturer/tutor thought it would?
 - a. If no, how do you think went differently?
6. Thinking about [this good experience], which parts of xxx (VLE) did you use?
7. Thinking about [this good experience], what other things did you use? *(for example, - as appropriate- books, spreadsheets, lecture notes, the internet, talking with other students...)*
8. Thinking about [this good experience], if you hadn't had xxx (VLE), what would have happened?
 - a. Would it have been better or worse? Why?
9. Thinking about [this good experience], was it good because of being able to communicate with other people, or was communication not really important?
10. Thinking about [this good experience], how did the lecturer/tutor act?

- *In the way s/he helped you, was the lecturer/tutor most like: [interviewer will need to explain the significance of these roles...]*
 - *Someone guiding a group through an unknown land*
 - *Someone coaching a football team*
 - *A professor describing some difficult scientific concepts*
 - *Someone running a helpline for people in trouble*
 - *Another role, not on this list?*

11. Thinking about [this good experience], how did you act?

- *In the way you acted, were you most like: [interviewer will need to explain the significance of these roles...]*
 - *Someone in a group exploring an unknown land*
 - *A member of a football team*
 - *A member of the audience listening to a difficult lecture from a professor*
 - *Someone calling a helpline for people in trouble*
 - *Another role, not on this list?*

12. Thinking about [this good experience], what help or support could you have asked for? (*prompts – ask lecturer/tutor, ask student, ask support staff, online help in xxx (VLE)., online help on internet*)

a. And what did you actually ask for?

13. Thinking about [this good experience], did it make you more enthusiastic for the unit/module?

Part Two - Guided recollection of an occasion or typical way of working that the student feels went badly, or fell short of his/her expectations.

1. Assuming you did use xxx (name of VLE), what was the worst experience using it on this unit/module?
 - *Tell me a bad experience of using xxx (VLE) to study this unit - it can be an occasion or a typical way of using xxx (VLE), it can be on your own or with a group.*
 - *Was there an experience using xxx (VLE) that you found really unhelpful for your learning in this unit/module?*
7. Thinking about [this bad experience], can you remember what you expected to get out of it, before it happened?
 - a. Was it worse than you expected?
 - b. If yes, in what way was it worse?
8. Thinking about [this bad experience], why do you think it went so badly?
9. Thinking about [this bad experience], do you think it went how the lecturer/tutor thought it would?
 - a. If no, how do you think went differently?
10. Thinking about [this bad experience], which parts of xxx (VLE) did you use?
11. Thinking about [this bad experience], what other things did you use? (*for example, - as appropriate- books, spreadsheets, lecture notes, the internet, talking with other students...*)
12. Thinking about [this bad experience], if you hadn't had xxx (VLE), what would have happened?
 - a. Would it have been better or worse? Why?
13. Thinking about [this bad experience], was it bad because of not being able to communicate with other people, or was communication not really important?
14. Thinking about [this bad experience], how did the lecturer/tutor act?
 - *In the way s/he tried to help you, was the lecturer/tutor most like: [interviewer will need to explain the significance of these roles...]*
 - *Someone guiding a group through an unknown land*
 - *Someone coaching a football team*
 - *A professor describing some difficult scientific concepts*
 - *Someone running a helpline for people in trouble*
 - *Another role, not on this list?*
15. Thinking about [this bad experience], how did you act?

- ○ *In the way you acted, were you most like: [interviewer will need to explain the significance of these roles...]*
 - *Someone in a group exploring an unknown land*
 - *A member of a football team*
 - *A member of the audience listening to a difficult lecture from a professor*
 - *Someone calling a helpline for people in trouble*
 - *Another role, not on this list?*

16. Thinking about [this bad experience], what help or support could you have asked for? (*prompts – ask lecturer/tutor, ask student, ask support staff, online help in xxx (VLE), online help on internet*)

a. And what did you actually ask for?

17. Thinking about [this bad experience], did it make you less enthusiastic for the unit/module?

3. Student attitudes

Please give cards carrying these statements to the student and ask her/him to place them appropriately on the ranking sheet. Statements may be placed at the same rank as each other.

1. "Communicating online with the lecturer/tutor and fellow students in this unit/module was a real challenge."
2. "Online discussions were a good way to learn in this unit/module."
3. "I like having everything for this unit/module available in one place."
4. "You have to think for yourself a lot with this kind of learning."
5. "We didn't need a lecturer/tutor for this course."
6. "On this unit/module, I have learnt a lot from discussions with fellow students."
7. "Working in xxx (VLE) is all about working on your own."
8. "Working online in xxx (VLE).encourages me to feel part of the group."

As each one is placed, the student should be asked comment on:

- why they have placed each card where they have
- what has led to this view
- and what statement, if any, would better reflect their attitude.

Remember, though, that there is only one minute per statement in the interview.

Remember also to record where each statement was placed on the ranking sheet attached (remember to add the student's SOLE ID too).

And finally...

Finally, the student should be asked the following two questions:

1. How would you improve xxx (VLE)?
 - *Does xxx (VLE) need any improvement? What needs improving and how could it be better?*
2. Is there anything else you'd like to add on the topics we've covered today?

Strongly agree

Agree

Neutral

Disagree

Strongly