
Institute for Learning and Research Technology

SOLE: Second tutor interview schedule

General directions

- The interview should last approximately 60 minutes.
- Stick to the wording of the questions as much as possible, but don't ask a question if the material has clearly been covered already.
 - Indented bullet points are alternative versions of the question, if the original wording does not seem to work.
- Try to be as neutral as possible in listening to the participants' answers.
- Participants should be briefed that their responses can be as short or as long as they wish.
- They should be encouraged to add in anything which they feel will be relevant.

1. Review

- a. How have things gone with this module?
- b. What activities have been undertaken by yourself and the students across the module? (not just those related to XXXX)
- c. Have these run as you expected? (please explain)
- d. Which activities in the module do you think the students found easy?
- e. Which activities in the module do you think the students found difficult?
- f. Which activities were most challenging for you?
- g. How might you organise things differently next time?
- h. Have you undertaken any evaluation of your own? If so, what has this taught you about the organisation of the module?
(Please tell us about both formal student questionnaires and informal student feedback that you have received about the module. What has this taught you about the organisation of the module?)

2. Important incidents

Please think of the one best and one worst moment on the module that involved using XXXX. For **each** of these:

- a. Thinking of this best/worst moment, what were you trying to achieve at the time?
 - o *What did you plan to do?*
- b. Thinking of this best/worst moment, what happened?
- c. Thinking of this best/worst moment, how were you using XXXX?
 - o *How was XXXX involved in this best/worst moment?*
- d. Thinking of this best/worst moment, what were you hoping XXXX would add to the learning and teaching?
 - o *Thinking of this best/worst moment, what were you hoping to achieve with XXXX?*
- e. Thinking of this best/worst moment, did the students share your view of using XXXX? How have you come to this conclusion?
- f. Thinking of this best/worst moment, how did XXXX exceed or fail to live up to your expectations?
 - o *How did XXXX contribute to this being the best / worst moment during the module?*
- g. Thinking of this best/worst moment, what did XXXX bring to the module that you would not have been able to do otherwise?
- h. Thinking of this best/worst moment, do you have any explanations for why things went so well / badly?
- i. Thinking of this best/worst moment, do you think there were any communication issues that contributed to how things went so well / badly?
- j. Thinking of this best/worst moment, how would you describe your role in the occasion? And the students' role?
- k. Thinking of this best/worst moment, what help or support was available to students at the time? Did students make use it? Why (not)?
- l. Thinking of this best/worst moment, was there any evidence that it helped or hindered the students' learning? In what ways?

Thinking of this best/worst moment, how might you do things differently next time?

3. Using XXXX

- a. How confident do you feel now working with XXXX?
- b. Would you be keen to use XXXX again when teaching this module or others? If so, why?
- c. Have you had any support in helping you to use XXXX in your teaching during the course of this module? If so, how valuable has this been?
- d. In what way has XXXX supported your intended approach?
- e. Are there any technical issues, which you have had to resolve during this module? If so, what are they?

- f. Are there any other XXXX-related issues, which you have had to deal with whilst being a tutor on this module?
- g. Have your views on XXXX changed at all during the course of teaching this module? If so, how?
- h. Do you perceive any changes in roles of the student and tutor when using XXXX? If so, what are your views on this?
- i. In order for XXXX to make (more of) a difference to the quality or effectiveness of your teaching, what changes would have to be made to it?

4. Closing questions

- a. Do you have any other comments you would like to make?
- b. Do you have any questions about the SOLE study?

Many thanks for your time.