WP 10_Interview guide_Multipliers

Information for the Interviewe and Interviewee

1. Brief introduction of interviewer	• Coherency of the interviewer with mascil. • Handling of the the results from the interview. • Agreement for recording the interview. (Signature!)
2. Brief introduction of the casestudies	• Guiding research question: In relation to the implementation IBL and WoW, what impact has our overall PD concept on participants and what are the reasons for this? • Cases: One PD - with one multiplier and three teachers • Methods: Interview with teacher, interview with multiplier, classroom observation, PD observation, , portfolio

Definition of IBL	Inquiry-based learning aims to develop the inquiring minds and attitudes that are required to cope with an uncertain future. Fundamentally, IBL is based on students adopting an active, questioning approach. Students inquire and pose questions, explore and evaluate, and the problems they address are relevant to them. Learning is driven by open questions and multiple solution strategies. Teachers are proactive, supporting struggling students and extending those that are succeeding through the use of carefully chosen strategic questions. They value students' contributions, including their mistakes, and scaffold learning using students' reasoning and experience. In the classroom there is a shared sense of purpose and ownership.
Definition of the WoW	Education prepares students for becoming critical thinkers, responsible and active citizens as well as for taking well thought out future decisions with respect to the pursue of professional and other careers. Resources for teaching and learning can refer to the world of work by using a specific workplace context or by giving students a task or role that reflects a workplace practice. The level of including the world of work can vary from an activity in a workplace to solving a textbook problem in school.

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Introductory question
Why did you choose to be a teacher/ multiplier? How long have you been teaching/ been involved in adult education? (If teacher: Subjects?)
Please name important stages in your professionall career.

Biographic background
What previous experiences do you have in IBL and making connections to the WoW? Please give examples.
What previous experiences do you have in holding a PD on IBL and/or WoW? Please give examples.

Epistemological thinking about math and science teaching (cf. WP 4, aims toolkit)
What are important features of math/ science for you?
In which way are math / science related to the WoW?

IBL and WoW
What are the main aspects of IBL? Name the key features of IBL.
In your own words, how do you define the WoW?

Implementation strategy
Describe a good PD course and explain why it is a good one.
What is the aim of your PD?

The learning environment of PD
How do you plan a mascil PD course and put it into practice? Please use examples.

How did you work with the Mascil toolkit? Which parts did you use? Why? Was it easy / difficult to work with the toolkit? Give examples.
How did you realize those phases of implementation, implementation and reflection in your PD course? Give examples.
What challenges did arise during your time as a multiplier? How did you handle/address them?

Participants of the PD course
What do you think how your participants liked your PD course? What feedback did you get?
If some participants quit your course, did they give reasons?
If you gave them homework/asked them to implement the mascil tasks in their lessons, did they (respectively the teacher we are focusing within the case study) do it?

PD culture

Please rate your PD course. What was remarkable/good? What could/should have been done differently? What would you spend more time at if you would re-run the PD course. Why?

Training as a multiplier

To what extent are you feeling prepared for this role as a multiplier? What's the part of mascil in that? Where do you see more need for training?

What was your motivation to become a multiplier for mascil? Did it measure up to your expectations?

Looking at your time as a multiplier for mascil, how would you rate it? How did you overcome difficulties?

Please describe how you developed during the time of being a multiplier. How do you feel in your role as a multiplier towards your participants?

If you would have to make the decision again to become a multiplier, would you do it again? Why? Why not?

If multipliers were trained before they held the PD courses: Please rate the quality of the mascil multiplier PD course. Was it adequate? What was remarkable/good? What could or should be done differently? Where would you have wished for more support? Was the length of the training appropriate? How do you rate the change between learning during the multiplier training and giving it a try in PD?

IF THE MULTIPLIER IS WORKING AS A TEACHER, please ask the following questions additionally

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Biographic background (cf. WP2)

What previous experiences do you have in IBL and making connections to the WoW? Please give examples.

Implementation of IBL

Within your lessons, how and how often do you implement IBL? What's easy/ difficult? Give examples.

Did/ Do you have any difficulties in implementing IBL? (context/school/assessment/colleagues…) If yes, which/why? How do/did you overcome these challenges?

In your own words, how do students cope with the implementation of IBLin the classroom? What is easy/difficult for them? In your opinion, do they like IBL tasks? Why?

How often did you try out IBL between the mascil PD courses?

Implementation of the WoW

Within your lesson, how and how often do you make connections to the WoW? What's easy/ difficult? Give examples.

Did/ Do you have any difficulties in making connections to the WoW? (context/school/assessment/colleagues…) If yes, which/why? How do/did you overcome these challenges?

In your own words, how do students cope with making connections to the WoW in the classroom? What is easy/difficult for them? In your opinion, do they like the connections made to the WoW? Why?

How often did you made connections to the WoW between the mascil PD courses?

These questions can be used if you want to expand your interview

The learning environment of PD
When working in your PD, how did you make connections to IBL and the WoW?
Did you give your participants homework and if so, did you talk about them in the following PD course? If yes, how did it work exactly? If not, why?
What were/are your misgivings concerning the work of your participants with IBL during the PD course?

Participants of the PD course
How did your participants handle the implementation of IBL tasks and the connection to the WoW in their teaching/classes? What did they tell you? Did/do they have any concerns? What was easy/difficult? Why?