WP 10_Interview guide_Teachers

Information for the Interviewer 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 3 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.

WP 10_Interview guide_Teachers

Introductory question
Why did you choose to be a teacher? How long have you been teaching? Subjects?
Please name important stages in your professional career.

Biographic background (cf. WP2)
What previous experiences do you have in IBL and making connections to the 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?

Effective teaching (cf. WP4, aims toolkit)
Describe a good lesson, explain why it was/is a good one.
Which way of teaching do you consider to be the most effective? Why?
How do you support students during working phases when they don't know how to go on and ask for help? What do you consider to be your role in plenary discussions?

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?

Professional Development
What were your motives to follow this course? Were your experiences met?
How was the PD organised? What topics / methods were used?
What did you learn/like? Did you miss s.th.? What was most striking?
How did the PD course help you to develop your own IBL/WoW classroom materials?
How do you judge the usefullness of the collaboration and debates held with other colleagues attending the PD course/e-learning module? Please give examples.
Subsequent to your participation in the mascil PD/ e-learning module, will you be part of a professional learning community?
Looking at your participation in the mascil PD, how would you describe your own development?

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

Effective teaching_additional questions
When teaching maths/sciences to your class, what activities occur in your lesson?
What are the most important activities for students in your class?
What pedagogies and teaching materials/tasks have you found to be educationally useful in the classroom? Why?
Describe a good lesson, explain why it was/is a good one.
What is important about mathematics /or sciences? What should students learn?
How do you deal with differences/heterogenety in performance on the students side?
How do you react towards student's mistakes? Give examples.

Professional Development_additional questions
Following on from the mascil PD course, are there any changes in your repertoire for promoting IBL and making connections to the WoW? Which?
In which way has the PD course help you in your pedagogical or teaching practices?
Please comment on the support you received by PD teachers/or multipliers. What was most striking? Did you miss s.th.?
How did you experience the multipliers relating to working as a team and arranging and implementing the PD?