

# Disciplinary Commons Post Workshop Interview Guide

Version 14 April, 2006

Interviews will take place either in person or by telephone. Interviews will be conducted by the Principal Investigator and/or one or more of the Co-investigators. We plan to ask participants the following questions. The questions in the left-hand column refer to the research question that we would like addressed. The interviewer will use a semi-structured interview format. The prompts to be said directly to the interviewee are shown in the right-hand column. As is usual in semi-structured interviews, the interviewer may ask follow-up questions directed toward eliciting further insights.

Interviewer script:

"Thank you for taking the time to participate in this interview. The evaluators will be using this information to learn more about your attitudes, beliefs and conceptions of teaching upon completion of the Disciplinary Commons project. In this interview, we would like to hear your thoughts about the impact that participation in the project has had on you, your overall impressions of the *Commons*, the process you went through in creating your teaching portfolio, and any changes to your teaching practice that may have resulted from participation. You are not obliged to answer every question and may stop this interview at any time. There are no right or wrong answers to any of the questions. We are interested in your thoughts about how you personally experienced the project. All of your responses will be kept confidential to the research team, although we may use anonymised quotes in papers and reports. Is there anything else about the study you would like me to tell you before we begin?"

Research Question	Elicitation Question
What are participant perceptions about the portfolio itself?	<ul style="list-style-type: none"> <li>• What do you think about your portfolio?</li> <li>• What was the most significant change that you made to your portfolio during the <i>Commons</i>? Why did you make this change?</li> <li>• What plans, if any, do you have for your portfolio now?</li> </ul>
What are participant beliefs about the program as a whole?	<ul style="list-style-type: none"> <li>• What are your overall impressions about the <i>Commons</i>?</li> <li>• What was the best thing about the <i>Commons</i> for you? The worst?</li> <li>• What would have made it more valuable?</li> </ul>
Did the participant change his/her practice as a result of participation?	<ul style="list-style-type: none"> <li>• Will you make any changes to the way you design or approach your course(s) as a result of participating in the <i>Commons</i>? Can you describe one or two in more detail?</li> <li>• Will you make any changes to the way you teach your courses? Can you describe one or two of</li> </ul>

<p>How do computing teachers construct their identities as teachers with respect to colleagues and organizational construction of the endeavor?</p>	<p>these in more detail?</p> <ul style="list-style-type: none"> <li>• Who do you talk with about your teaching?</li> <li>• When do these conversations happen?</li> <li>• Are there institutional forums for talking about teaching? Either in your Department, or elsewhere in the University? (If "yes", do you attend? Does anyone attend? Are they useful?)</li> <li>• What are the institutional restrictions on your teaching? (e.g. Are you told what language to teach, what textbook/method to use?) How do you feel about these? What do you do about them?</li> <li>• When you are allocated to a new course (unit/module) what, if anything, do you expect to "inherit" from a predecessor, preceding incarnation?</li> <li>• When you leave a course, what do you expect to "pass on" to your successor?</li> </ul>
<p>How do computing teachers construct their identities as teachers with respect to situation in literature/tradition/research</p>	<ul style="list-style-type: none"> <li>• Do you use a textbook or particular environment in your teaching of the course you chose for your portfolio? How did you select it?</li> <li>• Who (or what) has been the biggest influence on your teaching computing?</li> <li>• What published material do you read with regard to your teaching? (e.g. curricula, textbooks, other resources). <ul style="list-style-type: none"> <li>a. how is it useful to you?</li> <li>b. do you think that any of this material has an effect on your teaching practice?</li> </ul> </li> </ul>
<p>How do computing teachers construct their identities as teachers with respect to contribution to literature/tradition/research</p>	<ul style="list-style-type: none"> <li>• Do you create and/or publish material (of any type - courseware, textbooks, software, environments, papers) in relation to your own teaching, or to support the teaching of others? If so, what.</li> <li>• What effect do you think this has: <ul style="list-style-type: none"> <li>○ on others' teaching</li> <li>○ on your teaching</li> </ul> </li> <li>• Are you (or have you been) in correspondence with anyone who uses your material? How do you think it has impacted their teaching?</li> </ul>