

Examples of interview questions

RQ: What are staff and Year 5 pupils' perspectives of peer and self-assessment?

Interview questions for pupils.

Notes:

Explain to pupils the purpose of the interview and inform the pupils that they can end their participation at any point during the interview. Explain the use of the happy/sad face card. Check throughout the interview that the pupils are happy/willing to continue. Ensure all pupils have a chance to answer every question.

Key questions:

Q.1a - Do you ever mark your own work in class?

If yes,

Q.1b – How do you do this? Can you give examples?

Q2. Do you think marking your own work helps you learn?

Q.3. Do you prefer marking your own work or when your teacher marks your work?

Prompt: Can you extend? Is there a reason you feel this way?

Q4. Do you know what it means to peer assess/peer mark work?

Prompt: Ask pupils to expand their answers (reword the question if needed eg do you ever mark your classmates work?

Q5. A Do you like marking your classmates work?

Prompt: Are there any reasons for this?

Q6. How do you feel when classmates mark your work?

Prompt – Why do you feel this way?

Questions to ask if there is additional time:

Q.: Would you like to mark your own work and your classmates work more?

Prompt: Are there any reasons for this?

Q. How often would you say you mark your own or your classmates work?

Prompt: every day? Every week? Etc

RQ: What are staff and year 4 pupils' perceptions on lower and higher-order questioning?

Interview Questions – Pupils

Thank you so much for helping me with my research! None of your names are going to be used in my work. You can see I have some little placemats in front of you. If you are happy to continue answering questions, keep it on the smile side. If at any point throughout the interview you decide you don't want to take part anymore, just flip it over and you are free to go. If you would like to take a break at any point, for example to go to the toilet, have a drink, or simply just give your brain a short rest, please feel free, just let me know beforehand.

I have 8 questions written out for you guys, but I may ask some extra questions on the spot just to better understand your responses. If i ask you to explain something again, don't be alarmed or embarrassed, I just want to make sure I understand your opinion the same way you do.

Are we ready to start?

- 1- Do you enjoy answering questions in class?
- 2- Does everyone enjoy answering questions?
- 3- Do you think everyone should have to answer questions in class?
- 4- How do you think answering questions helps your teacher?
- 5- How do you feel about being asked to extend your answers by the teacher?
- 6- Do you prefer to give a short, simple answer to a question, or do you like being able to explain the steps you took to get to that answer?
- 7- On a scale of 1 – 5, 1 being not very good and 5 being extremely good, how much do you think it helps your teacher when you are able to give an extended answer/give simple answers to questions?

Interview questions for pupils regarding my research study on self-assessment.

Conduct interview through explaining the aim of my research, and a brief description of what I will be doing, and what is expected of the participants.

Check that all participants are still happy to take part in the interview; Explain the use of the happy/sad face pictures and the role they will play throughout the interview. Inform them that they can leave if they wish at any point during the interview and they will not receive any consequence at all for this.

Question 1: Do you know what it means to assess/mark your own work?

1.a: Can you give me some examples of a time you have assessed/marked your own work? Can you maybe show me some examples of this in your workbooks?

1.b: Question 2: How do you assess/mark your own work?

Prompt: Ask about marking what they do when they look over their work before giving it to the teacher to mark?

Looking in their workbooks, this may recap on prior self-assessment.

Question 2: Why do you think you assess/mark your own work?

Prompt: Do you learn anything through looking over your own work?

Question 3: How often would you say you assess/mark your own work?

Prompt: Do you do it every day? Week? Every other week?

Question 4: Do you prefer marking your own work or when your teacher marks it for you?

4.a: Can you extend? Is there a reason you feel this way?

Prompt: Do you understand how to improve when looking at your own work or do you need the teacher to tell you and help you understand? Can you expand?

Research Question: What are the staff perceptions of feedback in the classroom?

The questionnaire contains a few questions relating to AFL in primary schools. The questionnaire should take between 5-10 minutes to complete. Participation is voluntary, and you may withdraw at any time. Completion of the questionnaire is completely anonymous and all the information that you provide to us will be stored confidentially. Thank you for participating in our research.

Methodology

Number of staff:

4 if we can, 2 if not

Who:

Two foundation phase teachers and two KS2 teachers

Why

To find out how constructive feedback is as an AFL strategy

Interview Questions

- 1) What does your feedback marking policy consist of? Please describe the key aspects of it.
- 2) How often are you expected to give feedback?
- 3) Do you prefer to provide feedback to your students verbally or written? — What are the benefits of doing this?
- 4) Does it have any challenges?
- 5) Can you describe some examples of children responding to feedback they've received?
- 6) Can you describe some examples of children responding to giving peer feedback?
- 7) In what way are the pupils expected to respond to their feedback?
- 8) To what extent do you expect your feedback to influence the children's work?
- 9) To what extent do you think that providing feedback leads the learners into recognising their next steps and how to take them?

Examples of interview questions for staff

RQ: How effective is verbal feedback to learners as an AfL strategy in the classroom?

Interview – Introduction.

- 1) Do you use verbal feedback?
- 2) What are your views on using verbal feedback as a strategy for AfL in the classroom?
- 3) How do you monitor the effectiveness of verbal feedback?
- 4) Does verbal feedback allow learners to recognise their next steps for progression?
- 5) How do they take the next steps for progression?
- 6) After verbal feedback is given, how do you track if learners have understood and are progressing?
- 7) In your opinion, does the teacher's tone of voice and body language impact the way verbal feedback is received?
- 8) Is there anything else you would like to add before we end?

Considerations during the interview: Tell me more about that, can you explain in more depth etc.