



## Interview with Lecturer / Tutor – Single Visit

(9\_tutint\_single.doc)



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- Use this script if you are conducting a single interview with the tutor, towards the end of (or after) the students' use of the software.
  - Given the amount of material we need to cover to cover you probably don't want to spend too much time writing notes!—it is best to tape these interviews.
  - For some items all we need is confirmation and comment on data from review process—this is indicated by the wording of the question.
  - Some items are important because they are not addressed elsewhere in the process—these are indicated by a \* in the margin.
  - Some items are asking for discussion of an opinion rather than blank facts—these are indicated by ++ in the margin.
  - At all times allow the lecturer to provide more than a yes/no answer!—try to get examples where possible.
  - Some questions should be asked of the technical support person, others of the author of the package (for materials developed in-house)—indicated by T and A respectively. Use your discretion as to whether or not you also ask the lecturer about these aspects.
  - References to “the package” and so on should be made more specific!

### ***Before You Start...***

Apart from a general familiarity with the review and pre-visit questionnaire (pvq) return, there are some things you will need to know in order to tailor the interview (i.e. in order to know whether to ask about how easy it was to author the package) and other things that you will need to have on hand during the interview:

- Have a list of similar packages (from the review)
- Have a list of evaluation and case study reports (from the review)
- Know whether package is developed in-house using in third party authoring tool (pvq?)
- Have comments on how customisable the package is (from review)
- Know about support of languages other than English (from review)
- Know description of session using CAL package (from pvq)
- Know general approach package takes to teaching (from review)
- Have author-stated learning objectives, claimed benefits and target audience of package (from review)
- Know possible cultural biases in package (from review)
- Know about use of assessment in package (from review)
- Know about admin records kept by package (from review)

notes “Question”

**1. Getting Started**

- If relevant get permission (on tape) to tape the session.
- Make sure name of interviewee, institution and course are noted or on tape
- Give an overview of what the interview will cover.

**2. A Bit of Background About the Students**

- What is the typical level of computer literacy?  
What IT training have they had?  
Will they have used computer aided learning similar to this package before
- \* • Is there anything distinctive about the students background? for example is there a high number of mature students / overseas students / students with English as a second language / students with HND or access qualifications rather than A-levels or Highers.

**3. Background to the Use of this Package**

- \*,+ • What were your reasons for introducing / using computer aided learning on this course?— what effect did you anticipate?
- \*,+ • Why did you choose this package?
- We have identified these packages as being similar [list them]. Do you have any comments on these?...or any others to add?
- We have also found these published evaluation and case study reports [list them]. Do you know of any others?

**4. About the Package (Technical)**

If written in third-party authoring package

- A,\* • What is your level of skill at authoring and programming, e.g. enthusiastic amateur, professional technical author?  
How much experience do you have?
- A,\* • How easy was the development of this package?—what factors contributed to the ease / difficulty?
- T • Did you have any problems installing the package?  
Or running it? (include problems caused by crashes and “accidental termination”)
- T • Did you use the documentation that came with the package?  
If so, was it clear? useful?—in what way (installation/running/technical content)
- T • These are the additional hardware/software resources that our review identified as being necessary—any comments?
- Our reviewer made these comments about how customisable the package was [show reviewer’s comments] do you have any comments based on your experience?
- Our reviewer identified that the package did/didn’t [as appropriate] support languages other than English—do you have any comments on this support?

## 5. How the Package Was Used

(some of this might be available from the pre-visit questionnaire “Description of session using CAL package” depending how long a return we got.)

- ++
  - \* , ++
    - \* , ++
      - Please describe how the package was used.
      - Was the package used to replace / augment other elements in the course? If so which?
      - How was the course (including assessment) changed / tailored to accommodate this use of CAL.
- \*
  - Is the use of the package compulsory?
  - How was the package introduced to the students?
  - Do the students work individually or in groups?
  - Is it used in timetabled sessions
  - Is it available at all times?—from which terminals?
  - Were any special arrangements needed in computer labs, e.g. new hardware bought / software installed or upgraded, room booking and timetable changes to be made

## 6. About Teaching Aspects of the Package

- ++
  - Is the general approach that the package takes to teaching / presenting material appropriate for the subject matter and your students? e.g. balance of theory and practice, ....[try to draw on review]  
How about the written style?
  - Describe how the package uses the multimedia / computational / communication / etc capabilities of the computer.  
Is such use extensive?  
Is it gratuitous?
  - Describe how the package tries to motivate or enthuse the student?  
—Examples?
  - Can you think of anything about the package that might confuse or put off students?  
—Examples?
  - Would you describe the package as interactive?—Examples?  
How do these interactions encourage students to learn?
  - Is the content of the package accurate, complete, of the right level of detail?—give examples of any shortcomings.  
Is it in a logical order?  
Will it date?
  - Is the content consistent with:
    - the author-stated learning objectives
    - the claimed benefits
    - the target audience of the package

*have these on hand  
(from EASEIT-Eng and reviewer)*
  - How consistent would you say the package was with your students prior knowledge  
Was it necessary to take this into account when using the package
  - Our reviewer found these cultural biases—any comments?
  - Did you use the documentation that came with the package to assist you with how you would use the package in your teaching? If so how helpful was it?

## **7. About Assessment Aspects of the Package**

*if package does assessment*

- Do the test questions reflect the stated learning objectives?
- Are the questions appropriately located in the package?
- Are you aware of any problems with entering answers to the questions?—examples
- Is the feedback given appropriate?

## **8. About Admin Aspects of the Package**

*if package keeps records*

- Did you use the record keeping / data logging functionality of the package?

if so:

- Can you control what data is collected / collect the data you want?
- Is the data gathered valid and useful for evaluation?—give examples of problem areas

\*, ++

## **9. Reflections**

- ++ • Looking back, did using this package achieve what you had hoped it would? Were there benefits that you had not anticipated? What would you do different next time?
- ++ • What changes to the package would you like to see made?