

Interview Questions for Students

The following semi-structured interview questions have been designed to investigate Omani IELTS students' perceptions of experiences in learning through authoring multimedia artefacts (AMA) in relation to learning engagement, pedagogy and learning environment. It also seeks to identify the challenges posed by AMA-based learning and ways to overcome them. Probing and follow-up questions will be asked to clarify any doubts or ambiguities which may emerge during the interview.

Background questions

- Could you briefly introduce yourself?
- In which academic year are you now?
- Have you had any previous experiences authoring multimedia artefacts/products (e.g. podcasts/vidcasts, etc.)? If so, tell me about these experiences.

Investigating IELTS students' AMA experiences.

Theme 1: Learner engagement in authoring multimedia artefact (AMA) experiences

This part aims to explore how AMA experiences engage learners before, during and after the learning process/experience. It also aims to explore the challenges they faced, and the coping strategies to overcome such challenges.

Part 1. Recall of AMA experiences

- Let us recall your experience of authoring a multimedia artefact/product (e.g. podcast)
 - a. **Pre-phase [Planning stage]**
 1. Were you fully aware of your learning needs and the requirements of the project prior to AMA experiences?
 - Did the teacher provide necessary instruction, resources, etc.?
 - Did you have the necessary skill and knowledge to do the project on your own?
 - How did you choose the topic?
 2. What resources (e.g. tools) & support did you seek to get you started on the AMA project? Why did you seek them?
 - Equipment/ online resources/ social support/ technical support?
 - b. **During-phase [creation stage]**
 3. What steps did you follow during the AMA creation process? How are these steps important?
 - Where did you do the AMA project (venue)? Why?
 - What set did you prepare?
 4. What help and support did you get during the creation process? How did they impact on the project?
 - Who helped you? Why or why not?
 - c. **Post-phase [reflection stage]**
 5. After you finished the AMA creation process, did you evaluate the whole outcome? Why/why not?
 - Did you repeat/redo the project? How many times? Why?

6. How did you feel about the outcome? Why so?
 - Was the quality good? How did you measure it?
 - Did anyone help you evaluate it?

Part 2. Challenges to AMA experiences

- Challenges faced with AMA project(s) & ways to overcome them
 7. Did you face any challenges/difficulties before, during or after your AMA project(s)? can you describe some specific experiences of such challenges.
 8. If so, how did you cope with those challenges? What coping strategies did you use?
 9. What suggestions do you have to overcome such challenges in future AMA projects?

Theme 2: Learning through authoring multimedia artefacts/products (AMA)

This part aims to explore AMA-based learning in relation to four areas:

d. Learning-by-doing (practical learning):

AMA projects involve learning-by-doing or practical learning.

10. Do you think learning-by-doing is valuable to learning in Omani higher education? Why/why not?
 - How do you judge its value compared to other approaches to learning?
 - Do we need to introduce more practical learning in Omani HE?
11. Do you think it is disadvantageous/negative to learning in higher education? Why/why not?
 - Does it create any type of problems to your learning?

e. Authoring multimedia artefacts/products:

AMA projects involve authoring external multimedia artefacts/products.

12. Do you think creating artefacts is valuable to learning in Omani higher education? Why/why not?
 - How do you judge its value compared to other approaches to learning?
 - What does it add to learners? to the learning process?
13. Do you think it is disadvantageous/negative to learning in higher education? Why/why not?
 - Does it create any type of problems to your learning?

f. Student-centred learning:

AMA projects involve student-centred learning, as well as independent and autonomous learning

14. Do you think student-centred learning is valuable to learning in Omani higher education? Why/why not?
 - How do you judge its value compared to other approaches to learning?
 - Do we need to introduce more SCL in Omani HE?
15. Do you think it is disadvantageous/negative to learning in higher education? Why/why not?
 - Does it create any type of problems to your learning?

g. Learning through computer Technologies (IT & ICT):

AMA involves the use of computer technologies (ITs & ICTs) in learning.

16. Do you think using ICTs is valuable to learning in Omani higher education? Why/why not?

- How do you judge its value compared to other approaches to learning?
- Do we need more IT-based learning in Omani HE?
- 17. Do you think it is disadvantageous/negative to learning in higher education? Why/why not?
 - Does it create any type of problems to your learning?

Theme 3: Learning environment of authoring multimedia artefacts (AMA)

This part aims to explore aspects of AMA learning environment in relation to three areas:

h. Role of the teacher

AMA projects encourage that teachers work only as facilitators, while students should take ownership/responsibility for their own learning.

- 18. Do you think teachers' role as facilitators is valuable to learning in Omani higher education? Why/why not?
 - Does shifting responsibility for learning to you enhance your learning in HE? In what ways?
 - Would you be able to rely on minimal teacher intervention?
- 19. Do you think it is disadvantageous/negative to learning in higher education? Why/why not?
 - Does it create any type of problems to your (or other students') learning?

i. Learning atmosphere

AMA-based learning encourages creating a learning atmosphere that supports collaboration and independent learning, and allows students to make mistakes and learning from them.

- 20. Do you think creating such learning atmosphere is valuable to learning in Omani higher education? Why/why not?
 - Does creating such atmosphere enhance your learning in HE? In what ways?
 - Would you be able to manage your own learning?
- 21. Do you think it is disadvantageous to learning in higher education? Why/why not?
 - Does it create any type of problems to your (or other students') learning?

j. Nature of learning activity

AMA encourages working in extended, open-ended projects and project-based learning.

- 22. Do you think learning through projects is valuable to learning in Omani higher education? Why/why not?
 - Do open-ended projects enhance your learning in HE? In what ways?
 - Would you be able to sustain project-based learning?
- 23. Do you think it is disadvantageous to learning in higher education? Why/why not?
 - Does learning through projects create any type of problems to your (or other students') learning?

- Final comments
 - a. Would you like to add any further comments or suggestions?

