

Interview Questions for Teachers

The following semi-structured interview questions have been designed to investigate Omani IELTE teachers' perceptions of experiences in teaching 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?
- Could you briefly speak about your teaching experience?
- Have you had any previous experiences authoring multimedia artefacts/products (e.g. podcasts/vidcasts, etc.)? If so, tell me about these experiences.

Investigating IELTE teachers' 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 were 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. How did you make students aware of their learning needs and requirements of the project prior to their AMA?
 - Did you provide necessary instruction, resources, etc.?
 - Did students have the necessary skill and knowledge to do the project on their own?
 - How did they choose the topics?
 2. What resources (e.g. tools) & support did you provide students to get them started on their AMA projects? Why?
 - Equipment/ online resources/ social support/ technical support?
 - b. **During-phase [creation stage]**
 3. What steps did students follow during the creation process?
 - Where did they do the AMA project (venue)? Why?
 - What set did they prepare?
 - How are these steps important to the project?
 4. What help and support did students get during the creation process? How did they impact on the project?
 - Who helped them? Why or why not?

c. Post-phase [reflection stage]

5. After finishing the AMA creation process, did students evaluate their outcome artefacts? How & Why?
 - What technical aspects they evaluated?
 - What linguistic aspects they evaluated?
 - Did they repeat/redo the project? How many times? Why?
6. Do you think students were emotionally invested in the outcome? How & why?
 - How did they measure it? Did anyone help them evaluate it?
 - Did the outcome have an impact on their personal and academic levels?

Part 2. Challenges to AMA experiences

- Challenges faced with AMA project(s) & ways to overcome them
 7. Did you face any challenges/difficulties with AMA experiences before, during or after the 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?
 - How do students react to this learning approach?
 - 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 teaching & students' 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?
 - How do students react to this learning approach?
 - What does it add to learners? to the learning process?
 - Do we need to introduce more of this type of learning in Omani HE?

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 teaching & students 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?
- How do students react to this learning approach?
- 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 teaching & students' 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?
- How do students react to this learning approach?
- 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 teaching & students' 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 advocate 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 students enhance students' learning in HE? How?
- How do students react to this approach?
- Would they be able to rely on minimal teacher intervention?
- Do we need less teacher-centred approaches?

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 teaching & 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 learn 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 student learning in HE? In what ways?
- How do students receive such approach to learning?
- Would students be able to manage their own learning?
- Do we need to expand on such learning atmosphere in HE?

21. Do you think it is disadvantageous to learning in higher education? Why/why not?

- Does it create any type of problems to your teaching & 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 student learning in HE? In what ways?
- How do students receive such approach to learning?
- Would students be able to sustain project-based learning?
- Do we need to increase 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 your teaching & students' learning?

- Final comments

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