

## INTERVIEW PROTOCOL

### 1. State your project's research question

- 1) What do in-service teachers believe and know about self-regulated learning?
- 2) How are in-service teachers' beliefs and knowledge about self-regulated learning related to their instructional practices?
- 3) What instructional practices do in-service teachers use to develop self-regulated learners?

### 2. Identify who the participant is (what is their role/relevance in your chosen field site)

Participants were chosen from my field site, located in Chaoyang Branch School in Chaoyang District, Beijing, China.

Criterion sampling was used to select the participants who were (a) currently in-service teachers; (b) chosen from male teacher groups and female teacher groups who teach in Junior middle schools; (c) experienced in using computers and Internet as well as teaching in schools.

A male and female middle school English teachers were chosen by my former principal based on the sampling criteria, and we made connections one week ago. The female English teacher teaches seventh graders and the other male English teacher teaches ninth graders. They meet their students on weekdays in school. Both teachers have experience of using computers and Internet as well as teaching in schools for more than 3 years. The male English teacher is 37 years old and the other female English teacher is 28 years old. The selection criteria were based on my research questions, theoretical perspectives, and accessibility of informants in both genders who are willing to share her experience in the study.

### 3. Create an interview guide: a set of 10-12 questions for that specific participant

For this study, I designed an interview protocol, which comprise 15 questions about teachers' belief, their knowledge and their application of using SRL strategies in their teaching practices. This interview protocol was developed based on the conceptual framework of SRL (Boekaerts, 1996b). The structural model included six components, which are: (1) domain-specific knowledge and skills, (2) cognitive strategies, (3) cognitive self-regulatory strategies, (4) motivational beliefs and theory of mind, (5) motivation strategies, and (6) motivational self-regulatory strategies (Boekaerts, 1996b). The different components of the cognitive and motivation repertoire are positioned at three interacting levels, namely the levels of domain-specific knowledge, strategy use, and goals. These were organized around the two basic mechanisms of SRL: cognitive and affective/motivational self-regulation.

I used the Spradley Model to formulate my interview questions below. The model that consists of different categories of questions help me polish my relatively specific interview questions to answer my research questions.

### Interview items

➤ Domain-specific knowledge and skills:

1. What educational programs involving self-regulated learning have you participated?
2. What do you know about self-regulated learning?
3. How would you describe self-regulated learning to your students?

Rationale:

These are important questions because they belong to the content domain, answering the first research question. Whatever teachers would talk about how they teach, they might have a generative conceptual and procedural knowledge about SRL. These questions can probe into the knowledge base of SRL and find any inner knowledge they have and misconceptions of SRL that might be related to their instructional practices. These questions are descriptive questions. The first one asked for the teachers' past experience of taking the SRL training related to self-regulated learning. The last two questions were trying to probe into the construct from the teachers' perspectives.

➤ Cognitive strategies:

4. How do you activate your students' stored information?
5. What techniques might you employ in the classroom to encourage self-control (self-instruction, imagery, attention focusing, specific task strategies) of learning for your students?

Rationale:

It's important to ask these explanation questions because these questions were trying to answer the third research question. They were trying to probe into instructional practices, including activation of rules, applications, proceduralizing a rule self-instruction, imagery, attention focusing, specific task/problem solving strategies.

➤ Cognitive self-regulatory strategies:

6. How might you use goal setting in your own learning?
7. How would you encourage students to plan for a learning task?
8. How would you monitor the progress in the learning process of achieving a goal?
9. In what ways do you use to evaluate your students' goal achievement?

Rationale:

It's important to ask these descriptive questions because these questions were trying to answer the second and third research questions. These questions were focused on the descriptions in detail SRL and actions to be taken at each step in the teaching process.

➤ Motivational beliefs and theory of mind:

10. What are your beliefs towards the way students complete the tasks you assign?
11. How do you evaluate your intuitive beliefs on self-regulation teaching, identify misapprehension, and replace them with new proper action?

Rationale:

It's important to ask these descriptive questions because these questions were trying to answer the second research question, including teachers' beliefs, attitudes and values related to

the previous steps to develop self-regulated learners, strategy beliefs, capacity beliefs and goal orientation.

➤ Motivation strategies

12. If your students encounter difficulty, how would you reduce their negative emotion?
13. How would you create a learning intention lead to a more efficient collaboration between students in class?

Rationale:

It's important to ask these explanation questions because these questions were trying to answer the second research question. These questions were trying to probe into the motivation strategies the teachers use in their instructional practices, how teachers cope processes to alter stressors and reduce negative emotion and how they use social resources to collaborative with others.

➤ Motivational self-regulatory strategies:

14. What is your students' process of competing action tendencies till a goal is accomplished?
15. How do you scaffold your students maintain action plans in the face of obstacles and competing action tendencies?

These questions are important because they were created to answer Question 3. This is the combination of cognitive self-regulation and motivational self-regulation. These questions were designed to probe into students' mental representation of behavioral intention and how teachers scaffold their students in the teaching practices to link the behavioral intention to action plans.

References:

Boekaerts, M. (1996b). Self-regulated learning at the junction of cognition and motivation. *Eur. Psychol.* 2, 100–112. doi: 10.1027/1016-9040.1.2.100

COMMENTS

Feedback to Learner

6/9/20 12:32 PM

Good questions, Lei. I look forward to your findings.

What language will you use to conduct your interviews? Chinese or English? A couple questions sound a little awkward to me. I assume that could be because your interview language is Chinese and you write up the questions and research paper in English? Please double check each question to make sure that your participant understands them in the way that you want them to.

Always have follow-up questions ready, such as: Can you give me an example? What do you mean? Elaborate on this. Can you be more specific.

Ethnography Presentation: 10/10

Class Facilitation: 10/10