

# Interview guidelines for 10-14-year-old kids (post-event interview)

## Interview guidelines

Interviews are aimed at providing more information about participants' self-efficacy in STEAM. They can be fast than the diaries, but direct interaction between interviewee and interviewed can hinder participants' beliefs if there is not a close link between both.

These questions are designed for a post-event interview. Questions for a pre-event interview would need to be adapted from these ones.

## Interviewing participant children

Introduction and initiative monitoring

- **What have you done in the activity?**
- **What did you expect to find in this activity?**
- **How did you imagine a scientist/engineer/... before coming to the activity?**
- **Has your image changed? Why?**

*[Other questions about monitoring the initiative and/or ice-breaking can be added]*

Assessment of self-efficacy in STEM

- **What did you think at the beginning of the activity while the tutor/monitor was presenting you the activity? Was it appealing? Why?**

*[Question aimed at assessing teens' Level of Motivation, Outcome expectancies]*

- **At the beginning, did you feel that you were able to do the proposed activity? Why?**

*[Question aimed at assessing teens' retrospective initial self-efficacy beliefs]*

- **Are you satisfied with what you have done? Why?**

*[Question aimed at assessing teens' self-satisfaction, how they value their achievements]*

- **Do you feel you have been able to do this STEAM activity successfully?**

*[Question aimed at assessing teens' retrospective self-efficacy beliefs]*

- **What do you think has helped you to feel successful at the activity?**

*[Question aimed at identifying which elements have helped teens to feel capable of doing STEM]*

- **Has your level of confidence in STEAM activities changed from before? What has made it change?**

*[Question aimed at identifying which elements have helped teens to feel capable of doing STEM]*

- **How confident are you that you will be successful doing STEM activities in the future? Why?**

*[Question aimed at assessing teens' prospective self-efficacy beliefs]*

- **What would you say to other children that do not feel capable of doing these type of activities?**

*[Question aimed at identifying which elements have helped teens to feel capable of doing STEM]*

#### Teen identity (optional)

- **Do you think you get good marks at science, technology and/or mathematics? Why?**

*[Question aimed at assessing teens' prospective self-perception beliefs]*

- **Do you think you are good at science, technology and/or mathematics? Why?**

*[Question aimed at assessing teens' prospective self-perception beliefs]*

- **Do you think this activity has allowed you to show how good you are doing STEM? In which sense?**

*[Question aimed at identifying which elements have helped teens to feel capable of doing STEM]*

*[If necessary, other questions can be gathered from the kids' questionnaire]*

#### Interest in STEM (optional)

- **After participating in the activity, do you feel you would like to study more about why things happen? Why?**

*[Question aimed at assessing teens' interest in STEM]*

- **After participating in the activity, do you feel you would like to study more about how to invent, design or build things? Why?**

*[Question aimed at assessing teens' interest in STEM]*

- **After participating in the activity, do you feel you would like to study more about numbers, counting, measuring and describing the shapes of objects? Why?**

*[Question aimed at assessing teens' interest in STEM]*