

Interviewing guidelines for participant teachers, volunteers and STEM experts in STEAM activities

Post-event interview

Interview guidelines

Interviews are aimed at providing more information about participants' self-efficacy in STEM. 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.

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 teacher/tutor/monitor was presenting you the activity? Was it appealing? Why?**

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

- **At the beginning, did you personally feel that you were able to do the proposed activity in your class/ workshop? Why?**

[Question aimed at assessing participants' retrospective initial self-efficacy beliefs at an individual level]

- **At the beginning, did you personally feel that you were able to do the proposed activity with girls, teens of other ethnicities and/or low socioeconomically background? Why?**

[Question aimed at assessing participants' retrospective initial self-efficacy beliefs at an individual level in terms of equitable STEM]



Supported by
the Erasmus+ programme
of the European Union



- **Has your level of confidence in STEM 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 now that you are able to make your students feel they can carry out successfully STEAM activities? Why? And regarding students from disadvantaged backgrounds?**

[Question aimed at assessing teaching strategies to promote self-efficacy in STEM]

- **Have you changed your opinions from before? What has make it change?**

- **Which strategies do you use to make your students feel they are able to carry out successfully STEAM activities? And regarding students from disadvantaged backgrounds?**

[Question aimed at assessing teaching strategies to promote self-efficacy in STEM]

- **Have they changed from before? What has make them change?**

- **What would you say to other teachers/ tutors/STEM experts who 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]

- **Would you like to add something else?**