

INTERVIEWS FOR EDUCATORS

POST INTERVIEWS FOR VOLUNTEERS PARTICIPATING IN MATH ACTIVITIES DESIGNED AND USED BY UNIVERSITAT AUTÒNOMA DE BARCELONA



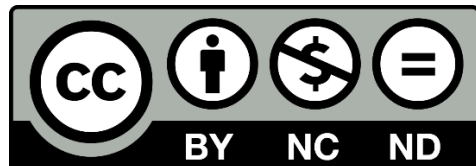
Universitat Autònoma
de Barcelona



Co-funded by the
Erasmus+ Programme
of the European Union

The STEAM4U project has been supported by the Erasmus+ programme of the European Union (Project reference 2016-1-ES01-KA201-025633).

However, the European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



“Post interviews for volunteers participating in math activities designed and used by Universitat Autònoma De Barcelona” is part of the “Toolkit for assessing the promotion of self-efficacy. Part 2, STEAM4U concrete tools”, and has been edited by CRECIM – Centre for Research in Science and Mathematics Education.

It is distributed by a Creative Commons license
Attribution - Non Commercial - No Derivatives 4.0 International
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Recommended Citation:
CRECIM (Eds.). (2018). *Toolkit for assessing the promotion of self-efficacy. Part 2, STEAM4U concrete tools*

INTERVIEW GUIDELINES

These questions are guidelines for the interviews. If volunteers do not provide a clear answer, we will pose another similar question to deepen in the answer. Moreover, if the answer hinders some information that could be relevant for knowing more about their self-efficacy or other related aspects, we will make more questions, as well.

POST-EVENT INTERVIEW

VOLUNTEER'S IDENTIFICATION

1. Name, age
2. How would you define your relationship with mathematics?

OPINION ABOUT THE UNIX PROGRAM

3. Now you have some experience as a UniX volunteer. What do you think is the main benefit of the UniX program for teens? Why?
 - *If equity issues appear, ask to deep in the answer.*
 - *If the volunteer is participating in the UniX program for a second time, ask if they have identified differences from different years.*
 - *It is important to remember the answers given in the previous interview.*
What has made you change your opinion? Tell us a little more.

The Unix program is based on two pillars: developing the mathematical competence of children and developing cross-curricular skills, such as learning to learn, study techniques...

4. If we focus on the development of mathematical competence, what do you think a teen needs to be able to develop it?
 - *We suggest to print the answers, and ask them to arrange them according to their importance. This would help us to ask then why they put the answer in this position "that you feel you are capable of doing it."*

Set up an activity that has a motivating context	Let them feel that they are capable of doing the proposed activity successfully	Have a teacher that engage the students
Have a study habits	Have innate abilities to solve the problem	Make teens feel that they are useful for everyday life



Teens' family valuing the importance of mathematical knowledge	Teen's not feeling different if they are interested in mathematics	Teens' wanting to study something related to math
--	--	---

- *It is important to remember the answers given in the previous interview. What has made you change your opinion? Tell us a little more.*

OPINION ABOUT THE TRAINING

5. How did you feel in the training? Why?
6. What do you think the training has served you? Why?
 - Would you change something? Would you add something?
 - What would you not change by no means?
7. Have you been able to implement the STEAM4U workshop? (Game Tridio etc.) How did you feel teaching mathematics this way?
 - What do you think were the strengths of the workshop?
 - What do you think should be changed?
 - Do you think that the STEAM4U workshop you have carried out has had an impact on teens? Which one?
 - In particular, do you think these kind of workshops can boost the confidence of young people in their abilities? Why?
8. Do you feel capable of carrying out more similar workshops/activities than the STEAM4U one? What would you miss?

METHODOLOGICAL STRATEGIES IN RELATION TO ATTENTION TO DIVERSITY

9. After your experience, to which extend do you feel capable of carrying out a UniX activity which make teens feel gain confidence in their mathematical abilities?
 - And designing it?
 - Why?
 - What would you miss
 - Is there anything that has made you change your opinion from your previous answers?
 - *If they mention the training, ask more about it*





10. What strategies do you think you have to make teens feel they have the capabilities to do math?
- Of all these strategies, which one do you think is the most effective?
 - Could you provide an example of what you have experienced in these weeks?
11. Do you think that your teaching strategies have changed in the time you take your volunteer to Unix?
- What made you change them? What has reinforced your strategies?
12. In the questionnaire we asked again to select the level of agreement or disagreement of the following statements:
- I feel less able to teach math to teens who speak Catalan / Spanish as a second language than those who speak Catalan / Spanish
 - I feel less able to teach maths to teens from low socio-economic level, than teens from mid/high socio-economic level
 - I feel less able to teach math to girls than boys
 - Does the participation in this volunteer program has made you change your perception regarding your ability to teach mathematics? How has it changed?

ADDITIONAL INFORMATION

13. Would you like to add something more?

