

# INTERVIEWS FOR EDUCATORS

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



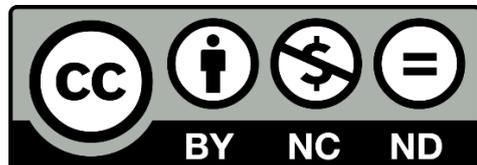
Universitat Autònoma  
de Barcelona



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## 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.

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## PRE-EVENT INTERVIEW

### **VOLUNTEER'S IDENTIFICATION**

1. Name, age
2. What is the degree or degrees you are studying?
3. Is this the first time you participate in the Unix program?
  - Why did you sign up in the UniX program? Why are you repeating?
4. How would you define your relationship with mathematics?

### **EXPECTATIONS WITH THE UNIX PROGRAM**

5. Which do you think is the main benefit of the UniX program for the participating 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 about their experience of the previous year.*

*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...*



6. If we focus on the development of mathematical competence, what do you think 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

7. Think of all your student years, from elementary school, going to secondary school. Was there any moment when you felt that you were not able to do an activity that implied the use of mathematics? (problem, exercise, examination...). Explain us one of those moments.
- Do you think you could overcome that moment? Do you feel different now, regarding that moment?
  - What helped you most at that moment, to make you feel that you were able to successfully overcome that situation?

### **METHODOLOGICAL STRATEGIES IN RELATION TO ATTENTION TO DIVERSITY**

8. How do you think you could transfer this experience to the Unix workshop? That is, to make teens feel the same thing that helped you to feel you were capable of doing mathematics?
9. What other strategies do you have to make teens feel they have the capabilities to do mathematics?





10. In general, how can you be able to do a Unix activity in which young people gain confidence in their mathematical abilities?

- And to design it?
- Why?
- What do you think you would miss?

11. In the questionnaire we have asked you to select the level of agreement or disagreement with 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

\* Could you explain why you feel more / less able to teach math to these collectives?

### **EXPECTATIONS ABOUT THE TRAINING WORKSHOP**

12. What do you think the training workshop can help you with?

### **ADDITIONAL INFORMATION**

13. Would you like to add anything else?

