

Interview guide¹ – student X

Activities

Overall activity perspective

Lesson 1 in Swedish (Video #1 activity view) – question 1-3

Sequences:

0-40 sec: Introduction

6:52-7:40 min.: Run through of lesson topic and assignments projected on whiteboard, discussion

9:35-10:35 min.: Digital hourglass, end of discussion and new assignment

22:45-23:45 min.: Start using the computers, shared document via e-mail.

Lesson 2 in Geography (Video #2 activity view) – question 1-3

Sequences:

5:50-6:20 min: Introduction

11:05 – 11:10 min.: Students watch a movie

16:57-17:03 min.

18:50-19:05 min.

19:20-19:35 min.

22:34-22:47 min.

23:30-23:45 min.

Start of lesson with the computers

¹ The question guide was semi-structured which means that the questions was a base for elaboration.

Example of an interview guide

1. How did you experience the organization and content of the activities (i.e., the design) undertaken during the lesson?
2. What was your role in planning the classroom activity? Did you have the opportunity to influence the planning and execution of the classroom activities? If so, how?
3. Did you get to select/influence on the technologies you used?

Close-up activity perspective

Lesson 1 in Swedish (Video #1 close-up) – question 4-8:

Sequence:

23:13-25:00 min.: Start using the computers, assignment

Lesson 2 in Geography (Video #2 close-up) – question 4-8:

Sequence:

19:24-19:56 min. and 22:36 – 23:36 min.: Puts up computer and enter software, assignment

Example of an interview guide

1. What did you think of how the lesson came out with the use of the technologies? Do you think that the technologies fit to the tasks? Do you think that any other technologies would have been good to use? Why and what?
2. Was your main role in the activity, i.e., related to production (performance) and/or consumption (taking part of something) when using the technologies?
3. How did the activity enable or prevent you from adapting/making choices of what properties to use²? What kind of properties do you like to use? Did the activity make you do things with the technologies that you would not have done otherwise?
4. What thoughts do you have about the outcome of the lesson? For example, when it comes to the different technologies (hardware/software) and properties (functional/semiotic properties)³, and the use of these in different combination in the activities and in your learning (the modes of representations)? What went well or less well when using the technologies in relation to your meaning-making and the purpose of the activities?
5. Does the use of technologies differ between subjects in school? How?

² This term “properties” were exemplified for the students with sequences from the video recordings.

³ The terms hardware/software and functional/semiotic properties were exemplified for the students with sequences from the video recordings.

Example of an interview guide

The combination of technologies (hardware and software)

1. How do you experience the use of your device (the hardware)?
2. Do you lack any (hardware) technologies - an external mouse, touch function, headphones, external keyboard, larger screen, webcam and so on?
3. How do you think it is apt to perform your activities through the combination of technologies (hardware + software) you use today?
4. If you could decide, what kind of technologies would you like? Different program, different combination of technology hardware/software?
5. Do you wish you could change how the technologies displays things in assignments etcetera? Colors, sizes, images, squares, lines etcetera?

Technologies' functional properties

Lesson 1 in Swedish (Video #1 close-up) – question 14-18:

Sequence:

25:00- 27:00 min.: Use of the computer with software – email and documents

Lesson 1 in Geography (Video #2 close-up) – question 14-18:

Sequence:

23:36-27:00 min.: Use of computer and training program for Geography.

1. In the video sequence, does it appear that certain functions came into use? Why do you think that might be?
2. Are you used to using these features?

Example of an interview guide

3. Can you describe how the different functions played a role in how you carried out your learning activities? For example, helped you navigate (with the mouse), or get into the right place in the classroom (the functions that were highlighted with the mouse pointer), or change the brightness of the screen using the keyboard buttons⁴.
4. Did you consciously think about these features?
5. Which functions are more important than others to support you in your learning activities? Do you miss any function that could support you in your technology use?

Technologies' semiotic properties

Close-up perspective

1. In the video sequence, it appears that the following functions, color, enter key were used to operationalize the way you worked with your text to frame and make spaces between texts parts. Can you describe what they mean to you in use and how they played a role in what meaning you wanted to convey in your learning activities?⁵
2. Did you consciously think about choosing these resources? Is there something you would like to produce with the technologies but where the properties are limiting you?
3. Which technological resources do you think are more important than others when you want to represent meaning?

Modes of representation

Close-up perspective

1. You were involved in the following sign-making activities - writing text - and produced writing, speaking, directing gaze - in the video sequence from the Swedish lesson and you spoke, read and directed your gaze in the video sequence from the geography lesson⁶:
 - How does this relate to the task you would perform?
 - How does this relate to the technology that is available to use? How did the use of technologies properties support your production? For example, read aloud from the screen, pay attention to special content etcetera⁷.

⁴ This is an example prepared in advance and integrated in the questions according to the viewed video sequences.

⁵ This is an example prepared in advance and integrated in the questions according to the viewed video sequences.

⁶ This is an example prepared in advance and integrated in the questions according to the viewed video sequences.

⁷ This is an example prepared in advance and integrated in the questions according to the viewed video sequences.

Example of an interview guide

- What do you want to convey with the help of these creations?
- 2. Is there any technologies or properties that would have been preferable to perform your tasks/convey meaning better/in a different way?
