Draft Semi-structured Interview

The purpose of the interview is to collect students' feedback from the pre-session questionnaire. My interview approach will follow Kvale's (1996) conception of the interviewer as a 'traveller', engaging in a dialogic process where knowledge is co-constructed through reflection. This aligns with my aim to explore student perceptions of inclusion and learning needs through open, responsive engagement.

In reflecting on how I wanted to gather students' experiences, I was drawn to the idea of sitting down face-to-face. Irvine, Drew and Sainsbury (2012) found that in-person interviews naturally allow for more back and forth, things like finishing each other's thoughts or clarifying what's meant tend to happen more easily. People feel more able to express themselves fully, and the interviewer can offer small but important visual or vocal cues, for example, a nod, a smile, a soft "mm-hmm", that show they're really listening. Their research also noted that when interviews happened over the phone, participants were more likely to double check if they were "getting it right," and the conversations were often shorter and more fragmented. For a topic as personal as feeling included or supported in learning, that sense of shared space and mutual understanding felt essential.

Hypothesis-driven interview question:

H1: Students believe the pre-session questionnaires help to increase the 1-to-1 session efficiencies.

H2: Students believe the pre-session questionnaires help them to understand their learning preferences.

H3: Students believe this pre-session questionnaires help them to identify / advocate their learning barriers

H4 Students' perception on whether the pre-session questionnaire help 1-to-1 session to be 1) efficiencies, 2) helpfulness, 3) comfortable 4) inclusiveness

Questions:

Section A – Warm-up

1. Can you describe your overall experience of completing the pre-session questionnaire?
   (rapport building, open ended)
   → Follow up: "Was it easy or time consuming? Did anything surprise you?"

Section B – Efficiency (H1)

2. Would you say the questionnaire helped make your one-to-one session more focused or efficient?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

→ Follow-up: "In what ways did it make your session smoother or better prepared?"
→ Optional prompt: "Did it help you save time clarifying your needs?"

Section C – Understanding Learning Preferences (H2)

3. Do you think filling in the questionnaire helped you understand your own learning preferences?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

→ Follow-up: "What did you notice about how you learn after completing it?"
→ Probe: "Was there a particular question that made you think differently about your learning?"

Section D – Identifying and Advocating Barriers (H3)

4. Did the questionnaire help you identify or communicate any barriers you face when using technical resources or learning?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

→ Follow-up: "Can you share an example of something you felt able to express more clearly?"
→ Probe: "How comfortable did you feel sharing challenges through the form rather than face-to-face?"

Section E – Perceptions of Experience (H4)

5. Overall, how would you rate the questionnaire in supporting your one-to-one session in the following ways?"

6. Very supportive | Supportive | Neutral | Unsupportive | Very unsupportive |

On Efficiency /Helpfulness/Comfort/Inclusiveness

→ Follow-up for each: "Why did you choose that rating?"
→ Probe: "Was there anything about the language, layout, or content that felt particularly inclusive or not?"

Section F – Final Reflection

6. If you could suggest one thing about the questionnaire to make it more supportive or inclusive, what would that be?
7. Is there anything else you'd like to share about how it affected your session or confidence in seeking help?

Reference:

Irvine, A., Drew, P. and Sainsbury, R. (2012) '"Am I not answering your questions properly?" Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews', *Qualitative Research*, 13(1), pp. 87–106. https://doi.org/10.1177/1468794112439086

Kvale, S. (1996) *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.