



Evaluation Resources

Intel® Teach Essentials Course

Follow-Up Interview



IN COOPERATION WITH

EDC | Center for Children &
Technology



CENTER FOR CHILDREN & TECHNOLOGY

Developed by EDC | Center for Children & Technology
in collaboration with Intel Corporation
for the Intel Education Initiative

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Using the Interview Questions

The optional follow-up interview questions ask about the teachers' use of new technology activities and project-based instructional approaches in his or her classroom. This section reviews the research objective for each section of the interview. This discussion is intended to help the local evaluators decide how to structure the interview and when to probe the respondent's answers for more detailed information.

Section TP: Technology for lesson planning, classroom materials, and teacher administrative needs

The questions in this section ask about the teachers' use of technology for their own lesson planning, and classroom management and administration, such as using the Internet for research on a topic that the teacher is not familiar with, or to find materials to present to the class; creating grade books on the computer; producing handouts or quizzes; or writing lesson plans on the computer.

The first set of questions in this section explores teachers' activities since participating in the Intel[®] Teach Essentials Course. It is important to establish whether teachers did these activities before the training or not. The questions divide the teachers into two groups—teachers who used technology for lesson planning before the training (questions LP1a - LP1c) and teachers who did not use technology for lesson planning before (questions LP1e - LP1g).

The second set of questions explores possible new uses of technology to create class materials (such as handouts, quizzes, presentations) or teacher administrative and classroom management tools (such as grade-books, class lists, calendars).

Section UT: Using Technology with Students

The questions in this section ask about new technology activities that directly involve students. An objective of the Essentials Course is to support teachers in creating more opportunities for students to use technology. This section asks teachers to think about the lesson activities that they feel were inspired by their participation in the Essentials Course and to talk about any student technology activities connected to those lessons. After describing the activities in detail, teachers are asked to place the student activities in to one of three categories: passive viewing, responding actively to something delivered via technology, or creating a technology product. Teachers who used technology with students before the training are asked to compare this activity with the type of activities they did with their students before the training. This section also asks teachers to talk about the challenges they face when trying to use technology with their students.

Section PB - Using Project-Based Approaches in the Classroom

The questions in this section ask about the use of project-based instructional approaches. An objective of the Essentials Course is to support teachers in integrating project-based teaching strategies into their classroom. The first question asks teachers to describe a project that they feel was inspired by their participation in the Essentials Course. The teachers then place that project into one of three categories that are set on a simple continuum from teacher-centered to student-centered teaching strategies:

1. Teaching strategies centered around clear lectures with reinforcement activities for students
2. Teaching strategies that combine classroom discussions with lectures
3. Teaching strategies encouraging students to critically explore material

Teachers are then asked to compare the target project with the teaching strategies they typically use.

Section PS: Preparing Students for their Future

The questions in this section ask about the skills and abilities that teachers think their students will need to be successful in the future; the use of technology is often connected to the development of complex thinking skills. These questions ask teachers what skills they feel students need in their country and to reflect on whether the training has helped the teachers in supporting students' development of these skills.

TP **Technology for Lesson Planning, Classroom Materials, and Teacher Administrative Needs**

READ TO TEACHER BEING INTERVIEWED: I want to ask you about your use of technology for lesson planning and preparation since the Intel Teach Essentials Course.

TP-1. Did you use technology to help prepare and plan your lessons before the Essentials Course?

IF RESPONDENT ANSWERS "YES", COMPLETE ALL OF TP-1, AND THEN CONTINUE TO TP-3. IF RESPONDENT ANSWERS "NO", GO DIRECTLY TO TP-2.

OPEN ENDED RESPONSE

TP-1a. Can you describe how you are using technology in new ways now to help prepare and plan your lessons?

OPEN ENDED RESPONSE

TP-1b. How has this been helpful?

OPEN ENDED RESPONSE

TP-1c. What are some of the difficulties you have when using the technology to prepare your lessons?

OPEN ENDED RESPONSE

TP-2. Have you tried using the Internet or the computer to help you prepare for your lessons *SINCE the training?* *IF RESPONDENT ANSWERS "NO", GO DIRECTLY TO TP-3.*

OPEN ENDED RESPONSE

TP-2a. Can you describe how?

OPEN ENDED RESPONSE

TP-2b. How has this been helpful?

OPEN ENDED RESPONSE

TP-2c. What are some of the difficulties you have using the technology to prepare your lessons?

OPEN ENDED RESPONSE

TP-3. Have you used technology to create new class materials (examples - handouts, quizzes, presentations) or tools (examples: Microsoft Excel* attendance sheet, grade-books, class lists, calendars) to help you as a teacher?

OPEN ENDED RESPONSE

If yes, please briefly describe the materials or tools you created.

UT Section UT: Using Technology with Students

READ TO TEACHER BEING INTERVIEWED: I am going to ask you about the unit plan you designed during the training. We know that many teachers use only parts of their unit plan and many teachers make modifications to their unit when they implement it in their classroom.

UT-1. Did you implement any part of the unit plan you designed?

IF RESPONDENT ANSWERS "YES", GO DIRECTLY TO UT-1c. IF RESPONDENT ANSWERS "NO", PROCEED TO UT-1a.

OPEN ENDED RESPONSE

UT-1a. Why not?

OPEN ENDED RESPONSE

UT-1b. What were some of the challenges you faced?

OPEN ENDED RESPONSE

UT-1c. Can you describe the most meaningful technology activity from your unit plan that you implemented?

OPEN ENDED RESPONSE

UT-1d. Would you identify that technology activity you just described to me as primarily:

1 -----	2 -----	3 -----	4 -----	5
Using technology-based teacher tools and resources designed in the training		Having students do various short tasks on the computer or Internet		Having students create a product using technology, individually or in groups

UT-2. Did you do other technology activities with your students before the Intel® Teach Essentials Course training? Thinking about the other technology activities you typically do in your classroom, would you identify most of these activities as primarily:

1 -----	2 -----	3 -----	4 -----	5
Using technology-based teacher tools and resources designed in the training		Having students do various short tasks on the computer or Internet		Having students create a product using technology, individually or in groups

UT-3. While you were trying to integrate technology into your teaching, what factors (for example, number of students, required curriculum, technology access, and so on) did you have to take into account to actually do these activities with your students? Please briefly describe any important factors that you had to take into account.

OPEN ENDED RESPONSE

PB Using Project-Based Approaches in the Classroom

READ TO TEACHER BEING INTERVIEWED: This section is about the project you designed during the training and the teaching strategies presented in the training.

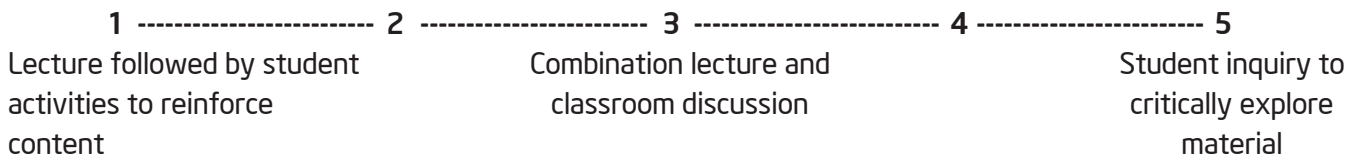
PB-1. Can you please briefly describe the project you developed as part of the Intel® Teach Essentials Course training?

OPEN ENDED RESPONSE

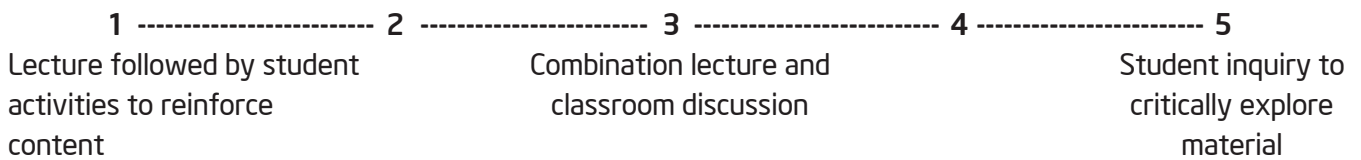
READ TO TEACHER BEING INTERVIEWED: I am now going to ask you about teaching strategies you use in your classroom. Teachers differ in their use of teaching strategies in the classroom, and these strategies can be grouped into three broad categories:

1. Lecture followed by student activities to reinforce content
2. Combination lecture and classroom discussion
3. Student inquiry to explore material

PB-2. Keeping this range in mind, where would you situate the activities from your Essentials Course unit plan that you did with your students?



PB-3. Using this same range, where would you place most of your lessons? Please give an example.



PB-4. How useful do you think project-based approaches are in your school? Why or why not?

OPEN ENDED RESPONSE

PS Preparing Students for their Future

READ TO TEACHER BEING INTERVIEWED: The next set of questions is about preparing students for the future.

PS-1. What skills and concepts do you think your students will need to be successful in life?

OPEN ENDED RESPONSE

PS-2. What role, if any, does technology play in helping you prepare your students to be successful?

OPEN ENDED RESPONSE

PS-3. Has your participation in the Intel® Teach to the Future training helped you meet this challenge?

OPEN ENDED RESPONSE

PS-3a. Please explain why or why not.

OPEN ENDED RESPONSE