

WP3 Experimentation methodology and protocol

D3.2 Interview schedule and framework for 3C4life case studies

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Information about the deliverable

WP N° 3 (Experimentation methodology and protocol)

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Project Information

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Contact Information

Coordinating Institution: University of Education Freiburg, International Centre for STEM Education (ICSE)

Coordinator: Prof. Dr. Katja Maaß

Project Manager: Barbara Degenhart

Lead partner for this report/WP: Marta Romero Ariza (UJA)

Executive Summary

The 3C4life project intends to promote excellence in the teaching profession and to improve teachers' motivation and professional development to better adapt to current training needs and educational demands. To this end, the project proposes a policy measure based on the implementation of a digital platform for teacher professional development with an emphasis on teachers' collaboration, competence development and the knowledge of and navigation through multiple professional pathways. In addition, the project intends to evaluate the impact of the policy measure on participants and to develop a better understanding of how to improve teachers' motivation, collaboration, professional development and career advancement. The final goal is to provide robust research evidence to inform educational policies in this area.

Within the project, WP3 is responsible for the experimentation methodology and protocol to ensure valid, reliable and robust research evidence to inform the policy measure. The main goal of WP3 is to assist partners in the process of data collection and reporting for the policy experimentation and to ensure that all the partners are committed to it.

The experimentation methodology is based on mix methods, therefore including quantitative and qualitative research instruments for data collection.

The quantitative research instruments intend to evaluate the impact of the platform on teachers' motivation, perceived knowledge and competences, self-efficacy and willingness to cooperate with peers or to engage in career advancement and professional development. To this aim WP3 will develop pre/post questionnaires for data collection with an intermediate administration (D3.1).

Qualitative instruments intend to provide an in-depth view of how teachers have experienced the policy measure and to develop a better understanding of how to improve teachers' motivation, collaboration, professional development and career advancement. To this aim, WP3 will develop open questions to evaluate the 3C4life platform, guidelines for teacher interviews and a template to report on 3C4life case studies (D3.2). The open questions will be designed to collect feedback about the specific features of the platform such as those named as motivational triggers, those allowing teachers to navigate through multiple career pathways and features developed to promote teachers' participation in community building.

This deliverable reports on the interview schedule and the open questions design to collect specific feedback about the platform.

Main Report

Background and key information

Nowadays there is a big challenge in keeping teachers motivated and willing to continuously update teaching competences and methods to better adapt to current educational demands. This motivation includes a feeling of empowerment and autonomy: avoiding a feeling of being isolated or locked into one position, and able to recognise one's own strengths and/or further develop new competences and enrich one's professional experience. It also requires the sense of passion for the role of the teacher to be kept alive.

On a general level, the project addresses policy priorities related to improving teachers' careers, in terms of rethinking career structure and guidance and also empowering teachers to better navigate the career system. In order to address this policy priority, the project will develop a digital platform aimed at improving teachers' motivation, collaboration, competence development and career advancement. The platform will be specifically designed to fulfil the project's objectives exhibiting key features that include motivational triggers, multi-directional pathways for teacher careers and elements to support teachers' cooperation and community building.

In particular, the project seeks to analyse the causal link between the motivation for long-term involvement of STEM teachers in occupational advancement programs and three innovative features of the digital platform. The research hypotheses are:

- A sequential arrangement of motivational triggers increases the involvement of STEM teachers in occupational advancement programs.
- Multi-directional advancement perspectives raise teachers' motivation to shape their best personal path as a teacher.
- Targeted community-building features increase teachers' participation in Communities of Practice.

In order to prove these hypotheses, it will be necessary to collect data about:

1. Teachers' engagement with the platform (number of visits to the platform, time spent on particular sections/elements, number of downloads of key materials...).
2. The effect of the platform on teachers' motivation, competence development, knowledge about different career pathways and willingness to cooperate with peers through community of practice.

3. Teachers' experience with the platform: how interesting or useful they find it, what they value most, what they miss and if there is any suggestion for improvement.

Data related to the first point can be drawn from the use of the platform and is closely related to WP2 (platform design) and WP8 (quality assurance).

WP3 is responsible for the experimentation method and protocol and will provide research evidence to address the second and third points using a mix methods approach that combines quantitative research instruments and qualitative ones (interviews and open questions). In order to do so, the following research questions will be addressed:

1. What is the impact of the 3C4life platform on teacher' perceived relevance of and motivation for the teaching career?
2. What is the impact of the 3C4life platform on teachers' perception of teacher collaboration and community building?
3. What is the impact of the 3C4life platform on teachers' perception of competence development and self-efficacy?
4. What is the impact of the 3C4life platform on teachers' knowledge about the different career pathways they can navigate to shape their best personal path as a teacher?
5. How is the 3C4life platform design (structure, content, triggers, career pathways and collaboration features) perceived by teachers and how it can be improved?
6. To what extent does the 3C4life platform design (structure, content, triggers, career pathways and collaboration features) support teachers' motivation, collaboration, competence development and career advancement?

Responsibilities, roles, participants and plans for the field trials

The implementation of the policy measure will take place in the six consortium countries: Germany, The Netherland, Lithuania, Turkey, Portugal and Spain, which are responsible for a good national adaptation and a thorough implementation. In addition, partners from the six countries are responsible for ensuring the expected data collection (see details below) to provide robust research evidence to inform future educational policies about teachers and teaching.

WP4 is responsible for the field trials and data collection in any country and WP8 is responsible for quality control, developing a template for monitoring the field trials based on the experimentation methodology and protocol (WP3).

WP3 is responsible for the development of the evaluation instruments for the policy experimentation, the protocol guidelines and the framework for case studies (D3.1 and D3.2). According to the project description, a quasi-experimental design, including pre/post questionnaires will be used to evaluate the effect of the platform on teachers' motivation, competence development, knowledge about different career pathways and willingness to cooperate with peers through community of practice). Questionnaires will be administered before enrolling in the policy measure (pre-questionnaire), three months after (post-questionnaire) and six months after (delayed post-questionnaire). Case studies will be conducted to develop a better understanding of how the key features of the platform have contributed to improve teachers' motivation and engagement in teacher professional development and career advancement and their willingness to cooperate with peers.

According to the project description, **the sample size per country** for the before-after (and intermediate) comparison is **n=120 teachers** (P. 105 of the proposal) and the sample size for each country's **case studies is n=5**. This ensures a diverse picture and is feasible for partners. We will select the cases from participating teachers, giving us comprehensive insights into the research questions and thereby, choose examples of 'typical' developments or extraordinary cases (Yin 2014, Flick 2012).

The experimentation will start in 2021 (development of the platform and evaluation tools). **Six-country implementation and data collection will come in 2022**, with data analysis, **reporting and conclusions in 2023**. For the national implementation, each country will set up its national version of the platform in 2022 and data collection will start from the experimentation group when first accessing the platform (pre-collection), after 3 months of use (post-test) and after 6 months of use (delayed post-test). Collecting case study data will occur after the use of the 3C4life platform to assess changes and outcomes.

Description of how the 3C4LIFE platform has been adapted and used in your national country

This information is key to understand and explain evaluation data in any country. We assume that the implementation of the platform is similar for the 5 national studies that any partner has to conduct, according to the project description, so this document has to be filled in just once and it is considered common for all the national case studies.

Questions	Responses of partners from: COUNTRY
1. When and how was the teach4life platform promoted in your country and how successful was this from your point of view?	
2. What kind of adaptations have you made to the 3C4Life platform for its use in your national context? Why?	
3. Have you added new/different materials/examples? If your answer is yes, Which ones and in which way are they different from the international version? Describe them.	
4. Have you offered the 3C4Life platform in the context of an official teacher professional development course? If your response is yes, explain the characteristics of the course (number of maximum participants, number of hours, existence or not of specific support and following up by teacher educators, etc...).	
5. How have you encouraged and monitored the use of the platform by participants?	
6. Indicate key dates when you performed actions to promote the use of the platform (social media posts, platform workshops, strategic meetings...)	
7. Have you suggested particular paths when exploring and using the 3C4Life platform? If your response is yes, explain which ones and why.	
8. What measures were taken to initiate collaboration in the forum? How successful were they and why?	
9. How have you ensured the number of evaluation questionnaires before using the platform, 3 months after and 6 months after starting to use the 3C4Life platform?	

<p>10. How have you selected participants for the 3C4Life case studies?</p>	
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Participants in the 3C4life case studies

According to the description of the project, any partner should provide 5 case studies (p. 105). Case studies will be developed on the basis of interviews and open questions to different teachers participating in the implementation, in order to illustrate both 'typical' developments or extraordinary cases (Yin 2014, Flick 2012).

To develop an in-depth view of how teachers may experience the 3C4life platform is interesting to select different participants, varying in gender, age and personal and professional background.

Participants in case studies are chosen purposefully in order to support a better understanding of how the 3C4life platform may influence teachers' motivation, willingness to collaborate with peers and teachers' perception of professional development, competence development and career advancement.

Description of participants in the case study

You should use the template provided for the partner's description of individual cases included in this report.

General guidelines for conducting a semi-structured review¹

These general guidelines are applicable to any interview conducted for the 3C4life case studies.

Initial recommendations

- Get familiar with the interview guidelines provided. If possible, practice the interview in advance.
- Translate the interview guidelines into your language, being careful about the wording of the questions.
- Think of possible phrases that support the transition between the different questions.

Preparing the interviews

- Choose a place for the interview that is quiet and free from interruptions.
- Test the recording system.
- Record the interview and transcript it afterwards. Merely taking notes brings some risk of missing important information.
- Begin with an explanation of the purpose of the interview; intended uses of the information and assurance of confidentiality (see interview guideline). If appropriate, clarify that the interview has been approved by relevant officials.
- Ask only one question at once. Stay close to the wording you prepared in your interview guide.
- Enjoy the silence.
- Use probing techniques to get a deeper insight. (Would you give me an example?, Can you elaborate on that idea?, Would you explain that further?, I 'm not sure I understand what you' re saying. , Is there anything else?)

¹ These general guidelines are based on MaSDiV interview guide https://icse.eu/wp-content/uploads/2019/03/WP3_Experimentation-protocol_D3.2_Data-collection-instruments-for-case-study.pdf

- Maintain a neutral attitude. Interviewers should avoid giving the impression of having strong views on the subject under discussion.
- Do not put words into participants' mouths. Let them say things in their own words.
- Provide feedback and reinforcement during the interview (Your comments on weakness are really helpful. We are about halfway through. You have been telling me really important things. How is it going for you?)
- Maintain control by knowing what you want to find out, by having prepared the interview guide and by listening attentively.

As Patton stated (2002):

"If what people have to say about their world is generally boring to you, then you will never be a great interviewer. Unless you are fascinated by the rich variation in human experience, qualitative interviewing will become drudgery" (p. 341).

Introducing the interview to participants

Here you can find some ideas of how you may introduce yourself and start the conversation with the interviewees:

I want to thank you for allowing us to have this discussion with you today.

*My name is _____ . I am _____
<if appropriate, short introduction of the interviewer, position in the project>.*

It is important to create a nice and relax atmosphere that favour a fluent communication. You might even talk a little about yourself (but remember time is limited). It is important to show interest in the person and to listen carefully.

After thanking them for their participation and introducing yourself, you should ask participants to filled in the form to collect their consent and the background information. After filling in in the initial form, you could invite them to briefly introduce themselves before starting the interview.

Form to collect the background information from the teachers participating in 3C4Life interview²

Dear teacher,

This interview is part of research related to the 3C4Life project in which you have participated. As you know, the 3C4Life is a European project involving 12 institutions from 6 European countries that intends to improve the teaching career providing interesting opportunities for teacher collaboration, professional development and career advancement, with an expected impact on teachers' knowledge about different career pathways, competence development, motivation, job satisfaction, and enthusiasm for teaching and collaboration with peers.

The project intends to provide research evidence about effective ways to achieve these objectives and to this end, your responses to the following questions are essential to develop a better understanding of how you have experienced the 3C4Life platform and to what extent it has been helpful to reflect on the relevance of the teaching career and to motivate you to collaborate with other teachers, continue professional development and fully explore career advancement.

The interview will take about 45 min. I will be recording the session because I don't want to miss any of your comments. All responses will be kept confidential. We ensure that any information provided does not identify you as the respondent. Finally, we will transcribe the whole interview and send you the transcript to ask for approval.

After analysing the information, we will produce a national report. Finally, an international report to the European commission will be delivered at the end of the project including recommendations on how to improve teachers' collaboration, motivation, professional development and career advancement.

² Distribute this form to the teacher participating in the interview and give him/her 15 minutes to fill it in.

Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. Do you have any questions?

Are you willing to participate in this interview?

I am willing to participate in the interview

Name

Signature

Date

Please enter today's date

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What year were you born in? (e.g. 2005)

Are you female or male?

female

male

Initial questions

You can provide them in advance to let participants enough time to respond to them in a written way, or just distribute them some minutes before starting the interview. You can even consider to discuss them orally if you have favourable conditions for that:

For pre-service teachers

1. Why did you decide to become a teacher?
2. Are there more teachers in your family?
3. What are your referents for teaching?

For in-service teachers

1. Why did you decide to become a teacher?
2. Are there more teachers in your family?
3. What are your referents for teaching?
4. What are your most important goals as a teacher?
5. For how many years have you been a teacher?
6. How long have you been teaching at this school?
7. How would you describe your school?
8. How many teachers and students are there?
9. In how many different places have been working as a teacher?
10. Have you had different positions in your career?
11. Are you planning to change your position within the teaching career to become a mentor or teacher educator or to take responsibilities in school management, leadership or in the educational administration? If so, in which way?

Central questions for the semi-structure 3C4Life interview³

Before starting the interview, we recommend reading the general guidelines and distributing the form to collect the initial information from participants (see the previous sections).

From your perspective:

- What are the main challenges for teachers' career development?
- What are the main barriers for teachers' competence development?
- What are the main challenges for teachers' collaboration?
- What would you need to keep on growing professionally?
- What would you need to improve your collaboration with other teachers/colleagues?

Describe your **general experience** using the 3C4Life platform:

- Which aspects did you find more interesting/useful?
- Which aspects do you think should be improved and why?
- Which suggestions can you make for improvement on a general level?

Let's now focus on specific features of the platform...

In relation to exploring different career pathways

- Which elements of the platform did you find the most interesting or useful to know about different career pathways related to the teacher profession?
- In which way did the platform help you to explore different career pathways related to the teacher profession (mentoring, school management, educational administration...)?
- What did you miss?
- Do you have any concrete suggestion to improve the platform resources aimed at providing key information about different career development pathways?
- Has your view about the teacher career changed in anyway?
- In which way did the platform inspire or motivate you to advance your career as teacher?

- Are you considering taking a new position or pathway as a teacher? If so, which one and why?

In relation to motivation and competence development

- In which way did the platform motivate you as a teacher?
- Which elements/aspects/resources of the platform are especially interesting to acquire key information or knowledge useful/relevant for the teaching profession? Why?
- Which elements/resources of the platform are specially interesting to help you acquire key skills or competences relevant for the teaching profession nowadays? Why?
- Did you miss anything in the competence part?
- Do you have any concrete suggestion for improving the competence part of the platform?

In relation to collaboration with peers....

- In which way can you benefit from the collaboration with other colleagues?
- Which elements/features of the platform support the building and development of communities of practice?
- How did the platform support teacher collaboration? Why?
- Has your view about teacher collaboration changed in anyway?
- What did you find most useful to support teacher collaboration?
- Did you miss anything in this respect?
- Do you have any concrete suggestion to improve the platform design aimed at promoting teacher collaboration?

Is there anything else you would like to add or comment on?

Partners' Description of individual cases⁴

Include all the relevant information to characterise the teachers participating in your national case studies. **Fill one form for each of the 5 teachers** participating in your national case studies. Any partner should provide **5 forms** corresponding to any of the cases (any form will be considered a case).

You can use your own knowledge about the teacher and all the information you collected about him/her before and during the interview (see the templates provided for these purposes).

Case number:

Country:

Teacher/case n°	
Age	
Gender	
Pseudonym	
Background information: <ul style="list-style-type: none"> • Motivations and goals as a teacher • Teaching referents • School description and previous experience (only for in-service) 	
General Information regarding teaching: career and professional development and collaboration	
Current position, school	
Teaching experience/professional development of the teacher	
Why he/she decided to become a teacher?	

⁴ This version has been updated on 28 March 2023, after receiving the last feedback from the coordination.

Teacher/case n°	
Is he/she planning to change their position? If yes, which position and why?	
What are the main barriers for teachers' competence development from his/her side?	
What are the main challenges for teachers' collaboration from his/her side?	
What are the main challenges for teachers' career development from his/her side?	
What would he/she need to keep on growing professionally?	
What would he/she need to improve their collaboration with other teachers/colleagues?	
PLATFORM teach4life	
Describe the general experience using the 3C4life platform	
Which concrete suggestions of improvement did he/she have?	
Which elements of the platform did he/she find most interesting/useful?	
Career:	
In which way did the platform inspire/motivate him/her to advance their career as a teacher?	
How he/she finds the career section of the platform (what is good, what is missing)?	

Teacher/case n°	
Which suggestions for improvement he/she has regarding the career part?	
How has his/her view about the teachers' career changed in anyway due to the platform?	
Competence	
In which way did the platform inspire/motivate him/her to advance knowledge and inspiration for teaching?	
How he/she finds the competence section of the platform (what is good, what is missing)?	
Which suggestions for improvement he/she has regarding the competence part?	
Collaboration	
In which way did the platform inspire/motivate him/her to for collaboration with other teachers?	
How has his/her view about teacher collaboration changed?	
What did he/she find most useful to support teacher collaboration?	
How he/she finds the collaboration section of the platform (what is good, what is missing)?	
Which suggestions for improvement did he/she make	

Teacher/case n°	
regarding the collaboration part?	
Any additional comments that he/she made about the platform:	



Reporting on key issues: evidence collected and responses to research questions

Partners are encouraged to **draw on evidence to support their case study report** based on the selected cases. Evidence may come from different sources (e.g., teachers' written responses to open questions about the 3C4life platform; quotations from the 5 teachers' interview or Matomo analytics related to the use of the platform in any partner country). Quotations showing teachers' responses are highly appreciated to illustrate any of the key points.

Guiding questions to respond	Responses based on research evidence	Source/evidence (e.g. teacher 1 interview)
Which elements of the platform did teachers find the most interesting or useful to know about different career pathways related to the teacher profession?		
In which way did the platform help teachers to explore different career pathways related to the teacher profession (mentoring, school management, educational administration...)?		
Are there any aspects of the 3c4life platform that can be improved in terms of encouraging teachers to explore different career pathways related to the teacher profession?		
In which way did the platform motivate teachers?		
How views about the teaching career have changed as a consequence of the platform use?		

Guiding questions to respond	Responses based on research evidence	Source/evidence (e.g. teacher 1 interview)
Which elements/resources of the platform are specially interesting to develop particular skills and competences relevant for the teaching profession nowadays?		
Are there any aspects of the 3c4life platform that can be improved in terms of supporting the development of useful teaching competences? Do teachers miss any relevant aspect in this respect?		
How did the platform support teacher collaboration? Why? Which elements/features of the platform support the building and development of communities of practice? Which elements were best appreciated by teachers in this respect?		
How teachers' view about teacher collaboration have changed as a consequence of the use of the platform?		
<p>Do teachers miss anything in the platform to support teachers' collaboration?</p> <p>Do teachers have any concrete suggestion to improve the platform design in terms of promoting teacher collaboration?</p>		
Is there any other relevant aspect you would like to discuss in relation to the 3C4life platform?		