



[Researcher names and institution names will need to be modified to suit your context]

Interview Schedule for Lecturers – Phase 3

A: GIVE INTRODUCTION

NOTE: Full introduction and instructions for running the interview session are on the following page.

B: QUESTIONS

1. What effect does the co-construction and use of rubrics have on student learning?
2. What are the advantages of students being involved in the co-construction of a rubric?
3. Do you think there are any disadvantages of student involvement in the co-construction of a rubric?
4. Do you think there are any benefits for the lecturer involving students in a rubric co-construction process?
5. What do you feel you personally contributed to the rubric co-construction process?
6. What value do you see in collaboration between students and a lecturer to co-construct rubrics?
7. Has the rubric co-construction process changed the way you think about rubrics?
8. Has the rubric co-construction process lead you to change anything in your pedagogical practice?
9. What about the rubric co-construction process might you recommend?
10. What about the rubric co-construction process might you change?
11. Was involving students in the rubric co-construction process more effort than what it was worth?
12. Has the rubric co-construction process changed your previously perceived role as a lecturer?
13. Any other observations?

C: THANK YOU

Thank you for adding your voice to this research on the co-construction of rubrics. Your input to this research is invaluable. 😊

Instructions for interview facilitators

The purpose of the focus group/interview is to provide further clarification of issues identified from the questionnaire just completed, and to reflect on student responses. It also allows for the raising of issues or ideas not identified in the questionnaires. Therefore, in addition to the questions provided, the lecturer may wish to add some questions of his/her own.

Introduction to interview discussion

Thanks for joining our interview discussion today

[Ensure staff all have copies of the information statement and have already signed a consent form before the interview begins.]

[Clarify that staff have understood the purpose of the research, have a copy of the Information Statement.]

During our discussion, I will ask you a few questions about the rubric co-construction process.

[Explain that the discussion will be audio recorded but future transcriptions of the discussion will not include participants' actual names.]

This interview today should take from 30 minutes to an hour. Throughout this discussion, please feel free to stop me and ask me to repeat or clarify any of the questions.

Conclusion to the interview.

Thank you for your contribution to the interview discussion today. Your contributions to this study will help you and your students to understand how effective rubric co-construction, use and moderation are. You will soon be emailed a letter of acknowledgement for your contribution to this research project. So we can send you the letter, please ensure you have provide your preferred email address.

Questions

If you have any questions about this process, please contact:

Associate Professor Maria Northcote (co-lead researcher): maria.northcote@avondale.edu.au;

Dr Carolyn Rickett: carolyn.rickett@avondale.edu.au;

Dr Peter Kilgour: peter.kilgour@avondale.edu.au.

For those at UTS, contact Dr Sue Joseph: sue.Joseph@uts.edu.au

OR

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