

## Student Interview Protocol



### Instructions

The purpose of this protocol is to gather stories and examples from students about their expectations and experiences integrating the Intel technology-based solution. **For each section, begin with the open-ended question.** Use probes as needed to ensure that you obtain all the information listed in the left-hand column. Example probes are provided on the right, but feel free to make up your own. **You do not need to ask every sample question listed in the right-hand column.** Allow the interview to flow naturally and look for opportunities to ask follow-up questions when interesting topics arise.

If possible:

- Select a diverse group of students.
- Ask students to bring the device with them to the interview.
- Tape record the interview for future reference.
- Introduce yourself, the purpose of your visit, and set expectations for the interview before you begin.

### Questions

#### Part 1: Rapport Building and Background Information

Let's go around the room. Please tell me your first name, what grade you are in, and how long you've been using the device.

General Rapport Building	1. What do you like to do with your free time?
	2. What are your favorite subjects in school?
	3. What do you want to do when you grow up?

#### Part 2: Device Use Demonstration

Can you show me something interesting you've learned to do with the device?

Use Demonstration	4. How did you learn to do that?
	5. How often do you do this in school?
	6. Do you do this with the device at home or elsewhere outside school?

### Part 3: Device Use Stories

Tell me about a recent time when you were asked to use the device by an adult.

Use Description	<p><b>7.</b> What did you do? Why?</p> <p><b>8.</b> Who else was involved?</p> <p><b>9.</b> What did you learn?</p>
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### Part 4: General Use Patterns

What are some of the ways you frequently use the device?

Use Types	<p><b>10.</b> I'm going to read a list of different ways you might use the device. For each item I read, raise your hand if this is something you do frequently in school or your community center. <i>Note: Read the activities listed below one at a time, counting the number of students that raise their hands for each. If you are on schedule, ask a few students as they raise their hands to give examples. Depending on how the conversation has been going, this is a good opportunity to even out participation among students.</i></p> <ul style="list-style-type: none"> <li>a. Do research for schoolwork</li> <li>b. Type your assignments</li> <li>c. Take notes, quizzes, or tests</li> <li>d. Send e-mail to friends or teachers</li> <li>e. Chat with friends or teachers</li> <li>f. Create presentations and projects</li> <li>g. Collaborate with others</li> <li>h. Draw pictures or work with photos</li> <li>i. Write stories, blogs, wiki content, fliers, or publications</li> <li>j. Play games</li> </ul>
Use Frequency and Setting	<p><b>11.</b> How often do adults ask you or allow you to use the device?</p> <p><b>12.</b> What subject(s) do you mostly use the device for?</p>

### Part 5: Reflections

Can you tell me what you think about the device?

Likes and Dislikes	<p><b>13.</b> What are some of your favorite things about using the device?</p> <p><b>14.</b> What do you like least about using the device?</p> <p><b>15.</b> If you could make improvements to the device, what would you do?</p>
Impact	<p><b>16.</b> What's different now that you are using the device?</p> <p><b>17.</b> If you use computers at home or anywhere else, how is using this device different?</p>

Part 6: Other information

Is there anything else you would like to tell us about what you’ve done or would like to do with this device?

Follow-up

If the integration research design calls for multiple rounds of data collection, this protocol can also be used for the follow-up interview. In these cases, it will be appropriate to focus on observed change since the original research took place. More specific guidelines for customization are as follows:

Section	Suggested Modification
Part 1	Use without modification, particularly if these are new participants.
Part 2	Use without modification.
Part 3	Use without modification.
Part 4	Use question 10 as is, but ask students to describe how their use has changed. Change questions 11 and 12 to focus on changes in use.
Part 5	Use without modification. Highlight questions 16 and 17.
Part 6	Use without modification.