Learning behaviours and successful outcomes in STEM students

Interview schedule (questions and sub-question prompts if required)

Thank you for agreeing to take part in this interview. This forms part of a research project in which we're trying to understand more about how our students learn. We're trying to understand more about that approach you take to learning, and how we can improve learning experiences in a way that is relevant and applicable to you.

1. In May we sent you a question to respond to. We asked about your experience of studying this module and what stood out for you. I have sent you your notes and the photograph you took, as a reminder.
    - Take me back to that moment. What was happening?
    - Have you had this experience before?
    - What, if anything, did you learn from this experience?
    - How might you apply what you have learned in the future?

    Thinking back to the survey you took part in at the beginning of 2020. From that survey, we have identified seven behaviours or attitudes, and we can see how strongly students agreed with each of these. This is helpful, because we're trying to find a better way to understand how our students approach their modules. We can plot them on a wheel. [show student a placeholder wheel, and explain the concepts]
- GOAL: this is about how students set goals or plan ahead.
- TIME: this is about how much time students have to study, if they use a schedule, or how they keep up with their module.
- FOCUS: this is about how you concentrate on the module, and what you do to avoid distraction
- NOTE-MAKING: this is about making notes, highlighting, storing notes, and referring to them in revision
- DIGITAL: this is about using digital technologies or media when you study.
- HELP-SEEKING: this is about connecting with other people for support while you study, such as other students and tutors
- ELABORATION: this is about seeking information and relating new ideas to ones already known. This is what your wheel looks like, for when you completed the survey [explain individual's wheel]

    This is what your wheel looks like [explain individual's wheel]

Student A
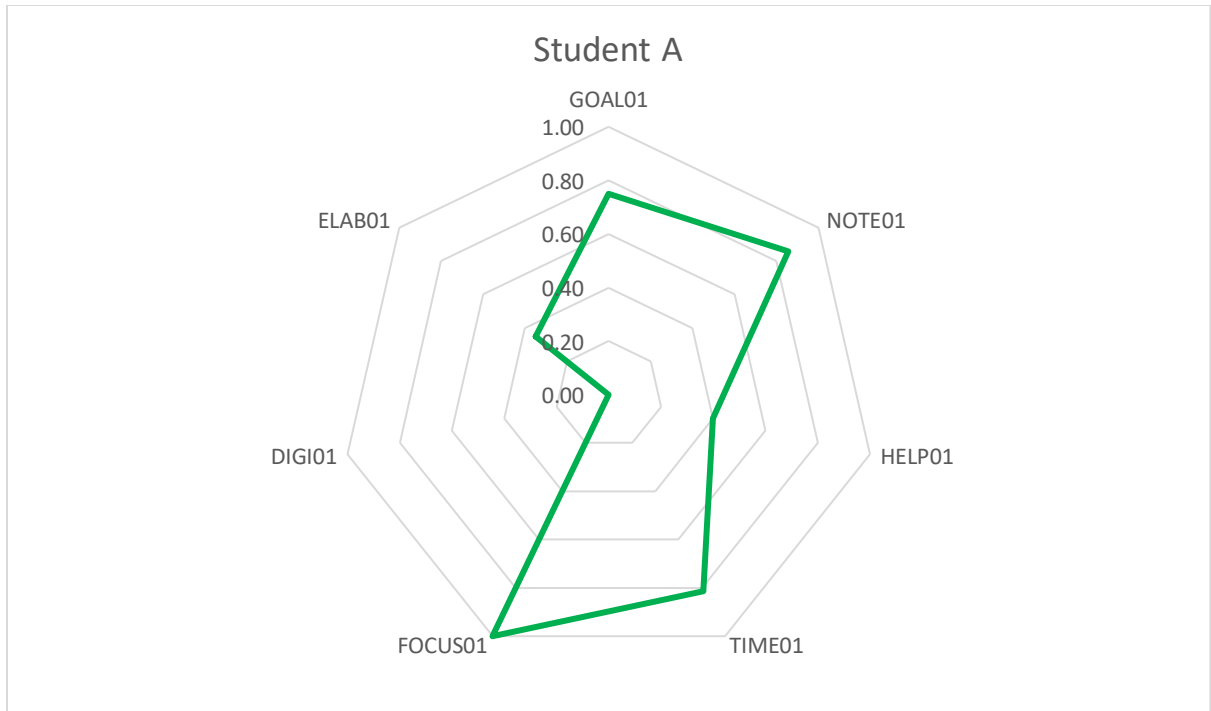
2. Thinking about how you approached studying this module.
    - Do any of your responses surprise you?
    - What differences would you expect to see now, at the end of the module?
3. Thinking about how you approached studying this module.
    - Did you take the same approach as on previous modules, or when you have studied before?
    - Did you try to do anything differently from before?
    - What kinds of things would you carry forward into your next module?

4. Thinking about the way your module was presented to you, in what way do you think the OU expected you to study or learn?
    - How did we express our expectations?
    - Did the module offer any examples or tips for how to study the material?
    - Can you remember how you approached the 'blue box' activities? [give specific module-based example if needed]
    - How did you approach content outside of the blue boxes? [give specific module-based example if needed]