

MIT|OCW Baseline Evaluation MIT AITI Interview Protocol

What is an interview protocol?

Interview guides, or “protocols,” are sets of high-level questions that the team will explore in interviews with research participants. Protocols are not rigid scripts. Rather, they are flexible tools that help researchers guide conversations. Often, research participants share significant perspectives and insights that researchers had not previously contemplated. Aided by the protocols, researchers adapt their inquiry to explore new topics as they arise. A protocol provides a baseline level of consistency across interviews and among researchers. At the same time, it is a living, evolving tool that facilitates thought and invites insight.

Sections of the protocol

In keeping with the evaluation logic model, the interviews will cover three main areas, and provide answers to the following questions:

I. ACCESS. Who is accessing OCW? Are users of the site educators, students, self-learners, or others? What are their disciplines or areas of interest? Where are they located? What are the technical parameters of their connection to OCW? How well does the OCW technical architecture perform in enabling people to access desired content and materials? What is triggering awareness of and access to OCW?

II. USE. What are the general patterns of online use and interaction? How do various types of people in diverse locations use OCW? Is OCW designed appropriately to facilitate their use? To what extent, and in what ways, do users of the site adopt MIT course materials for teaching and learning? How do people use/reuse OCW content offline/outside of OCW?

III. IMPACT. What benefits are being realized through the use of OCW? How does OCW change the experience of teaching and learning for the people who use it? What is the impact of OCW on learning communities? What is the impact of OCW on the open sharing of educational materials?

Addressing issues of Access, Use and Impact requires that we develop a set of lower-level, more specific questions that we will pose to interview participants. This document details those questions. As we undertake the evaluation and learn more about how target users access and use the site and the impact it has on their teaching and learning, we may update the protocol questions. This is a living document, intended to evolve as our knowledge expands.

Notes:

Time allocations (in parentheses) are based on a 60-75 minute interview. They are approximate and intended to provide the interviewer with guideposts for the conversation.

Text in blue represents guidance for the interviewer.

ACCESS (15 min)

- Background information
 - Please tell us a little bit about yourself (name, age, geographic location, educational background)
 - Please describe your role at the university
 - § For students: year, course of study, intellectual and extra-curricular interests, educational goals, career goals
 - § For faculty: area of specialization, title, length of time at the university, career history and trajectory, research focus

 - Awareness
 - How did you first learn about MIT|OCW?
 - Can you recall other places where you have heard about or seen reference to OCW?
 - Where else would you expect to find information about OCW? (e.g. educational journals, other Web sites, professional publications, etc.)
 - Have you mentioned OCW to others, or referred others to the tool? Why? In what context? How did that person respond to the site?

 - Technical specifications
 - How do you usually access OCW? From home? Work? School? What internet provider do you typically use to access OCW?
 - What kind of computer do you use? What is your internet browser of choice?
 - Please describe your internet connection (dial-up, broadband, LAN, etc.)
 - Do you ever have technical difficulties accessing OCW? If so, can you describe them? What do you do to fix these problems?
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Use (30 min)

- Scenarios of use—Open-ended (Note: this set of questions is intended to query participants' use of OCW, with particular attention to the tasks and scenarios that are most important for them. The richest data comes directly from participants' personal experience of OCW; it is therefore desirable to linger on these few questions, and solicit as much unprompted feedback about how people use the tool as possible).
 - Please describe the ways you have used the OCW Web site so far:
 - § What were you trying to do on the site?
 - § Were you able to accomplish your desired task?
 - § Did you have any problems? What barriers prevented you from completing your task?
 - § Were you satisfied with the outcome of your visit to the site? Why or why not?
 - § What materials did you take away from the site, if any? How did you use/re-purpose them?
 - Do you plan to continue to visit OCW in the future? Why? What do you hope to accomplish using the site?
 - What do you regard as the most useful aspects of OCW? What could OCW do to improve the site and increase its usefulness? What do you see as the biggest hindrances on the site today?

- Scenarios of use—Specific (Note: this set of questions is intended to validate and expand upon some of the scenarios of use that we imagine may be of importance, and understand whether, why, and to what degree they apply for individual participants; some

areas may have been covered in the section above, and interviewers will use their judgment — and take the participants' lead — to guide the interview towards the most fertile topics of conversions)

FACULTY ONLY:

- Tell me about the last time you solicited course materials — syllabi, readings, problem sets, etc. — from colleagues.
 - § What prompted you to do so?
 - § What were you looking to learn or do with those materials?
 - § Did they satisfy your needs? Why or why not?

- Do you, or could you imagine, using the OCW site for **curriculum development** at your institution? How might OCW help you improve course offerings? Establish or revise overall departmental organization? What do you see as the limitations of OCW with regard to curriculum development? What should OCW do to improve its offering in this regard?

- Do you, or could you imagine, using OCW to improve your own **pedagogical practices or techniques**? How might OCW help you develop methods and techniques for teaching particular content? Integrate new course materials? Establish or revise course syllabi? Have you repurposed OCW content to meet your own teaching needs? What do you see as the limitations of OCW as a resource for improving pedagogy? What should OCW do to improve its offering in this regard?

- Do you, or could you imagine, using OCW as a tool to help you **learn about specific subject matter**? How might OCW help you expand your base of knowledge using published course materials? Re-learn or review materials on specific topics? Might OCW serve as a sort of reference tool for you? What do you see as the limitations of OCW as an educational tool? What should OCW do to improve its offering in this regard?

- Do you, or could you imagine, using OCW to help you **advise students** on their courses of study? Make learning and teaching more efficient? What do you see as the limitations of OCW as a tool for curricular advising? What should OCW do to improve its offering in this regard?

- Do you, or could you imagine, using OCW to **advance your research**? Might it help you understand the current state of knowledge in your area of research? Connect with colleagues who have similar research interests and research agendas? What do you see as the limitations of OCW as a tool to help you advance your research? What should OCW do to improve its offering in this regard?

- Do you, or could you imagine, using OCW as a **model of open sharing** in academia? Might it help you envision possibilities for leveraging technology to improve teaching and learning? What do you see as the limitations of OCW as model of open sharing? What should OCW do to improve its offering in this regard?

- What do you think of the format of the OCW course materials? How do you find working with pdfs as opposed to other file formats? What can OCW do to make downloads and learning objects more useful to you?

STUDENTS ONLY:

- Think back to your recent visits to OCW. What prompted them? Have faculty members or other students recommended it to you?
- Do you, or could you imagine, using OCW as a tool to help you **learn about specific subject matter**? How might OCW help you expand your base of knowledge using published course materials? Re-learn or review materials on specific topics? Might OCW serve as a sort of reference tool for you? Have you repurposed OCW content to meet your own learning needs? What do you see as the limitations of OCW as an educational tool? What should OCW do to improve its offering in this regard?
- Do you, or could you imagine, using OCW to help you **plan your course of study**? Make personal decisions about your academic path? What do you see as the limitations of OCW as a tool for curricular advising? What should OCW do to improve its offering in this regard?
- Do you, or could you imagine, using OCW to **advance your research**? Might it help you understand the current state of knowledge in your area or major? Connect with students and educators who have similar interests? What do you see as the limitations of OCW as a tool to help you advance your research? What should OCW do to improve its offering in this regard?
- What do you think of the format of the OCW course materials? How do you find working with pdfs as opposed to other file formats? What can OCW do to make downloads and learning objects more useful to you?

SELF-LEARNERS ONLY

- Think back to your recent visits to OCW. What prompted them?
- Do you, or could you imagine, using OCW as a tool to help you **learn about specific subject matter**? How might OCW help you expand your base of knowledge using published course materials? Re-learn or review materials on specific topics? Might OCW serve as a sort of reference tool for you? Have you repurposed OCW content to meet your own learning needs? What do you see as the limitations of OCW as an educational tool? What should OCW do to improve its offering in this regard?
- Do you, or could you imagine, using OCW to **advance your personal or professional endeavors**? Might it help you understand the current state of knowledge in your area of interest? Connect with academics who have similar interests? What do you see as the limitations of OCW in this regard? What should OCW do to improve its offering?
- What do you think of the format of the OCW course materials? How do you find working with pdfs as opposed to other file formats? What can OCW do to make downloads and learning objects more useful to you?

IMPACT (30 min)

- We are eager to understand the impact of OCW—the difference it makes for the teachers and learners who access it.
 - Think about the ways you've used OCW. Have there been instances when it has made a significant difference in your teaching/learning? Please describe those instances.
 - Are you aware of instances when OCW has made a difference for your friends or colleagues?
 - Do you see opportunities for OCW to develop or evolve so as to become more responsive to your needs?
 - Can you think of instances when OCW has made a difference...
 - § In developing course materials and evolving your pedagogical approach
 - § In helping you learn about topics within or outside your specific
 - § In providing a model for on-line learning
 - Would you recommend OCW to others? To whom and why?
 - What else, in your opinion, can OCW do to get the word out and encourage usage by others?

- MIT is making these course materials freely available for non-commercial educational purposes, and encourages their use according to the “open” license terms in our legal notices page.
 - Have you used or do you expect to use any of the materials or pages from MIT OCW in any courses that you teach or will teach in the near future?
 - Have you shared any of these materials with friends or colleagues?
 - Have you used these materials to establish or engage with specific communities of learning?

Subject Name: _____

Educator _____ Student _____

E-Mail Address: _____

Permission to Contact: Yes ___ No:___

Interviewed by: _____

Access

Background:

Awareness of OCW:

Technical Specifications:

Use

Most Common Scenarios of Use:

Curriculum Development (Educators only):

Pedagogy (Educators only):

Subject Matter Learning:

Advising/Planning Course of Study:

Advancing research:

Modeling Open Sharing:

Format of Materials:

Impact

Impact on Teaching & Learning:

Adoption/Adaptation of OCW Materials:

Recommended Improvements: