



## A scenario for individual in-depth interviews with students

### Project background

Research carried out as part of the “For Future Professionals” project.

Project Leader: Wroclaw University of Economics and Business

Partners:

- A Hungarian partner: The University of Pannonia, Hungary
- A Finnish partner: EduKo
- A Greek partner: The University of West Attica

The project is co-financed by EU funds under the Erasmus + programme.

### Research objectives

Identifying the games/tests and/or assignment types that are preferred and used by students and collect past experiences and best practices.

### Respondents

Students of the higher education sector.

N=40 people

### Methods

Individual in-depth interviews (IDI) – on average 45 minutes each

### Time and place

June 2022 – September 2022

At least 10 interviews conducted in every countries (Finland, Greece, Poland and Hungary)

## Meeting guidelines:

### Background information & introduction

*Introduce yourself and the topic of the research – say a few words about the project and the purpose of the interview. Obtain consent to record the interview and take notes. Assure the participants of their anonymity and the use of their responses in collective analyses and for the purpose of the research report.*

*Introduction:*

As part of the international project entitled “The Future Professionals” carried out the University of Pannonia together with partners from Finland (EduKo), Greece (The University of West Attica) and Poland (Wroclaw University of Economics and Business), we conduct interviews with the students of the higher education sector. The project is co-financed by EU funds under the Erasmus + programme. This interview is conducted with a view to developing a tool for remote assessment of the competencies of students of the following fields: Economic Analytics, Management, Tourism, Automotive.

The interviews will help us gather information on the preferred games and tasks.

The conversation will last about 45 minutes and, if you agree, it will be recorded. The recording will be used to develop a research report. Please remember that there are no right or wrong answers – we are interested in your experiences, knowledge and opinion.

### Respondent’s introduction

*Ask the respondent to introduce herself/himself with the help of the following questions.*

Could you please say a few words about yourself?

- What is the academic programme you are attending? Bachelor, master or other? Which field does it belong to?
- How many semesters have you finished (including this)?
- Is it your first degree? (*If not, how many others do you have and in which fields?*)

## Section 1 – Past Experiences

- Why do you think assessment is important?
- Is assessment important for you, as a student? Why? Why not?
- What kind of assessments have you experienced so far? Please list it!
- Choose one that you liked and describe, why you liked it!
- Choose one that you did not like and describe, why you did not like it!
- Have you ever experienced a continuous assessment? (It means you had to complete many sub-tasks and got a joint mark at the end.)  
If yes: did you like it? Why? Why not?  
If no: do you find it a good idea? Why? Why not?
- Have you ever experienced a group exam? (There is a group of students and they have to complete the task/answer the questions together.)  
If yes: did you like it? Why? Why not?  
If no: do you find it a good idea? Why? Why not?
- Which would you prefer: have a continuous assessment or only one exam at the end of the subject? Why?
- Would you be motivated if you had to constantly report and get feedback on your newly acquired knowledge?
- Do you do self-testing while studying? Would it be interesting for you if it was fun rather than questioning?
- Imagine an ideal assessment! What would you prefer? Describe and also explain, why!

- Have you ever hear about gamification? What does it mean? Do you think it could be used in assessment processes as well?
- Would you consider it a challenge to prove your newly acquired knowledge by playing a game instead of reviewing the memorised material?
- Do you like games in your private life? What kind of games do you prefer? (Either computer games or others, like table games, card games, sport games, etc.) In case of computer games, please list the top three you like/play the most!

## Section 2 – Examples

***You can find a selected list of assessment methods. Please ask the respondent to evaluate each of the examples!***

**Evaluation criteria:**

- usefulness
- advantages
- disadvantages
- is it easy to complete an assessment like this or not

Examples to evaluate:

- simple choice test (one of the given answers is valid)
- multiple choice test (one to all of the given answers is valid)
- true/false test without explanation (decide if the given statement is true or false)
- true/false test with explanation (decide if the given statement is true or false and explain why)
- test with open-ended questions (writing less than 20 sentences about a given topic)
- long essay (writing more than 20 sentences about a given topic) writing in a given date and time
- long essay (writing more than 20 sentences about a given topic) writing at home until a deadline
- oral exam with given topics (discussion)
- presentation (of a project, topic, etc.) made together in a group
- presentation (of a project, topic, etc.) made individually
- solve a case study in a group
- solve a case study individually
- video film shooting (according to a given topic)
- situation game (behaving in a life-like situation)
- simulation game (longer, life-like decision-making process)
- earn points for classroom activity
- assessment of classroom activity

### 3. Summary & wrap-up

Are there any other important issues in terms of assessments that we haven't discussed but you would like to talk about?

Thank you for your answers!