Appendix 1: The interview guide:

Intro to interviewguide:

In order to understand how the questions are build up some background information is necessary. Some theory on TPACK will be presented in this introduction. TPACK is used in order to formulate the question in such a way that TPACK serves as an evaluation tool for the workshops. The TPACK model looks as follows:
The model is built upon the theory of *Pedagogical Content Knowledge* written and popularized by Lee S. Shulman. The model showed above have three core knowledge values; Technological knowledge (TK), Pedagogical knowledge (PK) and Content knowledge (CK). It is these values that the interview will strive towards in order to determine if these aspects of utilized teacher knowledge were covered. As seen in the model these different kinds of knowledge can overlap creating other kinds of knowledge. Below is a short description of each of the different knowledge-values showed within the model:

- **Pedagogical Knowledge (PK):** Is knowledge about the processes and practices/methods of teaching and learning. It includes instructional practices, strategies and ways to promote the students learning.

- **Content Knowledge (CK):** Is the subject-matter knowledge that has to be either learned or taught. This could for example be concepts, theories and procedures within a given field.

- **Technology Knowledge (TK):** Is a teacher's knowledge about technologies that can be used in a learning environment. This includes knowledge of both computer hardware and software.

- **Pedagogical Content Knowledge (PCK):** Is the one described by Shulman. PCK is a blend of content and pedagogy into an understanding of how subject-matter is organized, represented and adapted into the interest and abilities of the learners, but also how it is presented for instruction.

- **Technological Pedagogical Knowledge (TPK):** Is the knowledge of how to use different technologies in teaching and knowing how the teaching might change regarding which technology is in use.

- **Technological Content Knowledge (TCK):** Is the knowledge of the corresponding relationship between technology and the content.

- **Technological Pedagogical Content Knowledge (TPACK):** Is the basis of good teaching whilst using technology. Needed is knowledge about the complex relations that exist among technology, pedagogy and the content which enables the teachers to develop proper and context-specific teaching strategies.

It is these different forms of knowledge that will form the evaluation of the MAGAART workshops, both online and face-to-face. Therefore the questions created for the interviews will be based upon trying to extract this information and thus use the TPACK framework as
sort of a checklist. If the reader wants a deeper knowledge behind the theories of TPACK
this intro was compiled through information from the following texts:

*Those who understand: Knowledge Growth in Teaching* by Lee S. Shulman (for background
knowledge regarding PCK).

*The Technological Pedagogical Content Knowledge Framework* by Matthew J. Koehler,
Punya Mishra, Kristen Kereluik, Tae Seob Shin, and Charles R. Graham.

*Theoretical Considerations for Understanding Technological Pedagogical Content
Knowledge (TPACK)* by Charles R. Graham.

It should be noted that this information is made for the interviewer to have a basic
understanding of how the interview is constructed and what purpose it serves. This
information is not meant to be (or necessary) introduced to the respondents.
Interview guide for MAGAART orientation workshop:

Guidelines for making the guide: Purpose getting suggestions for inspiration, and perceptions of what is useful rather than uncovering the mechanisms at play. Aim: “Capture” what worked. Get stakeholders’ views on new ways to improve it. TPACK used as sort of a checklist and frame for questions.

This interview guide will be used to evaluate the face-to-face workshop done at Maseno University from the 20th to the 22nd of August 2014, and the same workshop at Tribhuvan University from the 25th to the 27th of August 2014. The workshop consisted of knowledge regarding using online tools such as Moodle, Zotero, Google Docs, Dropbox etc.

1. Could you list different things (CONTENT, X1, X2, etc) you learned through the course that has helped you in your work? (From the beginning make the respondent used to bring up concrete examples)
   - Ask further into the aspect of structure. I.e. do they have a greater understanding of how their supervisor can be used, how they fit writing and fieldwork into reporting etc.
   - Ask further into the aspect of enculturation. I.e. did they learn anything regarding publication and communication channels, how to transit from outsider to member of a research community etc.
   - (note: the question below focus on craftmanship, but is operationalized specifically for this workshop).
   - Within the workshop different tools were presented. Do you use (this is the craft) any of these tools whilst writing your PhD thesis? If the respondent have no memory of the tools, try to list them: (Deli.cio.us, Dropbox, Zotero)
   - Did you find this introduction to web-tools useful or maybe even inadequate?
   - What do you think about the way the tools were introduced and presented?
2. Briefly describe the way that you learnt about X. What worked for you and what didn’t? (if X is a class of phenomena (e.g. a school of thought), take a specific situation)
   Probe: What was done in order to create conditions for peer learning?
   - Was there any technologies used for learning that were specifically useful?
   Probe: What was done in order to create conditions for peer learning?
   - Throughout the course were there any interesting combinations of both pedagogy and the use of technologies that worked specifically well?
(Run these questions through everything (X₁, X₂,...,Xₙ) which the respondent has identified).
   - When thinking back, were there anything regarding the way the workshop functioned (i.e. pedagogies or technologies used) that caused any problems (or just did not work)?

3. What is your opinion on the chosen tools in regards to them being used in a university setting?
   - Make the respondent elaborate on the reason why the tool(s) were relevant or not.

4. Throughout the course you’ve used Moodle. Can you give me your thoughts behind using this system through the workshops?
   - (If positive or negative) Can you elaborate why you think X (positive or negative) about using Moodle?
   - Are you still using Moodle after the end of the workshop? How come (not)?
   - Is there anything in specific you like regarding Moodle?

5. Regarding the course as whole were your expectations met?
   - How come (not)?
   - Was the way the course were structured appropriate?
The following questions should only be asked if time allows it. If the interviewer is running out of time the following questions can be skipped:

6. What is your thoughts regarding the amount of time allocated for the workshops? I.e. was it too long, or were more time needed?

7. In terms of logistics did you find it satisfactory?
   - Is there anything that could be improved?

8. Lastly were there anything regarding the workshop and course that could be criticized, or any praise you want to give?
Appendix 2: Most representative codes in Code book:

Graph indicating number of codes

![Graph showing the number of times each code is found](image-url)