

Interview guide

Themes

1. Can you tell me about your way of discussing and agreeing on learning goals with your students? (Follow up, e.g.: How do you think the students perceive the goals? How do the students know what making progress means?)
2. Can you tell me about your way of gaining insights into your students' skills and learning needs? (Follow up, e.g.: How do the students perceive that they make progress?; How do the students express that they make progress?)
3. Can you tell us about your methods (what, when, why, etc.) for how to give your students feedback (or instructions)? (Follow up, e.g.: What do you exactly say to the students? How do the students understand your feedback?; How do the students make use of your feedback?)
4. Can you tell me about learning activities and working methods that you have introduced in your teaching to bring your students to help and learn from each other?
5. Could you tell me about learning activities and working methods you have introduced in your teaching that provide opportunities for the students to control, monitor and evaluate their learning?

Follow-up-questions used for all five themes

- a. Could you give some examples on activities, methods, strategies ... ?
- b. How did you introduce these activities, methods, strategies ... ?
- c. How did your students respond to these activities, methods, strategies ... ?
- d. During the observation I noted that you Would you like to elaborate?
- e. Reading your teaching description, I noted that you ... Would you like to elaborate?

Additional questions

1. How would you describe your students' general need to become more self-regulating?
2. How would you describe your students' development towards becoming more self-regulating during these years?
3. Can you tell me about challenges you have encountered regarding your students' ability to develop self-regulated learning?

Observation guide – notes and pictures

The observation guide aims to gather information about the formative assessment activities that the teacher uses, which can affect students' self-regulated learning. In the matrix, notes are made about the themes covered in the interview guide. Both details noted during the observations as well as details that need to be followed up during the interview are noted in the matrix

| Activity – description | Teacher's actions | Teacher – student interaction | Students' activity | Observer's comments |
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