

Interview Protocol

Participant Descriptions

Participant 1

Roughly 30-year-old, white, male high school mathematics teacher. Five years of experience in classrooms in Spotsylvania County, VA, US. Teaches IB Calculus and Algebra II at a rural high school that has recently been involved in social justice issues spotlighted in the news. As a hobby, plays tabletop games, including table top roleplaying games, and for the past two to three years has worked to established such a club for students at his school.

Participant 2

Wife of the above teacher. Approximately 27-year-old, white, female, elementary school art teacher. Five years of experience in classrooms in Richmond, VA, US, and the surrounding areas. Teaches art classes for students in kindergarten to fifth grade at two rural Title I elementary schools in Louisa, VA, US, and is licensed to teach art, photography, digital media for elementary through high school students; well versed in learning throughout development. Collaborates with husband on resources for students participating in the tabletop roleplaying club at husband's high school.

Protocol Questions

Topic Domain: *Comparing how self-direction is fostered in childhood and adolescent learners across core and elective classes.*

1. Tell me the story of the start of the Dungeons and Dragons club at your school.
 1. Walk me through the process you went through to get the club approved by your administration.
 2. Tell me about your favorite moment from your first club meeting with students.

Covert Exploration Categories

1. What kinds of activities go on in each of the classes?
2. How do kids get involved and engaged in the activities of the classes?
3. Do the kids have agency around decisions made in each of the contexts? What does that look like?
4. What does success look like for a kid who is struggling to engage or act with agency, and just wants to be told what to do?
5. How is self-direction fostered for a kid who is struggling to engage?

6. When learners are given that agency and self-direction during activities, how are they supported as they learn to regulate themselves?
7. Are there kids in both the IB math class and the D&D club?
 1. Do those kids exhibit more self-direction and self-regulation than kids who are not?

Interview Follow-Up Questions

1. Direction 1: IB Classroom

1. What does a typical day look like in your classroom?
 1. *Covert category 1*
2. Walk me through how you plan a lesson and activities for a class/your students.
 1. *Covert category 1, 2*
3. Tell me about a class session where you felt your students were really involved in the class and activities.
 1. *Covert category 2*
4. What about a class session where you struggled to engage your students?
 1. *Covert category 2, 4, 5*
5. Tell me about a time when you have observed a successful student work through a difficult situation or problem in your class.
 1. *Covert category 3, 6*
 2. Walk me through how you supported this student as they moved through this context.
6. Walk me through a time when a less successful student struggled to work through a difficult situation or problem in your class.
 1. *Covert category 4, 5, 6*
 2. Tell me about how you supported this student as they moved through this context.
7. Tell me about a time when you helped a student use their independent decision-making and autonomy in your class.
 1. *Covert category 3, 4, 6*

2. *If yes:*

1. Tell me about the most memorable reaction a student had to you supporting their independence and autonomy.

3. *If no:*

1. Can you tell me about your most memorable experience observing another teacher you know who does a great job of supporting student independence and autonomy?

2. **Direction 2: D&D club**

1. What does your average D&D club session look like?

1. *Covert category 1*

2. Walk me through how you prepare to run a session for students during a club meeting.

1. *Covert category 1, 2*

3. Tell me about the first time you had students run their own campaign independently of you.

1. *Covert category 3*

4. Paint me a picture of a time a member of the D&D club struggled to get involved.

1. *Covert category 2, 4, 5*

2. Walk me through how you handled that situation.

5. Tell me about a time when you have observed a successful player or group work through a difficult situation or problem during a club meeting.

1. *Covert category 3, 6*

2. Walk me through how you supported this player or group as they moved through this context.

6. Walk me through a time when a less successful player or group struggled to work through a difficult situation or problem during a club meeting.

1. *Covert category 4, 5, 6*

2. Walk me through how you supported this player or group as they moved through this context.

7. Do you have students in both IB math and D&D club?

1. *Covert category 7*

2. *If yes:*

1. Could you tell me about the most memorable experience you have had with one of these students?

3. *If no:*

1. What kind of lessons would you like your D&D club members to take with them outside of the club and into the classroom, the rest of their lives, or both?