

Learning Through Outreach – Perry, et al.

Appendix. Semi-Structured Interview Protocol.

A series of semi-structured interviews were conducted with undergraduate and graduate students. Each interview was recorded, transcribed, and then reviewed for accuracy. Interviewees were able to ask clarifying questions or for questions to be repeated.

1. How do you think your commitments to your physics extracurricular activities have shaped your identity as a “physics person” (e.g., self-perceptions, values, goals, social roles and relationships)?
2. How has the formal (e.g., student, organization officer, tutor), informal (e.g., friend), individual (e.g., researcher) and/or collective (e.g., an organization member) role you play within your physics activities shaped your identity?
3. Describe how your perceptions of your physics abilities might have motivated the formation and pursuit of your goals (e.g., intrinsic-extrinsic, individual-social, proximal-distal, self-oriented–other oriented).
4. Describe how your perceptions of yourself (e.g., your worldview, ideologies, values, interests) might have motivated the formation and pursuit of your physics goals (e.g., intrinsic- extrinsic, individual social, proximal-distal, self-oriented–other-oriented).
5. How has participating in physics extracurricular activities provided you with opportunities to utilize your physics knowledge in a real-world setting?
6. Explain how your physics identity (e.g., beliefs, goals, self-perceptions) has changed through the adoption of your role within your physics extracurriculars.
7. Is there anything else you wish to share about your experience in your physics extracurricular activity?