The Balancing Act of Repurposing Feature Films and TV Series for University Teaching

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Methods of Conducting Qualitative Survey and Semi-Structured Interviews with Lecturers

With ethics approval, a qualitative survey was followed by semi-structured interviews with lecturers across disciplines teaching at Australian universities.

Using the online platform SurveyMonkey, a qualitative survey was circulated via newsletters of higher education networks, email invitations, flyers, and snowball sampling. Fifty anonymous respondents participated over approximately five months. There were 36 qualitative multiple-choice and open-ended survey questions. They followed a skip logic that allowed respondents to navigate their own set of questions corresponding to their circumstances. The topics covered, relevant for this study were:

(1) Academic and teaching backgrounds
(2) Information about teaching methods involving FF/TV
(3) Successes and difficulties in integrating FF/TV in teaching
(4) Recommendations for addressing any difficulties.

Most survey respondents held permanent teaching positions (68%), followed by casual teaching staff (12%) and 1–3 year fixed-term contractors (10%). Their disciplines are summarised in Figure S1 (some taught courses in multiple disciplines, hence the total percentage exceeds 100).
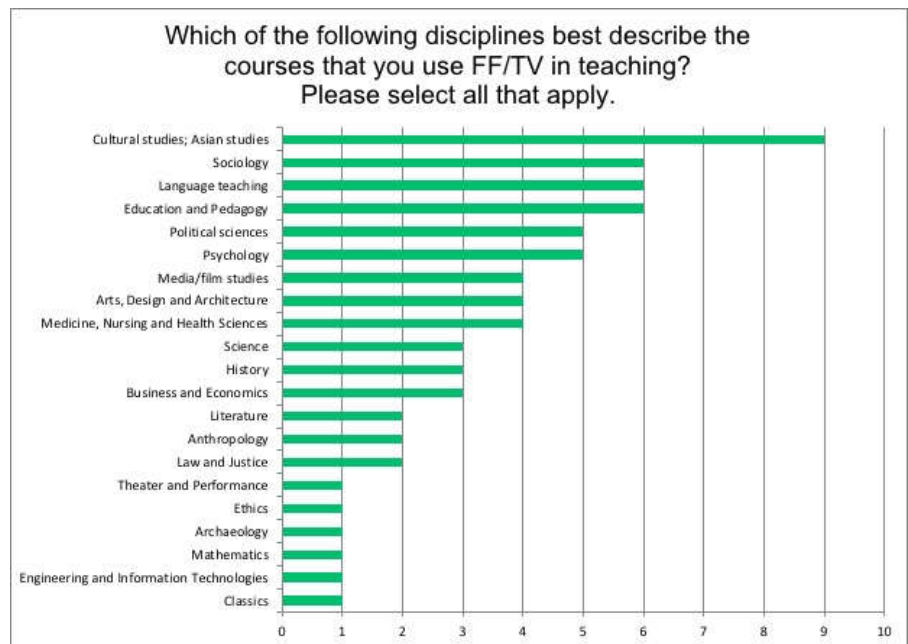
Figure S1. Academic disciplines of survey respondents.

Upon completing the survey, participants were invited to follow-up 30–90-min one-on-one interviews. Pseudonyms L1 to L18 will be used when quoting interviewees. The interviews covered similar topics to the survey but used semi-structured and personalised questions to invite lecturers to reflect and elaborate on their answers. This aimed at capturing a comprehensive context of their experience with FF/TV integration in teaching. Having completed the survey shortly beforehand, most participants came prepared to discuss and integrate different aspects of their teaching practice.

Interviewees came from sociology, education, Asian/cultural studies, history, politics, biology, gerontology, and physics. Only nine out of fifty respondents reported having received some sort of training possibly related to FF/TV in teaching, among which only five obtained training from their institutions, while the rest either sought training at their own cost or were self-taught. Therefore, respondents' self-evaluation in terms of film/media literacy and the efficacy of their pedagogy involving FF/TV should be interpreted critically to avoid delivering overly optimistic results.

Although the scope of this study initially covered mainly university lecturers, research findings indicate high relevance to all teaching contexts thanks to the flexibility of FF/TV in all teaching modes (i.e., face-to-face, remote, blended) and the multiple professions outside university that several interviewees had experienced by the time of the interview (e.g., teaching at schools/TAFE/special education/online education providers, filmmaking, playwriting, clinical work, etc.).

Analysis of the survey results was conducted in SurveyMonkey to identify major trends and common patterns. These findings then informed thematic analysis of the qualitative data from both the survey and interviews, which followed six recursive steps according to Braun and Clarke (2006) [84] using Nvivo12 software. Initially data sets for thematic analysis were selected according to data collection methods for data familiarisation, code generation and early theme searching. Using an inductive (data-driven) approach to thematic analysis,

identified codes and themes then guided cross-data set examination to collect all relevant instances from the data corpus.

References

84. Braun: V.; Clarke, V. Using thematic analysis in psychology. *Qual. Res. Psychol.* **2006**, *3*, 77–101. https://doi.org/10.1191/1478088706qp063oa.