

Appendix A The data collected from a large project

Methods		Nancy	Megan	Jason
Observation	Classroom observation	8x2h=16h	8x2h=16h	9x2h=18h
	Observation of student-teachers' TP	3 Ss micro-teaching lessons	2 school visits on Ss micro-teaching lessons	NA
Interview	Interview with teachers	1x60 min 2x40 min	1x60min	1x60min
	Focus group interview with students	4	4	NA
	Individual interview with Ss	6	4	3
Documents analysis	Teacher-produced	1) lesson plans and course syllabi 2) assessment guidelines and essay marking criteria 3) exemplars uploaded in Moodle		
	Student-produced	1) documents prepared for Ss' assessment tasks (e.g. MT and TP lessons) 2) written assignments 3) web-based and technology-generated posts, discussions, and documents relating to the group project		

Appendix B Interview questions with Nancy

1st Interview Questions

1. What is your belief of assessment?
2. What are the assessment tasks for the Pedagogy course in Year 4?
3. What is the rationale for the overall design?
4. What is the rationale for each assessment task?
5. What is the connection between these tasks?
6. How would you define metacognition?
7. How do you see the importance of students' metacognitive knowledge?
8. What kinds of assessment practices do you think would benefit students' metacognition?

2nd Interview Questions

1. How do you interpret the notion of metacognition?
2. How did you apply your understanding of metacognition into your own teaching?
3. In your opinion, to what extent do your design of group assignment/project in this Year 4 (a presentation and Micro-teaching) impact on students' metacognition?
4. What is the rationale of inviting the guest teacher?
5. What is the rationale for the online Moodle discussion?
6. What is the rationale for the hurdle requirement?
7. What is your own metacognitive process in carrying out the assessment task?

3rd interview Questions

1. Could you clarify what do you mean by teacher modelling?
2. What and how do your model for students?
3. To what extent do you think your modelling help with students' assessment?
4. To what extent do you think your modelling affect on students' metacognition?
5. Could you clarify the strategic grouping and free grouping in group project?

Appendix C Classroom observation scheme

General Information		
Date:	Teacher Name:	Number of Learners Present Today:
Main focus of lesson		
Running Record Form		
Descriptive observations		Interpretive analysis/comments
Issues emerging		

