

## Appendix A

### Topic list interview #1

#### Starting the interview

Brief introduction of the researcher and the research project.

Asking for permission to audiotape the interview. In case of permission, explaining what will and will not happen with the audiotape.

Explaining that and how the interview data will be anonymized.

Mentioning that the interview will take approximately 45 minutes of the respondent's time

#### Theme 1: Outlining the respondent's educational trajectory

What type of schools did you attend so far?

Were you ever demoted? If so, how was the decision of your demotion made? By whom? Based on what? How did you feel about it back then? How do you feel about it right now?

Were you ever allowed to skip a school year? If so, how was this decision made? By whom? Based on what? How did you feel about it back then? How do you feel about it right now?

How was the high school you would attend after primary school selected? By whom? How do you feel about that? How do you feel about attending this school?

Did you change tracks during high school? If so, what is your experience hereof?

#### Theme 2: School experiences

Do you enjoy going to school? Why/why not?

Are there days on which you leave school feeling pleased or happy? Please elaborate.

Are there days on which you leave school feeling upset? Please elaborate.

What is your favorite subject? Why?

What is your least favorite subject? Why?

Who is your favorite teacher? Why?

Who is your least favorite teacher? Why?

#### Theme 3: Learner identity

How would you describe yourself as a learner in school? Why?

## LEARNER IDENTITY AND CONTEXTUAL (DIS)CONTINUITY

Do you find it important to go to school? Why/why not?

What are your strengths when it comes to learning? Please elaborate.

What are your weaknesses when it comes to learning? Please elaborate.

Who of your school teachers would endorse your self-understanding as a learner? Why? How do you feel about that?

Who of your school teachers would not endorse your self-understanding as a learner? Why? How do you feel about that?

In what ways do you learn most effectively? Please elaborate. How often does school provide you with the opportunity to learn in this way? How do you feel about that?

In what ways do you learn least effectively? Please elaborate. How often does school require you to learn in this way? How do you feel about that?

### Theme 4: student-specific questions based on the classroom observation data

### Theme 5: Influential learning experiences

What events do you think informed your self-understanding as a learner the most? Please elaborate.

Thank you for participating in this interview.

## LEARNER IDENTITY AND CONTEXTUAL (DIS)CONTINUITY

**Topic list interview #2**Starting the interview

Brief introduction of the researcher and the research project.

Asking for permission to audiotape the interview. In case of permission, explaining what will and will not happen with the audiotape.

Explaining that and how the interview data will be anonymized.

Mentioning that the interview will take approximately 45 minutes of the respondent's time.

Last time we mainly discussed your educational trajectory thus far, your experiences thereof, your current experiences of going to school, and your self-understandings as a learner. In the present interview, I would like to discuss your out-of-school learning experiences.

Theme 1: Learning experiences at home

Can you please tell me what your family looks like?

Do you know what kind of education your parents received? Did they attend school or a course after they started working? If so, please elaborate.

Do your parents work? In case they do, what kind of jobs do they have? In case they do not, did they used to have a job? What kind of jobs were that?

How do your parents feel about you being in the ninth grade of the [educational track the respondent is in]?

How important do your parents find it that you go to school? How can you tell? Has this always been like that? How do you feel about it?

Do your parents still learn new things? Please elaborate.

Is there a particular degree that your parents would want you to attain? Please elaborate. How do you feel about that?

Is there a particular degree that you yourself would want to attain? Please elaborate. How would you feel if you would get a different degree?

Do you think your parents enjoy teaching you new things? How can you tell? How do you feel about that?

To what extent do you feel supported by your parents to learn new things? Please elaborate.

Are there certain things of which your parents find it more important that you learn them than of other things? Please elaborate. What is your stance in this matter?

## LEARNER IDENTITY AND CONTEXTUAL (DIS)CONTINUITY

When do you understand someone to be a good student?

To what extent do you think you are a good student?

When do you think your parents understand someone to be a good student? How can you tell? How do you feel about that?

Do you think your parents think that you are a good student? Why? How can you tell? How do you feel about that?

### Theme 2: Learning notions in school

When do you think your teachers understand someone to be a good student? How can you tell? How do you feel about that?

Do you think your teachers think that you are a good student? Why? How can you tell? How do you feel about that?

To what extent do you feel you can be yourself in school if you also wanted to be considered a good student in school?

Do you think your school finds it important that learning is fun? Why? How do you feel about that?

### Theme 3: Learning notions among peers

To what extent do you think your friends in your class find it important to be a good student? How can you tell? How do you feel about that?

To what extent do you think your friends from out of school find it important to be a good student? How can you tell? How do you feel about that?

Is it accepted in your peer groups to enjoy learning new things? How can you tell? How do you feel about that?

### Theme 4: Learning notions in leisure institutes

Do you attend a sports club?

Do you attend music classes?

Do you attend other extracurricular activities?

If so, what is it exactly that you do? For how long have you been doing that? How many times a week do you do this?

## LEARNER IDENTITY AND CONTEXTUAL (DIS)CONTINUITY

Do you remember why you started to join [a sports club]/attend [music classes]? Please elaborate.

When do you think your teachers/trainers understand someone to be a good student/pupil? How can you tell? How do you feel about that?

Do you think your teachers/trainers think that you are a good student/pupil? Why? How can you tell? How do you feel about that?

To what extent do you think you are a good student/pupil? Please elaborate.

What sorts of things do you learn from your hobby? Are these things that you can transfer to the school context? Please elaborate.

Do you find it important to get better at your hobby? Why/why not?

### Theme 5: Learning notions at work

Do you have a job?

If so, what is it exactly that you do? For how long have you been doing that? How many times a week do you do this?

Do you remember why you applied for this job? Please elaborate.

What characterizes a good employee at your work? How can you tell? How do you feel about that?

Do you think your supervisor thinks that you are a good employee? Why? How can you tell? How do you feel about that?

To what extent do you think you are a good employee? Please elaborate.

What sorts of things do you learn at your job? Are these things that you can transfer to the school context? Please elaborate.

Do you find it important to get better at your job? Why/why not?

### Theme 6: Wrapping up questions

Could you see yourself learning new things when you are about thirty years old? Why/why not?

Could you see yourself starting a new education program when you are about thirty years old? Why/why not?

Looking back at your life so far, what events do you think were crucial to how you recognize yourself as a learner today? Please elaborate.