

# Appendix A – Individual interview and focus group indicative questions

*Project title:* Capturing student voice in an undergraduate Sport and Recreation programme.

*Researcher:* [REDACTED]

*Researcher:* [REDACTED]

*Researcher:* [REDACTED]

## Getting to know the participants

Introductions. Each focus group member shares something about themselves to the group.

What semester are you in for your BSR degree? What has been the most rewarding/satisfying so far in your degree study?

## Views on lifestyle during lockdowns

In what ways did your lifestyle change during the 2020 lockdown? In what ways was this the same or different for the 2021 lockdown?

What changes or adjustments did you need to make to manage the lockdown restrictions – at home, with whanau (family and extended family), with friends, with AUT?

How did these changes impact on you, your siblings, parents, whanau (family and extended family), friends, peers, employer, others?

Did you have access to your own device to complete your university work?

Were you able to engage in online collaborate workshops, to communicate regularly with your fellow students, and to contact AUT staff when you needed to?

Did you have a nominated area or space within which to study during the 2020 lockdown, and during the 2021 lockdown?

What benefits to your lifestyle are you aware of from staying at home in your family bubble?

What obstacles or problems regarding your lifestyle were due to the 2020 and 2021 Level restrictions?

How did you manage your 'active' lifestyle during lockdown periods?

## Views on livelihood (employment) during lockdowns

Were you employed before lockdown, during, or post lockdown in 2020, during 2021?

Did your employment change a little, a lot, or significantly in 2020, during 2021?

What direct and indirect effects did changes to your employment have on yourself, whanau, friends, peers, colleagues, etc.?

Did changes in employment affect your health and wellbeing? If so, how? If not, can you explain?

Can you give examples of any impacts (positive/negative/neutral) concerning your employment during the lockdowns in 2020 and/or 2021?

Did you seek financial support during this time? In what capacity (family, friends, whanau, employer, other)?

When reflecting on your livelihood during those times, how would you describe your livelihood (employment status)?

### **Views on systems engagement with AUT during the lockdown periods**

*During the Covid-19 lockdowns in 2020 and in 2021, AUT students were communicated with and taught using several online or electronic platforms.*

Which online platforms did you engage in to interact or communicate with AUT during the lockdown periods?

What platforms (if any) were most beneficial / user-friendly / reliable / interactive / effective, and why?

What platforms or systems were not helpful / not easy to access / not easy to use / not inclusive, or not motivating to engage with? Please explain.

What other comments would you like to make regarding access to AUT staff, course information, lecture material, workshop content, other?

What worked best for you and your learning during the Covid-19 2020 lockdown, for the Covid-19 2021 lockdown?

What had the worst impact on your learning during the Covid-19 2020 lockdown, during the Covid-19 2021 lockdown?

### **\*\*Active lives / general**

What do you perceive as the greatest challenge you faced during the 2020/2021 lockdowns?

What strategies are you aware of or have used to overcome areas of difficulty experienced during the Covid-19 lockdowns?

What effect have lockdowns had on your mental/physical/social/emotional health and well-being?

What is your overall goal for your university study at AUT? Do you perceive this as achievable given the disruptions you have experienced to your lifestyle, livelihood and learning, during 2020/2021?

***Approved by the Auckland University of Technology Ethics Committee on 01 November 2021 AUTEK Reference number 20/376.***