

Turgeon: Goals for Students

- Relate readings and class discussions to life experience of contemporary role models
- Reinforce/challenge theoretical perspectives with experiential expeditions
- Reflectively restate and integrate views expressed by thoughtful interviewees
- Explore how issues raised in class affect the lives and careers of contemporaries

Turgeon: Method

- Students interviewed a person not known to them [although this had to be adapted]
 - List of interviewees developed by instructor with invited input from students
 - Calendar was established with due dates for each step
- Class developed questions as a group
- Students arranged and conducted interviews
 - Interviews conducted individually or in pairs
 - Written notes, tape recording, photo
- Students reported results in essay

Turgeon: Method

Selecting potential interviewees:

- Finding artists and women willing to be interviewed
- Getting contact information
- Having students select their person
- Establishing interview guidelines

Class discussions reviewed the format for the required paper: clear account of the dialogue accompanied by commentary by the student on how the ideas presented by the interviewee connect to the questions and themes in our class.

Turgeon: Method

- At the end of the semester, we had a round table session where students shared their experiences and what they found most interesting, surprising or expected from the interview. Students could question one another about the interview as well.
- The students really were eager to hear about others' interview experiences.

Overview

- Setting
- Goals
- Methods
- **Results**
- Lessons Learned
- Exercise
- Questions

McClain: Results

- The goals of the project were generally met
 - Students were able to articulate ethical principles of 'real live' people
 - Most, though not all, said their horizons were broadened
 - Although there was wide diversity among the views of those interviewed, relativism was not a major theme
 - Students developed writing and presentation skills as the result of practice and feedback
 - Coherence was often interpreted in terms of stereotypes

McClain: Student Evaluations

- At the end of the semester, students completed anonymous evaluations of the project
 - Generally but not universally positive
 - Students enjoyed opportunity of learn more about the person they interviewed
 - Impressed by diversity of views
 - Found discussion and feedback helpful
 - Complained about the questions and the oral presentation
 - Suggested interviewing each other

Turgeon: Evaluation

Some Common Problems encountered:

- Student never gets around to picking a person
- Student cannot make contact
- The interviewee backs out or is hard to find
- Dealing with shyness and comfort levels

Turgeon: Evaluation

- The goals of the project were generally met. Several students either did not do the project or did so cursorily. The majority experienced anxiety about it but afterwards were excited to share their findings.
- Students were able to engage their interview subject in serious dialogue and reflect on how the ensuing ideas connected to the course readings and discussions.

Turgeon: Student Evaluations

On the final exam, students were asked to respond to the following questions:

- What did you like best about the interview project and why?
- What did you like least about the project or found most difficult?
- Do you think that interviewing someone you know or a stranger is more worthwhile? Explain.
- In what ways did your comprehension of our class readings and discussion topics affect your interview experience? In what ways did the interviewee offer perspectives on our topics? Give one example and discuss.
- Would you recommend this project for future classes? With any suggested changes? Why or why not? (Do not worry about how you answer this; all honest appraisals are welcome.)