

Overview

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

McClain: Lessons Learned

- Students were able to complete the project with a minimum of difficulty
- Interviews can be an effective teaching technique in Ethics, but
 - Questions should be focused and intelligible
 - Expectations and grading criteria should be explicit
 - Assigning two interviews is better than three (or one)
 - Methods for engaging the students' cognitive skills should be designed into the project

Turgeon: Lessons Learned

- Students were able to complete the project and expressed delight at the opportunity to connect philosophy with “the real world.” As non-majors these students benefitted from a perspective of applied philosophy
- Interviews can be a useful supplement to a philosophy course, especially for students who are not directly engaged in the discipline.

Turgeon: Lessons Learned

- In the future I will work on expanding my pool of potential interviewees, allowing students to interview people they know but still encouraging them to venture outside their comfort zone.
- Providing a rubric for construction and evaluation may assist students in making more explicit connections to the readings of the course.

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Exercise

- Organize into pairs
- Interview one another
 - Two questions
 - Five minutes each/Ten minutes total
- Five minutes to prepare report of interview
- Brief reports on interview

Interview Questions

- What interested you most about philosophy that led you to study it seriously?
- Which of your teachers most influenced you?

Questions/Comments?

- In what course would you like to try implementing an interview project?
- How would you go about finding interview subjects or encourage your students to find them?
- What enhancements can you suggest to connect this project more tightly to curriculum?

Contact information

- For a copy of this Powerpoint, visit http://faculty.sjcny.edu/~wturgeon/_wturgeon/index.html