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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• Questions
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