

2A: Reciprocal Interview

David Beach, PhD, Associate Undergraduate Writing Coordinator, Department of English, West Virginia University [00:00:00] What we're going to do now is what's called a reciprocal interview.

Chad Bauman, PhD, Associate Professor of Religion, Chair of the Department of Philosophy, Religion & Classics, Butler University [00:00:03] The next exercise we're going to do is called a reciprocal interview, basically to help us get to know each other a little better in terms of what we expect from the course and what we expect from each other.

Lori Ogden, PhD, Teaching Assistant Professor, Department of Mathematics, West Virginia University [00:00:21] I'm going to give you an opportunity to, again, work in pairs to come up with some questions to ask me about myself, about the course, about what to expect this semester. And then I'm also going to ask you some questions.

Lori Ogden, PhD [00:00:35] Giving them the opportunity to ask me questions about what I think about the class and then giving them the opportunity to think about some of the things that are important to me, I think, again, makes us feel like we're in this together, and it's not just a one-way street.

Lori Ogden, PhD [00:00:49] What is the best thing that could happen in this class and what is the worst thing that could happen in this class? All right. So take a couple of minutes, talk about it, and then we'll reconvene.

Chad Bauman, PhD [00:01:01] Okay, folks, let's bring it back together here. And why don't we start with the first one. What are your goals for this course? Is there a group that would like to respond to that one?

Student [00:01:10] I think it's important that we get, like, the basic understanding of Islam because, like, the only thing that I've learned about Islam is what I've heard in the media. And from what I can tell, that's very negative.

Chad Bauman, PhD [00:01:20] So we have to sort of work from base knowledge to more complicated knowledges to learn a little bit about the outlines of Islamic history, its development over time, its growth and its spread.

Chad Bauman, PhD [00:01:30] It gives me immediate feedback on what my students want out of the course. Okay, this student's interested in A, B, C. I've got to make certain I actually address these kinds of things in the class. It reassures them that their questions are valued.

Lori Ogden, PhD [00:01:43] What can I do to help you throughout the semester?

Student [00:01:46] I think it's best if, at the beginning of each class, if we have a two-minute or five-minute review of the stuff we went over in previous classes so we can kind of refresh on what we did.

Lori Ogden, PhD [00:01:56] That's something that I can definitely do and I think will make the class better as well. Thank you.

David Beach, PhD [00:02:00] I want the course to be interactive. I want students to feel free to make mistakes, to ask questions, to ask what they think might be stupid questions.

David Beach, PhD [00:02:11] Let's start off with what excites you? What excites you about this class?

Student [00:02:17] I'm kind of a new writer and I want to develop my own writing voice.

David Beach, PhD [00:02:21] This is one of the goals of the course, for you to become comfortable with your writing. Let's go to the second part of the question. What frightens you about this class?

Student [00:02:28] My name is Christina. What frightens me about this class would be like lengthy assignments. And I tend to procrastinate and have to write several pages the night before.

David Beach, PhD [00:02:36] We'll talk about some strategies that you can prepare a little bit ahead of time so you don't have that crunch. Time management is always an issue.

Chad Bauman, PhD [00:02:45] And now you get to interview me, ask me any question you want. So who would like to go first?

Student [00:02:52] What is your goal for this course?

Chad Bauman, PhD [00:02:54] The development of factual knowledge. Then there's the part where you learn to deploy and use that knowledge to write analytical papers, to engage in discussions, to analyze what you see in the media.

Student [00:03:06] How would you describe your role in this course?

David Beach, PhD [00:03:08] My job is to support you to become the best writer and the best researcher and the best thinker that you can be in 15 weeks. You're not going to go from zero to 60 in 15 weeks, but you can start accelerating.

Lori Ogden, PhD [00:03:23] So who would like to start with a question? Yes?

Student [00:03:27] Your office hours. Are those the only times that we can come meet with you?

Lori Ogden, PhD [00:03:30] So I do hold regular office hours. They're on Tuesdays and Thursdays from 11:30 to 1:30. But I realize that doesn't work with everybody's schedule. That's the most convenient time for me, but I'm open to work out what will work for you.

Student [00:03:43] A lot of my teachers just hand out work and say, do it. And math happens to be my weakest subject, and I just need to know, how do you plan on teaching? What do you plan on teaching, and to make me be a better math student?

Lori Ogden, PhD [00:03:58] I have found that if we do different things, I have a better chance of hitting the individual learners in this classroom. Sometimes what works for you may not work for someone else and what works for someone else might not be the best way that you learn. Sometimes there'll be a topic where I will need to lecture. Sometimes I think that's the best way to teach certain topics in mathematics. Other times I will ask you to engage with those around you.

Lori Ogden, PhD [00:04:22] I think what's important with the reciprocal interview is that they're an integral part of this classroom and what they think matters.