

ESTIMATED TIME

This lesson will take one class period with some significant outside-of-class work.

PREREQUISITES

- Projector to present **How to Interview**.
- This lesson is best used after students have conducted initial interviews so that they can improve their questioning and interviewing skills.

RESOURCES AVAILABLE

- **Question Asking Rubric**
- **How to Interview presentation**
- **Five Questions**
- **Interview Preparation Form**

ACROSS THE CURRICULUM

The research skills required to thoughtfully prepare interview questions, conduct an interview, and then report answers back are all very challenging. These skills can be utilized in a number of courses with research expectations or strong writing expectations. Teachers from either English or Social Studies courses may be brought in as collaborators on this assignment.

LESSON GOAL

Develop interviewing skills and techniques along with an appreciation of the interview as an original research strategy.

Essential Question

What are effective ways to ask questions? How do I ask the right questions and get relevant answers?

Student Expectations

1. Participate in a discussion about interviewing.
2. View a presentation about how to interview and take notes.
3. Prepare interview questions and present them to the class.
4. Prepare for an interview and compose interview questions.
5. Conduct an interview.
6. Write up the interview.
7. Write a reflection about the interview process.

LESSON OBJECTIVES

1. Develop interview skills.
2. Practice interview techniques and strategies.
3. Recognize the value of interview as a research technique.

RATIONALE

This lesson is a follow-up to Lesson 12 Organizational Structures in which students were provided with a list of questions to ask during an interview. In this lesson, they practice creating relevant questions and learn more about interviewing skills and conducting original research. Some teachers may want to teach this lesson *before* students begin Lesson 12 or in conjunction with Lesson 12, before students conduct their first interviews. Other teachers may appreciate the follow-up so that students further develop their interviewing skills and learn that they can continue to gather information even after a paper has been written.

In high school and beyond, students are asked to tackle large challenging research projects. For the current generation of high school students, Google is an avenue to a plethora of information. The free flow of information has made it easier for students to perform last-minute work, plagiarize, and to not develop a thorough understanding of the research material. An interview is one excellent way of asking questions and seeking answers for a research project.



Question Asking Rubric



How to Interview Presentation



Five Questions

PROCEDURES WHAT TO DO

- 1. WHOLE GROUP** Review the *Question Asking Rubric* that introduces the lesson and explains how students will be evaluated. Explain that students may have conducted interviews using a preset list of questions for the organizational structures assignment. In this lesson they will learn more about interviewing to find additional information. Then present *How to Interview*, which reviews why we interview, interview question types, and how to prepare for and conduct an interview. Have students take notes as they view the presentation. At the end of the presentation, have students review their notes and make a class list of the key points of the presentation based on student notes. Ask students why note-taking skills might be important in interviewing.

ASSESSMENT

Presentation Engage in presentation and take thorough notes.

- 2. INDIVIDUAL** Ask students to think about additional questions they may have about their internship site that they did not ask or did not know to ask when they conducted their first interviews. Then have students complete the *Five Questions* document.
- 3. PAIRS** When students complete the *Five Questions* document, have them present their questions to a classmate. Each pair should select two questions from each other's lists to present to the class.
- 4. WHOLE GROUP** Have each pair present questions one at a time to the class. After each question, the class should identify the following.
 - a. Subject**, what information the question is seeking to answer
 - b. Type**, the type of question (i.e. informational, reflective, or leading)
 - c. Interviewee**, or who could answer that question (i.e. site mentor, employee at site, etc.)
 End this activity by asking students to summarize what makes a good interview question.

ASSESSMENT

Five Questions Write five questions and present them to the class.

- 5. INDIVIDUAL** To prepare for an interview, have students complete the



ASSIGNMENT 1

Interview Preparation Form, which asks students to state *who* they will interview, *why* they will interview that person, *when* they will interview, and *what* questions they will ask. Students should have 10-15 questions prepared for each interview. Have students use the *Sakai Assignments Tool* to submit their plans for evaluation.

Carefully review each form in order to determine if the student is asking the right question of the right person and with the correct purpose in mind. Teachers should sign off on these forms and

Interview Preparation Form

Student Pages

provide any additional feedback or information that the student may need in order to have a successful interview.

ASSESSMENT

Interview Preparation Form Complete the *Interview Preparation Form* and submit it.

6. INDIVIDUAL Have students contact their interviewees. Students need to confirm all pertinent details with the interviewee (i.e. when, where, and whether a digital recorder is being used). Have students provide you with all the details and record them in a planner or on a calendar, so that no misunderstandings will result.

7. INDIVIDUAL After students have conducted their interviews, have them write up the information.

✓ ASSIGNMENT 2

Have students use the *Sakai* Assignments Tool to submit their work for evaluation. Their interviews may take many forms

- Question and answer format
- Narrative
- Prose
- Addition to the Organizational Structures paper

ASSESSMENT

Interview Write Up Write up the results of the interview.

REFLECTION

✓ ASSIGNMENT 3

Have students respond to the following reflective prompts.

Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

Now that you have conducted your interview and completed your write-up, reflect in writing on these questions.

1. What would you say was the most important or surprising fact that you learned from your interview?
2. What question do you wish you hadn't asked? Explain.
3. If you were conducting the interview over again, would there be a question that you wish you had asked? Explain.
4. Next time you interview someone for an assignment, what do you think that you will do really well now that you have completed this lesson? Explain.

ASSESSMENT

Reflection Write a reflection about asking questions.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

English Language Arts Grade 10

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.

Communication Oral and Visual

Listening and Viewing

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

ASSESSMENT

Use the *Question Asking Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Prepare to provide extra support for students with special needs. They may need additional time to complete this lesson, including writing up their response to the interview and the reflection. They may also need help during the interview process. This may be with a teacher writing down notes while the student interviews, or with a digital recorder.

GIFTED AND TALENTED

Gifted students may record their interview with a digital recorder, and then transcribe their interview, word-for-word. This technique is an important, graduate-level research expectation, but is a time consuming process.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this Free Management Library Site for more information about conducting interviews. <http://www.managementhelp.org/evaluatn/intrview.htm>
- Access this Journalism.org site for information about tools for journalists. http://journalism.org/resources/j_tools