



Logistics for Student Interviews

Record interviews - See "Orientation: Filming Tips" in this folder

Permission slips for videotaping students

Recording devices

- Cameras, tablets, phones, computers. Advantageous to have 2 devices - one focused on student, one on student work
- Have extension cord, extra memory cards, and batteries
- Turn off device ping sounds in settings (sound made when stop and start, receive messages)
- Be aware of background of video i.e., if camera adjusts for bright light, windows behind student may wash out student.
- Stabilize recording device with tripod or hold camera with elbow on table
- Ask student to introduce self so have student name and can stop video and rewind to ensure everything is working.

Room

- Room with minimum interruptions and noise intrusions i.e., phones, lawn mowers, recess
- Empty classroom, library, office not being used, conference room, cafeteria, outside picnic table
Caution: If the interview is conducted in the school office, some students may have only been in the office if they were in trouble so will need to allay fears about the purpose of the interview is to help teachers learn how to teach better.

Teachers in the room

- One teacher allows for flexibility of choosing times for interview
- Two teachers – one interviews, other films. Quality of filming improves.
- Lesson study group – more expertise to analyze and improve the interviews

Students in the room

- One student. Allows for probing to find edge of understanding and dimensions of math identity
- Two students. Can watch partner interaction and how to use each other's thinking. Difficult to find individual edge of understanding or self-perception.
- Group of students. Can observe group dynamics and roles each student assumes. Group interview works well when trying to see group thinking i.e., group playing fraction game.

Induct students into interview process

- Classroom teacher walks student from class to interview room explaining that teachers are learning to teach better mathematics.
- *Caution:* If the interview is conducted in the school office, some students have only been in the office if they were in trouble.
- Explain that teachers are working to improve math lessons and asking the student to share their thinking, helps the lessons get better. Emphasize that you want students to think out loud.

- When students come into the room, a space at the table is prepared with choice of materials. A chair for the student and an adjacent chair for the interviewer. Student uses marker to write with to make work more visible to camera.
- Classroom teacher introduces the student to each of the adults in the room and reiterates that this is the teacher group that is trying to learn how to improve their math instruction.
- Explain that the recording is for teachers to study i.e., the questions they ask, if the problem worked, etc. Comments are intended to take pressure off the interviewee.

Interview

- Classroom teacher or one teacher conducts the interview with the others observing. This helps the student to know where to focus. It's tempting to start side conversations to give the impression of taking pressure off student – but it actually distracts the student who wants to know what the conversation is about.
- May need to remind students to think out loud.
- Occasionally the interviewer may ask if the other teachers have a better question to ask.
- At the end of the interview the other teachers are invited to ask questions.

Concluding Interview

- Ask the student if they have any questions for the group – one student peppered the teachers with math problems
- Thank the student for sharing their thinking and work.
- Ask him/her to return to class

Editing

- Several recording tools now have the option to add captions. Captions are useful when sound of student voice is low.
- Helpful to link interview to CLSP #3 Focal Student Competencies and Challenges so team and commentators can view