

INTERVIEW GUIDE

Interview guide derived from the scholarship of teaching model (Kreber & Cranton, 2000). In order to understand this model, it is necessary to understand three kinds of reflection proposed by Mezirow (1991). Mezirow (1991) distinguishes between three kinds of reflection: on content, process and premises. In clarifying the distinction between them he contends: “We may reflect on the *content* or description of a problem ..., the *process* or method of our problem solving, or the *premise(s)* upon which the problem is predicated” (Mezirow, 1991, p. 117, italics in original). Simply put, when engaged in content reflection we ask “what do I know?” and when involved in process reflection we ask “how do I know my method of problem-solving works/if I am effective with what I do?”. Finally, when engaged in premise reflection we question the presuppositions underlying our knowledge.

The scholarship of teaching model (Kreber, 1999; Kreber & Cranton, 2000) proposes that individuals who learn about teaching engage in content, process and premise reflection in three different domains of teaching knowledge. The three domains are instructional, pedagogical and curricular knowledge. Instructional knowledge is concerned with various aspects of instructional design and the instructional process, for example, writing and sequencing learning objectives, planning lectures, choosing readings, facilitating discussions and group work, preparing PowerPoint presentations, designing overheads, preparing syllabi, constructing tests, evaluating examinations, etc. These are the basic things teachers do. Instructional knowledge, at least in theory, is the logical consequence of what was called pedagogical knowledge. Pedagogical knowledge is knowledge about how students learn. It is inclusive of Shulman’s (1987) pedagogical content knowledge (PCK) but it also addresses pedagogical questions that go beyond the discipline and PCK. These include questions such as how to respond to different learning styles and approaches to studying, how to facilitate critical thinking and self-management in learning, or how to influence students’ motivation to learn. Curricular knowledge is knowledge of the goals, purposes and rationales for our classes, courses or programs. It includes, for example, knowledge of how a particular course fits into the larger curriculum and how our teaching contributes to the university’s societal and cultural role. Ideally, the instructional strategies we use are based on our understanding of how students learn and are influenced also by our understanding of the purposes, goals and rationale for our courses and programs. In summary, the model suggests that academics can engage in content, process or premise reflection in each of the three knowledge domains, yielding nine different forms of reflection.

Question One (Reflection on Content within the Domain of Instructional Knowledge)

- As you go about teaching your course this term, did you give any thought to how to set up this course, what instructional strategies or approaches to use?
- Of the various things you mentioned, what do you consider to be the most important strategy or approach you use? I will ask you to elaborate on that one a bit.

Question Two (Reflection on Process within the Domain of Instructional Knowledge)

- What led you to make use of this particular method or approach?
- How did you learn that this would be effective?
- Can you think of something specific you do or did that helped you learn that that this is a good method or approach to make use of?

Question Three (Reflection on Premise within the Domain of Instructional Knowledge)

- If someone said to you I don't think it makes a difference whether or not you use _____ (the method or approach the instructor talked about)? What would be your reaction?
- Have you ever explored or questioned whether or not this approach makes a difference in "how well you feel your courses go"? Have you ever explored alternatives?
- Can you think of anything in particular that you did when you questioned if making use of _____ makes a difference?

Question Four (Reflection on Content within the Domain of Pedagogical Knowledge)

- What do you know about how students learn?

Question Five (Reflection on Process within the Domain of Pedagogical Knowledge)

- Considering the undergraduate science course you are presently teaching, how do you know that you are successful with helping your students learn?
- Can you think of anything you do in order to find out whether the way you facilitate the learning of your students is effective?

Question Six (Reflection on Premise within the Domain of Pedagogical Knowledge)

- Have you ever questioned whether the way you attempt to facilitate the learning of your students makes a difference in how well they learn?
- Have you ever explored alternatives?
- Can you think of anything in particular that you did when you questioned whether it makes a difference that you facilitate the learning of your students in this way?

Question Seven (Reflection on Content within the Domain of Curricular Knowledge)

- What is/are the main goal(s) and purpose(s) of your teaching as you are teaching this course?

Question Eight (Reflection on Process within the Domain of Curricular Knowledge)

- Can you think of something specific you do or did that helped you identify that this (these) should be the goal(s) or purpose(s)?
- How have the goals and purposes come about; have they changed or evolved over time?
- Can you think of anything specific you did or do in order to find out whether these goals or purposes needed to change?

Question Nine (Reflection on Premise within the Domain of Curricular Knowledge)

- Have you ever critically reflected on whether the goals, purposes and rationale that you identified for your course make a difference to student learning? Have you ever experimented with alternative goals?
- Can you think of anything in particular that you did when you questioned whether the goals and purposes you selected make a difference to student learning?

As one goal was to identify whether individuals engaged in reflection on experience-based knowledge or on research-based knowledge, or both, we added the following questions for both process and premise reflection in each of the three knowledge domains:

- The example you have just given is a very good one. We would classify this as experience-based knowledge (*or research-based knowledge depending on what it was that the person said*)
- Would you think your learning (in the particular area that was described) is also informed by some theoretical, formal, research-based, or public/published knowledge about teaching (*or your own teaching experience depending on what the person said earlier*). If so, how?