

Appendix 2

Novice-Expert Interview & Fishbowl Roles

Overview of Interview

1. Interviewers ask the expert: "What do YOU do?"
2. As the interview describes and discusses, try to imagine yourself doing what they describe. The interviewers can then summarize what you understood needs to be done. Ask, "Are crucial steps being left out?"
3. Probe at places the expert don't or can't explain. Seek practices or knowledge that maybe left out of their description. A strength of a novice is being able to share a lack of understanding.
4. Reassure the expert. Smile, be kind, and say thank you.
5. Gently interrupt if interviewee talks about how they teach their students or if they start to lecture.

The Interviewee

Pick a specific example of a bottleneck where students get stuck. This can be a specific moment in a course where students get lost, or it can consist of a specific exam question/assignment that students should succeed at to do well in your course, but large numbers fail. (Pick something that really bothers you.) We are going to ask you questions about how *you* address the bottleneck and what intellectual moves *you* make. It is your intellectual process, not the content of your teaching that we are trying to get at.

The Interviewers

The interviewers will interview the expert about his or her bottleneck problem. All interviewers may ask questions, working to unpack the implicit knowledge and practices involved. Try to approach this discussion with a beginner's mind. Try not to let the interviewee lecture about their content or talk about how they teach their students.

- Opener: Start by having the interviewee explain the bottleneck. Then ask what the expert does so that he or she does not get caught in the bottleneck.
- What questions do we ask? There is one basic question to ask, and all others are variations: “How do you do that?” Then imagine yourself doing what they say. Can you do it? What needs to be clarified? Also, be sure to check Today’s Meet periodically to field questions from the observers.
- Getting the Interviewee Unstuck: When the interviewee is unable to unpack what s/he does intellectually, she will say such things as, “I don’t know,” “I’m not sure,” “That’s a good question,” or “What *do* we do?” They may repeat your question or there may be a long pause.
 - Do not get caught up in the content, but stay focused on what the expert does. You want to be able to *describe the intellectual process of the speaker*. Do not concern yourself with how the students should be taught.
 - The key move is to repeat what the expert has told you and probe further. Tell them what you know so far. For example, “So far, I have to read this article. But I have to read it with a special view. How would I do that?”
 - Another sign that the interviewee is stuck is when they launch into a lecture, telling their content, rather than their intellectual process. In a variation of this they will produce the kinds of language, often highly technical or jargon-laden, that they use to represent complex processes to colleagues who already understand them. Interviewers from other disciplines may feel lost or overwhelmed. Again, we are not interested in their content. In this situation gently interrupt their discourse, and try to get them to refocus at a higher level. Interviewers might ask the expert to go back to describing what kind of thinking this is. Or interviewers might try to explain what they know how to do so far. In an interview with a communications professor who analyzes texts involving co-dependence, the interviewers described what they knew. “So far, you have told us that you study dialogue transcriptions and make connections between the texts. Are there key words or phrases we should be looking for? How do you know what to pay attention to in the text?”

Observers (Fishbowl)

Members of Group 2 sitting on the outskirts of the interview will log onto Today's Meet (which will be projected during the interview). Observers are responsible for recording aspects of the knowledge being made and revealed, possible threshold concepts they identify or notice, and additional questions for the interviewee. Listen for verbs, details, areas left unexplored, and other significant details. If you have a question for the interviewee, post it on Today's Meet so it can be added to the discussion.

After Group 1's interview(s), the groups will switch. Group 2 will be center stage and Group 1 will log onto Today's Meet.