**Generative Knowledge Interviewing (from Melissa Peet)**

**Part 1 – Take Notes – 10 minutes**

Take some notes about important learning experiences over the past year

Jot notes about two to four learning experiences that you’ve had in the past year. Write with just enough detail so that you’re able to talk about a couple of the experiences later. Try to include one academic experience, one out of the classroom experience, one example of a time when you were “outside of your comfort zone,” and one example of a time when you felt particularly alive and engaged.

**Part 2 – Watch an Interview – 10 minutes**

Watch the group leader model the interviewing process.

**Part 3 – Do an Interview – 30 minutes**

Interview each other, taking turns in each role.

1. First, decide who is going to time these interviews. That person needs to take out a phone or watch to get ready to time them.
2. There should be 5 minutes for the speaker, and then 2 minutes of feedback.
3. Then, you should rotate roles so that EACH OF YOU has a turn in EACH ROLE.

**Speaker**

Talk about your experiences for 5 minutes, responding to the interviewer’s questions as needed.

**Interviewer**

Ask questions to get more information, without referring to yourself or your own experience. Your goals is to help the speaker unpack the experience and to articulate the most pivotal moment or moments. You might ask, for example:

* Can you describe a moment when something clicked for you?
* What were you doing? Who were you with?
* How did you feel?
* Have you thought about that moment since then? In what context?
* What skills and capacities did you practice or develop?

Some questions that might be asked about a challenge:

* What was it? Be specific.
* How did you handle it? What literal actions did you take?
* If you didn't actually DO anything at the time, then what did you think to yourself?
* What do you think now, looking back?  What did it teach you?
* What skills and capacities did you practice or develop?

Some questions that might be asked about a moment of deep engagement:

* What was happening?
* How did you feel? What did you say to yourself?
* How did people respond?
* What did it teach you?
* What skills and capacities did you practice or develop?

**Notetaker**

Write about what you see and hear. When does the Speaker become animated or excited? What themes can you identify? What skills, capacities or values do you hear expressed in the stories told? **SEE EXAMPLES BELOW.**

**Some skills and capacities that Smith students have come up with in the past are:**

Ability to see multiple perspectives

Close looking

Community engagement

Cultural sensitivity

Cultural understanding

Curiosity

Doing what needs to be done, even when it’s outside of my “comfort zone”

Ethical practice

Facilitating communication between people with different interests

Forging connections across difference

Having a growth mindset

Hypothesis-building

Interest in global connections and in thinking cross-culturally

Interest in institutional critique

Interest in origin and meaning

Interest in methods of interpretation

Interest in themes of race and class

Interpreting data/information

Learning about group facilitation through observation

Making models

Persevering through mistakes to learn

Sustained enthusiasm and focus

Taking risks

Troubleshooting and problem-solving

**Other examples of skills and capacities are:**

Activism

Advocacy

Assessment

Budgeting and finance

Community Work

Conflict Resolution

Constructing Narrative

Curriculum Development

Entrepreneurship

Ethical/Moral Decision-Making

Evidence-Based Decision Making

Facilitation

Fundraising

Group and Team Work

Technology & Design

Leading Groups

Mentoring

Problem-solving

Program Development

Program Evaluation

Program or Project Management

Public Education

Public Speaking

Policy Work

Research

Statistical Analysis

Strategy and Planning

Teaching

For 2 minutes, thenotetaker talks about what they heard, focusing especially on naming skills, capacities and values and explaining where these showed up in the stories.

**Part 4 – Write – 15 minutes**

When everyone has had a turn, write without lifting your pen about one of the experiences that you just discussed in your group.

When you are writing, name at least one skill, capacity or value that you were practicing or developing.

**Part 5 – Post in Your Portfolio – 10 minutes**

If this is part of a portfolio, make a new post in the portfolio and paste in this piece of writing.

**The title of your portfolio piece should use an action word and should name the skills that you practiced or developed.**