# The Interview Portfolio[1]

The interview portfolio is a structure that allows for the production of an oral history product along with a methodology for assessment and grading. The interview portfolio is a suggested accumulation of activities that offer ways in which to assess student accomplishments by providing an alternative to the traditional forms of grading such as tests and quizzes, etc. It is not expected that all of the suggested items be included in a final portfolio. Conversely, it is intended that the creative teacher will augment the portfolio with items that reflect their specific subject, teaching style, students, capabilities, and goals/outcomes. The interview portfolio is an excellent opportunity for students to select or contract certain section of the portfolio, thus allowing for student directed assessment.

In addition, a variety of activities and assignments have been suggested in the interview portfolio that address the strengths of the visual, auditory, and kinesthetic learner as well as left and right brained thinking processes. The theories on multiple intelligences have also been considered.

Depending on your goals/outcomes, a point system and/or letter grade can be assigned to the portfolio areas and items that were agreed upon in advance. The teacher should take advantage of every opportunity to have students complete self-assessments along with the process of peer review.

To complete the oral history experience, a final evaluation and assessments are necessary and will guide the teacher back to the planning stages for their next encounter with oral history as an educational methodology.

1. A creative cover reflecting the specific research and overall oral history experience.

2. Title page

3. Background information on the research topic ad interview. Background research notes, outlines, related assignments, and bibliographical references. Background information on the interviewee including a brief biographical summary.

4. Interview data
    - A 250 word interview abstract (Interview summary)
    - A timed index (Each 5 minute section of tape summarized)
    - A name index
    - An interview timeline which graphically shows how the interview fits into the overall time period of study.

[1] Used with permission by Dr. Barry Lanman, "The Oral History Experience," 1996.

5. An analysis of the research question/research hypothesis

- State the research question/research hypothesis.
- In what ways did the interview(s) address the research question?
- In what ways did the interview(s) not address the interview question?
- If more than one interview was completed-Did the interviewees agree on the major issues? (Explain)
- Did the interviewee(s) agree with the other "traditional" primary and secondary research sources? (Explain)
- How does the research demonstrate:
    - Change
    - Cause and effect
    - Stability
    - Fact vs. Opinion
    - Conflict
    - Perceptions/biases

  Note: This analysis can be directed towards one of more of the following areas depending on the research question/research hypothesis
    - Political
    - Philosophical
    - Economic
    - Esthetic
    - Social

- What individual(s) had the most impact on the interviewee? (Explain)
- List 3 documentary questions which were asked to determine factual reliability of the interviewee. List at least 2 sources that agree or disagree with the interviewee. What assessments can be made from this analysis?
- Write a short story answering the research question. This narrative should include knowledge gained from the interview as well as research gained from other primary and secondary sources. This document should also contain the overall research conclusions demonstrating original thought.

6. An Analysis of the Interview Process

- Describe the positive and negative personal dynamics between the interviewer and interviewee.
- Asses the important of: Eye contact, Body language, Building rapport between the interviewer and interviewee.
- Assess your control of the interview.
- Assess the sequence of the your questions. (Were they logical and sequential?)
- Assess the effectiveness of the questions asked.
- Assess the objectivity and basis of the interviewee.

7. Personal Analysis

- Keep and submit a journal describing your feelings about the interview process before, during, and after the interview.
- Explain what you like best about the oral history experience.
- If you could change one or more things about the oral history experience, what would it (they) be?
- If you were talking with a student about to begin the oral history experience, what suggestions would you give to that person?
- Evaluate the strengths and weaknesses of oral history as a research method.
- Evaluate the importance of oral history as a research method and as a method of instruction.
- What were the 3 main things you learned from the oral history experience (Explain)?

8. Legal Agreement and Supporting Documents

- A signed legal agreement
- A photograph of the interviewee
- Photographs
- Copies of supporting primary and secondary documents
- Graphs
- Maps
- References