## Dialogical Interviews:

**DL2017 Equity Session 11:00 a.m. - 12:00 p.m.**

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<tr>
<th>Time</th>
<th>Activity</th>
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<td>11:00</td>
<td>Introduction and norms</td>
<td>Facilitator reviews norms and goals for the session, then reviews the process and purpose of the dialogical activity.</td>
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|       |                                             | - Be hard on the content, soft on the people  
|       |                                             | - Share the air (i.e. step up, step back, and invite others in)  
|       |                                             | - Follow the protocols; it helps others when they are taking a risk  
|       |                                             | - Be inclusive—invite others into conversation and be willing to join conversations.                                                                                                                    |
| 11:05 | Introduce the dialogical interview process  | Introduce the Dialogical Interview Process. Have participants read the first page of their handouts (e.g popcorn out). Answer any questions about this process/rationales.                             |
| 11:10 | Dialogical Interviews in pairs              | Pair participants with someone they don’t know. Review the protocol/questions before sending the pairs off to conduct their interviews. NOTE: Use your own discretion regarding the order in which participants ask the questions. Remind participants they do not need to get through all questions. Be sure to know where everyone is so the facilitator can notify participants when it is time to switch (after 15 minutes). |
| 11:40 | Debrief: quads                              | When participants return, ask participants to take a moment to think about what they saw, heard and felt during this process. Then each dyad will join another dyad to make a quad to share what came up for each of them (they have 10 minutes). |
| 11:50 | Whole Group Share Out                       | Project the Padlet link ([https://padlet.com/mclark28/DL2017dialogicalinterviews](https://padlet.com/mclark28/DL2017dialogicalinterviews)) onto the screen. After each person posts, ask for volunteers in the whole group to share their reflection aloud with the whole group. |
|       |                                             | NOTE: The Padlet posts default to anonymous so, if participants want their name posted they can type it in their post or they can create a padlet account. Another option is to include their twitter, instagram, or social media tag in the comment. If participants are having trouble accessing the internet or the link, have them pair up with another person. |
| 11:55 | Closing the Loop                            | As educators we like to take a step back and reflect on the common practices we use to engage our friends in authentic learning moments. We went from partners, to small group to whole classroom share out (via padlet) because we wanted to create a space for each attendee’s story to be heard & seen in an equitable way. The thought process behind having all conference participants on one padlet is to help participants feel connected to other conference attendees. It is a living page, participants can access later as well, which is a great tool for them to take back to their organizations. |
| 12:00 | Lunch!                                      | Send participants to the gym for lunch.                                                                                                                                                                     |
Overview

- Interviews will be done as pairs.
- Interviews will be 15 minutes per person for a total of ~30 minutes of time.
- Please pair with someone you do not know

Dialogic Interviews Rationale:

1) Dialogue about equity cannot be neutral or objective. It is inherently political. Our own politics are shaped by our experiences and our identities. Sharing these with each other helps us better understand each other, and the perspectives and politics we manifest. As we feel more comfortable sharing our own experiences and learning from those of others, we develop our capacity for honest and empathetic communication. This is essential when difficult and sometimes divisive issues emerge - as they always will when we are doing work of importance.

2) Dialogical interviews offer an opportunity to expand our own understandings, raise our consciousness about the meanings of our own experiences, and open us to different possible explanations for things we thought we understood. They may help us see the limits of universalizing narratives while simultaneously helping us find links and commonalities in our experiences.

3) Social identities mediate our realities. However, our individual social identities are not totally determinative of our experiences. These questions will help us probe how our own and others’ experiences are incompletely shaped by our social identities and by structural oppression. We know that sometimes schools can serve as institutions that perpetuate the advancement of one culture or group over another. And sadly, many schools across the country continue to implement structures (e.g. tracking) that marginalize the perceived abilities of students and staff leading to an inequitable learning system. Our hope is to raise our collective consciousness on these issues through dialogical interviews. This is the first of many steps we can take to create a more equitable educational system for each child and adult.

The Protocol:

- One person is the questioner and the other person is the respondent for the whole time (15 mins). Then the roles switch (15 mins). This allows for more continuity than when participants take turns responding to each question. *When you are the questioner, concentrate on listening and resist the urge to interject your own stories/reactions.*

- Follow up and clarifying questions are appropriate. Some helpful probes are: “Tell me more about that…” “How did that feel?” “How did that impact you?”

- No note taking is necessary during the conversation, though notes and observations afterward are encouraged.

- Each dyad experience will be unique. You may get through all of the of the questions, you may get through some, you may be inspired to ask your own questions.
Proposed interview questions:

1. What was your life like growing up? What were your schooling experiences like growing up?
2. How do you identify in terms of race, class, gender, sexuality, and/or any other characteristics?
3. Has there ever been a moment in your life when your assumptions about someone were disproven? What happened? How did that moment impact your thinking?
4. Why did you become an educator? Why are you now an educator?
5. What does equity mean to you, and what is its importance to you?
6. How did equity, or lack of equity, affect the path you’ve taken to get to where you are sitting today?
7. When you think about your experiences as an educator, which -ism seems most salient to you (i.e. racism, sexism, classism, etc)?
8. At what age did you first become conscious of differences in gender, social classes, races, ethnicities, and/or sexuality?
9. Describe a structure of inequity you would like to address in your organization.
10. Describe a structure of equity you would like to celebrate in your organization.

Post interview reflection prompt:
Go to https://padlet.com/mclark28/DL2017dialogicalinterviews. Please write a brief reflection on your experience of the interview by answering the following question:

How will this dialogical interview experience impact your thinking and actions around deeper learning and equity?

NOTE: In your reflection consider what new insights you gained as a result of the interview. Avoid sharing specific information about your interview partner.

Closing the Loop:
Padlet
Back up if Padlet isn’t working:
- Google Form (https://goo.gl/forms/zADrQ26jYSzQnUbb2)
- Spreadsheet with responses (https://docs.google.com/a/hightechhigh.org/spreadsheets/d/1z60K6ekyQagKWlscC48f9hvnImtvJozQEBjDcKVAqgMQE/edit?usp=sharing)