

## Workshop Action Plan: “Interview, Involvement, and the Personal”

1. [a short framing statement that articulates the exigence your workshop addresses along with relevant historical and/or theoretical framing, including—but by no means limited to—relevant feminist work within rhetoric and composition/writing studies.]

Responding to Chiseri-Strater’s claim that feminist researchers must “turn back on ourselves,” Devault’s call for “involvement” as an element of method, and Mazzei’s work towards a “troubled listening” in educational research, this workshop engages participants in a “double-sided, reflexive personal” interview process. Researchers will learn to chart and pursue their responses to interviewees’ feedback, creating a body of personal, reflexive data that will both complicate and deepen access to their own subjectivity in the relational contexts of the researcher-participant collaboration and larger project. The move to complicate, even destabilize, subjectivity here also responds to Rhodes and Alexander’s recent call for research in which we might become “unknown to ourselves” as a queer, feminist practice.

2. [a detailed description of your workshop, including a minute-by-minute breakdown of how you intend to use your time.]

### Details and Pacing (leader will keep stopwatch)

a) Brief introduction to the theoretical frame (reproduced above) and distribution of a standard, open-ended interview prompt designed to engage respondents in some preliminary investigation into the motivational roots in their work (ie, “Describe your connection to your scholarly work. Simply: Why do you do what you do? What interests or motivates you in this discipline and why?”); (1 pg handout consisting of intro and prompt will be set up in advance—intro on one side/prompt on other)

**3 mins**

b) Participants will be put in pairs, told that each will play the role of interviewer and interviewee, and instructed to take notes and ask follow-up questions, when so moved, while in the interviewer role (using Mazzei’s brief process description).

**6 mins** (3 mins each)

c) Participants are given/introduced to short, adapted instructions of Mazzei’s process of “troubled listening,” directed to put these instructions, as well as original frame ((a) above), on either side of their interview notes and asked to begin annotating these notes informed by Mazzei and the theoretical frame of the workshop

**4 mins**

d) Brief sharing of findings/reactions, distribution of “take away” short bib, and invitation to sign up for an email list where we can share our findings, continue discussion beyond the workshop

**2 mins**

3. [a list of materials leaders plan to bring]  
Handouts/materials
  - a) Frame/exigence statement (above)
  - b) Interview prompt
  - c) Paper and pencils for note-taking
  - d) “Troubled listening” (Mazzei) instructions
  - e) “Take away” short bib; email sign-up list
  
4. [a list of materials leaders need provided (i.e., certain number of chairs, wall space, easel for displaying posters or other similar items).]
  - a) An even number of chairs, pref. 6 or 8, for each session
  
5. [two keywords, one verb and one noun, which will help us design promotional materials.. Your verb should describe what participants will do/enact (e.g. Play, Contribute, Revise). Your noun (or short phrase) should describe the outcome or product participants will create in your workshop (e.g. Accessible Media; Lesson Plans; Strategies).]

Keywords: “Reverse Interview”

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Active listening means more than just physically hearing or reading; rather, it is a fully engaged practice that involves not only taking in information via speech, written words, or signs, but also actively processing it—allowing that information to affect you, baffle you, haunt you, make you uncomfortable, and take you on unexpected detours, ‘away from abstract...bloodless, professionalized questions,’ toward peoples, knowledge, and experiences that have been disavowed, overlooked, and forgotten. (182)

from Devault and Gross, “Feminist Interviewing: Experience, Talk, and Knowledge” in Hesse-Biber (ed) *Feminist Research Practices: A Primer*