

# 7

## Learning interview

An interview to help people talk about their learning in a serious and in-depth way



### Aims

- To raise awareness and reflect on one's own learning
- To share and exchange learning experiences
- To explore future learning



### Group

- 6 - 40 people



### Needs

- Interview guide for all participants
- Paper and pens to write with
- Flipchart paper (one sheet per participant)
- Markers



### Time

- 2 - 3 hours



### Step by step

The participants are introduced to the aims of the exercise and each receive a copy of the interview guide. Make clear that not all the questions in the guide have to be used. The questions are there to help the interviewer and to offer ideas for further questions, if needed. They should be seen as a source of inspiration. The interviewer can add other questions. The main aim of the interview is to help the interviewees reflect on their learning.

Divide the group into smaller groups of three. There are three different roles: the interviewer, the interviewee and the reporter. During the exercise, roles will be changed and everybody will have a go at each one. The reporter writes down the main ideas of the interview, but in such a way that the report makes sense to others who read it later.

One interview takes at least 20 minutes.

The interview reports are made available to the whole group (e.g. on flipcharts on the wall, collated into a journal, etc.).

Identifying &amp; documenting

Describing outcomes

Introducing Youthpass

Role of facilitator



### Debriefing

At the end of the three interviews, a short debriefing takes place in the small groups of three:

- How did you experience the different roles?
- What was surprising?

In the bigger group, the following questions could be asked:

- How was it to be interviewed?
- How was it to interview?
- How was it to report?
- What did you find out about your own learning?
- What did you find out about others' learning?
- What were surprising differences or similarities?
- Did you get ideas for your future learning? Other ways, methods etc.?
- How did the exercise help you?



### Adaption

- In EVS projects, the mentor can use the interview guide to structure a talk with the volunteers about their learning.
- You can also add an observer to the exercise (a fourth role). They can give feedback to the interviewer about the style and quality of the questioning. This adds an extra dimension to the exercise that could be useful for some groups.



### Tips

The learning interview often leads to very personal discussions. Talking about your learning is very much like talking about yourself. In some groups, it might be good to make the participants aware of this before starting the interviews. This awareness can help them make conscious choices during the interview. At the same time, this personal element is also one of the strengths of the method. Personal reflection is encouraged.

The reports from the interviews are valuable documents. If they are shared with the group, it keeps the discussion going. It allows participants to continue talking with people who were not in their small group. Later in the process, the interviews can be taken up again to see how perspectives have changed.

①  
**Learning Interview  
Being & Planning**

**Being a learner**



- How would you describe 'being a learner'?
- Do you feel yourself as a learner in general?
- What were the positive results of 'being a learner'?
- Was 'being a learner' a conscious choice? How?
- How did that show in your attitude and action?
- To what extent did you see yourself as a learner in this activity?

**Planning your learning**



To what extent can learning be planned for you?



What or who could have helped you in better planning your learning?



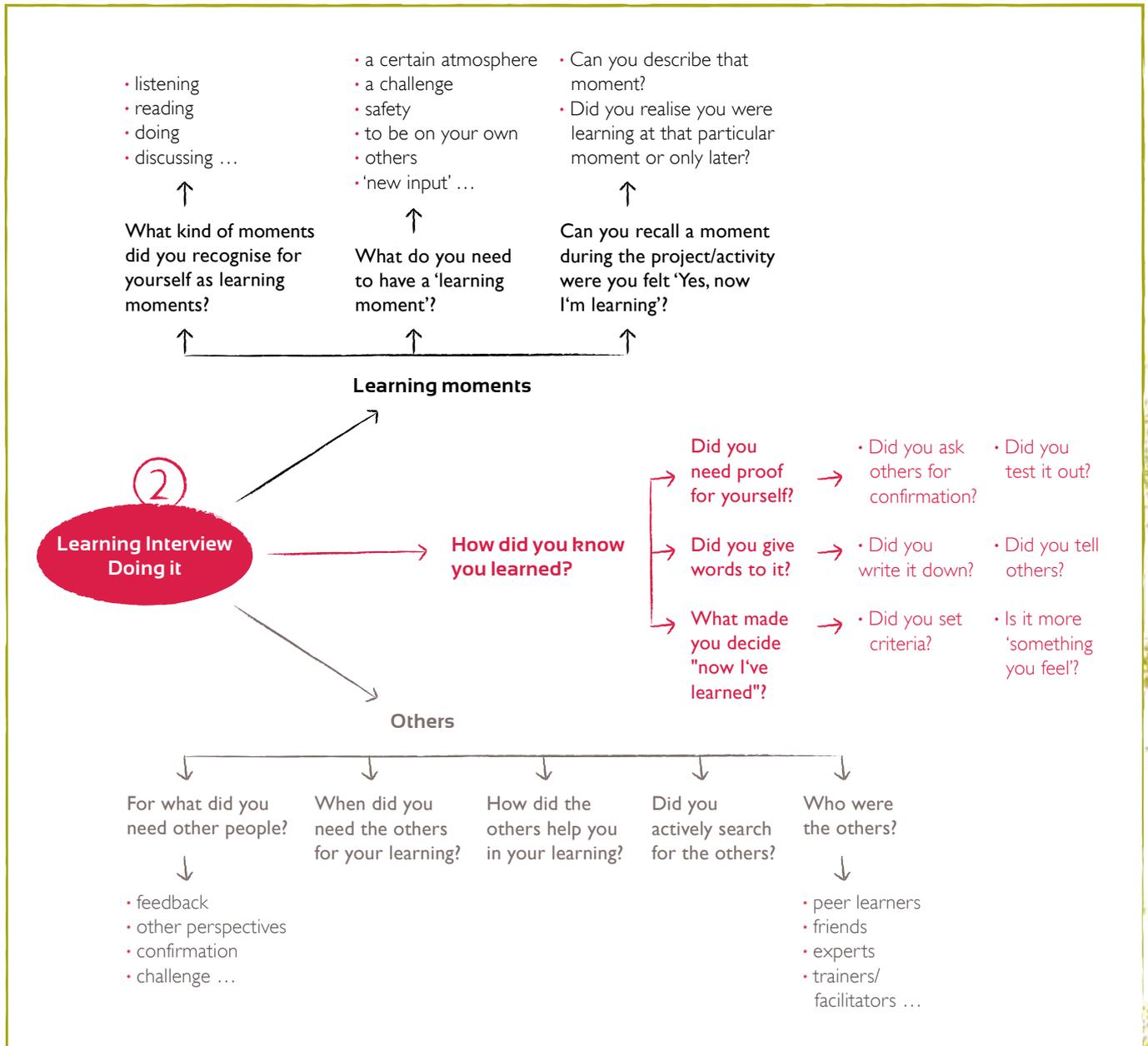
Would planning your learning more thoroughly help you?

- if no: Why not?
- if yes: How?



Were you clear about what you wanted to learn from being in this project?

- Were you just 'open to learn'?
- Or more a direction?
- Did you set objectives?







Created by Mark Taylor and Paul Kloosterman, Handbook for Facilitators. Learning to Learn in Practice, [www.learning2learn.eu](http://www.learning2learn.eu)