**From a Teacher’s Perspective:**

In this exercise I realized the usefulness and limitations of such interviews of students as conducted by this method. It would seem, at least with the form of questions such as I asked them, that the questions being explicitly worded constrains the answers to give such a sparse view of a student’s understanding as to be a very nearly futile practice. It showed me only their knowledge and understanding of a very confined area, with each of a myriad of possible areas needing to be asked of individually. However, if I were to release the student to a freer range of expression I cannot help but expect that the areas of my own interest would be glossed over unless the student happened to be comfortable with that area in particular as no one truly loves to make apparent their ignorance.

**From a Student’s Perspective:**

The exercise, if the interview be conducted as advised, is an exceedingly comfortable one so long as the student be comfortable in the subject of interview. When my interview was in areas with which I am moderately well versed I actually enjoyed the opportunity to almost ‘show off’. When it strayed into areas with which I was less comfortable I chose to openly confess my inequity up front in almost an attempt to avoid the line of questioning even though I knew upfront that my attempt to do so was futile; as I myself had already played the reversed role.