**Part I.** Interview your partner and write down **their** answers on this sheet. You will introduce your partner by telling the class about the information in **Part I**. Make sure **ALL** the information on this sheet for the person whose name is on this sheet.

* Name (First )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Last) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How do you want to be called (ONLY if **different** from first name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Do you have preferred pronouns? If so, please state here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior
* Do you ☐ hate ☐ dislike ☐ get along with ☐ like ☐ love math?
* What do you like to do outside of class?

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**Part II.** Continue to interview your partner.

* How did you qualify for Math 1085? ☐ Math 1081 course ☐ Math/ESM 1082 course ☐ exit exam ☐ transfer course
* Check which describes your level of knowledge of/familiarity with Excel:

☐ complete novice ☐ know some basics ☐ quite comfortable ☐ advanced user

* Which of these can you bring to class (mark all that apply)? ☐ Smartphone ☐ Notepad ☐ Laptop
* Which of these do you have access to at home (mark all that apply)? ☐ Smartphone ☐ Notepad ☐ Laptop/Desktop
* Describe one good and one bad previous math experience.
* What do you expect to learn in this course?
* How many hours do you plan to spend **per week** on homework/review of lecture notes for this class? \_\_\_\_\_\_\_\_\_
* Have you ever worked in groups before? ☐ Yes ☐ No

If you answered Yes, what was the best part and what was the worst part of working in a group?

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**Part III.** After introducing your partner to the class, **exchange the sheet with your partner** (so each student has the sheet with their information). Fill in your own phone number. **Then hand in the completed questionnaire**.

Phone number (\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (in case I need to contact you)

**Instructions on how to use this questionnaire:**

Students are asked to pair up in groups of two (student next to you, behind you, etc.), with a student they do NOT know. I check that everybody has a partner and if needed, move students who are not paired up around. If there is an odd number of students, I make one group of three.

Once the groups are established, students are asked to interview each other and jot down the answers of their partner. That is, they ask their partner a question, and then write down the answer on their sheet. IMPORTANT: The name on the sheet and the info belong to the same student. I usually demonstrate with a student.

**Part I is basic background which** is more general, and this is the part where each student introduces their partner. When the second person in a pair gets up, I try to call them by their name which I have just learned when the other student introduced his/her partner. This helps me practice the names of half of the class. I also try to make connections: “Here is another student who likes to play basketball – soon we have enough students to form a team” etc, picking up on the hobbies and once more, helping me to better remember the students.

**Part II differs very much by class**, here I try to get some background as it pertains to the class – prerequisites or tools we will use in the course. This part is not shared with the class, but the question about good/bad math experience usually get students talking.

**Part III** just makes it easy for me to contact the students if I need to do so and they do not respond to email. I also see students taking down each other’s info, and often I see the random pairs from the beginning of the semester stick together the rest of the semester.