

EPISODIC INTERVIEW: A QUALITATIVE ANALYSIS OF THE EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING

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ABSTRACT: *In the present study, the investigator analyzed the effectiveness of Jurisprudential inquiry model (JIM) for commerce education using episodic interview. Episodic interview aims at elaborating the personal analytical interpretations and open the doors to narrate personal experiences while going on through the phased programme of JIM. Jurisprudential inquiry model synergizes a specific way of integrating societal issues and corporate issues to the instructive content which equips the learner to involve in their respective task groups collaboratively, provides pedagogical platform for dialogic exchanges that honor individual voice, stimulate critical thinking and raise challenges to existing personal views. The results evinces that Jurisprudential Inquiry Model of teaching enliven the realization of cardinal entrepreneurial competencies within learners by capacitating them to deal with contextualized problem scenarios from corporate sector.*

Key Words: *Episodic interview, entrepreneurial competencies, Jurisprudential inquiry model*

INTRODUCTION

Real learning is the interface between experience, discourses, reflection and action. Education can provide the perspectives on how human life can be reconciled with the demands of the environment so that survival, growth and development remain achievable. Children acquire varied skills naturally while budding up in their environment by observing life and the world around them by analyzing social issues. An effective commerce curriculum transaction process enable student to realize the social issues confronted through reflective observations and sharpens the 21st century skills and related competencies mandated by the dynamic business world. Jurisprudential Inquiry Model (JIM) is a social family model intended for analyzing social issues at community, state, national and international level. Jurisprudential Inquiry model is an instructional model which utilizes critical thinking, an inquiry process and dialogic exchanges to examine existing social values, beliefs and norms (McDonald, 2007). Jurisprudential Inquiry Model is a social family model to help students learn to think systematically about contemporary issues (Oliver & Shaver, 1974). In this study, Jurisprudential Inquiry Model refers to a schematic plan grounded in the repertoire of instructional practices instigate an orderly content learning, create learning opportunities for an individual by thematic arrangement of conceptual knowledge, meaningful engagement on contextual corporate scenarios through philosophical, entrepreneurial and Jurisprudential mode in a refined socially competent framework to build one's unique potentials. This instructional design requires participants to adopt position taking skills in order to understand other's views and perspectives.

Donald Oliver and James P Shaver developed Jurisprudential inquiry model (JIM) to help students to think analytically about contemporary issues. This model is directional and reflective of their goals and thinking is one built around a confrontational style and Socratic mode of discussion, where teacher propel students thinking about their stance in an entrepreneurial perspective. The hexa phases of Jurisprudential inquiry model (JIM) in the classroom entail a coherent structural schema which is detailed as: Phase I: Orientation to the case, Phase II: Identifying the issues, Phase III: Taking position, Phase IV: Exploring the stances of argumentation, Phase V: Refining and qualifying position and Phase VI Testing factual assumption behind qualified position. In this context the investigator felts Jurisprudential inquiry model opens up boulevard for learner to examine business ambience in the corporate world. Jurisprudential inquiry model is a powerful curriculum transaction instrument which capacitate students in reflectively analyzing social issues through the provisions of the phased academic programme, offers pedagogical platform for dialogic exchanges, stimulate critical thinking on social issues, lift up visionary trends, facilitates learner to acquire position taking skills, deal with conflicts, develop decision making skills, improves communicative and interpersonal skills. (Antony,R. 2015).

EPISODIC INTERVIEW AS A QUALITATIVE ANALYSIS -A SNAP SHOT

Episodic interview is a particular narrative interview technique that elicits description of particular episodes in the interviewee's daily life (Flick, 2000). The vital element is that interviewer recurrently asks the interviewee to present narratives of situations. Episodic interview facilitates to gain insight into everyday experiences of the participants and how they make sense of their experiences in a wider instructional setting with a window into the information worlds of the participants. As a realistic qualitative data collection technique episodic interview can be used for an array of purposes, including needs assessment, program modification, issue identification and strategic planning.

Episodic interview is based on the assumption that subject's experiences of a certain domain are stored and remembered in the form of narrative– episodic and semantic knowledge. Episodic knowledge is organized closer to experiences and linked to concrete situations and circumstances, semantic knowledge is based on assumptions and relations, which are abstracted from these situations and generalized. The conduct of such episodic interviews yields context related presentations in the form of narratives, because they are closer to experiences and are in comprehensive generative context than other presentational forms. (Flick, 2007). They make the process of constructing realities accessible than approaches which aim at abstract concepts and answers in a strict sense. The episodic interview is a qualitative method of analysis which proceeds as a secure conversation between interviewer and the interviewee. By means of a thorough composed interview guide, the interviewer ensures that the conversation encompasses the topics that are crucial to ask for incorporating dimensions related to the study. The prime focus of episodic interview is interviewee's everyday knowledge about specific issue or domain in such a way that allows comparing knowledge of interviewee from different social groups and thus social representation. The phases involved are;

- Phase 1. Preparation of the interview.
- Phase 2. Interviewees' concept of the issues.
- Phase 3. Meaning of the issue for interviewees daily life.
- Phase 4. Focusing the vital parts of issue under study.
- Phase 5. Focusing common topics referring to the issue.
- Phase 6. Evaluation and conversing.
- Phase 7. Documentation and scrutiny of episodic interview.

Fig: 1 Phases of episodic interview

Episodic interviews are useful data collection technique where invitations to recount concrete events are asked in an open atmosphere in the form of narratives. The researchers aim is to allow as much pertinent narrations as possible to meet the purpose of research. This involves making time for reflection and refinement of views; focusing on reframing emergent issues; to envision using probes and encouraging learners to explore the dimensions. The interview help learners to reflect on the meaning and relevance of the contextual issues focusing varied aspects while using Jurisprudential inquiry model. The main task of the interviewer is to respond with deepening enquiries to interviewees' narratives. It aims at elaborating the interviewees' cross-sectional framework knowledge developed and link interviewees' responses and personal accounts to curtail discrepancies and contradictions. The final part of the interview includes evaluation and small talk by the interviewee. In order to contextualize the narratives received from the interviewee, a context protocol should be written immediately to analyze it. Episodic interview typically varies between 1 and 1 $\frac{1}{2}$ hours and is recorded systematically for the sake of analysis and report writing.

OBJECTIVE OF THE STUDY

1. To analyze how Jurisprudential Inquiry Model (JIM) of teaching is effective in heightening academic performance, entrepreneurial mindset and social competence in natural setting at Higher Secondary school level using episodic interview.

METHODOLOGY

The present study is endeavored to capacitate the student band at higher secondary level with a view of developing academic performance, entrepreneurial skills and social competence using Jurisprudential inquiry model of teaching. The investigator developed an episodic interview guide to establish the appropriateness of JIM and to evaluate the learning process among randomly select students from experimental group at higher secondary level. The interview guide comprised ten items with provision for

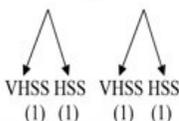
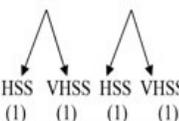
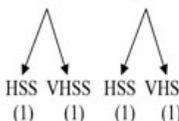
open ended questions prepared through extensive searching, classroom observation and interactive sessions with experts and teachers. Episodic interviews use the interviewee’s competence to present experiences in their course and context as narratives. In view of the facets on experiential space, the investigator identified 12 students belonging to below average, average and above average strata of experimental groups based on type of locale and school on the basis of scores of entry behavior for garnering their experiences from various experimental group strata’s with regard to their acquisition of specified constructs of entrepreneurial skills and social competence. By means of episodic interview guide, the interviewer ensures the conversation encompasses the topics that are crucial to ask for incorporating dimensions which prioritize the underpinnings related to JIM. The focal points to be extracted from episodic interview:

- Assessment of prevalent pedagogical transaction modes.
 - Effectual instructional practices to articulate proficiency in commerce learning.
 - Pathways of select Jurisprudential Inquiry Model (JIM) to invigorate entrepreneurial skills and social competence.
 - Strengths gained and challenges confronted while practicing phased programme of Jurisprudential Inquiry Model
 - Proposals and commendations for advancing these strategies in instructional space.
- The outcomes of episodic interview serve as a means for assessing the efficacy of Jurisprudential Inquiry Model (JIM) qualitatively.

ANALYSIS OF THE EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL USING EPISODIC INTERVIEW

Episodic interview offers opportunity for students to mirror their experiences, narratives while going on through the phased programme of JIM .Episodic interview aims at elaborating the personal analytical interpretations and open the doors to narrate personal experiences in response to the in-depth enquiries in the form of narratives. This section whirls around descriptions, analysis, synthesis and output finalization of the episodic interview endeavored by the investigator amongst select groups of learners. The architectural symphony of the opening phases of Jurisprudential Inquiry Model (JIM) equips students to typify a gamut of experiences to struggle with contextual business scenarios related to entrepreneurial skills and social competence. The investigator randomly selects one student from each category, above average, average and below average from experimental groups with respect to subgroups such as locale and type of higher secondary school based on pre-test scores, participant observation and interface effects. The selection criteria can be portrayed in the subsequent table

Table 1 : Itemization of selecting sample for episodic interview

No. of students Instructional model	Group I	Group II	Group III
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
JIM	R 	R U 	R U 
Total	4	4	4
		12	

By undergoing the episodic interview, the participants could open up their impressions and thoughts among their peers and shape their justifications in a crystallized form. Each one student selected from the above mentioned category has undergone the practice of active intervention with episodic interview which strengthens an understanding of participants’ experiences that acts as a window into the information world of commerce with challenged practices exposed operationally. Analysis and interpretation of the data gathered through episodic interview among varied strata’s are described as follows.

Abridgement of the Renditions of Episodic Interview Episodic Interviewees: Below average category

Students hailed from varied subsamples elucidated that the prevalent instructive practices are inept to address the wide ranging objectives of commerce education .The students from urban subsample opined that JIM fosters self directedness incorporating the abilities to handle contextual issues from business milieu,

ability to analyze problem scenarios thereby fostering entrepreneurial insights. The students from rural sub strata reciprocated that this student-centered teaching model enabled them to interact by questioning, reflecting and participating in Socratic dimensions in a co-operative manner. This charters new routes to tune-up the academic aspirations of learners. JIM allows them to process information at higher levels of cognition, crafts intellectual and pedagogical processes by providing an affluent forum for productive discussions. This helps them to intertwine concepts for strengthening subject competency by linking theoretical knowledge with contextual business themes for fostering academic excellence.

On analyzing the interviewees' response, the select students address that contextualized problem scenarios from corporate world hooked the students into learning which set the stage for exploring and analyzing issues, position articulation, exploring stance, testing and evaluation of qualified position, and thereby make an epistemic stem of the business world. One of the greatest experiences for students in the class room is the patterned opportunity to plan information, think freely and challenge ideas with their own. The interview brings about certain conclusions regarding the restraints in practicing JIM of teaching. The prominent ones among them are lack of availability of time and resources in the concerned curriculum and educational enterprises. The interviewee from vocational higher secondary school reported that this model is not appropriate for shy and shirkers who find it difficult to express their ideas and opinions. Finally the select sample suggested that the experimental space should provide opportunity for crafting and modifying their thought patterns for analyzing corporate problematic scenarios with the scaffolding of teachers so that learners will get exposure to pragmatic aspects of commerce. Jurisprudential Inquiry Model provided new skills to make learner independent with aim of assisting students to generate deeper understanding of issues with rejuvenated entrepreneurial practices.

Episodic Interviewees: Average category

The select 'average' category of episodic interviewee of the urban sub sample responded that JIM catalyzed to gain deeper insight into their thought patterns and modes of analyzing issues making right judgment. Hence learning goes beyond the recall of knowledge in the meadow of commerce education, blows up structural knowledge frames, anchored information, stresses thinking and instill the skills and attitudes for the exhilarated usage of trade, commerce and industry. While their counterparts from rural vocational higher secondary school revealed that studying collaboratively in groups, using Socratic dialogue, questioning helps students to broaden the horizons of thinking in terms of critical and creative thinking, constructive dialogic exchanges interpersonal relations and stimulates a dispositional strand. JIM provides interactions with knowledge in diverse contexts to promote transfer of ideas to novel situations than simply memorizing information to make learning meaningful leading to academic excellence. The select participant of the episodic interview commented that allocation of more time is needed to channelize the way to formulate appropriate judgments about corporate issues. JIM paved appropriate avenues to reflect on their experiences, modified their views for reaching consensus by internalizing values. They commended that this dialogical model potentially yielded a rich forum for discussions where learning occurs and promoted deeper understanding of issues through meaningful exchanges and improved their communicative and interpersonal skills. (Antony, R. 2015).

Episodic Interviewee: Above Average Category

The select participant sample of the 'above average' strata comprised individuals from higher secondary school of the urban and rural locale who were exposed to Jurisprudential Inquiry Model of teaching. The rural higher secondary level students in general responded that Jurisprudential Inquiry Model provide avenues to think in an extensive fashion, prompted to pose inquiries and motivated to apply entrepreneurial know how and skills such as innovativeness, creativity, pro-activeness, problem solving and decision making. The counterparts from urban vocational higher secondary students advocated that it opened new road maps to unknown territories by taking into consideration process driven pedagogy with an open learning process enhancing student's higher order thinking. Learner revealed that the interaction with the model helped to draw out their conceptualization on the corporate issues and motivating them to review their own experience through reflections and discussions with others in respective task groups. This instructional process strengthens scholastic engagement of learner by proper linkage between theory and practice incorporating problem scenarios and crafting solutions to advance their academic potentials. They remarked that they acquired position taking skills by exploring issues and gives due emphasis to dimensionalities related to interpersonal skills and conflict mediation considering other's perspectives for re-energizing commerce stream.

The interviewee concluded that discourses in the realm of corporate issues while passing through the phased programme of Jurisprudential Inquiry Model helped participants to gain entrepreneurial insights and

honed skills for communicating with peers, society and maintaining good relationships, attainment of social competence, which strengthen the exploration of ideas reaching at the zenith of learning. It is suggested to select appropriate issue to ensure that discussion is grounded in a social context and formulate frames for planning and designing inspirational instructive tenures in the sphere of potential arenas of commerce and where differing views or conflicting values of learners become central to dialogic interactions.

CONCLUSION

The intensified effect of the select Jurisprudential inquiry model in the experiential space among the identified bands of pupils through episodic interview revealed the following outcomes. Episodic interview aims at elaborating the personal analytical interpretations and open the doors to narrate personal experiences or episodes in response to the in-depth enquiries in the form of narratives. The findings from episodic interview lead to the conclusion that contextualized problem scenarios from corporate world hooked the students into learning which set the stage for exploring and analyzing issues, identification of issues, position articulation, exploring stance, testing and evaluation of qualified position and thereby make sense of the business world. Learners commended that JIM provided innumerable exposure and interactions with knowledge in diverse contexts which are likely to promote transfer of ideas to novel situations than simply memorizing information to make learning meaningful leading to academic excellence. JIM provide avenues to think in an extensive fashion, prompted to pose inquiries and motivated to apply entrepreneurial know how and skills such as innovativeness, creativity, pro-activeness, problem solving, decision making and opened new road maps to territories by taking into consideration process driven pedagogy with an open learning process enhancing student's higher order thinking yielding a rich forum for productive discussions and meaningful exchanges which hone communication and interpersonal skills.

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