

# Mau Interview transcript

## *Legend*

*J: John Angelo Malamug*

*M: Maureen Reyes*

## **Start of transcript**

J: Have you ever skimmed or read the workbook guidelines?

M: Yes

J: If so, when was the last time you use the workbook?

M: Last time I checked, chapters, during my last class, last last term? Last last last term? Third term last year.

J: So two to three terms ago?

M: tama, tama.

J: How do you use the workbook guidelines?

M: At first, every time I check a chapter. I base off of the guidelines how I comment but as I gained more experience as a faci, I understood the general gist of the guidelines so I was able to eventually comment in my own way without the guidelines although in times where I felt stumped, I fall back on the guidelines.

J: Okay, so as far as your experience in using the guidelines goes, how helpful is it? What are specific experiences that you have regarding the guideline?

M: I remember when I was a newbie, I was thankful that there was a workbook guideline because I didn't really know how to comment. What happened was I was partnered with Joy and she was the one who commented on the first chapter so I was able to observe her commenting style. Then on the second chapter onwards, she told me "Mau, it's your turn so you can have experience." so at that first time that I was going to comment on a chapter, I didn't know what to put in. And so I relied on the step by step guideline where if this is the question, this is what the question talks about, and the answer should be this. If the answer is this, you can reply using whatever is here, and it gives you tips if there was something disturbing in their answers. You can go with your choice, or you can treat them, talk to them in person, and the like.

J: So, what are some of the most difficult aspects of in terms of workbook checking?

M: The number.

J: Number how?

M: As in the quantity of the workbooks you need to check. But for that, if there are many facis, the number is manageable like maybe six or seven handles so you have six or seven workbooks and since it's just a few, you're able to focus better in commenting on each workbook but like with what happened to us last class where each facis had almost ten, you have to factor in that they're more in count so you can't spend as much time on one chapter for a handle.

J: Okay aside from quantity, what other aspects do you have difficulty with?

M: Sometimes when the answers are one liners. Although I tried to circumvent it by commenting with follow up question so that they are engaged and I use this policy on them when I ask follow up questions in their comments, they have to answer to me either by texting me or by pm-ing me or going to me in person. Otherwise, I don't give next chapter. So I want to enforce this need to have communication about their responses in the workbook because I don't want them to think of "Oh I'll just answer it. They don't care about what I put n here". I want them to realize that we spend time reading what they write.

J: So in terms of quantity, how do you personally resolve that? What is your approach on that issue?

M: As much as possible what I do when there are submissions I should be ready to check them immediately. I don't like to pile them up because I'll get lazy and I get forced to cram comments before next week. So I do it asap since there's going to be notifications either in canvas or in dropbox. I do my best to check it right away so that they don't stack up.

J: Okay, what other things that we could possibly do para for quantity of handle issues, aside from what you already mentioned?

M: Aside from what I said, like not much else, I can't think of any. Because when you're forced to have ten to eleven handles in your group and you're left with one week, I suppose you could schedule it, by telling them that you need to submit the workbook by this time so that you can have, let's say three days to check like three or four in one day but aside from that, you really have no choice especially if the number of facis is hard pressed because you can't force the student handles either to submit way before the deadline because they're also students so the deadline that you set on a normal basis for yourself, that's also the deadline that they'll follow. So the facis are the ones that have to adjust.

J: Outside the scope of the workbook, what are some of the most difficult aspects of being a faci or being a believer or being a Christian in general?

M: On being a faci, I have a hard time with one on one personal interaction with handle because I'm not that comfortable with talking to people that im not that close with yet so it's a personal quirk. But if a few terms have passed already or it's more than midterms, I can talk to them more comfortably. Conversations aren't as awkward and if they ask questions, I am able to share more compared to the first few weeks. For being a Christian in general, I feel like the most difficult is when other people judge you because they have this preconceived notions on what being a Christian is even if it's not what really being a Christian is so sometimes you feel that judgment.

J; So it's a perspective thing?

M: Yes and it hurts but usually when that happens, I take it upon myself to prove them wrong especially if their notions really are wrong.

J: Let's say you are in a leadership position. What is your leadership style?

M: My style in general is usually to get the consensus of the group then as much as possible, when I'm the leader in a project or whatever, most often, I take the bulk of the work, either because I think that I can do it better myself or because since I feel like a leader should have more responsibilities. It's my problem but usually I take the bulk of the work and give a bit to the other members.

J: In terms of outreach, how active were you in the outreaches.

M: With masci, when I was a newbie, Because we went to help. Mus was the one teaching back then and also Kiel. So we assisted but then there were also times that Kiel gave us the discussion on formdev part but with the actual programming, it was just either Mus or Kiel and we just helped with the activities. For outreach, I always attend whenever we have the formdev class which was always aside from this term because of conflicts so I suppose I'm more active in class outreaches compared to faci outreach.

J: In terms of your handles, how far are you willing to go for your handles? Like what was the furthest that you went for a group of people or a specific handle, or...

M: For me, not that far? As a group, I treat them so I suppose we have bonding and sharing of stories. But in the middle of the term, I'm more comfortable with dealing with them one on one or whichever handle I think needs more of my presence, and more chances to share. I focus on that so I usually pm them I aks them for their free time. So I try to get them to share because I know that some of them have issues based on their answers in the workbook. It's there you see that they're going through stuff but when that does happen, though I do my best to reach out it doesn't always work because there are some handles who'll say "No Mau, I'm fine". So they're not yet comfortable in sharing since there're still walls. I still try to let them know if they ever change their mind, I would be there to listen to them and give them advice.

J: How has formdev affected or impacted on your relationships outside of DLSU?

M: With friends, there's not much impact because, aside from formdev friends, there's Zale, Jess, and Rag. They only know that there's formdev so they think that you're just busy with something. That's what they primarily think, that there's just a time that you're busy. With family, I realized as a formdev faci during BS and also during reco that it affected me because I'd like to say that I became a better daughter. Although I can't say for sure but I feel like there's a change that's really happening, and its for the better and I'm happy about it.

J: And what would that specific change be, if you could elaborate.

M: I am more appreciative of the love my parents give me, and that I'm more able to relate it to the love that God gives me. Because before, it's like they're there but the feeling is not close. But now I know that they are there for me and I am here to be there for them as well. It's not that complete but it affects in little ways like for instance, in times when they ask me to do something, I have more of the initiative to do the tasks since it was one of my frequent apps

during my first few BS sessions, to the point that I no longer need to be nagged for much long before I do it.

J: so last question, what was the most significant change that formdev has brought out in you>

M: Personally, character development because before formdev, I'm still not comfortable with speaking in front of people but I'd say that formdev has helped me to at least be somewhat comfortable with it that I know that if I did not join formdev, I'd still be shy and I'd still not have the will to talk to people and share.

J: So you're bolder now?

M: Yes, I'm more able to share experiences, I am more able to witness to other people, That's one of the reasons in my application, and I mentioned it that one of my reasons for joining formdev is to learn how to witness because I really couldn't do it because of either I find it hard to talk to strangers or lack of my reflections and experiences but in joining formdev, somewhat it added to what was once lacking.

## Manual guidelines extraction

The following guidelines were extracted from the interview transcript with Mau. They were performed manually by Darren<sup>1</sup>.

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### Guidelines

What happened was I was partnered with Joy and she was the one who commented on the first chapter so I was able to observe her commenting style.

**Observe older facis in their commenting style.**

And so I relied on the step by step guideline where if this is the question, this is what the question talks about, and the answer should be this.

**Rely on existing guidelines: The workbook guidelines document.**

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<sup>1</sup> Doc, should I be involving another older faci to see other guidelines I might have missed?

Sometimes when the answers are one liners. Although I tried to circumvent it by commenting with follow up question so that they are engaged and I use this policy on them when I ask follow up questions in their comments, they have to answer to me either by texting me or by pm-ing me or going to me in person.

**If the student answers with one liners, follow up with more questions to engage them.**

Otherwise, I don't give next chapter.

**If the student does not reply to the follow up questions, don't give the next chapter.**

So I want to enforce this need to have communication about their responses in the workbook because I don't want them to think of "Oh I'll just answer it."

**Enforce the rules and emphasize the importance of communication.**

As much as possible what I do when there are submissions I should be ready to check them immediately.

**If there are a large amount of workbooks to check, be ready to check them immediately.**

I do my best to check it right away so that they don't stack up.

**Do your best to check the workbooks right away so that they don't stack up.**

Because<sup>2</sup> when you're forced to have ten to eleven handles in your group and you're left with one week, I suppose you could schedule it, by telling them that you need to submit the workbook by this time so that you can have, let's say three days to check like three or four in one day but aside from that, you really have no choice especially if the number of facis is hard pressed because you can't force the student handles either to submit way before the deadline because they're also students so the deadline that you set on a normal basis for yourself, that's also the deadline that they'll follow.

**Set a deadline for yourself, which is the same deadline that the students will follow.**

Yes and it hurts but usually when that happens<sup>3</sup>, I take it upon myself to prove them wrong especially if their notions really are wrong.

**When people misunderstand what being a Christian is about, prove them wrong.**

My style in general is usually to get the consensus of the group then as much as possible, when I'm the leader in a project or whatever, most often, I take the bulk of the work, either because I think that I can do it better myself or because since I feel like a leader should have more responsibilities.

**When leading, get the consensus of the group.**

and

**If you are the leader, have more responsibilities<sup>4</sup>.**

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<sup>2</sup> The quality of the transcription will greatly affect the processing performance. For example, this has numerous run-on sentences, separated by commas.

<sup>3</sup> The context can be found on a previous paragraph/response. This means that context shouldn't be limited to what can be understood from the source sentence, but also from the current or previous paragraph.

<sup>4</sup> I personally do not agree with this guideline, but I still marked it as a guideline because the system isn't meant to evaluate valid or invalid guidelines (at least that's what I think). The system's goal is only to be able to extract or detect guidelines. It is the expert's job to determine whether a guideline is valid (i.e. gets added to the ontology) or not.

As a group, I treat them so I suppose we have bonding and sharing of stories.

**Treat your handles to have more time for bonding and sharing stories.**

I focus on that so I usually pm them I ask them for their free time.

**Ask for your handles free time so that you can share more of your presence.**

So they're not yet comfortable in sharing since there're still walls<sup>5</sup>. I still try to let them know if they ever change their mind, I would be there to listen to them and give them advice.

**If the students are not yet comfortable in sharing, let them know that you are ready to listen to them and give advice.**

I am more appreciative of the love my parents give me, and that I'm more able to relate it to the love that God gives me.

**Relate the love that you experience from God with others.**

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<sup>5</sup> Note that on this instance, the context is cut up across sentences. Using only the second sentence would not be enough to derive the guideline shown below.

# Pseudocode for guidelines extraction

The following process is a draft conceptualization of how I think guidelines are detected manually:

1. Read through the question, because part of the context of the guideline can be found from the question.
2. Read through the individual's response.
3. Distinguish between personal narratives and explicit call-to-action (CTA) phrases.
  1. Some personal narratives are descriptive of how they dealt with a certain problem. However, just because it is a personal narrative and not an explicit command or CTA does not mean that a guideline could not be generalized from the experience.

For example, in Mau's interview:

What happened was I was partnered with Joy and she was the one who commented on the first chapter so I was able to observe her commenting style.

**Observe older facis in their commenting style.**

2. Sometimes, there are explicit CTA or commands. These are the simpler cases that can be directly extracted as guidelines.

For example:

As much as possible what I do when there are submissions I should be ready to check them immediately.

**If there are a large amount of workbooks to check, be ready to check them immediately.**

Notice that the keyword "should + verb" is an effective marker of assertion of an action that should be performed. This is an effective distinguishing marker when explicit CTAs are included in the text.

4. Based on keywords, or the occurrence of domain-specific concepts (such as student or facis), filter which sentences are salient. By salient, we mean that there is a high likelihood that there is a guideline in that sentence.



5. Analyze the context — This means review the current sentence, the past sentence/ paragraph, to gather context.
6. Determine the action/verb - What must be done?
7. Determine the actor - Who must do what? Is it an action that the faci must do? Or is it an action that facis must enforce the students to do?
8. Combine the Context, the Action/verb, the Actor into a tuple.
9. Somehow, translate the context, action, actor into an english sentence that is syntactically and semantically correct.