

<b>Description: Romina Interview Reflections V (M.B.A. Graduate): Understanding the Ideas Date: 2009-07-15 Location: Rutgers University Researcher: Professor Carolyn Maher</b>	<b>Transcriber(s): Steffero, Maria Verifier(s): Yedman, Madeline Date Transcribed: Fall 2010 Page: 1 of 2</b>
---	---

- 1 T/R What it means to know something really well. What does it mean to you to know something really well?
- 2 Romina Just to understand where it comes from...to be able to not have thought about it or even talked about it for five years, then still recall something about it. I mean, I think that's what we did with a lot of these—the way we learned. Getting a little bit off track. With that, I mean I'm not really good at instant recall, crunching numbers type of—the normal thing. But, to this day, I've still—I've talked about this before—in college, when everyone was failing calculus, I could talk to all of them and explain. I don't know if I could do it now. It's been nine years. But, I could probably explain to them the fundamental theorem of calculus and kind of explain to them how all these things happened and worked. Visually, how everything was represented. But then when I went to go do it, that was a whole different thing. I could actually do it, and this complex working of the equation I couldn't necessarily do, but I understood it. So, being able to explain that to people—for them to be able to understand it—to explain the mechanics behind, just moving numbers around...I think that's very—back then I was very frustrated that I couldn't do the mechanical part of it. But, now, as I'm getting older, I don't have to do that. No one really does all that, really. Like logging things. We don't do that. So I understand kind of the basic idea behind it. I'm going to get through life just fine with that.
- 3 T/R So how would you define math, now? What would be...
- 4 Romina Wow. How would I define just math? I don't...
- 5 T/R You said that there's the number crunching, the number part. But then you described this other thing you were doing.
- 6 Romina I guess I don't know how to describe that. It's a little quantitative thing to me, but it's more—understanding how slope works versus actually figuring out the slope. It's much more higher level—I have tools which help me do like the basic, the number crunching—I have Excel, I don't need...It's much more understanding and setting up a problem in more of a quantitative in an easy to see, easy to calculate type of way. That's for me...
- 7 T/R What would be something you would say you know really well?
- 8 Romina From a math perspective? I don't know. I don't think it's a specific thing. I think I'm pretty good at this point just getting a lot of information and

<b>Description: Romina Interview Reflections V (M.B.A. Graduate): Understanding the Ideas Date: 2009-07-15 Location: Rutgers University Researcher: Professor Carolyn Maher</b>	<b>Transcriber(s): Steffero, Maria Verifier(s): Yedman, Madeline Date Transcribed: Fall 2010 Page: 2 of 2</b>
---	---

being able to - organizing it to see what the problem is and then working to find the solution. It's more of like that process that I'm good at, not necessarily all the little details that go along with it