

## Amy Lightfoot Interview Summary

[18.30] Series of classroom films that BC have done recording examples of good practice, showing how learner-centred methodology introduced in training and development projects in India can be implemented in a real classroom. Teachers often feel that some things talked about are not feasible because of class size or resources or anticipated learners' responses or fixed curricula.

1 AL: the first one is the series of classroom films  
2 that weve done. so its not quite the same as what  
3 youve been talking about because its a bit more.  
4 its not using it for giving feedback of  
5 individual teachers. but its more recording  
6 examples of good practice and showing importantly  
7 for india showing how the learner centred  
8 methodology that we are introducing in the  
9 development projects that we do can be  
10 implemented in a real classroom. because i think  
11 one of the things that teachers often feel is  
12 that some of the things that we talk about doing  
13 are not feasible. either because of the class  
14 size or because of the type of resources they  
15 have available or because their learners wont  
16 respond to it. or because theyre so fixed with  
17 their curriculum that they have to get through  
18 loads of stuff and they cant see how they would.  
19 you know if theyve got to do a text they cant see  
20 how to lift that off the page so that kind of  
21 thing.

[20] Films were professionally made in conjunction with the state government for projects where they were working. Three series done since 2012/13. Worked with government to agree to film, then BC academic team worked closely with teachers to put together lesson plans and agree what would be covered and rehearse.

[21] First film was longer clips of teacher taking learners through work, next the opposite end of that. Tamil Nadu: general look at different classroom techniques for primary. Bihar: focused on secondary teaching of reading. Dense texts necessary for exams; aim to help teachers lift off the page and incorporate listening and speaking. Clips staged to show different parts of very typical ELT reading lesson. Presenter introduces stages, with whole lesson to be seen at the end. Presenter edited into film.

[23.31] The two (above) available online on YouTube with downloadable workbook and also available on DVD. Third project (Maharashtra): much shorter clips, specifically showing activities teachers could do using textbooks from primary classes. Made for mobile phones: put on SD cards as different form of distribution. Shorter and more accessible: more choice as to where to watch and what to do. Also available [online](#).

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22 SM: how they used film.  
23 AL: well i think. one other thing to say is that the  
24 third. so the two that ive described theyve been  
25 made available online with the videos uploaded  
26 onto youtube and then with a downloadable  
27 workbook. and then theyve also been made  
28 available as dvds. the third project the most  
29 recent one that we did the idea was that they  
30 would be much shorter clips showing specific  
31 activities that teachers could do specifically  
32 using their textbook from primary classes in the  
33 state using the prescribed textbooks. and they  
34 were made for mobile phones. so they were put on  
35 sd cards as a different method of distribution.  
36 and they tried to make them more yes just shorter

**[24.35] Hard to track what happens to content. Orientation sessions carried out, but longer-term tracking not done. Key thing to track: format.**

37 and more accessible in that way. so that teachers  
38 had more choice over where they watched the clips  
39 and what they did with them. so its hard to track  
40 what happens to the content once you sort of give  
41 it out and distribute it. and we do sessions  
42 around it orientating the teachers and things to  
43 it. but to be honest the longer term tracking to  
44 see which has had more use and everything we  
45 havent done. and its something that we should  
46 look at to see. we certainly would look at that  
47 if we were going to do another series of them.  
48 particularly in which format theyre available i  
49 think thats a key thing.  
50 SM: so just to summarise that. if you were in your  
51 position you were putting together this kind of  
52 project which was at sort of regional or country  
53 level thats essentially a decision that you make  
54 about whether youre going to make it available  
55 online or through dvds or in this case through sd  
56 cards for mobile phones.  
57 AL: yes.  
58 SM: so thats a pretty important decision to make.

**[25.28] Also could use short clips sent through WhatsApp and integrate them into face to face training. Talked about getting a hotspot into training room – WhatsApp good platform as v. popular in India, but concerns about eating up data. Send to whole training room and do activity there rather than as additional resource where onus is on teachers to use it. Integrate into training.**

59 AL: yes. and the other thing that weve thought since  
60 is that we could use the short video clips like  
61 the ones that were done in the maharashtra  
62 project to and send them through whatsapp. and  
63 that we could actually integrate them into our

64 training the face to face training that we do.  
65 weve talked about getting a hotspot into the  
66 training room so that. all the teachers in india  
67 seem to be on whatsapp. so its a really good  
68 platform for us to share things. but one of the  
69 challenges is obviously with data. so we dont  
70 want to eat up everybodys data. so if we had a  
71 hotspot we could send out the clips and send them  
72 to the whole training room. and then they could  
73 do an activity where theyre watching a real  
74 teacher doing something and talking about it and  
75 seeing it in practice. rather than them always  
76 having to be used outside of the training room as  
77 kind of this additional resource which its kind  
78 of the onus is on the teachers to go and actually  
79 engage with it. so were also thinking about that  
80 quite a bit the integration of it.

**[26.42] Training rooms can be quite basic – easier than getting DVD into room.**

81 SM: so the reason that youd do that to create a  
82 hotspot so that they could individually look at  
83 their smartphones their mobile phones is that  
84 that would be more feasible than having a dvd  
85 player or a.  
86 AL: yes.  
87 SM: okay thats interesting.  
88 AL: so this is working with government sector  
89 teachers. and the training rooms that we usually  
90 deliver the training in tend to be quite basic.  
91 and its not always. in some states the training  
92 can happen in places where they have an lcd and  
93 all these different bits of equipment. but we try  
94 to pitch it at what we know will be the sort of  
95 lowest common denominator. is that the right  
96 phrase. you know where you can. so to make sure  
97 that everybody can access it. because the danger  
98 is obviously if you get one group or the master  
99 trainers are trained in one place where theres  
100 really lots of tech and then when they go and  
101 cascade to teachers in the field theyre ending up  
102 in classrooms with no technology at all. so they  
103 cant use the content. so yes its because of that.

**[28.00] Also done things using SMS to send out reminders of things that came up in training and for admin purposes but nothing comparable to scale of English in Action project in Bangladesh.**

**[28.49] Other project: filming examples of teacher educators mentoring teachers and giving feedback on lessons. In some projects have moved from training to mentoring model, where T educators go into schools. Mentors haven't always developed skills to give meaningful feedback. Jon Parnham (and Rageshree Mukherjee) did a series of videos where he was filmed teaching – showing both**

good and not so great practice – avoiding difficulty of teachers not agreeing to be filmed not doing their job well. Then filmed other person giving feedback. Set of video clips where mentors coming to training session watched and were taken through step-by-step process to consider how to deal with things. Embedded into course to develop awareness and skills for mentors. Data to show impact exists. Then mentors watched giving feedback. Response from mentors was positive. Simon Borg and Jon Parnham working on article (editorial note - - this article has now been published in The Teacher Trainer journal, but it doesn't focus on the video aspect so much, just on the mentoring model as a whole).

104 AL: yes so theres. so the two things are kind of  
105 related actually. you mentioned about using video  
106 to do films of classroom. actually and ill come  
107 onto that in a second. the other one is filming  
108 examples of teachers mentoring sorry teacher  
109 educators mentoring teachers and giving feedback  
110 on lessons. because one of the things that we saw  
111 when. in a couple of our projects weve moved from  
112 doing a training model to more of a mentoring  
113 model where the teacher educators go into  
114 schools. they work with a small group of teachers  
115 and theres a lot of developmental observations  
116 that take place. and one of the challenges that  
117 we found is that the mentors didnt have havent  
118 developed their skills to be able to give  
119 meaningful feedback. so they tended to focus on  
120 quite superficial things or just to say  
121 everything was fine. and just needed (xxxx) to  
122 build up their skills. so what they decided to  
123 do. in fact it was jon parnham who weve talked  
124 about. he and another colleague in the academic  
125 team did a series of videos where they did short  
126 clips. they went into a school and they filmed  
127 jon and Rageshree another colleague teaching. but  
128 what they did because. what they did was they  
129 taught in ways that were really good. i mean good  
130 as in following what we kind of say is good to  
131 do. and then they also did things which were not  
132 so great and things that we try to move teachers  
133 away from doing so the more transactional mode of  
134 teaching for example. and obviously when weve  
135 done the classroom films before we havent really  
136 been able to do that because no teacher is going  
137 to want to show themselves as not being able to  
138 do their job. so we decided to use the team to  
139 show that. and then we used those clips to show  
140 the other person giving feedback to that teacher  
141 and videoed that. so what we ended up with was a  
142 set of video clips where the mentors coming to  
143 their face to face training session were watching  
144 jon or Rageshree doing a lesson well and then  
145 getting feedback and pulling out things and the  
146 process of going through that feedback. and then

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147 the other where things werent so good and getting  
148 the kind of feedback that you would give to a  
149 teacher when things werent so great. and theyve  
150 built up this kind of programme where they took  
151 the mentors through it step by step and got them  
152 to assess what they thought they could do. what  
153 they should say and what they shouldnt say and  
154 all that kind of stuff. so thats kind of halfway.  
155 thats like moving towards this more observation  
156 feedbacky thing feedback.  
157 SM: yes thats interesting.  
158 SM: in the british council.

[33] Challenges re permissions. Will check and see whether videos can be seen by SM.

[34.41] Also in India, in Maharashtra, to try to reduce resource for monitoring and evaluation decided to trial getting teachers to record excerpts of their own lessons and sending those through for observations. Quite a lot of challenge related to technical aspects: teachers not clear on how to send files, files too big, sound/light quality poor, but some success.

159 AL: so theres one that. the one other thing thats  
160 happening here which i dont know a lot of detail  
161 about actually is again in the project in  
162 maharashtra that jon is working on. to try to  
163 reduce the amount of resource that was needed for  
164 the monitoring and evaluation they decided to  
165 trial getting the teachers to record excerpts of  
166 their own lessons and sending those videos in to  
167 the team to do observations from. but i dont have  
168 a lot of detail on it. and i think there has been  
169 quite a lot of challenge around that because of  
170 the technical stuff. things ranging from the  
171 teachers not really being clear on how to send  
172 the files the files being too big to the lighting  
173 not being good enough to see what was actually  
174 happening to the sound quality being too poor you  
175 know all of those kind of things. but i think  
176 they have had some success. i think some of the  
177 videos that were sent they were able to look at  
178 and to make some statements about.

[38.02] Read something about analysis done re what makes a difference to learning and using video and doing presentations in the classroom didn't have any impact. Will check source.

[39.53] Asks about [IRIS Connect](#). Other end of the scale in terms of tech. Went to presentation in London school but bit overwhelming for India. Also [VEO](#).