Carol Rainbow Interview Summary (TH)

[1:06] Outlines background. Started out as a teacher, got very interested in computers, within a few years she was working in ICT. With 1998 launch of National Grid for Learning had to train teachers how to use computers; went round schools trying to get teachers to use computers to enhance learning. E-safety became important – used video for that. Since then, video used for everything - a huge part of her life.

[03:33] E-safety - videos for children, parents, and teachers – gives examples. A ways of broaching subjects difficult to talk about – video doesn't show the whole story, leaving some things to your imagination. Most made by CEOP (Child Exploitation and Online Protection Centre).

[06:18] Making her own videos: started out with things like video conferences with Father Christmas, video conferencing with experts – just for fun. Then made video tutorials for teachers, e.g. on podcasting. Teachers weren't very technologically capable and many were very wary of using technology. Started to work a lot on-line, especially with E-safety. Arranged huge conference in Oxford, few teachers came, as schools needed, and couldn't afford, supply teachers – as a result, established training in virtual world in the evening in Second Life. Needed video tutorials for that, then for just about everything. Two-three years ago was invited to take part in Camelot project, using videos made in a virtual world to inspire language teaching and learning in the classroom. You can stimulate any situation in the virtual world, so you can video situations and use those in the classroom to inspire learning. All English, with some CLIL teachers involved. Provides examples.

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1    CR:   and then got on to making video tutorials to show
2          teachers how to do things like podcasting at the
3          time. Or video conferencing. I'm going back
4          to the time when teachers weren't very
5          technologically capable. A lot of them
6          were very frightened and very wary of it, and
7          those sorts of things. When you said do you
8          fancy podcasting? It just was sort
9          of what's that? Panic stations. So I made
10         little simple tutorial videos to help teachers.
11         Then I started to work a lot online.
12         Especially with the e-safety, one day I arranged
13         a huge conference in Oxford. We had community
14         police there we had consultants there and so few
15         teachers turned up. We were all going
16         around to the schools afterward we asked
17         what happened? Why didn't you come? and they said
18         we couldn't get supply teachers, couldn't get the
19         time out of school. The school couldn't afford it.
20         and this was essential training. I thought well
21         if I could do the training in a virtual world in
22         the evening would that be any better? So we
23         started teaching in a virtual world called Second
24         Life at night and lots of teachers came and did
25         their training about e-safety in Second Life but
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26          of course Second Life has quite a learning curve
27          to use it. I made loads of video tutorials
28          for that. Gradually over the years video tutorials
29          for just about everything. And then two three years
30          ago nearly I was invited to take part in the
31          CAMELOT project and that was using videos made in
32          a virtual world, they're called machinima, to
33          inspire language learning and teaching in the
34          classroom. If you think about it in a virtual
35          world you can simulate virtually any situation you
36          want. So just booking into a hotel, you
37          can go into a hotel, you can go up to the counter,
38          you can have a conversation about booking in the
39          hotel with a lady or gent. You can go into a
40          cafe and order food and all that sort of stuff.
41          You can go into a bank and do banking. You can go
42          into a hospital. So you could role-play video, or
43          well just simulations in any sort of sensible
44          situation and then use those in the classroom to
45          inspire learning. The whole CAMELOT project…
46    TH:   so that was English language? or was it any other
47          language?
48    CR:   It was all English. It was all English. actually
49          we did have one or two CLIL
50          teachers as well. Still teaching English but
51          through subjects. So I made a lot of videos for
52          those. I made things like I mean just off the top
53          of my head I did a journey through the eye for
54          a CLIL lady. I did a video they wanted it was an
55          architectural type of class and they were talking
56          about shapes and buildings. So there is a fantastic
57          build in Second Life of St Basils in Red Square.
58          You know one of the gorgeous shaped domes and
59          everything. I did a video of that taking all
60          the footage focusing on the shapes in the building.
61          That was for the students to actually analyse
62          in class and try and work out the shapes that had
63          contributed to make this building, and I did about
64          oh a set of probably half a dozen or more about
65          safety in the workplace. There was a factory
66          built in second life and it was very very easy to
67          simulate accidents. I had somebody falling from
68          a high shelf a loading bay because the
69          gate had been left open, without a helmet on. I
70          had somebody smoking by the gas tanks and you can
71          image what happened there.
72    TH:   wow.
73    CR:   I had a high loaded up trailer thing that fell over
74          and hit somebody, but the students learned they
75          had to look for all these safety features and talk
76          about what had gone wrong and they quite enjoyed
77          it because it wasn't real people that were getting
78          hurt, it was avatars.
79    TH:   Yes you could blow up the factory yes.
80    CR:   You could blow up the factory I did. And blow
81          up people but it wasn't people. It was all
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82        cartoony stuff. Again it was using video for
83        very very real purposes but not showing the real
84        horrific human side of it just that pretend side
85        of it.
86   TH:  and for you know a genuine positive purpose. so
87        you know yes.
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[11:45] Also for entertainment – I created lots of fun ones for the classroom.

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88   CR:  all for a positive purpose yes. They're all for use
89        in.
90   TH:  not just for entertainment. great. okay lovely.
91        thank you very much.
92   CR:  I do do them for entertainment though.
93   TH:  no. oh well yes.
94   CR:  I do. I've done lots of machinima on things like
95        the fables Aesops Fables. I've done things like the
96        Owl and the Pussycat. and The Jumblies. I've done
97        lots of poetry. I've done idioms ones. Lots of just
98        fun ones to introduce different language aspects
99        in the classroom. so yes. for entertainment as well
100       as serious purposes.
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[13:00] Better for the students to make the machinima. Lots of language involved.

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117  TH:  oh okay. Sorry. what was the question you wanted?
118  CR:  It's better for the students to make the machinima.
119  TH:  oh okay.
120  CR:  because if you think about it if students are
121       there making it they've got to write the scripts.
122       they've got to rehearse the script, they've got to
123       then you polish it and record it. I mean there's so
124       much work in making it. and so much language
125       involved that that's a brilliant way of moving
126       forward.
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[13:38] Can't have students in Second Life but INDIRE (Italian Institute for Documentation, Innovation, Educational Research) in Italy has edMondo – training teachers there to make games to teach children. They are interested in using machinima. Teaching teachers how to use pre-recorded video is a massive area of interest, with recent publications on the subject.

[15:57] Just using a webcam, not an expensive bit of kit. Uses Snagit, an older one called Fraps, and completely free Open Broadcast Software Just for capturing screen for video tutorials. Snagit has a small editor. Camtasia is really good for schools, but not cheap, none of the good ones are cheap. Windows Movie Maker is free, not as good but will do for tutorials. Open source software is improving, getting better and better all the time. Still has a flip cam with its own proprietary software. All modern good quality webcams are capable of video recording and iPhone has video –

nowadays most people have good quality video recorders on their phones, tablets and laptops. [Ends abruptly]