Eddie Moran Interview Summary (SM)

[02:18} SM provides background to project and interview.

[04:25] EM outlines his background and entry into teacher education.

[07:00] Talks about using technology in form of subtitled video and for admin purposes.

[08:25] Started using technology in language teaching when he did his Master's in Media Technology for Language Teaching. Very beginnings of the internet, so despite good facilities, limited possibilities. Manual editing, Storyboard, combined iwith audio. PhD: using the computer as way of investigating vocabulary acquisition.

[13:36] Digital video only came in when he was doing PhD. Quality of the picture needed to develop for things to move beyond essentially still audio.

[14:54] 2010-11 was when EM started playing around with Camtasia, having heard about Russell Stannard. Initially experimented with voice thread as a way of presenting lectures.

EM: when i really got into what im doing now that would be about 2010 2011. where i started playing around with camtasia. and then i heard about russell stannards site. and i looked at his site. he had a whole list of ideas which were like well pretty good. and i started thinking about things like that. and then.

SM: so initially what did you do with that in terms of things that you did with camtasia.

EM: well to start off. well actually i didnt start with camtasia. is started with voicethread. i started trying to use a thing called voicethread as a way of presenting lectures. and i experimented with that. i didnt actually do it. and i tried it out with students. it seemed to work okay although.

SM: when you say you tried it out with students was that making something and then showing it to them sort of face to face.

EM: i recorded a lecture on vocabulary methodology. and then i used it with a call lecture with a computer assisted language learning module that i had. and i just showed it to students as one use one possible use. i had other things in that. and i invited a couple of students to actually watch the video and try the comment functions and things and interaction around that video. and then i moved into camtasia because i realised it was much more powerful in terms of like you can edit it. and the screen recording function which is something that seems fairly simple but

32 actually is very powerful.

[16:46] initially produced lecture input, then realised there were other ways to use tech, e.g. he could talk people through model assignments and assignment rubric using Camtasia. Cut out 90% of questions. Very well used. Pretty sure quality of assignments went up and fewer people got it wrong.

33 SM: so can you think of some other ways that in the
34 early stages as you maybe moved from voicethread
35 to camtasia.
36 EM: well initially it sorted off as like putting a
37 lecture on. but then i realised you know. i mean
38 id look at russells site and i realised that
39 there are other ways to use this technology. so
40 although initially i did produce a series of
41 video tutorials as lecture input i then sort of
42 realised. at assessment time i realised hey i
43 could show people. well we post examples of
44 assignments. and wed started doing that a couple
45 of years before. that in itself was a new idea to
46 post assignments on succeed as an example of what
47 they could do and that was very helpful. but i
48 then realised that i could actually use the
49 screen recording software to talk through the
50 assignment and say what was good. and i could use
51 the functions of camtasia to just draw little
52 circles or arrows and things and say this is why.
53 the student did well here and did this and that.

[20:45] Something about that method of presentation that students seem to understand more easily. Much more efficient than detailed written instructions, and effective. Dual coding, perhaps?

[23:32] EM has tried video feedback, but only for people who have failed, as too time-consuming. Has to think about it and write it and then say it.

[25:04] EM talks about flipped approach. Has used it for teaching a range of modules and as a resource (talking through assignments etc.). Has also created a complete set of videos for how to do each chapter of a dissertation – with screen capture.

54 SM: is there anything else.
55 EM: very roughly i mean to me the flipped approach
56 applies to the idea that youre putting your input
57 into a video tutorial leaving more time for
58 collaborative work in class.
59 SM: and is that for the call option or other modules
60 as well.
61 EM: ive used it in lots of different. ive used it for
62 call. ive used it for the second language
63 acquisition lectures that i do. ive used it for

the language testing component of our module syllabus design and language testing. ive used it in a range of different modules. ive also used it for. thats for the teaching. and then as a resource ive then. i think of the language sorry the talking through assignments and things like that i think of that more as a resource than a reference sort of resource rather than a flipped approach. and also ive done a complete set of videos for our dissertation how to do each chapter things like that.

SM: yes. and thats with screen capture.

EM: yes thats with screen capture and things. and thats i count as just resource.

[27:00] Very little of EM on screen, though some students say they quite like it (more personal?) Dissertation videos started off as PowerPoint presentation in Camtasia, then combined with screen recording of assignments, so three different types of video image. Now doesn't used PowerPoint, as prefers callouts and pictures [demonstrates]

SM: okay. so if we stick with the resource lets. if im a student and i look at the how to do the dissertation videos. is that a mixture of eddy talking to camera text and examples from websites.

EM: yes.

SM: what does it look like.

EM: i do very little of me on screen.

EM: though is that anything i say needs some kind of visual support on screen otherwise a lot of people are going to miss it. so if im talking about a particular concept ill put a callout in like that where that is actually naming that concept right. and if im talking about some kind of process ill have that process on the screen as well.

[29:20] A couple of other people [at EM's institution} use Camtasia, but are rather slow to use it.

[31:29] EM: you can get closer to what you want using Camtasia rather than PowerPoint and now saves time.You can get a better product and a more engaging screen. EM realised you need to create something with some kind of movement, that draws learner attention. (SM – because of level of sophistication/demands of viewing experience.) Very important for maintaining engagement with material.

[35:40]To start with, EM used videos as an opportunity for input for things there wasn't time for in class – now: less is more. Most videos are still too long, as they come out as 30 minutes - better to break things into chunks, so students canapply learning strategies and develop a relationship with the material.

[38:00] Every/most session EM does has video tutorial input pre-lecture. Still using original (45-50-minute) videos – as labour intensive to produce. New ones are shorter and better.

[39:45] For modules EM is leader on, input sessions make use of lots of video, but also support/scaffolding with e.g. assessment – sees this as a package, an approach – flipped content and resources/scaffolding. Input supported as much as possible. Not as integrated as SM suggests – hasn't got that far.

[41:44] SM discusses using tools in OL or DL but not so much used to add value in face-to-face teaching. SM discusses Articulate. Create interest, yes, but no need for visuals that do not add value.

[43:31} EM has learned that anything he says needs visual support on screen or people will miss it.

[44:16] Scaffolding: also provides scripts PowerPoint slides. Procedure: makes a quick first run, transcribes (this keeps it natural), reviews, then makes a tutorial with a script.

94 SM: yes. so youre picking out the sort of key lexis
95 the key concept.
96 EM: yes you dont put a script on the screen. you put.
97 oh thats another thing about scaffolding as well
98 that i do. i also provide the script of what i
99 say in the tutorial all right. thats all part of
100 it. i also provide the powerpoint file if i use
101 powerpoint as a basis for the video. i provide
102 the powerpoint slides. so they can see the slides
103 because sometimes theyre a bit too small on the
104 screen. the students really like that. and i also
105 provide the script of what ive said.
106 SM: so do you listen and basically do that yourself.
107 EM: well sometimes i write a script. ive got a
108 procedure i go through when i make these
109 tutorials where ill make a quick one. and then
110 what i do is ill just type out what ive said. and
111 then sometimes ill say well im making a bit of a
112 dogs dinner out of that explanation and i can
113 make my explanation more efficient by retyping it
114 so ive got a faster delivery. and then ill make
115 the tutorial with the script.
116 SM: okay. oh thats an interesting way of doing it.
117 EM: all right. i know its. maybe its a bit time
118 consuming. but actually if you use a script you
119 actually save quite a lot of time. and i make the
120 script natural by actually just transcribing what
121 ive said on that first run through. so it doesnt
122 sound like a speech or something.
123 SM: right so you make a tutorial and then you
124 transcribe it. as youre transcribing it you think

thats not very good and you kind of articulate it a little bit more. and then when youve got a script that youre happy with then you will use that as the basis for the tutorial.

EM: yes the tutorial.

SM: thats interesting.

EM: and then i post the script as well. and ive even had native speakers refer to the script. they come to me and say i didnt really understand that. and i read the script as well and i still dont understand it.

SM: okay thats interesting.

EM: so even the native speakers use the script. but working with our international students i think they need all the help they can get.

SM: yes.

[46:33] SM asks about Dragon Dictate; EM experimented with it a few years ago, but found it too much trouble. Discuss improvements.

[47:54] EM started using video annotation this year as a teacher training activity. Used Camtasia callout function as a way of annotating a teacher training video – teaching grammar. Students would annotate what was happening on screen (e.g. 'contextualising', 'gives an example'). Mentions trying not to use term Camtasia, but rather screen capture technology/video capture technology as a number of online resources can be used without purchase. SM: change pretty fast!

[50: 43] SM: some teachers in Iran embedding questions into video. EM: doing that here, but as lots of microteaching in different subjects, when everyone does it the system crashes – the idea is good. Students were annotating live before the system crashed. SM mentions VEO; issue of where video is stored. EM also thinks there is a problem with restrictions for students who go back to China.

[53:22] EM has realised tech can be used to get student to use it more - a new form of assessment, e.g. an annotated video as an assignment. A lot of work can be done there in terms of scholarship

[55:06] Pretty good feedback from students (as far as it can be trusted). EM tracks use, though not individually. Quite a high access rate, but also quite a few who are not accessing videos before class. The classic flipped approach: WSQ (watch – summarise – questions) seems effective and popular with students, as it produces peer pressure. Mixed feedback re built-in quizzes.

[57:09] EM has started to use viewing guides (variation on WSQ sheets) – has sections that correspond to activities students do in the class. Results in a greater level of coherence between preparation and what happens in class - students can see it makes sense.

[58:37} EM: lots of students don't embrace the flipped classroom approach, as it's a cultural shift. Flipped approach quite a radical change and challenge to personal beliefs about teaching and learning: requires learners to take more responsibility. Has considered negotiating (in response to question by SM).

[1:01:38] Discussion abput student attitudes to the collaborative approach/ flipped classroom/ transmission/different approaches. Video tutorials as a warm-up and way of engaging students (SM) or essentially lecture input (EM)? EM: maybe technology could be used to go back to a more flexible approach to teaching and get the balance right.