

### Elena (Glasgow) Interview Summary (SM)

[00:20] E uses VEO a little bit: on a British council teacher training project did some tagging herself, then used it as part of a real time session, where students observed a classroom from four different parts of the world. The video was tagged, then some of the tagging was discussed. Uses platform called [Zoom](#) (like Skype).

1 EL: i use a little bit of i mean i use it three or  
2 four times for the british council online  
3 training project.  
4 SM: okay.  
5 EL: did some tagging myself.  
6 SM: yes.  
7 EL: but then ended up it was interesting i ended  
8 up using it as part of a real live i mean real  
9 time session with the group via zoom so  
10 actually shared we observed a classroom from  
11 four different parts of the world it was  
12 really interesting. so i ended up using it  
13 just as a  
14 SM: so was that live tagging.  
15 EL: yes.  
16 SM: and whos.  
17 EL: sorry the video was tagged and then we  
18 discussed some of the tagging for instance i  
19 invited i dont know using praise and then we  
20 discussed what they thought about what the  
21 teachers thought about the way the teacher  
22 used praise in the  
23 SM: so that was through a british council platform  
24 called zoom.  
25 EL: yes well they subscribe to it. it is like  
26 skype but fancier and subscribable and british  
27 council use the platform it is quite nice  
28 actually and it can  
29 SM: and you have to pay for that do you.  
30 EL: they do and i have an account as one of their  
31 online moderatorsbut i am very glad i mean  
32 they allow me to use it for other projects  
33 that are british council related.

[02:07] Elena got involved when British Council selected people from all over the world and provided some online training; since then leading courses and providing online moderation to guide teachers.

41 SM: so theyre basically on. How did you get  
42 involved in this kind of online training  
43 project.  
44 EL: that was many years ago.  
45 SM: oh was it.  
46 EL: and no idea how it started. oh they selected  
47 people from our part of the world. there were

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48 people from the balkans ranging from the  
49 balkans to russia for instance. From kazakstan  
50 all the other countries inbetween. and they  
51 provided some training for us and instead of  
52 using this was a british council project and  
53 instead of using us as face to face trainers  
54 so this was one or two people per country you  
55 know representatives.  
56 SM: yes  
57 EL: they invited us to do some online training for  
58 them and they trained us and ever since then  
59 we have been leading courses. it is like on  
60 line moderation you know the teachers do the  
61 job and our task is to guide them through the  
62 process elicit more from them summarisetheir  
63 contributions and just guide them through the  
64 whole thing.

[03: 44] E not using video in any other way the moment. Shows teaching on [VEO](#). Also exploring [Edthena](#) platform. Allows you to tag sections in video and comment on the tag. Colour coded.

65 SM: so are you generally apart from the veo are  
66 you using video in any other ways in your  
67 teacher training. not input but any other  
68 ways.  
69 EL: how do you mean input.  
70 SM: well if you are doing if you are doing a  
71 lecture on second language acquisition you  
72 might show a child speaking at the age of five  
73 and then one at ten and then compare them.  
74 so i would call that video as input where you  
75 are just using something from skype or some  
76 other source as a task. so it is anything but  
77 that you know if you are using video in any  
78 other way apart from that.  
79 EL: i don't think so not at the moment.  
80 SM: do you show any examples of teachers teaching  
81 on video.  
82 EL: only the veo thing and i was exploring this  
83 edthena platform i am not sure whether you.  
84 SM: no i dont know that.  
85 EL: edthena.  
86 SM: oh edthena no i dont know that.  
87 EL: it is interesting because it allows people to  
88 tag sections in the video and comment on the  
89 tag. for instance you can tag with a yellow  
90 kind of mark and then leave a yellow comment  
91 so you know which comment corresponds to the  
92 section of the video.  
93 SM: is it a site a website or it is a (xxxx)  
94 EL: i think it is a website something like veo but  
i guess it is an alternative to veo.

[05: 00] E hasn't used Edthena yet, but maybe it would be more interesting to teachers. Teachers found VEO daunting. E ended up doing all the tagging and teachers commented on her tags.

[05:30:] Teachers were daunted by the tech when tagging video in VEO. E sent out a demo and thought it would be easy, but tech aspect seemed threatening. SM refers to literacy in this context.

100 EL: edthena  
101 SM: professional dial up (xxxx) okay.  
102 EL: and they should have a demo session or maybe i  
103 watched the demo on youtube as i havent used  
104 this platform.  
105 SM: or tagging their own videos.  
106 EL: by the technology involved in tagging someone  
107 elses video i send them a how to video a demo  
108 and i thought it was pretty straightforward  
109 because i followed it myself. i didn't get it  
110 right immediately but it was easy enough you  
111 know.  
112 SM: maybe weve already developed the literacy for  
113 you know what those tools mean like  
114 participation or echo or whatever else you are  
115 trying to do. weve got a literacy that weve  
116 developed.  
117 EL: i am sure. i think that they found the  
118 technical aspect of the whole thing  
119 threatening not the language because i  
120 encourage them to make comments of any kind.  
121 SM: i thought it was relatively easy to use in  
122 that all you do is watch a video and then  
123 for example slide the bar to say who is  
124 participating.  
125 EL: and that is why i very confidently shared the  
126 how to with them but this was just three  
127 participants so it was a really small group  
128 one of them was explicitly you know horrified  
129 to start with so I guess she wasnt very good  
130 with technology and the others werent very  
131 keen either but they werent you know  
132 terrified.  
133 SM: well it is good because i think what happens i  
134 mean like steve walsh we did a session in  
135 Edinburgh and you know i do the same thing but  
136 he is saying how powerful the tool and how  
137 good it is and veo is this and is that but you  
138 really do need to try and think about how to  
139 stage it maybe. that maybe people are not  
140 quite ready to get something that theyve got  
141 to do all those tags and things straight away.  
142 EL: plus it was an extra to the course. dave  
143 suggested if you wish go ahead and use it and  
144 i was interested to explore the whole tool you  
145 know so maybe they really didnt have the time

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146 to do the extract. maybe they didn't subscribe  
147 for that.

[07:30] SM suggests E's experience was not entirely positive; E: teachers not interested in tagging their own thing but very interested in watching video together and having a discussion.

148 SM: so your experience with a few students was not  
149 entirely positive you were kind of surprised  
150 in that you did it yourself you made a how to  
151 video and i guess it sounds like you were  
152 surprised that 112 they didn't react  
153 to it in a more positive way.  
154 EL: yes they werent very interested in tagging  
155 their own thing no. but they were wonderfully  
156 interested in watching the video together and  
157 having the discussion.  
158 SM: well i guess that's you know. can you with  
159 this can do they have access to other peoples  
160 videos or just their own.  
161 EL: i am not sure. maybe we can actually i think  
162 there are really short demos

[08:17] A social element: maybe that's why it's not so threatening for teachers?

{08:36} On Edthena: SM: looks like more basic tool; E: Looks appealing. Would be willing to trial it and make a video for (this) project. SM outlines project. Discussion of (other) researchers' interest and potential.

[17:50] Less obtrusive than interrupting classroom.

[18:20] British Council has a repository of videos, so it's useful, as you can choose what's appropriate.

[18:50] Discussion of Hive, E's husband's project (group management system with social element, allowing people/groups to link up via interest/location)

[21:23] Discuss teachers' interest/involvement at piloting stage and potential for forming a community of practice. SM suggests running alongside (this) project as trial. Possibly include Zoom as video platform.

[26:00] Discuss possibilities of future articles, etc. and E's forthcoming ELTJ article.

[28:25] E may suggest more video in her role as online moderator for MA programme at University of Southampton.  
Not a sea of options outside of VEO and Edthena.