

Julia Hüttner Interview Summary (AD)

(Background remarks)

[01:42] Originally trained and worked as English and Italian teacher in Austrian secondary schools, followed by a Master's in UK, then a PhD in Austria in Applied Linguistics. Since then has been working in universities and involved in teacher training. Has been in Southampton for 8 years and deals with Master's and PhD students in the area of TESOL, ELT, Applied Linguistics. Interest in video partly stems from those roles. In Austria students go into classrooms to observe – difficult to organise and JH had not seen the class, so also difficult to challenge students into deeper reflection. In UK access to schools teaching EFL/ESL is tricky; letting students observe is further limited by logistics involved in CRB checks.

[05:06] So looked to videos. Two types available: IH or British Council heavily edited ones – 50-minute class cut down to 10, you only see the teacher and everything works perfectly. A lot of classroom management bits and bits where students are working are cut out. Still useful to illustrate certain things, but they are essentially show lessons. The other type is what's around on YouTube (Joe Bloggs' first lesson in China), where the quality is typically very bad – quality of recording and a lot that is not good practice. With video, liked that as a teacher educator could do a lot.

[07:06] *Pedagogic orientation?* To foster teacher development need to establish reflective practice. This works more with teachers who have some experience, rather than with novice teachers.

5 JH: well how shall i say in general well im not sure
6 if thats required. well in general i think sort
7 of to foster teacher development well need to
8 kind of establish some element of reflexivity
9 and reflective practices. so very much try to
10 develop reflective teachers

14 JH: that of course works more i feel with teachers
15 whove already got some experience. with the
16 complete novices who we have one masters
17 programme where students have absolutely no
18 teaching experience when they come.

[09:18] Video allows a staged process of reflection - very helpful in building better observation, then reflection and discussion. In terms of TP – JH very much mainstream communicative language teacher. It's important to get good, proficient and realistic lessons.

46 JH: so what i think kind of for me one of the biggest
47 advantages of the video is that it allows shall
48 we say it allows us stage process to reflection.
49 because i find the first thing they always do is
50 they say oh this was a good class this or was a
51 bad class. this was a good teachers this was a
52 bad teacher right. that seems to be the first

53 reaction that i get. and then kind of getting
54 them to the stage of first of all better
55 observation. and then kind of reflecting and
56 looking at alternatives and going back to things
57 and getting them to discuss especially if they
58 see things very differently. so i find that very
59 helpful. so and i mean in terms of the action
60 teaching practice well i mean im a very much
61 kind of a main stream communicative language
62 teacher. but i also think that its important to
63 and thats kind of whats a lot of my motivation
64 in my own project. its important to get shall we
65 say good proficient but also realistic lessons.

[11:00] Conscious decisions re sample for [VELTE](#) project– original plan: more settings, but difficult to get consent. Funded project, wanted it to be freely accessible to teacher educators, not just within Southampton University. Ethics kicked in in full force, as the students were under 18 and some were vulnerable. Some participants are pixelated, as only partial consent was given. Wanted teachers who are qualified, experienced and in a formalised setting, with English as a target language. Took a long time to build sufficient trust. Teachers saw rough cuts and JH would have edited out anything they wanted, but was surprised that they got on board with the project. No lesson is perfect. Edited IH videos create a false image. Still in touch with the teachers, who come to talks, etc.

81 JH: this is not a serious one. no okay thats it.
82 well a lot of it was shall we say it was slightly
83 different in reality than in plan. so the
84 original plan would have included more settings.
85 but it was very difficult to get consent. it was
86 particularly difficult to get consent because i
87 mean this was a funded project. it was part of
88 the requirements of the fund but also what i
89 wanted was that its accessible to teacher
90 educators freely right. so that its not just
91 a southampton thing.

93 JH: four years ago yes. and that meant that sort
94 of the ethics kicked in full force because
95 youre then in the public distribution of
96 images of children because theyre under
97 eighteens. and that kind of raised a lot of
98 difficulties. and of course i needed to have
99 at least partial consent. i mean i think you
100 might have i dont know you might have seen
101 in some of the videos a few participants
102 are pixelated.

104 JH: and that was kind of partial consent. so they
105 were okay to be filmed but they didnt want
106 their image to be there.

110 JH: yes i mean i kind of expected it. the other
111 thing was you know even if its maybe not quite
112 as high quality as i had hoped for but
113 actually sort of editing and basically getting
114 the sound files and the video files together.
115 because there were three sound files to capture
116 as much as possible took a well people other
117 than myself to do it and also added to the cost.
118 but sort of in terms of the choice so i wanted
119 teachers who are qualified teachers who have
120 experience as teachers and who are kind of in
121 a formalised setting. so that reduced the.
122 and i wanted english as a target language.
123 so that reduced it quite considerably.
124 i had three more teachers who would have been
125 willing to be part but their classes didnt
126 get enough consent from their classes. it took
127 a long time so there were two teachers who were
128 on the pre-sessionals and that was fairly straight
129 forward partly because i knew them and two that
130 are in a language college or in a college that
131 also teaches english which turned out to be the
132 best choice because they have a syllabus they
133 have a you know its a proper curriculum its not
134 ad hoc. but some of their students are of course
135 also vulnerable. so you have your refugees you
136 have your unaccompanied minors where who issue
137 becomes a bit trickier. but they took a long time
138 to build sufficient trust because i wasnt going
139 to edit the videos. i mean i allowed the teachers
140 actually so the teachers saw the rough cut of it
141 and if they had wanted anything out i would have
142 cut it out. and actually it was quite interesting
143 because in the beginning i expected them really
144 to insist on you know cutting out the things
145 that go wrong. but in the end they didnt so in
146 the end they kind of were on board with the
147 project but it took a long time.

150 JH: but also it took sort of in the first meeting
151 with the school they were like yes but kind of
152 no lesson ever is perfect. and i said yes thats
153 precisely the point. and i said i have been
154 a teacher in a classroom for quite a while and
155 i know that videos from the british council or
156 international house are less than fifteen minutes
157 of that right. but it also creates a false image
158 for student teachers and for others. and they
159 eventually bought into that but it did take some
160 time.

[16:28] *Other constraints?* Password needed for Vimeo. Getting consent took longer than expected, for video specifically - people explicitly worry about it ending up on

YouTube and Facebook. Would like to keep in touch students and get them to record their lessons in future – some students were OK, but could not get permission from schools. In terms of practicalities: more clip-on mikes. Be more forceful in directing where people sit or stand. (Student audio sometimes difficult to hear.) No transcripts, bar some student-produced ones. Has been trying to get some money to have some of the videos subtitled.

[21:25] *Plans for this material?* Point of VELTE: lessons warts and all. Students find it particularly useful for seeing how teachers build rapport and how long tasks take. Next step – would like to get other contexts; need good Chinese practice, good Arabic practice so people can relate to that. Has been working on recording reflections of students (tasks based on videos, focus groups) and hopes to write this up. Shows advantage of returning to the same bit – important for students whose own English is weak, and shows more potential for deeper reflection.

170 JH: for these what i thought or i mean the point of
171 velte is to say we have lessons warts and all.
172 so we have the teacher actually messing up
173 which class hes in and we have the wrong student
174 names used and all that and kind of how they
175 deal with that. and i think that what theyre
176 especially useful for or what students react to
177 really well is to get an understanding a of how
178 the teachers build rapport because thats
179 something that takes time. so thats something
180 they see more. and also just how long tasks
181 take and how long these teachers whove got
182 experience give students for tasks for task
183 constructions and tasks. but in my practice
184 of course its not that i stopped using the
185 british council or international house videos
186 because sort of for a short sharp you know
187 this is what focus and form looks like you
188 know. what can we learn from this. they are
189 useful. what i really would what my next step
190 what id really like to have is to get other
191 contexts. i mean for the hea constraints also
192 it could only be filmed in the uk. but
193 essentially i think most videos are from the
194 uk and there are some from germany on the
195 market but we need kind of we need good
196 chinese practice. we need good arabic
197 practice so that people can relate to that
198 also. so that would be kind of the next step.
199 i mean what im doing or what ive been doing
200 over the last few years and whats one of the
201 things that should be written up over the
202 summer is kind of to record reflections of
203 students. so that where the last two years
204 weve done with a colleague weve kind of
205 recorded some focus groups who with students who
206 some tasks that students did based on the videos

207 sort of in terms of looking for teacher
208 learning teacher reflection both in terms
209 of what they do by themselves and kind of
210 responding to and interacting with the videos
211 and what they do with the group sort of what they
212 pick up on in a group. and i mean what is nice
213 about it i think is sort of it shows the
214 individual work shows the advantage of them
215 returning to the same bit which is lost in a
216 normal observation. so the advantage of being
217 able to say i watched this again because it
218 didnt make sense in the beginning and then thats
219 what i saw and what im thinking of it etcetra.
220 and also how in dialogue sort of a lot of things
221 are brought up. sometimes rejected sometimes
222 developed. so i though thats quite an interesting
223 process and that does show that there is more
224 potential. theres potential shall we say for
225 more a deeper reflection if there is something
226 that is stable right. so that people can watch
227 the same extracts.

[26:03] *Uptake in other contexts?* 50-60 people registered outside of Southampton. Not much feedback; some comments: still a lot of work for the teacher educator. A resource – not something pre service teachers can use on their own. Positive reactions particularly to short interviews with the teachers.

[29:18] Found it hard to get across what it is – not ‘do this’, but ‘this is what someone who is proficient at their job does’. Realities. Would like to have a large class to show.

245 JH: i mean i think sort of what i find hard to do
246 or what i wasnt very good at is to really get
247 across you know this is what it is. so it is in a
248 way it looks maybe like your british council you
249 tube chanel but its not. thats not what it is.
250 its not one that tells you do this. it aims to
251 say this is what somebody whos proficient at
252 a job does. and thats not the only way around it.

[31:44] JH observed teachers in the project beforehand and got a sense of what was typical. Was not in the room for recording – already two cameramen in the room. Camera crew were introduced earlier - felt this was important, as was the fact that main camera man was good with people. Kids were a bit better behaved on video, but overall not a different class.

291 JH: i observed them for quite a period beforehand.
292 so there was a period when i started observing

293 and we chatted about the classes afterwards if we
294 needed to get an idea of whats typical whats not
295 typical. then i just basically said well when
296 would be good for us to come. and basically
297 as i said some classes were not included because
298 i didnt get enough permissions from the class.
299 and very often i think these had sort of the one
300 class i didnt get into from the teachers sorry
301 from the students side was ielts preparation
302 class which i thought was interesting. so they
303 were like well were not doing anything different
304 because were focused on our exams. i mean the
305 others also had exams but they were a bit more
306 liberal. in the other classes sort of the refusal
307 were people who clearly had histories where
308 anything semi-official was viewed with suspicion.
309 but so i knew the classes and then because and
310 then i sort of i wanted to spend some time
311 so that they knew what i was doing who i was. i had
312 lots of discussions finding austria on the map.
313 which was interesting. but then for the actual
314 recording i wasnt in the room because there were
315 already two cameramen in. so i was in the
316 building. i came in. i was there in the beginning
317 to say hi if there are any problems. but i wasnt
318 actually in during the recording. but they also
319 met the camera team once before. so they came to
320 say hi and say who they were without cameras. so
321 i thought that was quite important for the
322 teachers but also some of the students are
323 sixteen so theyre still quite young. and the
324 cameraman was there most of the time so the head
325 cameraman was very good. so actually that was.
326 more important. good in terms of good with people
327 and that was more important than expected. so the
328 kids especially the boys or young men chatted to
329 him in the break. and i think thats important.
330 i think sort of the classes when i watched the
331 video and i also saw the very rough draft. i mean
332 of course i thought so will this be completely
333 different to what ive seen before. and the kids
334 were a bit better behaved. there was less banter
335 than usual. but it wasnt a different class which
336 was good. and the older they were the less
337 difference i felt. so with the youngest one
338 there was a bit more kind of usually there was
339 more laughter more teasing. with the camera there
340 was a bit less.

[35:16] *Platform/technical decisions*: Took advice from in-house team. Wanted two cameras, decided to cut between two camera shots, one fixed and one mobile camera. Big constraint – size of room. Audio: clip-on mike and two environment mikes. Steep learning curve, as JH had only worked with audio. Hired freelance

camera crew (also worked for BBC) and had in-house camera team. Platform needed to be affordable long-term, as had to be paid for by JH or the university after project end. YouTube has a pretty safe private space, Vimeo has more face validity as something that is private. Wanted it to be widely available and Vimeo (and Youtube) adjust bandwidth, though doesn't record where accessed. University wouldn't host if they had to give passwords to people who are not staff or students. Technicalities much easier if only for university people – but not the point.

350 JH: okay. well basically i mostly took advice
351 from our inhouse team which at that time
352 was called centre for education and innovation
353 or something like that and now is called
354 iliad. I have no idea what iliad actually
355 stands for.

375 yes so basically some decisions were like i mean
376 theres always a financial constraint but sort of
377 wanted at least two covers so that i can see the
378 students and the teacher. basically one choice
379 would have been to have it a bit like were now
380 so that you see both at the same time so that
381 you just have you know whoever. either teacher or
382 students. thats a small one. and i felt
383 in the end that looked odd. that to me seemed
384 unnatural as a cut. so i said no just cut it
385 between the two camera shots. i mean of course
386 i still somewhere have the videos just the rough
387 edits which then would be only the teacher only
388 the students. but one fixed camera and one
389 mobile camera. what was a bigger constraint than
390 i realised of course was the size of the room. so
391 as soon as you want to move around we actually
392 couldnt have two mobile cameras simply because
393 there wasnt space to move. and as i said the
394 audios so there was a click-on mike and there
395 were two environment mikes. and i mean
396 before that id only ever worked with audio
397 recordings for myself. so i mean to be honest
398 it was a steep learning curve but essentially
399 i trusted them in the decision processes.
400 and they hired in the end the camera team
401 which for a couple of them for the advanced
402 ones they were freelancers who also work for
403 the bbc. then the other one were kind of
404 their inhouse people. but no but i mean i
405 had good experiences with that. in terms of the
406 platform well the issue was something that is
407 affordable long term. because of course after
408 the two years of the project sort of i or
409 the university have to pay for the vimeo
410 space. and something i mean they said essentially
411 youtube actually as a private channel is pretty
412 safe. but it was clear that the reaction you know

ViLTE Resource

413 whenever you mention youtube to participants its
414 like oh my god. so there was also that that had
415 so vimeo had more face validity as something that
416 remains private. they said the problem they said
417 kind of what it was. i think one of the
418 considerations was also sort of saying. because i
419 said well it should be accessible to people from
420 all over. sort of they basically also narrowed
421 down the platforms for those that would adjust
422 the bandwidth depending on sort of the person
423 logging in. so apparently both youtube and vimeo
424 have options so that if youre kind of more remote
425 if your computer isnt that good it will not just
426 not download it but it will download it in a
427 worse quality. which essentially is what i wanted
428 because if a teacher wherever in kazakhstan
429 stand wants to download it but doesnt have a
430 good computer at least they get you know maybe
431 not the perfect version but a version.

[42: 29] Would have liked more uptake after all the work. Some people find it difficult to register/misunderstand level of professional support.

[43:50] Interesting experience, not research project in itself, though now doing research on it. Some of the tasks came from students – thinking of adapting some of the student tasks.

[45:04] Was a plan to have a repository of task types to fit the videos – didn't get much feedback on the tasks from other people. Nice to involve students and have people work with the material. Would've liked it to be more interactive, but not possible for technical reasons. One-person project. Noticed more people are becoming interested in using video.

[47:38] Research framed around teacher learning/development. Using with in-service teachers on Master's. Worked with colleague teaching parallel class – set tasks based on videos and recorded them. One was a written task, two group discussions on video. Interesting patterns in what students pick up on. Where does reflection happen and of what quality? Rich data.

[51:02] Generally feedback from students is positive. Would like more variety in teaching events. Not all engage deeply. Most find it helpful and good see something a bit messy – reflects reality. Positive feedback from pre sessional tutors. Not much feedback from outside. JH feels biggest weakness at the moment – limited in type.

[07:08] Enjoys working with the videos and would like a few more. Tried to get funding to get alumni to record their lessons. Not sure how much more she will invest in this project or start something more interactive where not everything goes through the university (rigid systems). Institutionally fairly low down on the list.

ViLTE Resource

Invested intensely for quite a few months in the project and feels it is a valuable addition to her teaching practice.

[58:09] Doesn't think there are similar resource banks. Some departments in Germany have links to schools and there are published videos in Germany, which are only very lightly edited. British Council video channel on YouTube – infuriatingly few videos that are not voiced over by teacher educator. JH going to [VEQ](#) open day; AD briefly outlines IRIS.

Closing remarks