

Olcay Sert interview

SM: How long have you been using (VEO?)? and how did you start?

[00:56] second year. Have been using video in teacher education since 2012. Starting from last year moved from video recording to mobile recording.

[1:25] briefing the EU project (VO Europa?). partner countries are Finland, Turkey, Bulgaria, UK and Germany. I am involved in pre-service whereas the others are working on in-service. Student teachers at (xxx) university in the final year of undergraduate program students visit schools. 1st semester they observe others while in the 2nd one they go and teach. I have been mentoring teachers.

[2:28] from 2012-2014 I was using video recordings with teachers for reflection. Students engage in many tasks. They transcribe and reflect on it.

SM: so initially you were doing the recording and you were choosing the moments for reflection?

[4:21] Yes, I would ask them to find two instances. But then I had a task to give feedback as well. My roles were a bit mixed.

SM: you would be physically present in the class and then review the video as well?

[4:52] Yes, but this year it changed. Let me tell you what happened this year. I go to a class with a tag set which we developed in VEO. We have variety of tag sets on different areas.

[05:55] the process of VO on an ipad. You film with that ipad, while tagging and taking notes at the same time. The note taking is with pen and paper. It is multi-tasking a bit tiring. After giving feedback, I share the video because they have an account. Immediately in the class I upload the videos and students are able to see their own videos anywhere they want and they can see my tags. After 3 weeks, they teach another class but this time I am not there. It is peer observation.

1 SM: so just in terms of the process youve got veo on
2 an ipad.

3 OS: yes.

4 SM: and youre filming with that ipad. but while youre
5 filming youre tagging at the same time.

6 OS: yes.

7 SM: and then.

8 OS: and then taking notes as well. and thats the
9 complicated bit because.

10 SM: so what do you take the notes on. on veo itself.

11 OS: because. on pen and paper.

12 SM: on pen and paper right.

13 OS: thats multi tasking. i mean its very tiring. i
14 mean i dont need to do that but sometimes i do
15 that as well. but then after i give feedback i
16 share the video with them because they have an
17 account as well. immediately right there i upload
18 it on the cloud. very quickly in five minutes
19 they are able to watch their own videos anywhere
20 they want and they can see my tags. and then
21 after around like three weeks they teach another

22 class. but then this time im not there. one of
23 their peers uses veo to observe and tag them. and
24 then their task is to sit and talk about each
25 others classes. i thought that would be useful
26 because at the end of the day im someone
27 evaluating giving marks at the end of the
28 semester so there is this power relation. and
29 then i thought they would feel more comfortable.

[8:15] First I showed them the ways of giving feedback so that they won't be harsh to each other while giving the peer feedbacks. They learn the routine. teachers are asked to record their feedbacks so I have peer feedback recordings.

30 OS: another aspect of it is i wanted to give feedback
31 myself at the beginning because they also kind of
32 learn the language of feedback as well. i mean
33 even the terminology that is used with classroom
34 practices they get familiar with them when they
35 get feedback so that they can provide feedback
36 using those terms. because reflection is also
37 about language too. because i mean and first of
38 all the use of terminology. secondly i would for
39 example when im giving them feedback and then
40 trying to get them to reflect on their own
41 practices i would start with a question like you
42 know what did you like about this particular
43 class today. tell me i mean what went really
44 well. and then they will talk and talk. we would
45 look at the videos when they are talking about it
46 because i know the times that i think ah for
47 example this one or for example this one. but if
48 they dont go through this process sometimes they
49 can be harsh on each other when they are doing
50 peer feedback for example right. so they also
51 learn the routine of feedback and reflection as
52 well if i do it first.

53 SM: so they learn routine from you because they
54 experience the tool and your feedback and the
55 process. and then you hope that that kind of way
56 of working will be a bit more evidence based and
57 reflective than getting away from evaluation.
58 thats kind of a lot of things going on there.

59 OS: yes. and then still maybe im wrong. maybe it
60 doesnt go that way. but we will be able to bring
61 evidence to that hopefully because i ask them to
62 record their own conversations. consents are
63 sorted so i also have the audio recording of peer
64 feedback sessions when im not there. and then
65 they will be. well they are actually being
66 transcribed now. i mean (xxxx).

SM: so, what is your data set? The recordings, the tagging and transcriptions?

[9:24] with each teacher, I have the video of the class they teach, the tag, my audio recorded feedback, a written reflective assignment which they refer to specific minutes and seconds, then another round of teaching, this time audio recorded peer feedback, at the end of the semester then, there is a written reflection on the whole process.

70 OS: so the data i have with each teacher is the class
71 they teach its recorded the tags my feedback to
72 them because its audio recorded then another
73 round of teaching. oh and theres a written
74 reflective assignment as well after the first
75 one.
76 SM: and they when they do that assignment they go
77 back into the video and (xxxx).
78 OS: yes. they refer to specific minutes and seconds.
79 and then the second round of teaching this time
80 peer feedback audio recorded. and then at the end
81 of the semester i will get written reflections on
82 the whole process as well. so the dataset is
83 quite rich.

[10:44] what's good is that teachers are happy about it. There are other lecturers who don't use VO.

88 SM: a lot easier. the fact that the.
89 OS: yes it does. and then all the teachers are happy
90 about it. thats the thing they see the difference
91 with other teacher candidates because in the same
92 department other lecturers are not using veo. and
93 then.

[11:00] if teachers don't have an ipad they can use their mobiles and tag it later from their computers. The university have 50 ipads and have put VO on all of them. So teachers have that.

SM what are the practical problems?

[11:33] the tag set is comprehensive. Multi-tasking is the main problem. If it was more focused, the results would have been better. The practical problem is you are there with an ipad, you are the camera, and at the same time you are tagging, and sometimes when you tag, you are watching it from here but something else happening there. That's why with my research is to tackle this.

SM: By tackle you mean to challenge it? What do you think are the basis of the challenges?

[13:23] for teachers to watch the video right after the recording and later. Stimulated recall was never given the attention and VO brings another perspective. It gives attention to the observer too. Their decision making is tracked or if it's peer feedback, you have access to the teacher who is doing the evaluation. This shows something about teacher cognition.

[15:01] there are limitations with the tag sets. But mostly solved by the quick tag button. The language learning and teaching tag sets were developed in Newcastle. We brainstormed

it there. After coming back here, because the texts were comprehensive, I split it into two focus- one on the teacher which is on what they do and the other is for the learners.

94 OS: if you see things that are not on these tags you
95 can push the quick tag button so you visit them
96 again later. so that in the next class you can
97 create a new tag with whatever you have observed.
98 so from that perspective it gives a good level of
99 flexibility too.
100 SM: so while youve been doing this process have you
101 added tags yourself that.
102 OS: yes.
103 SM: yes. that were not there that you that have felt
104 (xxxx).
105 OS: i mean the language learning and teaching tag
106 sets we developed it in newcastle
107 and we were brainstorming
108 basically. so the team it was the first
109 transnational meeting in newcastle. and then when
110 i went back to turkey when i tried it the first
111 thing was okay this is very comprehensive. its
112 difficult to manage as an observer. so i split it
113 into two different foci. one tag set with a focus
114 on the teacher and what he does she does. it
115 could be things like how she handles student
116 silence at a specific point classroom management
117 issues teachers use of ll. because we are in an
118 efl setting in turkey that happens as well. and
119 then i had also the learners tag set which were
120 just about learners. so what i would do we would
121 go. you met maria before. she was my assistant in
122 this project. we would go into the classroom. i
123 would tag the same class with a tag set. she
124 would tag it with another tag set so that we
125 could have those two perspectives as well. so
126 that was our piloting process we tried. and then
127 maybe this is not necessarily directly related to
128 teacher education. but i think in our context it
129 is. i also developed a tag set for l2

[16:47] I developed a tag-set for L2 presentations for teacher candidates taking communication classes. Most of them become teachers. It made evaluation easy.

129 is. i also developed a tag set for L2
130 presentations. these are teacher candidates. they
131 are taking communication classes as well. so
132 public speech for example is something that they
133 are assessed.
134 SM: so theyre not teachers but they may or not be.
135 OS: most of well 95% of them end up as teachers. when
136 they graduate from hacettepe university english
137 language teaching department they have the right
138 to be a teacher automatically. thats how it works
139 in turkey. so and almost all of them end up as
140 teachers. and in their second year of

141 undergraduate studies they are taking this oral
142 communication skills class and effective
143 communication skills classes. and then they learn
144 how to do presentations as well. so for
145 presentations i developed something like use of
146 buddy use of visuals use of space language i mean
147 fluency grammar vocab so. i would while theyre
148 presenting i would. and then that was much more
149 effective for evaluation because i could easily
150 tell the mark at the end. and then it gives you
151 statistics as well. but of course in a classroom
152 its not that easy. for individual presentations
153 it was great.
154 SM: like as you say youve got the teacher but youve
155 also got.
156 OS: the students.
157 SM: the interaction and students.
158 OS: and then multiple things happening there.

SM: have you used the videos you generated in training teachers?

[18:36] before I started there were no videos at all. Now I have a lot of videos and I used those to teach different topics. Integrate them into my teaching. I use the videos with their transcriptions while teaching. This helps my students remember. I have increased the use of video over the years

167 OS: i mean before i started of course there were no
168 videos. but then i already had a database of
169 videos. so at the beginning of the semester in
170 the first year i would give them some sort of
171 training on for example if we are talking about
172 using a video in a language classroom right. i
173 would show them a sequence a teacher using video
174 to do something or.

SM: do your students use the videos as resources without you prompting?

[21:01] they do that for their assignments. They use the tags automatically. Before VO the novice teachers used to focus on the general aspect of their teaching in the video recordings but after VO was introduced they were able to reflect on specific parts of their teaching.

[22:43] when teachers reflect, they can re-enact the dialogues. I ask them to compare the difference between the previous class and the present class. The teachers love it.

SM: so, they are never daunted?

[23:48] no, they take it as a natural process. Because they are novice teachers they are more open than those experienced.

SM: without VO, are there any other ways you use video in your language teaching?

[24:55] it depends on what I teach. I integrate the videos I have with some other relevant classes too. In one of my instructional technology class I make use of a TV series after teaching corpus linguistics for two weeks. Using subtitles from videos, teachers design

activities thinking about a hypothetical class. They upload the subtitles to the software and find instances for what they intend to teach. When we start we always ask which videos they have first.

175 OS: when i say language teacher education in turkey i
176 see the whole undergraduate studies as a process.
177 so in the final year there is this time that they
178 go for internship. and then i use those videos
179 that i recorded before to introduce them to terms
180 etc etc. but for example i am teaching an
181 instructional technology and materials design
182 class right. and then this is their third year so
183 we are basically trying to develop an
184 understanding for the theoretical and applied
185 aspects of using technology in the classroom. and
186 then using videos for example is one of the items
187 in this syllabus. and then i again go back and
188 refer to my own videos because the classes that i
189 record the state schools they have interactive
190 whiteboards yes. so i show an instance for
191 example how a teacher uses an interactive
192 whiteboard effectively at a certain point or how
193 a teacher uses a video to start a prediction
194 activity a warm up activity and then how that
195 activity unfolds. so im integrating these videos
196 to some other relevant classes too. but also in
197 their first year i make use of even in
198 instructional technology class i make use of tv
199 series. so for two weeks i teach them corpus
200 linguistics. and then they learn using a software
201 called antcom probably you know it. so we have
202 this growing database millions of words of
203 subtitles of popular american and british tv
204 series which are more interactional and
205 conversational. things like friends you know
206 coupling for example. and then we use it as a
207 database for access to. and of course we know
208 that its not natural interaction. it is scripted
209 but that the closest thing you can get to.

[29:10] the videos are films and TV series and very close to natural native speakers' interaction.

[29:27] I have been doing all these since 2012. Many teachers after graduation thank me for what I taught them and say it works! It mainly gives them freedom. Here there is dependency on text books and they are bad, they are locally prepared.

SM: when teachers add to the corpus are they using individual resource or do they share?

[30:22] we encourage subtitles sharing. The database is big so they share it.