

## Richard Chinn Interview Summary

### *Cuts in*

[00:00] Has started doing an MA at King's. *Discuss relevance (or otherwise) to teaching and training. Background to project.*

[02:25] RC and colleague Melissa (Lamb) – on a short 8-week course there's not enough time for input, so favour a flipped classroom approach using [Jing](#) to look at background essays and give a commentary. Give participants model essay, then Melissa uses Jing to go through each part to explain dos and don'ts. Then unpack any questions. Participants much more engaged; used to give them the essay to read and come back with questions. RC thinks this flipped approach really works for some people – on the current course they have had more distinction essays than ever before (though link not necessarily clear cut). Would be interesting to find out from the participants what was effective and what wasn't. Flipping gives some space to breathe on an intensive course and trainers can then deal with emerging issues.

1       RH:    from the delta course were working on melissa  
2            who i did the talk with this has been her kind  
3            of thrust really is that on a short eight week  
4            course theres not enough time to actually  
5            give input. so your (xxx) is being in order to  
6            kind of look at the background essays and to give  
7            a commentary on that kind of thing.  
8        SM:   so what are the background essays. are you using  
9            jing to bring up examples from those essays and  
10           just talk through them.  
11       RH:    exactly. we give them an example essay and then  
12            what melissa has done is do a jing sort of a ten  
13            minute jing that kind of goes through all of the  
14            parts of the essay and explains what you need to  
15            do and what you shouldnt do at each bit. so its  
16            as simple as that really. and then over the next  
17            day what weve done is we unpack any questions  
18            that theyve got from it. so nothing really kind  
19            of really exciting at all.  
20       SM:    but do you think that theyre can you see any ways  
21            that theyre perhaps more engaged than they would  
22            be if you just give them the reading.  
23       RH:    massively. i mean what we used to do is you know  
24            give them the essay. they go home overnight and  
25            read it and then come back with questions. i dont  
26            this it works as much with the commentary. with  
27            the commentary i think its really. i mean it  
28            could just be the case you know in this  
29            particular course weve only got nine participants  
30            and ive never seen so many distinction essays  
31            ever. maybe just because theyre all good writers.  
32            but i mean normally i cant remember the last time  
33            i gave a distinction for an essay in about four  
34            or five courses. but weve had about four  
35            distinctions. we do have some strong writers.  
36            but i think actually flipping it and the time to  
37            think about it and actually focusing on key

38 areas that you need to work on i think it really  
39 works with some people. i think what would be to  
40 interesting is to find out from them what was  
41 the best and what wasnt. you know some of the  
42 ones that maybe havent. you know and looking at  
43 the essays to see did you go back to the jing or  
44 not you know. did you go back and look at the  
45 screen capture or not. was that useful or not.  
46 i felt it would be quite interesting to find out  
47 by the end of the course. but i do actually think  
48 its taking a lot of pressure off. because on the  
49 eight week course theyre so kind of intensive.  
50 they are so intensive. theres no time to  
51 breathe. i think you just kind of by flipping it  
52 just allows a bit of space to breath and  
53 then youre kind of dealing with things that  
54 emerge rather than kind of trying to kind of  
55 blast at a wall you know.

**[04:53] *Just Melissa, or both of you?* She started it last year; this year they have taken it further, to include lesson planning. Mirrors what they are trying to get the participants to do, i.e. guided discovery.**

56 SM: yes. so is that something just melissas done or  
57 have you both tried that.  
58 RC: yes. so we started it on this course. she started  
59 it last year with a couple and on this year  
60 weve gone a lot further with it. so the  
61 background essay and the lesson planning as well.  
62 basically what we used to end up doing is talking  
63 through lessons plans. you know the idea of  
64 lesson planning a lot and talking through the  
65 idea of background essay a lot and as shes both  
66 flipping it its kind of made the sessions a lot  
67 more effective because actually as i say you know  
68 youre dealing with whats actually necessary  
69 rather than. which i suppose is exactly what  
70 were trying to get them to do in terms of guided  
71 discovery you know. its heroic i suppose.

**[05:35] *Is your sense the following sessions are therefore more interactive?* Much more. Participants are put into groups, discuss and answer each other's questions first, then the trainers deal with any whole group questions. More efficient use of time. Also: onus on the participants – they are in charge of the discussion.**

72 SM: yes. so is your sense that the sessions after  
73 the background essays or the lesson plans are  
74 therefore a little bit more interactive in that  
75 theyre coming with views or questions.  
76 RC: yes i think much more and where weve flipped it  
77 is so when they come back and rather than asking  
78 us the questions they answer each others  
79 questions first and then we deal with the big  
80 kind of group questions. so its kind of i think

81 its made more efficient use of our time  
82 definitely. and i think more efficient use of  
83 their time which is so short you know.  
84 SM: so you make the video. they watch the video.  
85 they come to class. you give them some space  
86 as groups to talk and answer each others  
87 questions. and then any questions that remain  
88 or any views that come out of those groups you  
89 do as a sort of whole class.  
90 RC: yes exactly. so were kind of monitoring and  
91 looking for whats kind of salient i suppose from  
92 that. certainly its kind of i think it puts the  
93 onus on them to take charge of it as well rather  
94 than us telling them everything. i mean i think  
95 yes i mean before i didnt think it was just  
96 feelings about it. then also the other thing we  
97 added which was not to do with screen captures.  
98 afterwards we added a draft facility which they  
99 have on lots of courses but we didnt have before  
100 on the eight week course because there just isnt  
101 time. but actually there is time. weve kind of  
102 reworked it with melissas time table. and i think  
103 thats actually been really supportive as well.  
104 but i think in sort of conjunction with those  
105 things weve been seeing a lot better essays. weve  
106 started rather than starting in language  
107 systems weve started with language skills which  
108 is kind of trickier i think for the newer  
109 teachers or even experienced teachers when youre  
110 looking at skills development i suppose  
111 testing skills. so i think starting that way  
112 around and the reason for flipping it was that  
113 they needed more support with it. but actually  
114 theyre going to get a jing or they had a  
115 jing sorry with the starting systems now. this  
116 coming week theyve got a reads to their draft  
117 but theyve had the jing for the systems essay  
118 and then theyll have a jing for the lesson  
119 plan as well.

[07:43] Added a draft facility – review drafts of lesson plans and background essays.

120 SM: yes. when you said the draft facility what does  
121 that mean.  
122 RC: so they go away at the weekend. they write their  
123 background essay on the lesson plan. they hand  
124 it in as a draft. and then they have a look at  
125 both of them and then they (xxx) on with it. one  
126 thing we were thinking of doing which we havent  
127 done and id say the reason for why is we were  
128 thinking of actually doing feedback through some  
129 some of video capture screen capture software.  
130 but the reason we didnt is actually because  
131 since weve got them face to face the thing is  
132 quickly just to sit down and answer their

133 questions. but we did think about actually maybe  
134 giving them video feedback on the essays but then  
135 we didnt.

[07:55] Have been thinking about doing feedback via screen capture, but haven't because it's just quicker to sit down and do it face-to-face. SM mentions giving group feedback via video, in addition to one-to-one face-to face feedback.

[09:29] *Used Jing with CELTA, or just with DELTA groups so far?* Just DELTA because of intense pressure on those courses. Could work with CELTA, though – RC is convinced it does support learning. You have something to go back to when you go home. An issue with one or two people who didn't watch it – it was very clear who hadn't. Melissa's idea was to refuse to do the session until everyone had watched the video.

[10:45] *Ever use the IH-produced material for input?* Only two: one on the DELTA pre-course task, with Jacqueline McEwan (now Douglas), and one (the only one RC uses) at the start of the CELTA course, on TBL with Frances Eales - old, from about 1990. Streamed on the system at IH – as are any DVDs or videos.

[12:29] *Use other stuff apart from the IH stuff?* Only self-made stuff. An idea was floated to make short videos focused on micro-skills, but this has not happened – money and time. Needs to be done properly.

[14:11] *How was the material you do use captured?* [Panopto](#) – works well, used it in China to show video teacher development sessions. Videoed himself teaching for self-reflection; colleague wanted to use clips, but RC but didn't like the idea of using clips of himself on his own CELTA course, as no objectivity. Majority of IH teacher development sessions videoed - using Panopto.

136 RC: theres two platforms that we use. the one  
137 platform that we use that worked is called  
138 panopto. i dont know if youre familiar with that.  
139 SM: yes.  
140 RC: yes actually it works pretty well i mean i used  
141 it in china when i was out there doing some  
142 training. we often videoed teacher development  
143 sessions. i used a couple of those when i was  
144 training abroad in training. i videoed myself  
145 teaching recently as a kind of reflection  
146 of energy and got round to watching half of it.  
147 but i was teaching elementary for the first  
148 time in about you know ten years or eight years  
149 or something. and i was just kind of interested  
150 to kind of see what kind of techniques i was  
151 using so it was a kind of self reflection tool.  
152 and the reason that i (xxxx)  
153 my colleague denise getwell who wanted to use  
154 it took it up to use it for training. but i  
155 felt it was a bit cringe worthy using me on  
156 my own (xxxx) course. because you dont have

## ViLTE Resource

157           the objectivity of talking about another  
158           teacher or thats you going at you kind of  
159           back to the age of the death by demo kind of  
160           problem.

[16:01] Colleagues with proposal for IATEFL will be looking at using a tool like Panopto or similar for self (*and peer?*) observation – don't get to see each other teach. This would be a way of doing peer observation, but at your leisure. RC wants to get involved. SM suggests putting together a short video about Panopto and this practice for ViLTE.

161    SM:    this is interesting. so you capture this data  
162           and then you take parts of that and reuse it.  
163    RC:    yes we have done. or i mean in china i used  
164           one of them in its entirety. but i mean the other  
165           thing is my colleagues at the moment theyve just  
166           been proposed for accepting you might want to  
167           speak to them actually theyre looking at its  
168           assistant director teacher training and husband  
169           who is my colleague that theyre both looking at  
170           using a tool like panopto or something for kind  
171           of self observation. because we dont really get  
172           a chance to see each other teaching very much.  
173           theyve got this idea and you can speak to them a  
174           bit in more detail about it. but i really want to  
175           get involved in it. its a way of doing peer  
176           observation but not, you know but at your leisure  
177           and you want to flip through as much of it  
178           as you like.  
179           okay i would like to talk to them.

[18:54] Used IRIS Connect (about 5 years ago) but found it really clunky – lots of problems with it and RC used it only once. Panopto better - just video on, say an iPhone and upload. Simpler and quicker to upload. Use it also to video guest speakers, so as a staff development tool. *SM outlines projected short video for ViLTE and briefly discuss some practicalities and attitudes.*

*Closing remarks*