Ross Crichton Interview Summary (SM)
(SM outlines background to project.)
[08:29] Has been working on current project for 8 months, before that on pro-ELT
project in Malaysia, where he was an e-moderator for a year and before that
involved in face-to-face training.

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1    RC:  yes ive been working on this project for the past
2         eight months. but previous to this i was working
3         on the pro elt project in malaysia for a well a
4         year as a formal (xxxx) as e moderator and
5         previous to that sort of doing some of the face
6         to face training. i was also doing some e
7         moderation for the egyptian moe through the
8         british council last year when i was back home in
9         the uk as well.
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[09:08] Used video in Malaysia - a lot of video demos in webinars, plus video clips of
Malaysians speaking English. Did a webinar based around drilling activities - a live
demo and discussion, with links on YouTube after live webinars. Other webinars
were focused on areas of pronunciation, e.g. aspects of connected speech, or to
improve teachers' confidence in drilling etc.

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10   SM:  so were you were you using video in the malaysian
11        project.
12   RC:  yes to some extent. i mean my primary work on the
13        malaysian project was as an e moderator. so i was
14        doing the online component of the training. so
15        when i was doing webinars in particular i used a
16        lot of video demos as well as sort of edited
17        video clips of malaysian speakers of english. for
18        various reasons one time i did a webinar based
19        around drilling activities. that was live demos
20        and then the discussion groups would discuss the
21        videos. and they would have links to those videos
22        on youtube after the live webinars as well. and
23        with one of the other and with one of the
24        webinars i did. obviously trying to focus on
25        areas of pronunciation for the teachers on the
26        project was not something you might necessarily
27        think would be possible on the webinars. so thats
28        why i was using sort of editing video clips to
29        sort of highlight aspects of connected speech and
30        things like that that i was hoping that they
31        could a use for themselves to try and take on and
32        improve their own sort of confidence in drilling
33        and with pronunciation. and (xxxx) and also so
34        that they could use similar things in their own
35        classroom. so (xxxx).
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[11:09] Videos were available later; focusing on aspects of pronunciation, could be
used with classes or just for teachers. 800 teachers watching, but also shared with
personal trainees, through forums and discussion.
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36   SM:  so the video clips.
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37   RC:   mostly in the webinars. yes.
38   SM:   sorry ill try and keep my questions quite short
39         because i think theres a bit of delay. but im
40         just trying to understand what you just said.
41         that youre using the short videos to highlight
42         aspects of practice like pronunciation how to
43         work with pronunciation in the classroom. and
44         then that those videos are available afterwards
45         as well.
46   RC:   yes. in certainly in the case of my trainees they
47         had and the trainees around malaysia they had
48         access to the youtube clips that id made of
49         aspects of pronunciation. so they could either
50         potentially use them with classes or just take
51         onboard some of the aspects into their. i mean
52         that was a webinar focussed on aspects of
53         pronunciation. a different webinar was focussed
54         very much on drilling activities and things like
55         that. so they were just short classroom
56         demonstrations of activities that focussed on
57         drilling in different ways. some of them slightly
58         with a slightly communicative focus as well as
59         drilling and some of them just plain sort of
60         activities with well sort of balancing (xxxx)
61         races between tables and things like that. so
62         they were drilling focusing on drilling but also
63         drilling activities that they could use that were
64         slightly more game based rather than just teacher
65         drilling with the students. so yes and the videos
66         obviously they were really the only way we could
67         do that on the live webinars. and so on the
68         throughout (xxxx) e moderation. i mean these were
69         things that i would also share with my personal
70         trainees. these webinars were done across the
71         project across all of malaysia so that there was
72         kind of 800 teachers watching in different
73         groups. but i had my own group of i would say of
74         about a hundred malaysian teachers in various
75         groups.
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[13:35] On that project, videos on the forum used RC demonstrating drilling activities on camera with students, and separately, 5-6 second edited clips of high-level Malaysian speakers of English and native English with very specific features repeated 3 times, which trainees could listen to and identify. These were edited on RC's MacBook and uploaded to a private YouTube platform and shared through forums that way. Webinars required everything to be uploaded in advance with a real-time trainee discussion. The idea was to try and replicate a live demonstrations using video.

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76   RC: well on these on that particular project the
77       videos on the forum. i had originally used some
78       of them with my own trainees and. so i mean two
79       very different things. so one of them was just me
80       demonstrating some drilling activities with some
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81          students on camera. and separately entirely were
82          malaysian high level malaysian speakers of
83          english picked from different sources and some
84          native english speakers. and id edited very
85          specific segments so theyd listen to a lets say a
86          five a six second clip and then thered be sort of
87          very specific features sort of repeated three
88          times that they could listen for and identify.
89          and these are things that id edited together just
90          using my macbook and uploading them onto a
91          private youtube platform and then shared on
92          through the forums that way. of course the
93          webinars were slightly different. i forget the
94          name of the company but it was. we had to upload
95          everything in advance of the webinars. and we
96          could play them all through in real time as the
97          trainees were on forums around malaysia. (xxxx)
98          different groups or individuals in the
99          discussions discussion forums. and thered be
100         little quizzes about the (xxxx) things like that.
101         so i mean basically basically an attempt to try
102         and replicate something resembling live
103         demonstrations of either pronunciation or on
104         specific activities using video which you know
105         was really the only way we could try to do that
106         in that case.
107  RC:    i mean originally i was just i sort of put some
108         of my postings with things from the course and
109         little videos of myself a little introduction
110         video so its a bit more personalised. again
111         videos of me demonstrating things that they would
112         remember from the course. little clips of me
113         demonstrating (xxxx) and use of a thai phrase to
114         sort of really emphasise the benefits of some of
115         our pronunciation approaches and things like
116         that. and then by doing that actually it
117         encouraged them to then post their videos. a lot
118         of them post them on line. they started posting
119         them on band instead along with other
120         reflections. but i mean i think theyre most
121         interested in the videos that theyre making.
122  SM:    right.
123  RC:    (xxxx) set up.
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[15:50] Currently on British Council (expanding) RETC in Thailand. 3-week intensive teacher training courses, then the teachers go away for 5 weeks and come back for 2-day follow up training. At the start of each course the trainees are put on Line, an Asian-centric social media platform (stream of messages). They have follow up tasks and were uploading pictures and video as part of this before the follow up. Line gives one constant stream; it's good for instantaneous sharing, but things get lost in stream of social interaction very quickly. Found different one called BAND– like Facebook but, has private groups – better, more teacher-focused meeting point. Originally RC posted intro, video demos, clips, etc. to encourage trainees to post their videos on BAND.

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124   SM:   can i can i just ask you because im quite
125         interested you said you know with line there were
126         some videos. but it sounded like you know youre
127         saying that there wasnt a great deal perhaps of
128         engagement with them because theyre in with the
129         recipes and the food and just the social stuff.
130         did you notice that the nature of the videos
131         changed from line to band. and is the interaction
132         kind of richer or is there more reflection or
133         engagement with the content of those videos in
134         band.
135   RC:   i would say i think in some ways yes. i would.
136         perhaps the. i wouldnt say the length and the
137         approach to the videos varied that much from line
138         although what i did notice was that some teachers
139         and thats some of the keener teachers made more
140         effort to actually sort of edit together their
141         videos before putting them on band. whereas on
142         line they would record it on their phone and
143         upload it quite instantly because probably
144         because theyre more familiar with it as much as
145         anything else. whereas some of the videos posted
146         on band are actually edited together somewhat.
147         the (xxxx) title page and things like that.
148         (xxxx).
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[20:20} SM: Did nature of videos change between Line and BAND and is the nature of interaction richer on BAND? RC: To some extent yes, not approach or length of videos, but some teachers made more effort to edit videos before putting on BAND (title page, etc.) Interaction is a bit hit and miss. Line has emoticons, 'great job' comments, but also lots of distractors. BAND is more focused. Teachers would get more responses when the posted an introduction or invitation to comment. Definitely more interaction and reflection on BAND than Line, but both very much for the trainer, not for the trainees themselves (spasms of activity). RC doesn't have time to continue interacting, so it fades away. Without somebody leading it, without permanent support, it doesn't work (though some people will continue).

[25:24] the videos were optional. There is a problem with large files and bands, but most of the trainees short segments (clarity of instruction, jazz chant etc.) For longer videos they got around band issues by, e.g. uploading on YouTube and sharing through Line or BAND.

[27:02] At the moment also trying IRIS system – only used in centre, but the idea is to roll out to all teachers who have done the boot camp, with compulsory videos. RC has recorded microteaching and shared with training group, with a password and log in to view lessons and reflect on them. Only 4 or 5 out of 25 watched their teaching, but more requests to download since the cohort left

[29:07] IRIS connect is pretty straightforward, though might not be for 3,000-odd teachers potentially involved in the planned trial. It's fantastic when up and going, with much better sound quality than with any other options. Has been used for

standardisation for assessment, even if trainees are not watching themselves – the quality is better than previous efforts. It's more useful for Thai trainee trainers; RC recorded himself putting on a session and also the Thai trainers' training sessions for them to reflect. Has had to allocate a clear time for watching the video, as the trainers were apprehensive about watching themselves training.

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149   SM:   yes so maybe a bit more effort to edit them.
150   RC:   its pretty straightforward. i do have some
151         reservations about how straightforward it would
152         be for some of the ten thousand odd teachers were
153         thinking of trialling it with from october. if
154         they were just you know they need to be taken
155         through it quite carefully. but yes its pretty
156         straightforward. we do have to sync up four just
157         with four devices first. but when its up and
158         going its fantastic. theres a little ipod (xxxx)
159         there on the panel therefore the sound quality is
160         much better than many other options. and its got
161         two effectively two ipods on stands really which
162         ipads on stands sorry which are synced up to a
163         microphone on the teacher and each other and a
164         microphone that can be placed around the
165         classroom. so you get double. you get two angles
166         and so its a good quality product. and certainly
167         the videos that i made of my tn of my trainees
168         although perhaps didnt work so well in terms of
169         them watching them and reflecting on them
170         themselves we have been using them for
171         standardisation for the assessment. so one of
172         those videos has been sent round to all the
173         trainers so theyre now looking to try and
174         standardise our microteaching assessments using
175         these videos. so because the qualitys better than
176         previous efforts i think thats something thats
177         quite worthwhile. perhaps more useful actually
178         its been for the. we also have some thai trainee
179         trainers who we call tnts. so im sort of im
180         looking after them over this sort of four month
181         period. and theyre putting on parts of training
182         sessions themselves. so i mean actually more
183         useful to be in ive recorded myself training so
184         that i can show them me putting on a session. so
185         that they can decide what they want to take from
186         that or not take from that if they werent able to
187         observe it live. and then also ive recorded them
188         putting on an hour hour and a half training
189         sessions themselves. and theyve been able to
190         watch that back and reflect on it. i think the
191         important point is that i have had to. so ive set
192         it up for them. and ive then and then afterwards
193         ive had to allocate some very clear time and say
194         okay its time for you to sit down and watch your
195         video because theyre a little bit apprehensive
196         about watching themselves train. so without that.
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197        i mean perhaps theyll grow in im sure theyll grow
198        in confidence the more they use it. but certainly
199        for the first couple of times i really had to put
200        aside some time for them and say okay youre not
201        observing training sessions this afternoon. i
202        want you to watch your training session from
203        thursday and think about this this and this.
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[32:47] It's easy to do in centre, but not sure how easy off-site.

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204   SM:   so i think youve been talking.
205   RC:   shipping out iris connect to teachers offsite to
206         teachers whove done the course offsite (xxxx).
207         but i think thats something that you put in and i
208         think yes. so i think thatll be the interesting
209         thing to see how it goes when were actually using
210         it offsite things like that. (xxxx)
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[33:53] SM: Expensive? RC: Given better rates because of larger trial, but perhaps prohibitively expensive? Less time-consuming than people visiting schools, but not sure it's cheaper.

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211   SM:   yes. i mean it seems to be quite expensive. i
212         think ive got iris connect coming into warwick
213         university soon to give a demonstration just
214         because i wanted to see it. but it does sound
215         from other people ive talked to that they
216         considered it and thought its actually very
217         expensive in terms of the licensing. and is your.
218   RC:   well this is.
219   SM:   is your sense that it might prove prohibitive in
220         terms of rolling it out offsite.
221   RC:   i yes i mean i looking at the price theyve i mean
222         theyve given us some better rates because they
223         wanted they were talking about just with a larger
224         trial than we were originally talking about. but
225         it is i wonder if it is perhaps prohibitively
226         expensive. i mean im im not really responsible
227         for getting the money for these things but if
228         its. its really up to the if the thai moe is
229         interested in spending that kind of money. its
230         less time consuming than obviously having people
231         visit the schools. but is it cheaper. i it must
232         be. id imagine its also. whether its cheaper i
233         cant im not entirely sure but it is you know it
234         is an expensive option.
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[35:22] RC's idea is to use in centre with selected teachers who show enthusiasm, record model practice and share through any platform. But the program is keen on following up with as many teachers as they can. IRIS is great for sharing instantaneously with a group, but logistics and sheer volume mean it might not happen. Quality over quantity.

[39:25] SM: All learning about packaging video – what length/variety is engaging for people. RC: Yes, in the past only used short clips, editing even 4-minute videos to 1.5 minutes, editing out dead time. People's attention span has shrunk?

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235   SM:   so it sounds like it might be something.
236   RC:   i mean yes certainly in the past ive only ever
237         used short little clips of. i mean weve said it.
238         even really short demo activities if ive actually
239         looked at them maybe they only went on for you
240         know four minutes ive felt the need to edit them
241         down to sort of a minute and a half two minutes
242         for the purposes of just showing a demonstration.
243         because theres so much even in a sort of a
244         decently put together activity theres you know
245         theres dead time. and people yes i guess i dont i
246         dont know if peoples attention spans have shrunk
247         or whether actually thats just always been the
248         case. if youre not involved in the activity you
249         want it to be a third of the length perhaps or
250         even less for a demonstration. so yes absolutely
251         its yes.
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[41:42] SM: Other ideas re using video? Plan for next year is to continue follow-up for extended time for everyone, with a trainer in each centre working in school and online. Looks like they're going to try IRIS. *(SM-led discussion of VEO)* RC slightly confused about where they want to go with next year's use of IRIS; the whole idea is that they are reflective tools and enable sharing online, with support network feedback. Shorter videos are better – but are trainees going to have time to edit, as they are teaching full-time.

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252   SM:   so have you got anything else in the pipeline any
253         other ideas for use of video in what youre doing
254         or.
255   RC:   well i really want i need when we start. when we
256         start these sort of concerted follow up whatever
257         they turn out to be using potentially iris or
258         other platforms. because at the moment we do were
259         not really doing much between the end of the
260         intensive course and the two days follow up. but
261         the plan for next year is to completely be
262         continue follow up for an extended period of time
263         for everyone doing it. so i mean were going to
264         have a (xxxx) trainer in each centre.
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SM: Basic decision: recording high quality videos of whole classes, or used as a reflective tool to remind teachers and allow them to be more evidence-based in reflection. IRIS connect is high quality and available easily, other tools are less ambitious but more achievable?
RC: Originally thought surely we're better off with a phone on a stand and a mike – but maybe some politics involved. Still in the process of hashing out what's going to

happen with this follow-up next year. Worried that this IRIS behemoth will just come in and everything will be based around this recording of long lessons for sharing without any real purpose.

[50:35] SM: Anything else? RC: Not really. Reiterates own use of short, sharp, edited demos or work on pronunciation. Definitely worthwhile in centre with trainers, more so than with trainees.
(Closing remarks)