Russell Stannard Interview Summary

[0:36] *(Background)* Started as an English language teacher in Greece in 1987, then Seville, within two years became DOS. From 1990 also started teacher training at IH doing mainly in-house teacher training. From about 1993 onwards became teacher trainer for Spanish government. Came back to UK in 1999, switched from just doing teacher training of ELT methodologies to looking more at technology in language teaching.

[2:19] *(What made you decide to continue with technology?)* Not naturally good at technology – fell in love with the Internet, knew it was going to be the future. Doing quite a lot of publishing at the time – photocopiable books with Macmillan – everyone there panicking about the coming of technology. Decided to come back to UK and do Master's in multimedia. Really because of training he'd had and principles he holds re language teaching – collaborative process, students working together, practising and using the language. A purely pedagogic interest – interested in facilitating learning, rather than technology per se. Saw that technology offered the affordances to do the types of activities he wanted to do in the classroom.

[4:12] *(Priorities re teacher training?)* Pedagogy. Massive problem, as so much of the message is technology. If you haven't got the pedagogy, you can't even see the affordances of technology. Does quite a lot of work in China, where teachers believe teaching grammar is a top-down process and use the technology in that way, so use of technology has no impact on their pedagogy.

[5:10] *(Special qualities needed to train teachers re using technology?)* Originally wasn't very good teacher trainer – far too top-down. Has become much more reflective in his teacher training. But teachers do need to know technically what to do, and that requires you to be very hands-on, very supportive, very patient. One thing he does well – identifies technologies which are relevant. Big part of his role: filtering – loads out there. So qualities or skills: knowledgeable about technology and able to identify what is relevant to teachers, also of course being patient, giving teachers time to experiment, giving teachers time to think and discuss what they are being them.

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17   RS:   if i could make a little comment though. one of
18         the things that im really trying to do now is you
19         know and obviously ive made lots of mistakes
20         myself. im not immune to whats been going on in
21         this sort of technology world. and i was saying
22         to you earlier on that you know its really our
23         job to filter those people that are good with
24         technology. its like if you went into an optician
25         you wouldnt ask them you wouldnt expect them to
26         you know recommend a hundred sets of glasses to
27         you. youd expect them to sort of youd say to them
28         well blah blah blah blah blah and then they could
29         recommend two or three. so i think our jobs as
30         technology experts is to really highlight the
31         key technologies. and thats something i really
32         trying to do now. so the number of technologies
33         that i focus on is being reduced and in fact
34         over a period of probably the next four or five
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35        months youll notice that teacher training videos
36        is being cut down.
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[8:32] *(How useful is video, specifically?)* Probably number one. Sees video and screen capture as two very different things, but both incredibly powerful in what they can do. Re teacher training, the ability to record your computer screen powerful because you can use that to train teachers to use technology and make the videos available. Also incredible for feedback. Using screen capture to record teacher or trainer reflection. Same thing about video, particularly in terms of reflection. Get students to record themselves speaking or having conversations. Get teachers to reflect on their lesson, keep reflective video diaries. Create videos for autonomous learning – e.g. he's learning Polish and has started doing mini recordings of himself speaking to keep a record of his progress.

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99   RS:  so both types you know what i call screen capture
100       that is the ability to record the screen of your
101       computer and video. video you know the same
102       thing. you could get the students to record
103       themselves speaking or to record themselves
104       having conversations. get the teachers to use
105       video to reflect on their lesson. even keep a
106       reflective diary. great videos for autonomous
107       learning. So for example at the moment
108       im learning polish.
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[11:32]*(See one becoming more popular than the other?)* Both have a valid place. Provides example of using both for his Polish. Work for different things. For delivery of teaching and learning, sometimes the person being on the screen is really important for when it's an explanation of something. Screen capture interesting when what you've got on the screen is tightly related to what you're talking about. Video good when used for reflection.

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109  RS:  that they work for different things. i think
110       certainly when youre talking about the delivery
111       of kind of teaching and learning sometimes the
112       person being on the screen is really important.
113       perhaps when its an explanation for something.
114       screen capture is really interesting if what
115       youve got on the screen is tightly related to
116       what youre talking about. so i think in that
117       case obviously screen capture can be really good.
118       for example where i think video might be really
119       good is when you use it for reflection. so ive
120       done a series of teacher training and then ive
121       asked my teachers to record themselves reflecting
122       on say two or three things about what theyve
123       learned. and that for example seems to work very
124       well as a video as opposed to as a screen cast.
125       though of course you could do it both ways.
126       so no i think both of those have value. i think
127       theyre both useful skills.
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[13:05] (*How do you personally access training/continue to upskill?*) Has big following on Twitter, around 20,000 people, so people will send him things. Big subscriber list on his newsletter – about 25,000 - people email him stuff. Goes to a lot of conferences. So Twitter, Facebook, own mailing system, conferences.

[14:23] (*Known to use a range of platforms.*) Really trying to highlight the key technologies – important role as experts. Number of technologies he's focusing on is being reduced - really trying to focus on technologies we know have an impact on teaching and learning, like blogging, video, Google Docs, Google Slides, screen capture.

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36          is being cut down. im really trying to focus on
37          the tools that we know are really having an
38          impact on teaching and learning like blogging
39          like video like the use of google docs google
40          slides. like screen capture. those kinds of
41          things. so really cutting down the number of
42          technologies that i focus on.
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[15:47] (*Anything you'd like to do with video or screen capture but can't?*) His interest now lies much more in trying to find out what works and what doesn't, so in doing research.

[17:05] (*What feedback do you value the most?*) What teachers think of the teacher training courses; particularly interested in understanding what impact the technologies are having on learning, particularly screen capture feedback. Has used information provided by teachers to adjust and improve the flipped classroom course he runs. So feedback that helps him design a course better, and a better understanding of how his video feedback is being used.

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43    RS:   in understanding particularly im interested in
44          understanding is that what i really want to find
45          out from teachers or from students if im
46          teaching english courses is what impact you
47          know the technologies are having. but
48          particularly in my case what impact screen
49          capture feedback is having on your learning.
50          thats what im particularly interested in and
51          thats where im really digging down my own
52          staff. and obviously ive used a lot of the
53          information that you teachers have provided
54          with me for weve run that about eight or nine
55          flipped classroom courses to keep adjusting
56          that course and improving it and making it
57          better. and weve got a couple of new features
58          on it now that seem to be working really well.
59          so yes i mean just the feedback that helps me
60          to design the course better is one key thing
61          that im looking for you know when im getting
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62        feedback from people that are running courses
63        with me. but also a better understanding of how
64        theyre using the video feedback that i give to
65        them. thats really interesting for me and very
66        revealing. its beginning to get quite interesting
67        because were beginning to understand a lot more
68        now about how and why those videos and the idea
69        of screen capture feedback might be impacting
70        on learning. were digging down finally.
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[19:14](*Sharing practice)* Absolutely vital, but also important that the academic practice is of good quality. There is an issue with quality.
Closing remarks

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128  RS:  just on a much broader scale. sharing an
129        academic practice is absolutely vital it really
130        really is. it is also important though that that
131        academic practice is of good quality. there is an
132        issue with quality. theres certainly been an
133        issue of quality on the work that ive done in
134        the past as well because simply you know you try
135        out an idea but you havent really got a clear
136        understanding of how you research and find out
137        whether or not thats really had an impact on
138        teaching and learning. so there is a danger with
139        people sharing everything that youve then got to
140        rely on the quality of what people are saying and
141        what people are writing. that is an issue yes. so
142        there are sort of two sides to the coin but
143        generally i think its a positive thing.
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