

Seher Balbay Interview Summary

[00:56] *Background* has been working for 20 years, primarily at Middle East Technical University in Ankara (English medium) - skills teaching – academic language skills. Co-ordinator of academic presentation skills course.

[03:49] *Why start the channel and who for?* Aimed at 1,200 students taking the course and 20 teachers offering the course. Felt need for a channel as needs analyses showed complaints about lack of visual support. Wanted to produce models (student examples). Not all perfect, but materials to talk about. Wanted to add fun, so also animated videos.

1 LR: that steve linked me to. so basically could you
2 just tell me why you decided to start using video.
3 and.
4 SB: sure.
5 LE: hows that going at the moment. and who are you
6 using it with.
7 SB: okay sure. well i. every semester the course is
8 offered to 1200 students so im using it with those
9 students who are taking the course. im also using
10 with the 20 teachers offering the course again
11 every semester. and i felt the need to make use of
12 a channel because when i became the coordinator of
13 the course i had a look at the (xxxx) analysis and
14 i found that most students and teachers complained
15 about the lack of visual aids in the course. so we
16 do have a very cool book except the presentations
17 that we expect have a fixed format and that fixed
18 format its not available elsewhere. so i have to
19 produce models. and the examples on my youtube
20 channel its not like theyre all perfect but they
21 are materials for us to talk about and those fixed
22 expectations are made very clear thanks to those
23 videos students example. and otherwise i just
24 wanted to add some fun to the course by the
25 animated videos. the i mean by the videos that are
26 not student examples.

[05:09] SB records student examples. Very structured presentations, with three assigned themes and rising expectations.

27 LE: okay. so youve got the student examples so they
28 will just record themselves giving a presentation
29 or talking about something.
30 SB: well i do the recording and its not an unstructured
31 talk it is a very structured presentation that they
32 give. and there are three types of presentations
33 that we ask our students to give throughout the
34 semester on three different themes with rising
35 expectations. and those are the presentations on
36 the channel.

[05:47] Students can use them as they are; SB's my intention would be for students to watch, pause, think about how/why the presentations are effective. Felt that instead of preaching to students, it would be more useful to work on something more concrete. Award-winning idea.

38 LE: what do the students do with this material? so how
39 would you use one of those videos?
40 SB: okay well the students can use them the way they
41 like but the way i intend them to use them is like
42 they watching the videos pausing them thinking
43 about the thesis thinking about how (xxxx) it was
44 and then how smoothly the topic was introduced and
45 then.

47 SB: critical eye.
48 LE: yes.
49 SB: and there way teachers use them is similar. i mean
50 instead of preaching the students like do this and
51 dont do that working on something concrete i
52 thought would be much more useful and thats what i
53 investigated actually in the videos that you
54 watched in the conference talks. actually in that
55 conference my idea was rewarded. i got an award.
56 it was.
57 LE: oh right.
58 SB: it was found to be the most innovative idea.
59 LE: really.
60 SB: yes.

[07:10] Other examples of videos: an animated video about preparing and using slides. In the department, the same course is taught 4 times, so can be repetitive for teachers – if using video, this can be paused and discussed. SB is planning to give another presentation and can send list of other types of video she has.

[08:29] *Why YouTube?* Has had resistance from department because keeps using technology. Has had problems with teachers using Dropbox and Drive. YouTube is the easiest, even for the most technologically illiterate.

[09:20] Was expecting drawbacks, but hasn't encountered any. Expecting (unpleasant) comments, but none yet. Can limit access to her channel, if necessary. Was expecting students to change their minds about permissions, but this hasn't happened.

[10:52] *Do public videos impact performance?* Students do presentations in class first, and only later are asked if they want to be filmed. Video performances are not authentic – multiple rehearsals, no audience, so issues with eye contact. Not a problem, though - needed videos to talk about and also for standardisation.

62 SB: and i needed videos for teachers to talk about like
63 what exactly is this what we expect. what exactly
64 do we expect and are we standardised in our

ViLTE Resource

65 grading. so we used those videos for our
66 standardisation sessions too.

[12:20] *Feedback?* SB offers suggestions how teachers can use the videos, but ultimately up to them. Some are on [EDpuzzle](#), too, with some questions teachers might have.

67 LE: okay. and how have teachers greeted the channel.
68 what kind of feedback have you had from them. and
69 do you have to train them to use the videos.
70 SB: well i in every meeting have my own suggestions in
71 how to use the videos. but our teachers being
72 university structures are autonomous in their
73 decisions and they can decide not to use the videos
74 at all to refer them. they can decide whether they
75 want to refer their students to the videos or they
76 can reintegrate the videos and make the whole class
77 all about the videos too. so its totally up to them
78 but do i give suggestions. i always do. like pause
79 here. talk about this. and i actually even have
80 some videos on edpuzzle too with the questions that
81 i thought that teachers would ask to their
82 students. but its not like our courses are uniform
83 in the tasks that we do. the skill is common but
84 then the objectives are common but the way we teach
85 its not that structured.

[13:26] *Any resistance?* Most were appreciative and made use of the material. Some objected to the idea of providing models/examples, but overall very little resistance.

[14:43] Has made a contribution to students' presentation skills. Most feedback is positive.