

### Teti Dragas Interview Summary (SM)

SM outlines project.

[01:45] *Background* CELTA in 1998, then taught general English in Durham; DELTA in 2003, worked in UK and abroad; trained up in 2006 and took over CELTA at Durham, running it with a colleague for 3 years, until it closed for financial reasons. EAP was growing, so worked on EAP and preessionals and on MA programmes - one MA for low experience/pre-service teachers (MA TESOL), the other MA for teachers who have 2 or more years' experience (MA Applied Linguistics for TESOL). MA Director since 2011 and added a practice element. Important to have practice, even if MA is largely theory; on the TESOL MA most students are and want to be teachers. Use reflective practice, rather than competencies, as assessment. Influenced by IATEFL talk – students do it all by themselves on the module (no input) – all learning comes from TP. SM: More like a CPD process. TD: Tutors still focus on points in feedback.

[11:09] On the other module (for inexperienced or pre-service teachers) tutors video TP and students can go back and review. One assignment is reflective - though only loosely, because mainly pre service teachers, with little experience of reflection. They do have group reflection after TP however and we do TP intensively in a week in small groups.

[12:32] Recorded by the tutors, usually one fixed camera, back of room (want better kit) Tutor puts up on VLE.

[14:05] Students don't have to watch video to integrate into assignment – though probably do. No analytics. The role of video is more important in ALT/experienced teachers course because they have the skills to review more reflectively and understand practice better.

[16:44] On the ALT course there is a couple of weeks of input, establishing the ground and specifically how to work through reflection and collaboration and dialogue. Working with international students approach, so there is an increasing feeling of no best method. Students teach real other international students from the university. Methodology module and other modules are going on separately and are designed to be feeding in (I teach this module too).

[21:25] Classes take place once a week and feedback a few days later. Teachers collaboratively plan the lesson, tutors video. They've done a number of different things over the years: first they had a camera, then they had two cameras, facing the teacher and facing the students; then got 2-3 webcams and the university has a programme that allows you to flick through screens (teacher, students, board) – press box to switch screens as you're watching - then went on [Kaltura](#). Did a lot of work with IT for this and didn't always work – technological thing and practical issues – stressful! Next stage: tried [swivl](#), which tracks one mike on the teacher, but has multiple mikes, so you can put mikes on different tables and hear different tables; you can hear – but not see – different things. Sometimes got stuck, e.g. if teacher turns their back. Didn't really like it in the end.

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1 TD: so then we have the classes basically once a  
2 week and we have feedback once a week a few days  
3 later. so thats how it work till the end of  
4 term. and we do a few things. the teachers have  
5 to collaboratively plan a lesson and then they  
6 come in and teach it and we video it. we have  
7 done different things with the video over the  
8 last few years. so firstly we had the camera.  
9 then we had two cameras. so we had camera facing  
10 teacher camera facing student so we could see.  
11 because we wanted to see the students as well.  
12 SM: to see the participation.  
13 TD: yes. then we got part of the university got this  
14 programme that could flick through screens. so  
15 you could download the video get it from webcam  
16 but also be able to flick views. so you could  
17 get the projector or board with the students  
18 then the.  
19 SM: its like a lecture captured isnt it.  
20 TD: like a lecture captured but it was through the  
21 webcam and then it went onto this kaltura. weve  
22 got this kaltura. but it was a kind of programme  
23 within kaltura that allowed. so it was a little  
24 box on the. when you see the video it was a  
25 little box that you could press and you could  
26 switch screens just really easily.  
27 SM: yes. as youre watching.  
28 TD: as youre watching. so you could sort of teacher  
29 view you want to see the powerpoint they use  
30 stuff sometimes or whatever. then you would  
31 want to see the students you could just press  
32 the button at the bottom and you could see.  
33 SM: so youve got two fixed cameras that like hand  
34 handy cam work with.  
35 TD: so that was. sorry im not being very clear.  
36 that was once. we did that but we had to have two  
37 separate videos for that. then we tried this  
38 webcam thing. the webcam allowed us to use this  
39 programme where we could switch videos like  
40 through the web.  
41 SM: but where did the videos come from there. were  
42 they from.  
43 TD: from webcam onto a pc.  
44 SM: so in the classroom there were some cameras  
45 TD: yes webcam.  
46 SM: webcam. and theres two or three of those in this  
47 teaching room.  
48 TD: yes.  
49 SM: and is that something that comes from kaltura.  
50 TD: no we had to do a lot of work with i t to try  
51 and. basically were trying to find a way of doing  
52 it where we can get this capture the classroom  
53 in a way that just one back standing camera cant.  
54 in a way that didnt really show you the nuances  
55 of the classroom. just one camera at the back.  
56 and you cant move it. or you can move it but then

57           youve got to move it. its not that easy. its  
58           better if you can see the teacher the students  
59           the board you lose you know. also if you can  
60           switch. to be honest that didnt always work. it  
61           was a nightmare. so in principle it was lovely  
62           but actually a lot of the videos didnt always  
63           work or have all the three things. that was  
64           because i dont know if it didnt download on  
65           time or. its a technological thing. we needed  
66           i t to come in. i dont know what its like in  
67           your place. but you know classes finish. we have  
68           to quickly rush in. we have to set it up quickly  
69           and rush out because theres another class  
70           waiting. and it takes a lot of time which we  
71           dont have. that made it difficult. we then  
72           had to wait for download time. we bought a p c  
73           so we could download it. and then we had to like  
74           move the p c walk up and come through while it  
75           was downloading. so there was a lot of stress  
76           around trying to get the video to do what we  
77           wanted it to do so we could (xxxx).  
78    SM:   has it got better. i mean has it reached is it  
79           fairly stable.  
80    TD:   well yes and no. so then the next stage this year  
81           we tried this other piece of kit called swivel.  
82    SM:   yes i know that. mushepe organised it (xxxx).  
83    TD:   have you tried it.  
84    SM:   no but im going to try and put this into the  
85           project somehow.  
86    TD:   right. so this piece of kit what it does is okay  
87           so weve got an ipad and its kind of like round  
88           kind of thing. you put the ipad on and it tracks.  
89           it tracks one mike.  
90    SM:   on the teacher.  
91    TD:   on the teacher. but then its got multiple mikes  
92           which is quite nice. so you can put a mike on  
93           different tables and also you can switch between  
94           mikes. so you can hear different like just the  
95           teacher or.  
96    SM:   on the recording.  
97    TD:   yes on the recording.  
98    SM:   but i understand that youve got an audio feed but  
99           surely youve got.  
100   TD:   but it hasnt got a video. youve only got one.  
101   SM:   its got a video which is always on the teacher.  
102   TD:   yes it is.  
103   SM:   while you see a picture of the video you could  
104           go to student x whos with student y and theyre  
105           talking.  
106   TD:   yes you could hear different things but you cant  
107           see different things.  
108   SM:   oh okay.  
109   TD:   right. so it gave us audio but it didnt give us.  
110           and actually it sometimes stuck. so for example  
111           something to know is if you turn if the teacher  
112           turns their back because its on blue tooth and it

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113            doesnt see the signal the swivel would just stare  
114            at the wall. so actually we didnt really like it  
115            in the end. because it almost just using a camera  
116            thats there that records seems to be the easiest  
117            one. but actually its not. it doesnt give you the  
118            best.

**[27:49] SM: Essentially, three choices: two cameras, which gives you two videos you have to watch separately, university system with webcams – not always reliable, swivl, pretty good, but has a problem with freezing. (NB can't use two swivls – doesn't allow multiple signals.) SM: perhaps do a comparison of the three – good for other people.**

119    SM:    so essentially there are three different choices  
120            for you. youve got the two cameras which the  
121            advantage is fairly easy. but they you record two  
122            separate videos which youve either got to watch  
123            separately or edit. which youd have to have time  
124            to do. youve got the university system where  
125            youve got you know the ability to work actually  
126            but its not always reliable. but when it works  
127            youve got all those different screens. and then  
128            youve got swivel which is great for the audio  
129            and pretty good for the teacher.  
130    TD:    pretty good.  
131    SM:    but has a problem with freezing.  
132    TD:    and you cant actually have two swivels at the  
133            same time. so you cant get the student view and  
134            the teacher view.  
135    SM:    no. could you not have two.  
136    TD:    you cant. we did. but you cant because they just  
137            centre on that one teacher audio mike.  
138    SM:    why dont you have one thats kind of to this  
139            mike and one thats to this mike.  
140    TD:    it didnt allow it. it just goes for that signal.  
141            it didnt allow multiple signals in the same  
142            room. We thought of that.  
143    SM:    yes. so it sounds like youve really kind of  
144            thought about video to overly high level in terms  
145            of. so maybe ill come back to you later  
146            about whether youd be interested in sort of doing  
147            a comparison of those three things. in terms of  
148            you know it would be quite good for other people  
149            who havent kind of gone through that process. to  
150            see that these are the choices and these are the  
151            advantages and disadvantages of each one.

**[29:28] Another thing: camera video – massive files. Had to compress – took time, upload on Kaltura – took time and would freeze. What's good about swivl and webcam is immediacy – can start giving tasks.**

152    TD:    the one thing i havent told you is the camera  
153            video right. the files are really large. so that

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154 created a massive problem because we then had to  
155 whats it called make them smaller. compress them.  
156 which took time. then from compressing them we  
157 had to upload them onto kaltura which took time.  
158 and sometimes it would freeze.  
158 SM: on the upload.  
160 TD: yes. and it just took ages. so it was hideous. so  
161 the really good thing about swivel and webcam is  
162 that in a way it kind of goes instantly.  
163 SM: and it compresses itself.  
164 TD: yes. and also we want the videos to be on  
165 immediately after class. because then we start  
166 giving tasks to do with watching the videos.  
167 which if its going to take us two days to get  
168 the videos up we havent got two days because  
169 weve only got three days before feedback. weve  
170 lost half the week. so yes obviously if you had  
171 a really long of time. but you dont. so thats  
172 another problem.  
173 SM: okay.  
174 TD: they write. well we write tasks. we set tasks.

**[31:00] At the moment, students are just encouraged to reflect on what happened in the lesson – no written form. Then the tutors go off and, based on viewing the lesson, write tasks. Some ask students directly to go back and clip the video, but some are to do with other things {e.g. find some instances of this}.**

175 SM: based on what youve watched. you were live in  
176 that class. its been videod and while youre  
177 watching it youre thinking of tasks. are they  
178 tagged to the video or do you give them the time  
179 in which to complete them.  
180 TD: so some of them are directly asking them to go to  
181 the video and do clipping which was what i talked  
182 about the other day.  
183 SM: yes. so they clip a bit of the video.  
184 TD: to focus on something. but some of them are kind  
185 of i dont know to do with something else like if  
186 i think about this aspect of the lesson find some  
187 instances or what do you think about this. i dont  
188 know. specific points. and then they have to just  
189 watch the video with that in mind and talk about  
190 it. or just remember from the lesson. but then  
191 they can go back to the video to watch it.  
192 SM: okay so some of the.  
193 TD: some of the tasks. sorry. some of the tasks might  
194 be about the materials or might be about like  
195 you know. im just trying to think.  
196 SM: but then they go to the video and respond to that  
197 based on something theyve seen. they dont  
198 respond to it just from memory.  
199 TD: they can do cant they. they can if they want.  
200 SM: well both then.  
201 TD: yes they do.

[33:05] SM: do they integrate examples to suggest they've viewed video in assignment? TD: Some, but can't be forced. In assignment appears as: *when reviewing the video, or (the really good ones) I did some analysis from looking over the video.* Re assignment: teaching teachers to be reflective practitioners – one thing, to do reflective writing – another thing, using the video to reflect - yet another thing – not sure assignment is capturing all those. Not sure all of these things work perfectly all of the time. (*Discussion of this approach.*)

202 SM: okay. when they do their presentation. sorry when  
203 they do their assessment which you said before is  
204 pretty reflective do they tend to integrate sort  
205 of examples.  
206 TD: some of them have yes.  
207 SM: which suggests that theyve actually looked in  
208 detail at the video.  
209 TD: yes. we suggest it. thats what we say. we cant  
210 force them to do it.  
211 SM: no. what do they. how do they appear in a sense.  
212 are they kind of vignettes or little descriptions  
213 or a bit of transcription or a screen grab.  
214 TD: so some of them have said when reviewing the  
215 video. like for example they might have said i  
216 thought this da da da da da about my practice or  
217 i remember this. when reviewing the video i saw  
218 that actually it was different. or i did some  
219 analysis are the really good ones from looking  
220 at the video. for example how many times i talked  
221 or whatever it was. or how long i talked over the  
222 lesson. whereas i thought that id only talked for  
223 seventy per cent i was actually talking for.  
224 sorry the other way around. for twenty per cent  
225 i was actually talking for seventy. so the really  
226 good people use it like that. but actually there  
227 is a whole thing about the assignment and  
228 reflection which i dont think. i think teaching  
229 teachers to be reflective practitioners is one  
230 thing. but actually getting them to write  
231 reflective writing is another thing. and then  
232 using the video to learn is another thing. and  
233 i dont know if all these things are capturing  
234 it actually in the assignment. thats the point  
235 of it. but I dont know if it always does.  
236 it doesnt meant that theyre not learning or  
237 theyre not getting from the video. but I  
238 dont know if all of these things work  
239 perfectly all the time. does that make sense.  
240 SM: well it does.

[37:32] TD hasn't written about this yet, but wants to. Student are still are looking at *themselves* - didn't get collaborative thing. No formula: involves people.

[39:42] SM: Does video take us away from the memory-based/personal aspect of the thing? TD: In some ways you could argue video is very intrusive. The good thing is you are meant to record things in a factual way in tasks – you can do this objectively with video, you can look at the practice – the video doesn't lie. Although it's always intrusive and frightening and difficult to watch yourself. Anybody observing changes the way you teach. Also, we're setting classrooms up in a particular way – how authentic is it? SM: Seem to be trying on equipment and process level.

[43:35] Thinks students do think it's worthwhile, but this is not linear - maybe after the course or later. What can we aim for in teacher learning? Get teachers to start thinking in a way about their own practice – this is a skill, and once they've got it, they can continue on their development. About how you reflect on and use your experiences to shape you for the future – helps teachers in the long run.

[45:59] *Next steps* – what TD is talking about at IATEFL. Now developed self-study materials based on videos - (generic) reflective tasks about practice for teachers to use when reviewing own videos.

SM: Lots to write about here. First stage – want to make a community of practice.

### **Extra notes and developments!**

Thought you might be interested to note that this year we are using yet another piece of kit for video which is part of the Encore or Panopto software (lecture capture software) that has been introduced this year at the institution.

We are half way through the module and the tech has let us down again! I think it's got potential but the videos haven't recorded properly always and IT have not been able to support too much which we needed. Essentially lecturecapture has come in as an audio not video-based addition for those who need it and the video use (as far as I know) is limited to possibly only us. The potential is that you can record on various kits (mobiles, tablets, webcam through computer, laptop etc) and can join a recording session from different devices easily and this can be accessed by simply switching effortlessly on the final recording to the different screen views. It can also record ppt (if necessary). However, we again have had problems and have reverted to cameras which in the end seem to be the most reliable. Blackboard software has made it easier than previous to upload and upload times are now good but students have to watch the two different camera views separately and cannot switch screens as with the other kit.

I have also since developed the input sessions at the beginning of the ALT practice module to focus a lot more on setting up the approach and how we are going to work on the module: ie through collaborative, dialogic reflection (class discussion) and individual reflection (in the diaries). This has also been important as it has helped support students to reflect and in the feedback sessions which we have also now called 'reflection' to drive this home more clearly.

## ViLTE Resource

### Resources:

My IATEFL talk has been filmed as part of a forum on reflection and I talk about video and clipping tasks specifically here. I thought I'd put it here in case it is useful

<https://iatefl.britishcouncil.org/2016/session/forum-encouraging-teacher-reflection>