Tony Prince and Jason Skeet Interview Summary
SM: How do you use video and how useful do you think it is? Mainly interested in online module.

[01:04] JS: The main thing that springs to minds is Q &A. You can embed questions, so participants can pause, answer, start a thread, another participant can see and respond and ask another question; asynchronous. Very useful; e.g. filmed himself teaching 3 different types of speaking activities with L2 language learners for CLIL online course. Questions to get participants to reflect on CLIL aspects of the task and reflect as teachers on the activities. SM: Developed this tool in-house?

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1    IE:   the first thing that springs to my mind is the
2          video under is that how am i
3    IE:   q and a yes.
4    IE:   q and a so that the online courses there is a
5          particular type of activity where a video could be
6          watched. you can embed questions into the video so
7          the participant can pause the video any moment can
8          then add responses to the question and start a
9          thread as well so other users later and it doesnt
10         have to be so its not synchronistic no its
11         asynchronous. so another participant watching the
12         video later can see the response and add to the
13         response or comment on the response and i think
14         thats been very very useful actually. ive used that
15         by filming some activities. it was actually me
16         delivering the activities so i taught three
17         different types of speaking activities speaking
18         tasks.
19   IV:   with language learners?
20   IE:   yes so they were l2 language learners. this was
21         for the clil online course. and then the questions
22         were related to the activity to get the
23         participants to reflect on the clear aspects of
24         the tasks and to reflect as teachers on the tasks.
25         i think in my view thats an interesting use of
26         video online to get to do that.
27   IV:   and thats a tool that you developed buy into for
28         you.
29   IE:   yes.
30   IV:   for your (xxxx)
31   IE:   it is although there are similar things available.
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[02:50] TP: based on VoiceThread app? Most beneficial with participants whose English language level is not as good as they would like it to be. Can consider what they want to say and post after they've had time to plan/think. In class only those who are more confident in their language tend to participate. Online you can take as much time as you like to make your post as clear as possible. Q&As a crucial aspect of how those lower level participants interact.

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32   IE:   yes but i think it was based on voicethread and
33         the vc app although i dont know to what extent
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34          thats been developed or still in development. two
35          things id add to that when ive seen it sorry where
36          ive seen it most beneficial is with students or
37          participants whose english language level is not
38          as good as they would like it to be. because what
39          video q and a and forums allows is for somebody to
40          consider what theyre going to say and then post
41          after they have had time to perhaps watch it a
42          couple of times or just think about what theyre
43          going to say. so very often what i see when i
44          contrast this in class is you will play something
45          even if its a video of the same video and you will
46          only have those people who are of a level of
47          language that they feel they can communicate
48          contribute. and even as a teacher if you are trying
49          to involve those lower level or those less
50          confident people its still very difficult because
51          its real time. and so youve got to create an
52          activity or do something to slow the faster ones
53          down or to give them something else to do while
54          the others catch up. online theres none of that
55          problem. you can take as much time as you like.
56          you can go to google translate and check your
57          vocabulary whatever you want to do to make your
58          post as clear as possible. so i think for lower
59          level language users those forums and those video
60          q and as are a crucial aspect of how they interact.
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[04:42] The second thing is it can really help bolster the feeling of community. Participants (rather than tutor) respond to one another's questions or criticisms.

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61          the second thing id say is that it can really help
62          to bolster the feeling of community as well because
63          what the video q and a allows is for the
64          participants to respond to what each other is
65          saying. so you can get somebody posting a question
66          and as a tutor what i often do is ill leave it
67          until other people have had enough time to respond
68          and what ill often find is that somebody else has
69          responded. somebody else has answered the question
70          that has been posed or has responded to the
71          criticism for instance and said this is what i
72          think and then that creates a much better sense of
73          community amongst the learners.
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[05:27] JS: Also possible for user to pause video and add comments – generates a lot of thinking and good to record that thinking process.

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74    IE:   yes and its also possible for the user the
75          participant to pause the film and add comments.
76    IV:   yes. yes.
77    IE:   that happens quite a lot so it is generating a lot
78          of thinking and its a good way of being able to
79          sort of record that thinking process from the point
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80          of view of as a tutor you can see what people are
81          thinking their comments that theyre adding.
82    IV:   yes.
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[05:56] TP: On NILE course tutors are encouraged to do summary/weaving – take key aspects of activity that's happened on the course and then summarise it at the end of the unit for participants. Participants don't necessarily see comments posted after they've posted on the Q &A. SM summarises: value of summary is to pick out key points for those that came early into the Q&A.

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83    IE:   it is interesting because id add to that that one
84          of the things that we do on the nile and were
85          encouraged to do by joan and by tom is this thing
86          they call some people call it the summary some
87          people call it weaving. so basically the idea is
88          that you take the key aspects of the activity thats
89          happened during the course and then you summarise
90          it at the end for that unit for the participant.
91          one of the reasons that thats really necessary to
92          do is because the participants dont necessarily
93          see the comments that are posted after they have
94          posted their video q and a.
95    IV:   oh i see yes yes.
96    IE:   yes.
97    IE:   right
98    IE:   thats true.
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[07:33] TP: participants are very often keen to have a record or summary of what they've learned. JS agrees; the purpose is to summarise key points in case someone has missed some aspects. TP: Very often the Q&A gets massive, so very difficult for people to keep up. JS believes, though anecdotal, that people do go back and re-watch and look at what's been added.

[09:03] JP: Also used on the CLIL module in interviews with practitioners/experts – context and history to CLIL. Nice way of providing input and giving a face to people whose books participants have encountered.

[09:51] SM summarises: in terms of video as genre, classroom examples, to-camera lectures, and interviews with experts. Any other? TP: never uses to-camera – would use something like Camtasia to screen capture and narrate over it. Can control what he's saying much more, i.e. can focus on content rather than worrying about engagement. With webinars so concerned about what and how he's saying to people (can see himself) that content gets de-prioritised or muddled. Uses PowerPoint rather than Prezi as can't download it – can link but can't send through. However, PowerPoint used/sent out is (emphatically) not text. A PowerPoint for video is principally key points and examples, with him talking over it.

[12:34] SM: Any other? Student-produced video? JS: TalkPoint tool allows you to create a presentation – students can also upload a TalkPoint, a webcam response to question or activity. Students can respond with video, text or audio. Some will prefer

to respond with text – feel self-conscious - but when they do respond via webcam, it's nicer – creates that sense of community, they can say more than if writing. SM: A guesstimate re choice text or video? TP: Has to be scaffolded. If you do it right, you'll get 80-90%. JS: Part of the moderator's role? TP: Yes, but doesn't do it well enough himself.

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99    IE:   you cant design the tool that you would ideally
100         want. when youve got a forum as i understand it
101         somebody posts and it appears in the daily summary
102         of the activity.
103   IE:   absolutely. so the tool that we have is called the
104         talk point.
105   IV:   yes.
106   IE:   it allows you as a tutor to create a presentation
107         so it could be using powerpoint slides and then
108         enumeration that students can also upload a talk
109         point. usually they say something to their webcam
110         in response to a question or an activity that
111         theyve been given. what i have found is kind of
112         mixed. when they are given the activity they are
113         actually given a choice. they can respond with
114         video or text or just audio and some will prefer
115         to respond with text rather than use their webcams
116         and that i think they just feel a bit selfconscious
117         for doing that. but if they do come up with the
118         webcam its much nicer. i dont know if thats a good
119         way to say that better but its nice in a sense that
120         it makes it creates that sense of community.
121   IE:   yes yes.
122   IE:   i think they can feel they can say more than if
123         theyre writing.
124   IV:   as a guesstimate whats the sort of in terms of that
125         choice between text audio and video what
126   IE:   but i think it has to be scaffolded if youre going
127         to do it. the reason im saying this is because if
128         you do it right if you do the julie salmon thing
129         of creating a community and the steps that she
130         indicates is going through if you do it right and
131         scaffold the process of capturing yourself with a
132         webcam youll get 80 90 per cent and then the people
133         that dont do it are the ones that feel reluctant
134         to show themselves on camera.
135   IE:   do you think its that part of the moderators role
136         to
137   IE:   yes and im saying because
138   IE:   to do that
139   IE:   i dont think i do it well enough.
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[14:56] SM summarises: If tutor does it well, greater chance of participants will feel comfortable doing it? TP: Yes, if stages explained. Mechanics and why it's useful for people to do it.

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140   IE:   yes yes thats something i
141   IV:   so youre saying that if you do it well theres more
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142        chance that the participants will feel comfortable
143        doing it.
144   IE:  yes or if i explain the stages they would because
145        very often people havent used their webcam on their
146        camera or on their phone.
147   IV:  so youre talking about explaining the stages of
148        this or mechanics of doing it.
149   IE:  yes or even why its useful for people to do it as
150        you say.
151   IE:  to encourage it yes.
152   IE:  to create so (xxxx) to effects or i dont know a
153        face (xxxx)
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[15:] SM: So something you do in the course? TP: Not enough.

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154   IV:  so is that something that you do in the course in
155        the module to provide a rationale and an
156        encouragement for them to do it
157   IE:  i dont think theyre doing enough. i was thinking
158        that me and you now talking about it if i was to
159        say  why dont people choose to do it more its on
160        me.
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[15:53] JS was advised by Jo (Stirling) first two weeks are really crucial - make an effort and be as active as possible – helps to build up community, engagement. Readiness to engage with TalkPoint – revealing yourself – links back to that moderator role. SM summarises: partly degrees of comfort and partly training? JS: Yes, a bit of both, but particularly comfort, feeling they've had interaction in forums etc., then more prepared to show themselves on camera.

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161   IE:  one thing that we have somebody here who oversees
162        the online course.
163   IV:  joan.
164   IE:  joan yes and she made a comment to me i think on
165        the second iteration of the courses i was involved
166        with. the first two weeks are really crucial. put
167        the effort in as a moderator. make a big effort to
168        interact with people to respond to posts to be very
169        quick about responding to posts to be as active as
170        possible in those first two weeks. i think what
171        that does is it helps to build up that sense of
172        community interest and engagement. thats an aspect
173        i think of what youre saying there tony to get that
174        involvement with the talk points which is kind of
175        like an extra step and sort of revealing yourself
176        in that way.
177   IE:  yes yes.
178   IE:  i think it links to that moderator involvement and
179        engagement. i found that the last group that i
180        moderated which was the biggest group that ive been
181        involved in moderating more people did the talk
182        points and i was more conscious about putting that
183        effort in at the start than before. so i wonder if
184        there was a link. i cant know for sure.
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185   IV:   youre saying you create that kind of community and
186         that interaction early then people are gonna feel
187         more comfortable so it might be partly to do with
188         degrees of comfort.
189   IE:   i think so. i think so.
190   IV:   and partly to do with training and showing them
191         the way to do it.
192   IE:   i think its a bit of both but for me its mainly
193         the comfort element. and if they feel theyve had
194         some interaction with each other through the forums
195         and theres been lots of engagement and the
196         moderator in particular has been very supportive
197         and positive and all those kinds of things i think
198         theyre more prepared to then say something to
199         camera. thats my feeling but i dont know for sure.
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[17:46] TP: Webinars another form of video. By end of second unit tutors will have had a webinar with ss. The first one is often troubleshooting and community more than content. If you can get students comfortable with the webinar, then they are more likely to use video in TalkPoint.

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200   IE:   vastly different approaches or access to wifi to
201         broadband to just computer equipment. and so saying
202         to them today were going to focus on getting you
203         comfortable online to some people can be like when
204         am i going to turn up because or i want to turn up
205         at the beginning or come halfway through and then
206         that kind of creates
207   IV:   that cycle yes.
208   IE:   i dont know how to get around that.
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[18:50] SM Explicit in troubleshooting focus for first webinar? TP: Maybe should be more explicit. Problem: huge diversity of people and contexts and vastly different approaches and access to WiFi, broadband, computer equipment. Participants routinely say how much they've learned from each other, but difficult to organise webinars.

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209   IV:   yes but its an interesting thing is that thats your
210         experience that that first session is often more
211         about troubleshooting than content.
212   IE:   its almost always more about troubleshooting
213         because of the diversity of the i mean one of the
214         great things and participants say this again and
215         again is how much they learn from each other
216         because of the diversity of the contexts. but the
217         negative side of that is arranging webinars because
218         its a bit of a nightmare.
219   IV:   with time.
220   IE:   time differences and getting people into the
221         webinar effectively. even after youve done it once
222         sometimes it can be
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[20:38] JS: First webinar not such a troubleshooting event for him – someone else usually has done it/does it for him. Not confident doing it himself at home. Has become more directive re expectations in terms of involvement and prodding people to put webcams on. Directing questions at individuals – has been beneficial.

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223   IE:   yes. for me the first webinar isnt such a kind of
224         troubleshooting focus but perhaps thats been
225         because when ive done it and ive always had
226         somebody else do the troubleshooting so i (xxxx)
227   IV:   its because youre a second module i suppose.
228   IE:   its just because ive always im not confident to do
229         it at home on my own so ive always asked to come
230         in and do it at nile and then ill have somebody do
231         the troubleshooting the tech side for me.
232   IV:   yes yes yes.
233   IE:   what i have in terms of the more recent webinars
234         that ive done i have been far more directive about
235         my expectation in terms of involvement and actually
236         prodding people to put their webcams on. because
237         often in the past ive found that theres been people
238         who just want to listen and not get involved. in
239         order to address      that ive been more kind of
240   IV:   higher.
241   IE:   demanding and actually directing questions at
242         individuals and saying look i need to hear you now
243         and i want to see you now. and i found that thats
244         actually been beneficial to me. its helped
245   IV:   so thats across the course.
246   IE:   to increase the involvement.
247   IV:   not just the first two weeks.
248   IE:   im just thinking about the webinars.
249   IV:   okay.
250   IE:   the moderation in the webinars.
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[22:05] TP: Adobe Connect is platform used and maximum 16 participants.

[22:24] TP: Most or many courses online follow a push model – a lecture online. Need to reconceptualise how students are going to study and how video is going to be used. At the moment: lowest cost at point of tutor and maximum cost at point of creation – no money going into interaction; that's where NILE differs dramatically from other courses. (*Discuss production quality on YouTube and their videos. SM speculates on possible correlation negative impact of high production values on student posting.*)

[25:27] TP: Unfortunate that the way video is going/seen is about putting your money in what it looks like rather than it what is done after. NILE is very keen on measuring impact – quite unusual in this.

[26:58] SM: Element of loop learning in how you use video? TP: Wish it would happen like that, but many people see that as one step too far. Directing participants

to Camtasia evokes response: takes a lot of time, not comfortable doing it, don't know how.

[28:23] SM: Do you have a course that really does stuff like screen capture and video production? *(Some uncertainty)* TP does a lot of training in using digital tools as part of a course – 2/3 face-to-face. People are interested in tools; video as text is (many) steps too far for many people.

[30:48] SM: No examples of teachers on the course aiming to use tools encountered in their own teaching?

[31:20] JS: Might be due to being part of a distance learning course; most teachers' teaching contexts are face-to-face, but interesting point – missed opportunity to develop resources. TP: Was very keen on using Camtasia in pre-sessional courses while working at the University of East Anglia; one of the responses from teachers was – no it'll replace me or affect my work hours. JS: Typical response, also in FE. Gap in terms of perception and understanding of what it could be. TP: Production of video is (only) the first step. What do people do with it? (*Discuss report which suggests 50% of delivery will be digital and reality of this and of learning from video without tutor interaction*)

[34:46] TP: Frequent response to suggestion of using more videos is 'When are my students going to do it and how am I going to get my students to do it?' EDpuzzle – take video and build interactions around it. (SM: As said before, moving people on from seeing video as an artefact and as another form of text.) Recently looking at how teachers were using English as medium of instruction in Milan and watched teachers doing beautiful presentations with no interaction.

[37:11] JS: Has used video as a tool for reflection much more in the general ITT he has done, recording teachers teaching and using this in post-observation feedback. Particularly effective when getting teachers to watch and identify key moments in their teaching themselves.

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251   IE:   can i just very quickly say we havent really gotten
252         into this but using video as a tool for reflection
253         which ive not ive used much more in the general
254         itt training that ive done. so this would be in
255         terms of recording teachers teaching and then using
256         it afterwards in the postobservation feedback. but
257         also one of the things that ive done that i think
258         is really effective is getting the teachers to
259         watch the video themselves and identify particular
260         moments in their teaching.
261   IV:   if i come back to you later would you have an
262         example of that of where youd say what one of those
263         moments was
264   IE:   yes well i think its more effective if you ask the
265         teachers to identify those moments. it can be as
266         simple as a moment that they thought went really
267         well and it should be as short as possible one
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268       minute that kind of micromoment and a moment that
269       could have been even better and then to get them
270       to talk about and rationalise whats going on there
271       and dig in to i think that really helps with this
272       reflection because that is such a big area in terms
273       of developing teachers reflective ability. having
274       the video somehow does help them to make that
275       analytical step.
276   IV: thats really interesting stuff and thats
277       definitely part of the projects. i might come back
278       to you just as an email exchange (xxxx).
279   IE: okay yes.
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[38:53] TP refers to VEO and it's ability to tag the video as a trainee or for someone else. Teacher and trainer can tag and compare – really nice.

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280   IE: theres a tool that tom and i were looking at in
281       relation to that. there is a company called veo.
282   IV: yes veo newcastle.
283   IE: thats actually yes newcastle thats developing the
284       ability to tag your own video and say okay this is
285       when the student
286   IE: in real time.
287   IE: well not even real time or on the platform
288       afterwards so you can then as a teacher as a
289       trainee you can tag it. so you can video and tag
290       as youre watching or you can get somebody to tag
291       afterwards and say this is an example of where i
292       thought the student interaction with each other
293       was really good.
294   IE: yes yes.
295   IE: and the nice thing about that is that the teacher
296       can tag it and the trainer can tag it and then you
297       can compare. that i think is (xxxx)
298   IV: and you can change the tags as well to make them
299       about teacher talking time or the way that you gave
300       feedback or whatever. its a very flexible app.
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[39:42] JS Do Coyle did research project where students in school were involved in reviewing and identifying moments – co-researchers. TP briefly outlines example of when video might have been useful.
Parting remarks