**Interviewer:** Now it's recording.

**Interviewer:** We are doing an interview for streaming video content. The ways that instructors can work with video content is evolving rapidly with the ascendency of streaming platforms, including those the library licenses or are made freely available, over older formats, like VHS and DVD. Within this context, the library is conducting a study to understand the possibilities for fostering instructional use of video content at our university. I would like to ask you questions about your current use, preferences, and future plans for incorporating video content in your teaching, and perspectives on the role that the library can play towards that. Before we begin, I would also like to acknowledge that the landscape of available video content for educational use can be incredibly complicated, especially in terms of copyright terms and pricing models. Those complexities are not the focus of our conversation, but of course they cannot be divorced from how we can use video content in our teaching. As we go, please feel free to request we pause at any point, if you would like further explanation or clarification about video content in the context of the broader educational media landscape, or any other aspect of our discussion.

**Interviewee:** Great.

**Interviewer:** So, current practices. I would like to begin by exploring how you teach with video content, including VHS, DVD, and the content provided through streaming platforms.

**Interviewee:** So, I teach a couple of different classes, and all of the classes that I teach include streaming videos, in some way or another. The simplest example is in ChAD 104, which is my Program Evaluation class. We basically talk about different nonprofit programs in the area, and I'm teaching students how they can evaluate a program: how they can ask questions about the program, how they can determine if the program is working effectively. And to do that, we talk a lot about example programs, and the easiest way for me to give students an introduction to an example program is to show them a short clip about the program. So, what I tend to do is I tend to find two- to three-minute videos on YouTube. Normally, they're either news clips or videos that the organization itself has put together, that kind of give an introduction or an overview of the program; and then we, as a class, kind of discuss the program, and I ask questions about the video, and we talk through how we could evaluate that program, if we were doing a program evaluation of it. So, because the only way for me to kind of teach that class is to have examples to talk about, and it's easiest to get those examples by showing a video, I show those videos in class.

**Interviewer:** That's great. You're giving me examples of classes you're using the content in. How does the content in the videos contribute to the pedagogical goals of the class?

**Interviewee:** So, I think, for that class, the only way to-- the class is focused on skill-building and using your skills, and so the only way to use that is-- it gives a real-world, practical application. So, in class, we learn about, "Oh, how would you ask a question about the activities that this program is doing?" And the only way to make it not vague, and not just like, "Oh, which do people like best?", is by giving them a concrete example. So, showing the video in class provides a concrete example that we can build off from. So it's like, "Oh, we watched a video about a program that does afterschool sports camps for kids." Now we can all-- we watched that three-minute video, and then I can connect that to the questions we ask and what we talk about, and give students a more real-world experience with how they could kind of apply the skills they're learning in class.

**Interviewer:** I'll ask you two or three questions that are related to the larger question. How do you determine which video content you use in your classes, and at what point in developing a course do you identify opportunities to include this content? Do you typically have very specific titles in mind, and where do you look for the content, typically?

**Interviewee:** So, it depends. So, I've actually-- I want to back up slightly, just because I talked about one class where I use videos, but there's another class that I use videos in that's very different. So, I also teach a class that is for preservice teachers who are going to be teaching in the field. And I guess this is specific to COVID, but normally they would be observing in classrooms, but because of how COVID has made that impossible, we are instead watching videos for class. So, for that class, normally, students would be spending five hours a week in an elementary school, and instead we're watching tons and tons of videos of teachers teaching. And so I use that kind of similarly, in terms of pedagogically, to give them concrete examples, but I'm really using it as a way to cover for the fact that we can't be in classrooms. I also, in that class-- in both classes, I have some videos where I want them to watch a longer video that is giving more context. Not just-- most of the videos I show in class are to give examples, rather than to teach a specific content. But for the practicum class, I do have a couple of longer videos, one of which I'm thinking, off the top of my head, that they're watching this week is like a PBS-produced video about the brown eyes/green eyes teaching experiment in the '60s. And so, I kind of use those-- those two classes are pretty different, in terms of how I use the videos, so I just want to bring that up. Because when I think about your current question, the question you just asked about when I pick the videos, for my proto-evaluation class, I mostly pick while we're going. I have some that I use every semester, but I get bored, and so I try to find new videos each semester. And because it's like any video could slot in-- it doesn't really matter what program we talk about; it's more about how we talk about the program-- I tend to look for those videos the night before, or a couple of days before I'm teaching that class. And...

**Interviewer:** And where do you look for those videos?

**Interviewee:** Mostly on YouTube, or I'll go into a Google search bar, type in the... like, "nonprofit"-- sometimes I'm like, "Oh, I haven't talked about homelessness in a while," so I'll be like, "Bay Area homeless nonprofit" into Google, and then click "Videos," and just see what videos are available. I tend to look for-- I mean, I don't want anything long, because I'm showing them in class, so anything longer than about three minutes, I don't even look at. And then I go through and kind of select videos kind of based on that. For longer videos that are going to show content, those videos I pick when I'm planning the semester in advance, and... for the-- I'm trying to remember. I know that I searched the library databases, because there was a video I wanted to show that we didn't have access to, and then we got access to it. I felt bad, because I made our librarian go get access, and it was all this work. And then I watched the video, and it was like, "Oh, actually, I don't love this video. We're going to watch something else, entirely." So, the PBS video, I think I also found Google-searching around, because I looked through the library offerings and just didn't really find anything. I also, actually-- now that I'm thinking about it, when I first started teaching the Program Evaluation class, the class that I show short, three-minute videos for, I did look through the library for that, too, and I just didn't find-- I mean, it makes sense, but we just-- we, at the time, at least, didn't really have access to any streaming, online, short-clip videos. There was some stuff around nonprofits, but it was all 20 to 30 minutes, and it was more content and less examples, so none of that really worked.

**Interviewer:** When you have looked through the databases in the library, in addition to not finding the exact type of video, because you're looking for examples but not really long content, does the quality of the database, such as accessibility, multiple sign-in pages, or ease of use, factor into your decision to use a specific video?

**Interviewee:** Yeah, if I'm being honest, yes. I know that this isn't really what we're talking about, and I love the library, and I love the databases, and I feel very-- we are very privileged. We're an institution with lots of good, great stuff. I will say that it is-- every time I use the library, I find myself having to sign in two or three times, even though I'm already signed in. It's like, "Sign in"-- sometimes I'll be signed in, and I'll search, and it'll be like, "For results, sign in." I'm like, "I just signed in." So I click to sign in, and then I click, and I click, and then I sign in. So that does a little influence how I think about it. The other thing is with ease of use. Just like... Google is just really, really, really easy. It's just like it's very simple. I don't really have to think too much. I will say... it's like a trade-- I mean, obviously, you knew this, but it's a trade-off. It is easier to use, but I have to spend a little more time going through and being like, "Oh, is this really what I want, or is this somebody's random"-- because it's not vetted. It's just, you know, Google. Whereas with the library, I'm not normally like, "Oh, is this a reputable or good source?" I'm like, "Okay, this is a good source." Now I need to think, "Is it current enough, is it the right length, et cetera?" So, in some way, there's some ease of use going on with each. I've just decided, I think, that the-- for me, the searchability is the more important thing. And I kind of trust myself to be like, "Oh, that's nonsense. I'm just going to skip it." So, some of the ease of use that the library gives me, I kind of do on my own, whereas I do recognize that the library does some preliminary work of vetting and stuff for me.

**Interviewer:** Do you consult with other people to identify opportunities to incorporate video content into your classes?

**Interviewee:** I probably should. I don't think I really have very much. I think part of it is that the classes that I teach, I'm the only one who teaches them. So it's not as if it's like I'm teaching a big section, where there are eight different professors, and I'm going to be like, "Oh, are you showing videos?" It's all-- I'm the only one teaching them. So... it's less... there are fewer people I could kind of bounce ideas off of. I do think, if I were teaching a class that had many sections, with different professors, I would definitely ask, "What videos are you showing?" And I would be interested in pooling resources to get different ideas, and because it would honestly make my life a little easier. It would be less work for me, if I could be like, "Oh, you're showing that video, and you already watched it before, and you know that they don't curse? Okay, I'm grabbing that. Let's go."

**Interviewer:** <laughs> Okay, thanks. To what extent are your current needs for incorporating video content into your courses being met?

**Interviewee:** That's a complicated question, because I will say they are being met, but I am meeting them kind of outside of the library. And I think if I could meet them inside the library, that would be even cooler... but I recognize that that's difficult. For example, I'm currently using-- so, I use a mix right now of YouTube videos, and I have a subscription for our department to ATLAS, which is-- not ATLAS the qualitative coding software, but ATLAS-- it's like a database of videos of people teaching. It's run by-- I'm just pulling it up. Sorry, I'm not-- doo doo doo. It's run by the national board-certified teachers'... people. National Board for Professional Teaching Standards. And so that's where I get tons and tons of my videos for the practicum class where kids were supposed to be in elementary school classes, but they couldn't be, because of COVID. If I could do that through the library, rather than through ATLAS, I would be very into that. I just don't know how feasible it is for the library to have a database of... 15-minute videos of people teaching classes. And since ATLAS already provides that service, it feels like maybe it makes more sense for me to just get my needs met through ATLAS, and then do some YouTube searching, and that kind of thing.

**Interviewer:** And besides this interview, we can also have a conversation about that. You mentioned a little bit earlier that the pandemic has affected the way you are using media content; the need to incorporate video content.

**Interviewee:** I'm using-- in all of my classes, I'm using it more. And I think part of that is because-- well, part of it is obviously because my students would've been in classrooms in elementary schools, and they can't be right now, and so I need to supplement that. But also, I've found that something about the pandemic has just made me... I want my students to have more things that they can talk about together, and more shared experiences, and I'm using videos for that. So, next week, students are going to watch videos individually, like watch this video individually, and then get together in groups and talk about it. And I wouldn't have done that before the pandemic, because I don't think I would've had to force the group work as much. But because they're not in person, and they're not getting that interaction, I'm using the videos as a shared touchpoint to be like, "Okay, now y'all get in groups and bond over this, so that you have some kind of class community, because otherwise, it's like we're all just sitting in Zoom boxes."

**Interviewer:** So, from ATLAS, it's very easy for you to take the videos and embed them in Canvas? Is that how you do it?

**Interviewee:** Yes. I mean, I think it's-- "very easy" is maybe an overstatement. <chuckles> It is definitely-- it's poss-- it's easy, [Interviewee]. It's easy. It's just-- it's a little annoying, but basically, ATLAS is a database, and what I do is, I log into the database. I add the videos that I'm interested in to my personal account. Then I go into Canvas, and I say, "Okay, add this video," and then I kind of drag it acro-- and I don't drag it across, but I select which video I want to include. So it's pretty easy to embed it in Canvas. It's definitely been optimized for Canvas.

**Interviewer:** I see. That leads me to my next question. Are there any recent examples where you encountered barriers to incorporating specific content into your class, like unavailability of specific titles, copyright complexities, things like that?

**Interviewee:** Yes, but this may be not relevant to what we're talking about. For ATLAS, for the-- I mean, I guess we're talking about it, so I'm just going to talk about it. So, we have a finite number of licenses, and I-- you have to sign up for how many students are going to need licenses, and I signed up for student licenses, but it turns out that my class ended up over-enrolled. So I said, "Oh, I'm going to have 35 students." I ended up having 40 students, and it just gummed up the whole thing, and meant that anybody who tried to view a video got a notice that said, "There are too many users trying to use this video, so you can't use this video." And so I gave it four days of trying to fix it, and then I just went to YouTube and was like, "What videos are there? I'm grabbing them. Let's keep moving." So that, I have had trouble with. And I'll be honest: At the beginning, when I was picking videos for a class, when I was picking longer videos, I ran into a number of videos that I wanted to show, that we didn't have access to in the library. And that was like two years ago, and I haven't updated the videos we've bought since then. So, I don't have anything super current where I've had that problem, but I can imagine that I... would have that problem again, if I tried again.

**Interviewer:** When you did have that problem accessing videos through the library, how did you work around, then?

**Interviewee:** I either picked other videos, so I just was like, "Never mind, I'll pick something else," or I-- I have a-- I feel like I have a good relationship with our library liaison, and so I just contacted her, and said, "Can we get these? Which ones can we get?" And I will-- and this is nobody's fault. I will say that the process of acquisition of video-- to me, at least, as an outside observer-- seemed pretty slow. And so... and again, this is maybe my fault, that I'm planning things three days before the semester starts, and I want to know what I'm doing, but it's like, if I put in a request to get a video, and they're like, "Okay, we'll get back to you in a little bit," it's like, well, I actually need to know whether I'm showing this video or not pretty immediately. So, instead of waiting it out, I often would just be like, "Okay, what can I just get for free?" I also, one semester, asked students in my pre-class survey, "What streaming services do you have?", and was like, "Do you have Netflix? Do you have Hulu? Do you have HBO Max?" I asked, "What do you already have access to?", so that I could pull from that, because I was like, "Maybe there'll be something on Netflix that everyone could get access to." And then I decided that felt kind of weird to me, just because it was like, even if most kids had Netflix, not everybody's going to have Netflix, or not everybody's going to want to use their paid-- so it just felt a little weird to do that, so I just kind of abandoned that as a workaround, and just was like, "What is free and available?"

**Interviewer:** When you opted for free content, because that was easier to get into the classes, did you work with anyone else-- besides the library, maybe-- to mitigate those barriers?

**Interviewee:** No. I basically just sent out a survey, and was like, "Which services do you have?" And then I didn't even use the results of the survey, because by the time I got the results, I was like, "Oh, this feels weird. I don't think this is a good idea." But I did not reach out to anybody to figure anything out.

**Interviewer:** Do you think something else could have been done to alleviate these challenges?

**Interviewee:** That's a good question. I think... I mean, in a perfect world, I think... every video that I wanted to show would just be available from the library, but that's not realistic. That doesn't make any sense. I don't even know what I want to show half the time. I think... and maybe I could've done a better job of this. I think, if I had had a consultation with the library liaison, and said, "Hey, I'm looking for three or four videos that talk about X, Y, and Z. What does the library have? What can you offer me?", and maybe had more of a curated conversation where I was getting a little more help, I think that probably would've alleviated some of it, because what I was trying to do was, on my own, figure out what videos we had and what would work, and any roadblock I ran into, I was just like, "Okay, now I'm going this other way. Okay, now I'm doing this other thing."

**Interviewer:** Now we are moving on to expectations. I would like to learn more about how your expectations are evolving around how video content can be incorporated in your classes. Has the availability of streaming content changed how you integrate video content into your teaching? In addition to YouTube, you have looked at some of the video content we have in the library, and their availability. I don't know if you have looked at Kanopy, recently.

**Interviewee:** That's what I haven't thought about: Kanopy. That was-- yeah. So, I-- at the very beg-- sorry. I interrupted your question.

**Interviewer:** No, go ahead.

**Interviewee:** At the very beginning, that's the other place I was looking. I was like, "There's something else I was looking at." It was Kanopy. Duh. So, I was also looking at Kanopy, and was pretty excited, just because it's like, "Oh, every video is here." And then I would look, and it'd be like, "Lots of videos are here, but not the actual one I want to show." <laughs> So, I would be-- I'm very into Kanopy, and I think it's a really, really cool resource. Full disclosure: I have not looked at Kanopy and what we have in probably a year. And now that you've reminded me, I will go and look back at it, because I really did think that was cool, and I love the idea of a Netflix that everyone has accessibility to. Yeah.

**Interviewer:** That leads to a question I think you're already hinting at: What do you see as the greatest benefits of streaming content for your teaching?

**Interviewee:** I like-- I think... a good streaming content... it's-- for me-- because you started off talking about, "What about VHS or DVD or other things?" And for me, that-- I can remember when I was in college, and I had to go to the-- I can remember I was in a Spanish cinema class, and I had to go to the library, and you had to have headphones, and you had to go check out the video, and they would hand it to you, and you had to walk over to your little study carrel, and put it into their special crease, and it was just like, "This is so cumbersome and so annoying." And everybody-- class would be Monday, and so Sunday afternoon, it's like we have one copy, and everybody wants to watch it. And so I love that streaming gives us this democratic world, where everyone has access. You can have access whenever you want it. I know that my students work and keep terrible hours, and I love that students can accommodate their own needs, because it's streaming, and it's always available. I love the idea that we can get higher quality, really well-researched content, and that students can hear from other experts. I love the idea that-- like, I am a white person, and I think that there's lots I can teach, but there's also lots I can't teach. And my students are from a range of races and ethnicities, and I think it's really great to be able to show them, "Oh, here is a black scholar. You can be a black scholar. Here is a Latina woman talking about her experiences." And so I think streaming content gives us expertise that looks different. It gives us higher production values than what I can do, when it's just me on my Zoom, recording a video in a lecture. It gives us increased accessibility, and it gives us a common, shared experience. So, even-- like, some of the videos I show in class aren't great. I know that. It's like somebody teaching, but the lesson doesn't go great, or they do-- but it gives us something we can all talk about together. And so that sense of commonality and common experience, I think, is really important and useful for my students. Because so many classes-- especially classes I was in, but also classes I've taught-- rely on us to be like, "Oh, everybody, remember what high school was like?" And my students are diverse and international, and high school looks a thousand different ways. And so it's much more useful to be like, "Hey, everybody, remember when that woman in the video was talking about what high school's like for her? What did you think about that? How does that relate to your own experiences?" So it gives us more of like a touchpoint and a way to get in.

**Interviewer:** Now I'll flip the question: Are there any downsides to incorporating streaming content into your teaching?

**Interviewee:** Oh. Are there downsides?

**Interviewee:** Are there downsides? I mean... no, I don't-- I don't know. There must be, that I'm not thinking of, if I'm being honest, because there are downsides to everything. Nothing is perfect.

**Interviewee:** But I can't identify or articulate a downside right now, and any downside that might get articulated, I think I would be like, "Well, the positives outweigh that.”

**Interviewer:** <laughs> All right. Is there anything that could be improved about streaming content offerings and/or functionalities, to maximize the opportunities to incorporate it into your teaching?

**Interviewee:** I think, for me... searchability is *the* most important thing... and just ease of access, use, searchability, finding what I want. The other thing is, for me, is recency. And it's hard to compete with YouTube, because anybody can just publish what they want, whenever they want to; whereas the library goes through a process, and things have to get vetted. But I do remember, when I was looking at library videos, there was lots of stuff that was a little older than what I would want to show. Whereas the video-- the program video I showed last Tuesday in class was made during the pandemic, and there are people in masks working at the program. And I think, for me, that was use-- for my students, as well, that was useful, because it was like, "Okay, this is current." And so I think anything we can do to improve how easy it is to get to stuff, and how recent the stuff is that we get to, the better.

**Interviewer:** Has the availability of streaming content changed your expectations about how the costs of the video content should be covered? Do you think there are instances where it's acceptable to require students to pay directly to access video content for education?

**Interviewee:** No-- I mean, I-- this is a personal thing for me. I don't think it's appropriate. For me, in my classrooms, I don't think it's appropriate to ask students to pay to access any educational content. So, the textbook I use for one of my classes is available for free, online, through the library. And so I have the permalink in my Canvas, and it's like, "Use this library textbook." And when I was looking for textbooks for that class, I only looked for things that were free through the library. In terms of streaming content, I... I don't think it's fair or appropriate, especially-- I mean, now that you're reminding about Kanopy, when there are so many resources that are available through the library and for free online, for me and my classes, I would never make students do that. I would never-- even if it were like-- if the choice were to watch the best movie, but it's only available currently, so kids have to pay four bucks to rent it, or watch a less good video that's free through the library, I will always pick the less good video that's free through the library. Even though four bucks-- I get it-- isn't that much, if you rent it off Comcast or whatever, I just-- for me, personally, for my classroom, I don't think it's appropriate to make students pay. I mean, I don't have students pay for textbooks, so I'm certainly not going to have students pay for streaming content.

**Interviewer:** How do your expectations with video relate to your expectations for how other forms of course content are paid for; for example, textbooks and journal articles? You've just been saying that. <laughs>

**Interviewee:** Yeah. So, same with journal articles. I only use journal articles that I find through the library. I only use open source-- well, it's not open source, but...

**Interviewer:** Open education?

**Interviewee:** Exactly. Only the things that the library gives me, and is like, "Hey, we pay for this full text so that you don't have to. Here's the full text." I do that with textbooks. I do the articles. I do that with videos. I would never do that. I would never make students pay for a textbook, or anything else, as well.

**Interviewer:** What are the top factors that you think are important for determining the extent to which the university covers the costs of video content? Which parts of the university should cover these costs?

**Interviewee:** I feel like that's a question for someone who makes more money than me, and understands how finances in a university work, but I will say that... I don't think the money should come out of students' pockets. I don't understand funding more complicatedly than that. I think... if it came out of my department budget to have students have access to certain videos versus whether it was a level up, and the college or university were paying for it, and so it didn't affect my department's bottom line, that might change, to some extent, how I did things, just because-- also, because I'm cheap. So, if my department head were like, "Yes, you can have access to this streaming content, but it comes out of our budget, where we would be giving money to lecturers, or running student scholarships, or X, Y, or Z," I would probably pause for a second, and be like, "Well, how much of this can I find free on YouTube, versus making the department pay for things?" Once it moves up to the college or university level, I'm like, "Well, that makes sense." It's like congregating all of our money to pay for the things that we all think are necessary. That's about as detailed as I can get. I don't really know anything about how things are funded.

**Interviewer:** What kinds of resources or other supports would help you identify and assess opportunities for including video content into your classes? Would additional information about pricing structure, available titles, and format types affect your decision-making?

**Interviewee:** I think, yes. I think that it would be useful. It's so hard, though, because we all do different things. Because what would be useful for me would be to know what's available, and... and what the process looks like for acquiring new things, and what the cost is associated with that, and how all of that works. And, I mean, what would be amazing, which I think is probably unfair to expect, is to have a curated list of, "Here are 40 videos that are under 3 minutes, that are from the last 10 years, that are about nonprofit programs. Will any of these work?" And I could just click through and screen them. I think that level of help is proba-- or access or resources, that feels like it's asking for too much from people. And so, the level below that would just be like, "Here's how you can access things, here's the process for how things are required, here is how much it costs," and... and maybe something where it's a little easier to search and find things.

**Interviewer:** How would you like to get this information, and from whom?

**Interviewee:** The way I had pictured it would be the department library liaison saying... I mean, again, why don't we do this? In a perfect world, we'd all have all the time and all the money, and so... a library liaison would meet with the course coordinator for each course, and say, "Hey, here are the different streaming options we have for y'all. Can you let me know what kinds of video you show in class, and what help you'd want, and I'll help you with that?" And so we have a pre-meeting, where I'm like-- kind of like this interview, but directed a different way, where I'm like, "Here's what I do, here's where I'd like help, blah blah blah blah blah." And then the library liaison goes off, and is like, "Okay, here are 30 different things that might be what you're looking for." But, I mean, also, there are lots of classes I don't know how possible that would actually be. But I do think, in an ideal world, it would come from the departmental library liaison, who knows me, and knows our department, and knows the classes, and so isn't just saying, "Hey, go look at Kanopy; hey, here's a database you can search," but is a little more tailored, and has found out more about what I want or need.

**Interviewer:** Now we are nearing wrapping up, so I'd like to finish up with a few questions that put your perspectives into the broader context of your field, and look towards future developments and needs. How does your use of video content in your teaching compare to the practices of your peers? Are there kinds of video content or functionality that you would like to see more of? Are there developments in the areas that you teach that may affect how you or your peers would like to teach with video content in the next, say, five years?

**Interviewee:** I feel like I don't have a good answer to this, because I don't totally-- and this-- your question raises more questions for me. I don't totally know how my peers and colleagues are integrating videos. <inaudible 00:35:59> streaming content. I've never really talked to them about it. And so that's interesting to me, because I've just spent lots of time talking about how great I think integrating video content is, and yet I haven't touched base with anybody in my department to be like, "Do y'all show videos, and what streaming content are you using?" So I really-- I don't know what the field is doing or where the field is going. I will say that I assume-- and again, this is an assumption; I don't really know-- I would assume that the field is going towards more streaming content, just because the world is going towards more streaming content, and people are just doing that more. It just is more of a done thing, and so I think maybe that is potentially where things are going.

**Interviewee:** But, again, I just have to unfortunately say, I don't totally know.

**Interviewer:** That's fine. Maybe now you will go to find out from your peers what they are doing. <laughs>

**Interviewee:** Exactly, exactly.

**Interviewer:** Is there anything else that you think is important for us to know about how you look at incorporating video content in teaching?

**Interviewee:** I would just-- I mean, I know I've said this, so I'm just stressing it again, but for me, the-- I didn't even stress this as the first thing, but I guess it came up. For me, the first thing is cost; and so, nothing that has any cost to my students. And then the second thing is ease of use for me and my students: ease of access, ease of searching, ease of finding what I want. And then third is relevance to course stuff, especially in terms of diversity and a variety of voices. So, there have been videos that I've found on [*sic*] the library, where I'm like, "This is just an older white guy talking. I'm not showing this in my class." I need something that gets different perspectives. Because if they want to hear from an older white guy, they've already got me. I'd like for them to get some... some other perspectives. So, that's kind of what I would surface as my main things, as I think about this.

**Interviewer:** These are the questions I had for you in the interview. Thank you very much for responding to them.

**Interviewee:** Of course, of course.

**Interviewer:** I'm going to stop the recording now.

**Interviewee:** Of course, of course.

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