**Interviewer:** Okay. So, yeah, good morning. I’m from the University Library, and I’m interviewing for the streaming project. Thank you for agreeing to do this interview for us. So 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, or 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 and media landscape, or any other aspect of our discussion. So our first section is 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. Do you currently use any video content in your classes?

**Interviewee**: Yes.

**Interviewer:** Can you walk me through what kinds of content you’re using, and in what format, platform, and length? So which classes do you use this content in? Etc.

**Interviewee**: Okay, well, I teach both classroom classes, and physical activity classes, and they’re very different in how I use video. So for the physical activity classes, the one I really use video a lot for is Beginning Rowing. Because it’s a fairly closed skill, and by that I mean you have to learn the way-- there is a way, a best way to do it. It’s not like other skills, that there are millions of different ways of doing it. So very early on, I video the students using my own camera, because I don’t have one from the university, and then I load that onto YouTube, and I send it to the students, and they have to analyze their own stroke, and then we go over it together. So that’s one use, does that make sense?

**Interviewer:** Yes, of course.

**Interviewee**: Okay. Now, the other class that I use video in is a classroom class, and I teach a sport history class, and I very often will either have a link to a PowerPoint-- a PowerPoint link to something that’s available on the web. Or I also have students watch a certain number of movies. We don’t have a textbook because I provide all the links for them. So occasionally they have to spend money to rent a video, a film. One that comes to mind because we just recently watched it, was “Gladiator”. They watched that film on their own, but there are very often some excerpts that I want to show. I happen to have bought the DVD myself, and so I link it to my computer, and I show certain aspects to emphasize things. Then there are other things that are freely available on the web that I link to. I don’t know if you’re familiar with the Bayeux Tapestry that shows the invasion in England in 1066, and it shows all sorts of weapons, and what knights, as in k-knights, what knights were using in terms of armor, chainmail, weapons. All of that has a big bearing on how physical activity changed. Those are the two different ways I use it, in two different classes.

**Interviewer:** Okay, thank you. How does the video content contribute to the pedagogical goals of the class?

**Interviewee**: Well, to take the rowing first, I’m a rower myself, and you can call me pigheaded, perhaps, but if my coach says that I’m doing something, or I’m not doing something, I have a tendency to believe that they’re wrong, and I am doing what I should be doing, or I’m not doing what I shouldn’t be doing. But once I’ve seen a video, I know exactly what I’m doing or not doing, and I think sometimes really seeing is believing. I think it's the same with the students. To see very quickly, because I give them almost immediate feedback on these videos, to show them very quickly what they’re doing enables them to change the pattern of movement they’re doing before it gets ingrained. So I think that’s very important use. In the other class, I think it’s more a question of a picture is worth a thousand words, and sometimes a moving picture is worth ten-thousand words. I can say something, but just because I say it, or maybe I write it on the board, or it’s on a PowerPoint, is one thing, but if they see it and hear it actually happening. Now, if it’s something like “Gladiator”, of course, we know that <laughs> that’s not really a video of what happened two-thousand years ago. We think, as scholars, it’s a very good reenaction [sic]. So I think seeing it really helps students, and very often they will say “Well, in the video, we saw,” more often than “Well, in the reading, I read.”

**Interviewer:** Right, yes, that’s true. Thank you. Now I go to my second question, you have talked about it a little bit already, but how do you determine which video content you use in your classes? So at what point in developing a course do you identify your opportunities to include this content? Do you have specific titles in mind? Like you seem to have “Gladiator” in mind for this particular course.

**Interviewee**: Yeah, so for that history of sport class, I send out the syllabus obviously before the class starts, and that has links to certain things that I want them to watch, or listen to. I mean, sometimes it’s listen to a radio broadcast. So it’s not always video. But for that class, I determine beforehand all the things that they’re going to watch, or listen to, or access. For the rowing class, obviously I send them videos to watch, so they get the right idea beforehand. Then when they’ve done it, and I video them, then I send that out afterwards. So pretty much I think I would say everything is pretty much determined beforehand.

**Interviewer:** Right, okay, that’s great. I think you’re one of the few <laughs> instructors who plans it out well in advance.

**Interviewee**: Well, if I didn’t do that, I would sink and not swim. I would definitely sink. I don’t have time during the semester.

**Interviewer:** <laughs> Right, that’s great.

**Interviewee**: I am trained as a teacher, and I think when you’re trained as a teacher for many years, you learn that you better darn well plan.

**Interviewer:** <laughs> Yes, you’re right. So you have mentioned that you often look on the web for content. So what do you mean by the “Web”? Where are you going?

**Interviewee**: Well, let me think. We recently looked at medieval times, and so I searched Google, Google Scholar, various other sites that are freely available on the web, because I wanted to find something that would be appropriate. Because it’s a relatively dry historical time, and we don’t have very many artifacts. But things that we do have I find-- I’m not sure if you’re familiar with the Dutch painter, Pieter Bruegel?

**Interviewer:** Yes.

**Interviewee**: Oh, okay. Well, he painted something called ‘The Fight Between Carnival and Lent’ in the 16th century, and it’s a brilliant piece of painting. I mean, I can’t paint a stick, but there are just so many sports, and games, and pastimes in that picture, and it also, particularly for this time of year, because we’re about to get into Lent, it very appropriately analyzes, first of all, the incredible importance, at least in Western Europe, of Christianity, in running everybody’s life, down to the smallest detail. This picture shows that during Lent, life was not a whole lot of fun, but the rest of the time they did have some fun. I think we have this idea that the medieval period, sometimes people call it the Dark Ages, which I don’t like, nothing happened, and there was nothing fun going on. Well, paintings like that absolutely refute that idea.

**Interviewer:** Wow, yeah, that’s great. So when you’re looking for contents on Google, or things like that, or looking for artwork, what kind of delivery aspect do you really think of? For example, the delivery platform, the accessibility options, that make you choose a specific title to incorporate in your course.

**Interviewee**: Well, now we’re getting into the fact that I really don’t know a whole lot about computers, and computer usage. I despise social media, so I don’t use social media. I’m not on Facebook, I don’t play with TikTok, and all this stuff. So I’m really reduced to starting off sometimes, even as pathetically low as Wikipedia, which sometimes leads you to something which is a reasonably reliable source, or maybe that reliable source leads you to something else. I also subscribe to a couple of journals, and they’re scholarly journals, and sometimes they’ll have references to things that are useful. But I’ll be honest, it's very clear to me that students don’t do the readings. In whatever class you are, you can bang on and on about how you have to do the readings, and about half the class do. But I think there’s a vague chance they might watch something, and this has change-- I mean, I’ve been teaching here now for thirty-nine years, and it’s changed immensely. Because you used to have a textbook, and you’d suggest that they-- well, you’d tell them to read a chapter, and they would. It’s very, very difficult now. So I think you have to, or I think I have to, make something that is as accessible, and as easy, and I don’t mean easy in terms of content, but easily accessible, as possible. Because otherwise, they won’t bother. I know it’s easily accessible because I’m only aware of things that are reasonably easily accessible.

**Interviewer:** Okay, thank you. Do you happen to consult with any other people to identify opportunities to incorporate video content in your classes?

**Interviewee**: Honestly, no. I wish I did. There is one other person now who we hired a couple of years ago, who teaches the same class as me, and I probably should consult with him, but I don’t.

**Interviewer:** Okay, yeah. Our next question, to what extent are your current needs for incorporating video content into your courses being adequately met?

**Interviewee**: Well, I think my needs are pretty low, I should think, compared with most people you talk to. They are adequately met because if they weren’t adequately met, I wouldn’t use them. I know that sounds perhaps the wrong way around, but when we went onto Zoom a couple of years ago, I was incredibly impressed, because I could see the writing on the wall coming, beginning of March. So I went over to the Center for Faculty Development, and I said “Look, we’re clearly going to go onto Zoom. I don’t know how Zoom works, teach me.” They were brilliant. They spent half-an-hour teaching me how Zoom works, and, really, it’s all come from that, because I didn’t use PowerPoint much before, I didn’t use Zoom at all, I didn’t have links. So having been forced to go online, for me, has been very helpful, and I think also, ultimately for the students.

**Interviewer:** So you think the pandemic has changed your needs for--

**Interviewee**: Oh, very much so, yes.

**Interviewer:** Yeah, okay. Are there any recent examples where you encountered barriers to incorporating specific content into your class? Say specific titles you were looking for were not available, copyright problems came up?

**Interviewee**: Yes, because for every class, I think I mentioned, there’s no textbook. So on the syllabus there are links to whether it’s a scholarly journal, or something else, because, of course, sometimes I do just have them read things. But sometimes I can’t get into the journal, I can only see the abstract, and that’s infuriating.

**Interviewer:** Yes, <laughs> right. I hope you have reached out to librarians when only the abstracts are available.

**Interviewee**: Well, sometimes I have. But I’ll put my hand on my heart and say not always.

**Interviewer:** <laughs> Yes, because we can get the articles for you, through--

**Interviewee**: Yes.

**Interviewer:** -interlibrary loan. So, yes, okay.

**Interviewee**: How long does that take? I imagine it varies from journal to journal. But roughly, how long does it take?

**Interviewer:** Electronic journals, because such a lot of content is available now, we have seen articles being e-mailed within an hour or two sometimes.

**Interviewee**: Oh okay, thank you. That’s very good to know, thank you.

**Interviewer:** Yeah, so it can be very quick. Even books, if they are local, like within California sometimes, or Northern California, I mean, that’s within a couple of days. But if you are bringing it from across the country, then it could take us a little longer, of course. But it can be a very quick process. Now that most libraries are opening open again, things are becoming more easy, yeah.

**Interviewee**: Should I contact the department librarian for that?

**Interviewer:** Yes, you can do that.

**Interviewee**: Okay, that’s--

**Interviewer:** <overlapping conversation> Sometimes you can also create an interlibrary loan account, and go there directly from your library account, that’s possible too. But yes, get in touch with your librarian, that’s always done. Yeah, next, I would like to learn more about how your expectations are evolving around how video content can be incorporated?

**Interviewee**: Yeah, can I just go back to one thing--

**Interviewer:** Yes--

**Interviewee**: -for the last question?

**Interviewer:** -please.

**Interviewee**: Another barrier, and it’s, I think, not quite what you’re asking, but sometimes you get into a classroom, and the darn video stuff isn’t working, and that’s infuriating. I mean, I’m a pretty <laughs> self-confident person, but there’s nothing that infuriates me more, or makes me anxious, than you get into a classroom 15 minutes before you’re going to have I can’t tell you how many students in there, and it just doesn’t work. It’s pretty good when you call the IT, but that is not always good. I was teaching in one classroom last semester, where one of the projectors was broken, or didn’t work after the second week, and it was never fixed for the entire rest of the semester, and that’s not okay.

**Interviewer:** Yeah--

**Interviewee:** Yeah, so--

**Interviewer:** -I know.

**Interviewee:** -kind of a bit of tangent, but--

**Interviewer:** No, sure.

**Interviewee**: -okay.

**Interviewer:** So in those cases, you kind of pivot towards more lecture, and then--

**Interviewee**: <overlapping conversation> Well, yeah, you have to, yeah.

**Interviewer:** Yeah, right. So going back to the expectations, so has the availability of streaming content changed how you integrate video content in your teaching?

**Interviewee**: The easier it is, the more I’ll use it.

**Interviewer:** Right. So in terms of streaming contents, if I understand, if you’re looking for things on the web, you’re mostly going to YouTube, or other videos on Google searches, from Google searches? Is that what you’re doing?

**Interviewee**: It could be anything. I mean, if I start with Google, or Google Scholar, I’ll catch whatever rabbit hole I find. Sometimes I give the students things that I know are unreliable sources, because one of the things that I found is probably more important even than teaching the content of class, is teaching students how to evaluate the validity of sources. I mean, all this stuff about alternative facts, and truths, it’s a load of-- well, I won’t say. But students get their news from unreliable sources, and I think the best thing that we can do for students going into the production of their lives, in the middle of the 21st century, is to teach them how to evaluate a source. So we spend about a week or so at the beginning of the semester on evaluating the sources, and I tell them, “Some of the things I’m asking you to look at, may be not too reliable, and you have to figure that out.” I mean, one of the things I linked to was written by a 14-year-old high school student, and it’s actually not bad, but not exactly a scholar, and there are secondary sources that he uses. That kind of thing. So, yeah, I’ll go down any rabbit hole I’m aware of, but generally starting off with Google, Google Scholar, Wikipedia, YouTube, you name it. Just do a general search.

**Interviewer:** Right. Are there any downsides to incorporating streaming content into your teaching?

**Interviewee**: Well, I think it’s probably not as scholarly as it used to be. I don’t teach graduate students this semester, but it used to be that the students physically had to go over to the library, and physically had to get hold of a copy of the journal, and then read it. There’s a chance, it’s a slim chance, but there’s a chance that they might when they have the journal in their hands, look through the contents, and say “Oh wow, that also looks interesting.” So first of all, I think they were reading things that were generally of much higher quality, and secondly, I think that they don’t-- because they don’t physically have a journal in their hands anymore, they just go to the link, read the link, and that’s it, done, box checked.

**Interviewer:** I see, right. How do you know that they have watched the video?

**Interviewee**: <laughs> Well, one of the things that I do in terms of evaluation is 30, 3-0% of this classroom class I’m talking about is based on participation, and participation points are earned by either speaking up in class, or if they’re not able to be in class, or if they’re too shy, they have to send me a comment or a question within 24 hours on e-mail. I give them a card with their name on it, and it gives me a lot of exercise, because when they put their hand up with the card, I’ll go and collect it. It’s ancient history to do it that way, but there’s something about the interaction, I think, between a faculty member and a student. You get close to them, they hand you a card. It’s the interaction of “Okay, now I’m going to participate.” So the ones who participate are definitely the ones who’ve done the reading, and I don’t think most of them can fake it, because if they haven’t done the reading, they really can’t participate. That’s probably half of the class. A few who don’t participate and decide, or were absent, probably about another half of what’s left will participate. So I think in the end, roughly about three-fourths of the class, and I’m reasonably confident that about three-fourths of the class have done it. Then the other thing I tell them is I don’t do a review at the end of the semester. I tell them that the PowerPoints are the reviews, I send the PowerPoint after every class. I send it to everybody after class, and I say “If you want notes to review from, go through the PowerPoint. Put them in a separate folder, so when you come to study for the mid-term or the final, that’s what you need to study from.” Which I think is far more efficient than having a review, which I think is a total waste of a class, but I know I’m in the minority. You can only spoon-feed students so much.

**Interviewer:** <laughs> Right, they’re in college, or in--

**Interviewee**: <overlapping conversation> Exactly, yes.

**Interviewer:** So my next question is in terms of the material that you use, the video content, do you use the library databases that we have? Like Kanopy, and AVON? Those kinds of streaming content services--

**Interviewee**: No, because--

**Interviewer:** -that we have?

**Interviewee**: -I don’t know how to use them.

**Interviewer:** Oh, they’re listed as databases. Yeah, I would encourage you to go and look through them because a lot of material is covered in those--

**Interviewee**: So what--

**Interviewer:** -databases.

**Interviewee**: You’d go to the library webpage, and then what?

**Interviewer:** Then go to the articles and databases list, and from there you should be able-- if you just search for “Video”, or if you search for “Film”, most of these databases with video content will come up.

**Interviewee**: Okay. Oh, thank you.

**Interviewer:** Yeah, sure. I mean, of course, you are looking at YouTube or Google videos right now, but do you think your expectations about how the costs of video content should be covered, especially when the library acquires them, do you have any thoughts about that in terms of how you would possibly use the content in the future?

**Interviewee**: Well, I’m sorry, I don’t quite understand, because earlier on you said-- in this question, you said something about cost?

**Interviewer:** Yes, so these databases that have a lot of video content, so there is a definite price that the library pays, right? So if you were to use that streaming content in your teaching, would you have any thoughts about, or expectations about, how the costs of the video content would be covered?

**Interviewee**: Yes, and you probably won’t like the answer. The department, I used to be the chair of the department, I can tell you right now, departments do not have money to spend on that. If the library doesn’t have enough funding, the library needs to have more funding from the university. I know this is being recorded, but they need to have more funding to the academic departments, instead of creating all these additional positions of administrators throughout the university that we managed with perfectly well beforehand. Okay, end of my political commentary on San Jose State.

**Interviewer:** <laughs> Yes, and we will only use the material that pertains to the video content.

**Interviewee**: <laughs> You can use it. At this point if they want to kick me out, they can kick me out.

**Interviewer:** Oh no, you’re too valuable. Surely that won’t happen. So--

**Interviewee:** I don’t think <laughs>--

**Interviewer:** <laughs> So do you think it’s acceptable to require students to pay directly--

**Interviewee**: No.

**Interviewer:** -to access video content?

**Interviewee**: No. I think there’s been a huge move to substitute the paying for textbooks with things that are free. I mean, I’ve written textbooks, and I’ve particularly given them to the students, because the price of textbooks, I think, is just insane. Some of my colleagues write textbooks, and they come out with a new edition every other year, and then the student has to buy a new book. I think that’s morally wrong. So I think there has been a justifiable, and understandable, and, in my opinion, correct, pressure from the university to move away from expensive textbooks, into either readers, or other things. I mean, I have a reader, for example, for my sailing, and my rowing class, and that has video links in it. But, yeah, no, I do not think it would be appropriate for students to pay. An example of that is the students who I have in sailing and rowing used to have to pay to rent the sailboats, or the rowing boats. The university now requires them not to pay, so the department has to pay. Now, yes, the university has given the department money to cover that, but it seems-- it’s just a sort of moving checkers around a checkerboard. The university ought to be paying the library directly, in my opinion.

**Interviewer:** <laughs> Yeah. Believe me, many people will agree.

**Interviewee**: Yeah, I’m sure people in the library think the same, yeah.

**Interviewer:** <laughs> Right. I guess you have already answered some of this. So what are the top factors that you think are important for determining the extent to which the university covers <laughs> the costs of video content in the library?

**Interviewee**: Yeah, not difficult, they should pay for everything.

**Interviewer:** Yeah, <laughs> right. I’ll move on to the next question. What kinds of resources or other supports would help you identify, and assess, opportunities for including video content into your classes? So I can give you a few more additional questions to think through. Would additional information about pricing structures, available titles, or format types affect your decision making about what content to assign?

**Interviewee**: Well, pricing--

**Interviewer:** And--

**Interviewee**: The price would not because I’ve already said, I don’t think anybody, except the library. i.e. the university, should pay. If somebody in the library has enough time to think “Oh, [Interviewee] might want to use these in her classes,” and send them to me, that will be terrific. But I’m not sure there is a somebody who can do that.

**Interviewer:** Yes, and how would you like to get this information, and from whom? So, from the library?

**Interviewee**: Well, I don’t know if you’re familiar with the university archivist, [Librarian 1]?

**Interviewer:** Yes, I do know her.

**Interviewee**: [Librarian 1] works with my class, and she has been one of the best additions to the university. I mean, she is great. I’m not saying it’s just about her, but we needed a full-time archivist. It was ridiculous not to have one. Of course, if you teach history, naturally, I’m biased. So she’s been a terrific resource, and she helps the students. In fact, we’re going over to the library next week, she’s going to talk to them. She sits down with the students individually, and suggests things that they might use to support the paper that they’re writing individually, and they’re all writing a different paper. Now, I would like to have [Librarian 1], or [Librarian 2] is our librarian, and I don’t know how familiar she is with what I do, but [Librarian 1] has been terrific. I’d love the opportunity, if it’s within what she’s supposed to do, to sit down with her, and said “I really need more on this topic, this topic, this topic. I can’t find anything, can you?” That would be very helpful.

**Interviewer:** Oh yes, [Interviewee], I must say this to you. This is what subject librarians assigned to each department. I mean, if you would write to [Librarian 2] saying this? We call them consultations. The faculty members can e-mail any of us, and you would typically go to your subject librarian, your assigned librarian, and she can sit down with you for an hour sometime, and discuss all that you need for your teaching, and research, and help you with that. Yeah, and <overlapping conversation>

**Interviewee**: -quote, using her in that way, so, thank you.

**Interviewer:** Oh yes, it’s part of our profile. We must do that work. So [Librarian 2] is wonderful too, and you may know about her Affordable Learning Solutions program that she is a coordinator for?

**Interviewee**: Yeah.

**Interviewer:** The free zero cost textbook program that we have. So she’s a coordinator for that as well. So, yes. So we are coming down to almost-- yeah, we are almost wrapping up with the last two questions. So finishing up about your perspectives in the broader context of your field, so how does your use of video content in your teaching compare to the practices of your peers?

**Interviewee**: <laughs> I don’t know the answer to that because I haven’t seen my peers teach for two years. I can’t answer that. I don’t know.

**Interviewer:** Are there any kinds of video content that you would like to see more of?

**Interviewee**: Not really. I’m not sure I know enough to be able to answer that. I’m not aware of anything, other than particular videos, but not kinds of videos that I’d like to see more of, no.

**Interviewer:** Okay, sure. Are there developments in the areas that you teach that may affect how you or your peers would like to teach your video content in the next five years?

**Interviewee**: Well, <laughs> this is going to be a bit of a technical answer. In rowing, I don’t know how much you know about rowing, but this is Olympic rowing. So you’re sitting on a sliding seat, you’re essentially going backwards, and there are more and more technological, call them tools, call them toys, that you can do. You can add, for example, essentially a strain gauge to each oarlock, so that you know how much each rower is contributing to the overall propulsion of the boat. I would love to, well, first of all, be able to buy that technology. But to answer your question, if we were to buy that technology, it would be great to be able to have the interface with, for example, my phone, so I could see that seven seater really isn’t pulling at all hard, and they need to get their act together. So it’s just technological tools to link with teaching of a physical activity. I can’t think of anything, really, in the classroom class that I’d need more of.

**Interviewer:** Sure, okay. Is there anything else that is important for me to know about how you or your peers incorporate video content into teaching?

**Interviewee**: I can’t think of anything. But, actually, Mantra, this has been really quite enlightening for me, so I’m very glad. I don’t think I’ve given you much information, but--

**Interviewer:** Oh no, you have.

**Interviewee**: -it’s been very helpful for me. So I appreciate it, actually. I’m glad I’m playing.

**Interviewer:** No, thank you very much for this, the interview, and discussing how you have incorporated video so far in your classes. So I’m going to stop the recording now.

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