**Interviewer:** \_\_\_\_\_\_\_ 00:00:00 and I'm good. Okay.

**Interviewee:** Can I give you a little hint that might help you in your life?

**Interviewer:** Yes.

**Interviewee:** If you turn on the captioning, it will generate a complete transcript of our entire conversation for you.

**Interviewer:** Oh, it does it too if you record to the cloud. It gives you audio file, video file, and the transcript.

**Interviewee:** Oh, nice.

**Interviewer:** I did make the mistake of clicking the wrong one and record it to my computer.

**Interviewee:** Oh.

**Interviewer:** Then it doesn't do that.

**Interviewee:** No. <laughs>

**Interviewer:** So I had to transcribe a full hour of an interview from the get-go. Honestly, I don't know which is faster because the auto transcripts are kind of eh.

**Interviewee:** Yeah. They.give you times but not necessarily who's talking is one of the problems, so..

**Interviewer:** Yes. So that was interesting. What an interesting project. Learned a lot.

**Interviewee:** Awesome.

**Interviewer:** So we've got a script, and so you’ll-- these questions are sometimes kind of awkward, but Ithaka set it all up, and so we're being consistent, and I have two paragraphs to read to you, and then I'll get to the actual questions.

**Interviewee:** Okay.

**Interviewer:** So not really a disclaimer, but they have us go through the introduction.

**Interviewee:** Cool.

**Interviewer:** So the ways that instructors can work with video content is evolving rapidly with the ascendancy 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 the study to understand the possibilities for fostering instructional use of video content at our university. I'd 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 toward that. Before we begin, I'd 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'd like further explanation or clarification about video content in the context of the broader educational media landscape or any other aspect of our discussion. So..

**Interviewee:** Sounds good.

**Interviewer:** ...there you go. That's kind of how they write this stuff. So we're going to start with current practices. I'd 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:** Both in my classes and as assigned quote, unquote, “readings.” Yes.

**Interviewer:** Okey-doke. And briefly, can you walk me through what kinds of content you're using and in what format or platform and about the length?

**Interviewee:** Sure. And the first response is it varies. <laughs> I’ll address the easiest one first, and that is as readings in my reader. In order to kind of try to meet the differentiated learning needs of my students, one of the things I do is when I give them a reading, I also find a TED Talk or a YouTube video usually of the researcher whose piece they’re reading or about the researcher whose piece they're reading so that students can have a choice between reading the article or watching a video approximation of the article. I also utilize it as supplement. So sometimes there will be a required reading and then also watch a-- and Ted Talks tend to be between 15 and 20 minutes long, but when I use it as a supplement and not an option, I try to keep those videos at about 5 to 6 minutes. So it's just something that reinforces a key concept from the reading that there's-- they're expected to do the reading, and then also it digs a little bit deeper in a 5 to 6-minute clip.

**Interviewer:** Okay.

**Interviewee:** I teach in teacher education, and I teach a class on basically how to manage a classroom <laughs> and create classroom communities. So in class, I utilize video a lot to have us look at and then deconstruct-- excuse me, teachers teaching and teachers managing classes, and in order to do that, I tend to select very short specific clips. So we'll watch a 3 to 5-minute clip of someone doing something and then spend 10 to 15 minutes deconstructing and talking about it. If I assign anything, if I want my students to watch more than three to five minutes because of attention span and educational theory, I'll ask them to do that and take notes on it or annotate it using Studio in Canvas outside of the classroom as an activity, like homework activity.

**Interviewer:** Okay. And by class number-- what classes do you use this for? Or I guess class name would work too, so..

**Interviewee:** <laughs> Class name is really misleading. We're in the process of trying to rename the class. It's currently EBTE 260, which is something like the critical look at the pedagogical foundations of education. We're trying to rename it to Creating Emancipatory Learning Communities.

**Interviewer:** Oh, yeah. I've been reading about what Heather Lattimer’s been doing in that area.

**Interviewee:** Yes.

**Interviewer:** Yeah.

**Interviewee:** Yeah, yeah. And trying to actually get a situation in which we're actually looking at our K-12 students as agents in an emancipatory learning environment.

**Interviewer:** Oh, interesting.

**Interviewee:** Yeah.

**Interviewer:** And so you've touched on this, but how does the content contribute to the pedagogical goals of the class?

**Interviewee:** It really is serving at the analysis level of learning and critical awareness. It allows us to really see and not just theoretically imagine what certain practices that are not as widespread as they ought to be and how to kind of see those and see how they operate in live situations.

**Interviewer:** Hmm. Okay. And how do you determine which video content you use in your classes?

**Interviewee:** Lots and lots of hours on YouTube. <laughs> Again, as I said before we started recording, probably a part of me is a frustrated librarian who just loves to find new things and learn new things, and I usually will find a lot of videos through just searches and links from searches. It's a challenge because we are looking at how do we transform classrooms into humanist spaces and humanizing spaces, and a lot of what's out there is very, very punitive still and..

**Interviewer:** Really?

**Interviewee:** Yeah. A lot of the videos that get lots and lots of likes are situations in which teachers are berating students, or it's-- well, because it is the public if it bleeds, it leads kind of thing, right?

**Interviewer:** Well, yeah, I guess.

**Interviewee:** People like that kind of-- until they experience what it's like to have something different, they don't understand the power of something different, so..

**Interviewer:** Have you looked at education online, the education video online platform?

**Interviewee:** I have not.

**Interviewer:** Oh, I'll share that with you later. I honestly don't know. It might be more of the same, but it might be something different for you. Anyway, make myself a note. Oh, at what point in developing a course do you identify opportunities to include this content? Do you typically have very specific titles in mind?

**Interviewee:** So I think about my courses-- so I've been teaching the 260 course for quite some time. I've recently helped with the redesign, and now this is my second semester teaching our Master of Arts in Teaching capstone course in which one of the options for students to be able to complete their master's project-- it's a video option. So I've started utilizing more videos to be able to show students finishing their master’s what a reflective project might look like in video. So I told you all of that to be able to say that from the beginning of a course, if I'm developing a new course, if I'm developing new units, from the start video is in my mind as part of that process, and I'll usually have topics in mind but not necessarily specific titles of a video. So topics, yes, but usually then I'll go out and look for videos on those topics to include in the syllabus and the curriculum.

**Interviewer:** Okay. And where do you typically look for content?

**Interviewee:** The Teaching Channel, YouTube. Sometimes I just straight Google because that'll often give me things that aren't in either of those two places. I have explored a few libraries where they have videos of teaching, but most often, they'll show like 10 seconds of a teaching clip, and then it'll be someone explaining for 10 minutes, and I want my students to do the explaining part. I don't want the 10 seconds and then have an expert do the explaining part. I want my students to engage in higher-order thinking by looking at and critically questioning what's going on in this video, what-- how are things coming out? So I'm usually looking for a slightly longer clip than some of those instructional videos will do.

**Interviewer:** Mm. Okay. Yeah. This has come up in other interviews, finding that sweet spot as far as length.

**Interviewee:** Yeah.

**Interviewer:** Yeah. And to what extent does the quality of the platform, such as is it captioned, can it be embedded, factor into your decision as to using a specific video in your course?

**Interviewee:** I will not use a video that cannot be captioned. So for universal design for learning, for ensuring equitable access-- I'm also on the university accessibility committee. <laughs> That is a high priority for me is accessibility. Also, I tend to look at file size because while there's accessibility in captioning for people with disabilities, we also have a variety of broadband access. Our students are coming from all over with a lot of different broadband access, and so I try to find videos that are going to be as minimal as possible on students’ connections, and I think that was highlighted in the pandemic, how hard it was to have two or three people in a household all doing some sort of school activity at the same time.

**Interviewer:** And yeah, that's been another theme is just accessibility as far as connection. I mean just digital, the very fundamental. So that's interesting. And do you consult with any other people to identify opportunities to incorporate video content into your class offerings?

**Interviewee:** So I am the course lead, and in the school-- in our teacher education department, tenure-track faculty each are a lead for a given course, and then to differing degrees, we collaborate with either other tenure-track faculty who are teaching the course or lecturers or both. So I have an awesome team of folks who are working with me on the 260 class and a really good team that's coming together on the master’s courses. So yes, we talk about and share links to each other all summerlong. “Hey, I found this video. What do you think? And wouldn't this be good for this topic?” And we update videos and are very active and engaged in collaboration around what videos should we use for which topics.

**Interviewer:** And to what extent are your current needs for incorporating video content into your courses being adequately met?

**Interviewee:** I would say pretty well met. Pretty well met. I'm looking forward to-- I mean, I'm always open to finding more places, so I look forward to seeing the education platform that you mentioned, but I feel like we're kind of in a good swing right now. <laughs>

**Interviewer:** So generally you find what you need.

**Interviewee:** Generally, yes.

**Interviewer:** Okay. And has the pandemic changed your needs for incorporating video content into your courses in any way?

**Interviewee:** Well, yes. When we moved to online, I suddenly had to find videos because my class is not theoretical. It is very practical. It's taking all the theories that they've learned in their previous semester and now saying, “What does this look like in the classroom? What does it feel like to be part of a community? How do we--” everything I'm teaching them I'm having them do, and so when the pandemic hit, suddenly I had to find videos for all of the things <laughs> that I was modeling and then debriefing with them, and I feel like there's still-- we've gone to 50/50 this semester. Because we were allowed that leeway, 50 percent of the class is online, 50 percent in person. Because there's-- there are things that we just still couldn't teach online. You have to be in class to be able to learn how to project your voice. <laughs> To get a sense of presence and practice that presence of getting the class's attention, it's really something where students have to experience it.

**Interviewer:** So are your students currently teachers? Are they in..

**Interviewee:** They’re student teaching. So when I get them, they finished a semester of theoretical work, and now they are-- just been placed in a classroom with a full-time teacher, and so they're watching the full-time teacher but also trying things out themselves every once in a while. And I always think it's so cute because they'll come into class and say, “Oh, I tried that thing you taught us last week, and it worked.” And they're always so surprised that it worked. I'm like, “It worked with you. Why didn't you think it would work with the kids?” <laughs>

**Interviewer:** It’s why we teach this. Yeah.

**Interviewee:** It is. It is. It’s just adorable, so..

**Interviewer:** Okay. So they're actually, then, assisting. Gosh. Yeah. I always think of the sciences. They had terrible problems because the labs shut down, but yours are practicums too, so..

**Interviewee:** Yes.

**Interviewer:** ...yeah. Okay. And are there any recent examples where you encountered barriers to incorporating specific content into your class, such as the unavailability of specific titles or copyright complexities, anything like that?

**Interviewee:** I'm going to say no primarily because before I share anything that I used last semester or last year, I go and check. <laughs>

**Interviewer:** Make sure it still works. Yeah.

**Interviewee:** And make sure it still works, make sure it's not copyright blocked, and then if so, I simply try to find another option.

**Interviewer:** And our next section is evolving expectations. Next, I'd like to learn more about how your expectations are evolving around how video content can be incorporated in your classes. So has the availability of streaming content changed how you integrate video content into your teaching?

**Interviewee:** Not really. I don't know if you're going to ask a question about this later, but where I'm evolving too is actually having my students become content creators. So it's more-- streaming is great, but when we're talking about teaching and education, the only show on television that comes close to actually representing what the life is like as an educator is “Abbott Elementary,” that new one. <laughs>

**Interviewer:** Oh, really? I haven’t..

**Interviewee:** Yes, it's very funny.

**Interviewer:** Check it out.

**Interviewee:** Yeah, but other than that, it's really not-- most of the-- big media streaming things are not realistic to what the work of teaching is, so..

**Interviewer:** And what do you see as the greatest benefits, the greatest benefit of streaming content for your teaching?

**Interviewee:** So one of the things we do at the beginning of class each week is just have a social time and share and model how to build social skills. So primarily it's being able to talk to one another about what we're seeing in streaming media and connect with one another over various-- and I mean, I may be misinterpreting the definition of streaming here, but when I hear streaming, I'm thinking Netflix, Hulu..

**Interviewer:** And they're also talking about the video databases that the library offers, but YouTube, I would put it in the same category, honestly.

**Interviewee:** Yeah.

**Interviewer:** It's something that's available, and yeah, you can just turn it on and go.

**Interviewee:** Yeah.

**Interviewer:** And are there any downsides to incorporating streaming content into your teaching?

**Interviewee:** Accessibility. And I would really love for more of it. I need to play around more with the Studio widget in Canvas and how that can allow annotations, maybe encouraging my students to annotate the videos that we watch together.

**Interviewer:** I haven't-- I teach online, and I haven't really delved into it, but I've heard a lot of people really like Studio.

**Interviewee:** Yeah

**Interviewer:** And-- oh, sorry. Just to follow up, for accessibility, is that just the technical digital accessibility or also the captioning and other types of accessibility?

**Interviewee:** Both, the captioning and the broadband, yeah.

**Interviewer:** All around.

**Interviewee:** Mm-hmm.

**Interviewer:** And 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:** So a million years ago, when YouTube first started, they allowed you to download videos pretty easily, and it was pretty intuitive, and that was always nice as a teacher because I never knew for sure what kind of broadband access I would have, and I would-- I understand intellectual property and why we wouldn't want to do that, but at the same time, we can also see accessibility and why we would want to be able to do that, and there may be platforms where we can download. But I wish it was easier to search for some things, but that's partially the nature of we are asking our candidates to do certain teaching moves that are really on the forefront and not as common, so trying to find the right videos, the searching part is hard. So it would be being able to download and having a more intuitive search engine would probably be the two things.

**Interviewer:** Okay. And has the availability of streaming content changed your expectations about how the costs of the video content should be covered?

**Interviewee:** Not really. Again, I came out of K-12, being a K-12 teacher where we weren't even given pencils and paper for our students. So if it's not free, I'm not using it. <laughs>

**Interviewer:** You learn that early in California. Yeah.

**Interviewee:** Yeah. And so I still am very much of the mind that as soon as-- a couple things that I used to use went behind paywalls, and as soon as it went behind a paywall, I no longer used the thing. I found something else. So my expectations are there should always be free content, and there will always be free content. Very excited about the OER movement, and I'm using some content for it.

**Interviewer:** Oh, good.

**Interviewee:** Yeah. Yeah. But that's kind of my bent is as long as there's still free stuff, I'm happy.

**Interviewer:** Are there any instances where it is acceptable to require your students to pay directly to access video content for education-- for educational purposes?

**Interviewee:** I don’t believe so.

**Interviewer:** I'm sorry.

**Interviewee:** I don't believe so personally. Yeah. Most of the time the people who are putting things behind paywalls are doing it for profit and not for the betterment of the profession, so..

**Interviewer:** And how do your expectations with video relate to your expectations for how other forms of course content are paid for, such as textbooks or journal articles?

**Interviewee:** So I've had an OER reader since probably for five years now. There's one book that I recommend my students utilize. It's a $6 book if they want to buy it, but it's also available through the internet library. So that's-- to me, $6 is a good fee for any kind of reading materials for a course. <laughs>

**Interviewer:** Yeah, that's a good price point.

**Interviewee:** That’s a good price point.

**Interviewer:** Yeah.

**Interviewee:** Yeah.

**Interviewer:** I wish we could get away with that with all the courses.

**Interviewee:** <laughs> Right. So..

**Interviewer:** And what are the top factors that you think are important for determining the extent to which the university covers the costs of video content, and which parts of the university should cover those costs? , again, this is referring to the video databases.

**Interviewee:** I think the more databases we have access to-- I'm going to speak generally, not just in my course, but thinking of my colleagues who are teaching topics where there are paywalls, right, to get the most recent-- and I get it. As a researcher, you've done a lot of labor, and you want to also be able to benefit financially from the labor that you've done and intellectual property and so on and so forth. So I think it's important for the university to continue to ensure that students can access the latest research both in print and on video, databases that-- everything eventually loses a paywall, but some-- by that time in-- my research areas are technology and assessment. By that time, for technology, it's outdated and unusable.

**Interviewer:** Yeah.

**Interviewee:** So it is important for those areas to be able to access things promptly and quickly. I believe the university should budget for that, and I've always been a big fan of not duplicating, so if it would fall under the library's purview to keep us from having three different subscriptions to the same exact thing, <laughs> \_\_\_\_\_\_\_ 00:27:29.

**Interviewer:** It happens.

**Interviewee:** Yes. <laughs> Then I would love-- I feel like the library is a place where-- is the keeper of all knowledge, right? It's the place to which we all aspire to be in, to..

**Interviewer:** Yeah.

**Interviewee:** Yeah.

**Interviewer:** It's the logical place to look, I think, for most people.

**Interviewee:** Absolutely. So..

**Interviewer:** And what kinds of resources or other supports would help you identify and assess opportunities for including video content into your classes?

**Interviewee:** Just being made aware of some of the platforms and things. Like you mentioned, this education platform. Unfortunately, I am a tenure-track assistant professor, and my bandwidth for going out and finding things is very minimal. So having something that might ping as a-- we would get those weekly newsletters from university personnel and from elsewhere, and even if it's just a library corner.. <laughs>

**Interviewer:** A reading nook. Yeah.

**Interviewee:** A reading nook. Just something in there that kind of lets us know we've recently acquired these databases and things like that because we also get blasted by so many things from the provost, assistant provost. It becomes an email overwhelm, so having a place where I could go back and look at a newsletter and find it really easily. Those would be things that would be helpful, just helping me be more aware.

**Interviewer:** Yeah, email is forever.

**Interviewee:** Yeah. And would additional information about pricing structures, available titles, or format types affect your decision making about what content to assign?

**Interviewer:** Yeah. Yeah, content type and titles and of course pricing because if it's not free, I'm not using it. <laughs> But I don't think that's how they meant that question.

**Interviewer:** Well, no, pricing hits a nerve with everybody.

**Interviewee:** Yes.

**Interviewer:** Us too.

**Interviewee:** Mm-hmm.

**Interviewer:** And ideally how would you like to-- well, you touched on this. Ideally, how would you like to get this information and from whom?

**Interviewee:** Yeah. In a newsletter or something that's more easily archived. When it's an individual announcement of something, it just-- I'll just be honest. I end up deleting half of those things just because I don't have the bandwidth to-- if I don't read the line and it says something that makes me think, “Oh, this has to do with me”..

**Interviewer:** Away it goes.

**Interviewee:** ...away it goes.

**Interviewer:** Yeah.

**Interviewee:** Yeah. But I do read the newsletter thing, so like the university “Wellbeing Wednesday,” UP thing, or whatever it is. Those I tend to open and read, so..

**Interviewer:** And wrapping up, I'd like to finish up with a few questions that put your perspectives into the broader context of your field and look toward future developments and needs. How does your use of video content in your teaching compare to the practices of your peers?

**Interviewee:** I think we all use case studies and video case studies. I may be a higher percentage user, but as far as how I use it and what we use it for, I think most of us use it the same way.

**Interviewer:** Okay. And are there any kinds of video content or functionality that you would like to see more of?

**Interviewee:** Like to see more teachers practicing humanist, <laughs> student-centered, agentive practices that are focused on learning and not control and compliance, but I think that's a very niche question. <laughs>

**Interviewer:** So the content isn't keeping up with developments in the educational field.

**Interviewee:** No. The educational field isn't keeping up with best practices. There's so many things we do because it's the way it was done to us, and unless we're really thinking about how truly damaging some things we do in education are to students-- it's always interesting, especially-- now I've got students coming through who were kids when they had these clip charts, right, and if you behaved badly, you moved your paperclip up or down the colors, and I've got 25 to 30-year-old students who in class start to cry in their memories of having these clip charts in their classroom. If that's not evidence this is psychologically scarring.. <laughs>

**Interviewer:** Oh, dear.

**Interviewee:** ..I don’t know what is.

**Interviewer:** Wow.

**Interviewee:** And it's-- they’re remembering their second-grade selves, and it's just how do we keep perpetuating these practices? So maybe it's not the videos and the content as much as just showing that there are different ways to do these practices, and it's a problem in education as a whole that we..

**Interviewer:** Is San Jose State the only one or one of just a handful doing these?

**Interviewee:** Doing-- pushing back on these?

**Interviewer:** Yeah, trying to move the ball forward, I guess, as far as classroom practices.

**Interviewee:** I think we're-- we are pretty strong in having more conversations explicitly about these things, but teacher education in general across the state, across the country really tends to focus on theory and not practice as much, and the problem with that is we teach all these theories, but they don't know how to enact the theories, and then they go out into a classroom where the teacher is using clip charts and they see, oh, clip charts are effective at getting students to sit still and be quiet, and they're not connecting they're sitting still and being quiet because they're terrified, not because they're excited and ready to learn. <laughs> Right? So I think we are kind of unique in that, but I do find like-minded colleagues all the time at conferences. They're just few and far between, so..

**Interviewer:** That's interesting.

**Interviewee:** Yeah.

**Interviewer:** And are there any 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 five years?

**Interviewee:** Again, I think I mentioned earlier the developments of just how powerful your cell phone is and what you can do with it and the platform interfaces that make it possible for our students to create video content, upload video content, have a channel, have TikTok or Instagram posts or any of these things, and that's what I'm excited to see is how our students become content creators and how that shapes both the state of the state of video in education but also the education community and practices.

**Interviewer:** So material that's mobile-friendly and also user-friendly so that it's easy for students to participate and create.

**Interviewee:** Yes.

**Interviewer:** Yeah.

**Interviewee:** I'd like them to spend the most time actually thinking about the content and enacting the content, not the greatest percentage of time they're spending on the assignment be “How do I use the tool?”

**Interviewer:** And yes, I've run into that when I think there's something cool, then realize, “Wow, that would be half the course, <laughs> just teaching them how to do it.”

**Interviewee:** Yeah. I've started doing-- created during-- when the pandemic hit, I created a sandbox for all my fellow faculty, so I created Canvas Shell, invited them all in as teachers, and we-- it was a place where we could meet periodically and play around with all the tools and not be afraid of having it break, because we're not using it in front of the students, and I have that same approach when I'm teaching technology to students is the first 5, 10 minutes is, “Here's the tool. I want you just to open it up, and for five minutes, I want you to try and break it or see what it does or..”

**Interviewer:** Press the buttons.

**Interviewee:** Push all the buttons.

**Interviewer:** Click all the links.

**Interviewee:** Click all the-- exactly. Something where they can get comfortable with the tech, and I found that to be very helpful.

**Interviewer:** Yeah. Some people still-- there's a barrier there. There's a fear. Yeah. And is there anything else that is important for me to know about how you or your peers incorporate video content into teaching?

**Interviewee:** Sure, I'll do one bit of something I noticed with the pandemic, and that is we don't explicitly teach in K-12 or university-- we frequently don't explicitly teach how to watch a video for learning purposes, right? So a lot of times, candidates and students K-12 are given an assignment to watch a video. Most of the time, I'll say, they don't usually have accompanying guiding questions to help direct students’ attention to what the teacher wants them to get out of the video. When they do, students often will play the video, watch it all the way through, then go and look at the questions, and so one of the things that I created in the pandemic was a short video on how to watch a video, and I use this skim, question, read, review, respond, SQ3R literacy strategy in like first you skim, you look at the title, you look at who the video is by, you kind of look at it and predict what's going to-- what this video is going to be about. Then question. You look at the questions that you're going to be answering during the watching so you can kind of know where you're looking, and as teachers, if you're going to do this, don't be a jerk. Put the questions in the order they're going to come up in the video. This isn't about a gotcha. This isn't a check for did you watch the whole video? This is a guide for helping the students direct their attention to the things that need to be what they walk away from the video with. So then read the questions. Then they watch the video, pausing when they want-- when they can. Actually recommend, unless you're really feeling into it, every 5 minutes or 10 minutes, you pause and you stretch and you come back. Just something, really quick break to give your brain and your body a little processing time, chunk and chew, and then you go back and review. You answer your questions, and if you are unsure about any of them, you go back to a spot in the video, and you review it. But we don't teach our students that. We just say, “Watch a video and answer these questions.” And I think when we watch a video for entertainment, our brains know how to do that because that's how we usually consume it.

**Interviewer:** Narrative.

**Interviewee:** Right. And if we're not teaching students like, “You're going to watch this video, but I want you to watch it in another way”-- my whole family's educators, so when we're watching any kind of educational video, there's a lot of pausing and turning and talking to each other, but that doesn't happen naturally. That's because we're all educators. So I think it would behoove us as teachers to just include a quick-- even if it's just “Here's a list of tips for watching a video as you go through the class,” I think that would be helpful.

**Interviewer:** It's the same thing, different format as reading an academic article. You don't read it like you would read something online or anywhere else. It has a particular structure, a particular flow, and yes-- and we do the same thing: read this article.

**Interviewee:** Right, right.

**Interviewer:** Oh, no. <laughs> Yeah.

**Interviewee:** Yeah.

**Interviewer:** It's just overwhelming and scary and formal and-- yeah. So that's interesting.

**Interviewee:** And the students get frustrated because they come to class, and you ask them a question. They're like, “I watched the video, I swear.” It's like, well, then that's not bad on the student. That's I need to remember that we've spent all of these years teaching students how to read textbooks and teaching students how to deconstruct novels. We need to do the same thing with video and film.

**Interviewer:** Because it's ubiquitous now. It's everywhere. I mean, I go back to the ’60s, so it's way different, but also, just think how quickly that happened. It's in a single lifetime. So yes, we're playing catch-up, aren’t we, as..

**Interviewee:** We are.

**Interviewer:** ...far as education goes.

**Interviewee:** Absolutely.

**Interviewer:** So that was my last question. Let me stop the recording.

**Interviewee:** Cool.

**Interviewer:** Yes.

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