**SJSU 10**

Interviewer: So do you use any video content in your classroom?

Interviewee: Yes.: But I don't use Kanopy. I mean, I use YouTube and I use things that I find and come up with.

Interviewer: We're interested in all kinds of use of video wherever it comes from. So, can you walk me through what kinds of content you're using and in what format or platform and length-- long, short.

Interviewee: So I teach in the graduate program in nursing and I use content related to pathophysiology and conditions that I'm teaching about, but I also use a lot of content on politics and nursing--activism and social determinants of health and all kinds of things, depending on the class that I'm working on for teaching that time.

Interviewer: Okay, and specifically what classes are these.

Interviewee: Right now I'm teaching three in the graduate program, a family nurse practitioner class, a power and politics class, and a research class.

Interviewer: And how does the content contribute to the pedagogical goals of the classes?

Interviewee: What I use for the pediatric class directly relates to the content that I'm teaching that week. And there might be an eight-minute video or a ten-minute video. I try not to show videos in class over Zoom, although I have done that a few times. Most of the time I'll assign a certain video in the readings or in class activities.

Interviewer: So they happen before the actual class.

Interviewee: Most of the time.

Interviewer: And most as an assignment. And how do you determine which video content you use in your classes?

Interviewee: I look around and if it's by a reputable source and it seems current and it seems like the information is good, then I will use it.

Interviewer: Okay, and for reputable what sort of…?

Interviewee: That's a good question. For nursing types of things, I use a lot of videos from the University of Pennsylvania children's hospital of Philadelphia. It has a whole video thing and I post those for students, because they're reputable. For some of the other things, I use things from the American Nurses Association of California or other reputable organizations.Not off the wall, segmental types of things.

Interviewer: Okay. And at what point in developing a course do you identify opportunities to include video content and do you typically have very specific titles in mind?

Interviewee: Usually my method is that when I’m setting up the class or preparing for the class I'll know that I want to add certain things, but depending on the nature of the class, I wait until the semester starts or I get to a certain week in the in the semester and I'll find something very current.

Interviewer: Yeah, talk about constantly evolving. So where do you typically look for content? We kind of covered that.

Interviewee: I Google a lot and I look at organizations that I'm familiar with, and I find what I find.

Interviewer: And to what extent does the quality of the platform, such as ease of use, factor into your decision to use a specific video?

Interviewee: Why, it has to be easy to use and easy to transfer to Canvas. There's something called Slideshare and there's other different kinds of platforms that are more difficult to use.

Interviewer: So you look for something that can be embedded in Canvas. It has to be easily shareable. And do you consult with any other people to identify opportunities to incorporate video content in your classes?

Interviewee: Not really. I mean, unless I'm teaching with somebody. It’s my class.

Interviewer: And next question, to what extent are your current needs for incorporating video content into your courses being adequately met? I guess, are you finding what you need?

Interviewee: Yeah, I mean, it's the Holy Grail. There's always more out there, and you can spend hours looking for the right thing. Sometimes you find it and sometimes you don't, and I also make a fair amount of my own Studio videos on Canvas using my own slides, my own whatever.

Interviewer: So if you don't find something free-standing, already existing, you'll fill that gap yourself?

Interviewee: Usually I'll film it myself anyway, and then I'll find something to support it, or yeah.

Interviewer: Has the pandemic changed your needs for incorporating video content in your courses in any way?

Interviewee: Less than you would think actually.

Interviewer: Oh, really?

Interviewee: Yeah. When I set up my courses before the pandemic, I would put in the same videos. I might not have done my own video lectures quite as much as I did after the pandemic, but whatever resources I found I would post pre-pandemic and during the pandemic.

Interviewer: Okay, and excuse my ignorance, I haven't worked with the school of nursing. Before the pandemic were courses in person, online?

Interviewee: They were some of the ones that I taught were hybrid so they were in person, part of the time and hybrid part of the time. So the only thing that really changed for me, and not even necessarily that much, is that I did do more what I call micro lectures myself via Canvas rather than in class.

Interviewer: Yeah, necessarily.: And, are there any recent examples where you encountered barriers to incorporating specific content in your class, such as titles being unavailable or copyright complexities?

Interviewee: I, this is a horrible thing to say to a librarian, I don't pay a lot of attention to the copyright. Like if it's on….

Interviewer: Oh, we know what goes on!

Interviewee: Yeah, I mean, I'll use it, and I do give credit where credit is due, but I don't delve too much into the copyright stuff.

Interviewer: I know. I've seen professors scan entire books and put them online.So we're moving on to a section called evolving expectations. Next I'd like to learn more about your expectations and how they're evolving around video content that can be incorporated in your classes. So has the availability of streaming content changed how you integrate video content into your teaching?

Interviewee: I mean a little, bit not terribly much.

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

Interviewee: I think, students, well, I think there's two hands to it. On the one hand, students like hearing things in a different way, maybe said differently than I as the faculty can teach it. You know, some complicated thing, you show a video of some condition and they just explain it better than me. So that's on the one hand. On the other hand, I think people are so, especially after the pandemic, sick of being on screens that they actually like having a live professor explain things to them and lecture to them.

Interviewer: Yeah, I do sessions for the College of Business and they've all requested in person for that same reason. If you’re just physically there, the focus is better.

Interviewee: I mean, I know when I watch a video--I shouldn't say this either--I usually turn the speed up to 1.25 or something like that.

Interviewer: Two times faster. Yes, you like to go at your own pace.

Interviewee: You gotta do it. When you have 20 things to grade and they're all video, then you can listen at one and a half, instead of just one.

Interviewee: I just did. I teach for the School of Information and I just was grading a video assignment. Yeah, that's what I did. Are there any downsides to incorporating streaming content into your teaching? Well, I guess we've talked about a few.

Interviewee: Yeah, I mean there's always wrong information, although we hope that that's not happening. So wrong information or misleading information or outdated information. And then just screen fatigue like we said.

Interviewer: And is there anything that can be improved about streaming content and/or the functionalities to maximize the opportunities to incorporate it into your teaching?

Interviewee: What kinds of things are you thinking?

Interviewer: Well, I guess, streaming kind of offerings or functionalities. You mentioned one: they should be embeddable. Or are they also all captioned already.

Interviewee: I think some of them are and I don't don't pay as much attention to the captions, as I said. The main complaint that I have and it's not really the streaming. It's Zoom. When you're sharing and you have to hit the volume button and you want to show a video over Zoom. It's not that hard but there's a lot of steps to it and it could be easier, but I don't think that's really what you're asking about.

Interviewer: Well, they're looking for all feedback, and after the pandemic, I think, online teaching is not leaving us.

Interviewee: So, I guess, I would just say Zoom integration, which isn't really the library's problem. It's kind of Zoom's problem, but I would identify that as something that could be better.

Interviewer: So basically, interoperability with all of the tools that a campus uses, like Zoom and Canvas.

Interviewee: Yeah, yeah.

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

Interviewee: No.Because it’s free, most of what I use.

Interviewer: Yes, I was gonna say, with YouTube. And are there any instances where it is acceptable to….

Interviewee: Just say one thing.

Interviewer: Yes?.

Interviewee: There is one resource that we use called Osmosis.com which is not free, and the students have had to purchase a, I guess, a membership or a subscription to it, so that they have access to that information because it's not free, and so, yes, the things that I choose -- YouTube, whatever -- that's all embedded and it's there, but sometimes there are things that students need to purchase separately.

Interviewer: Okay.

Interviewee: Sorry, go ahead.

Interviewer: No, that's it. I haven't heard of that tool so that's interesting to know. And, are there any instances where it is acceptable to require students to pay directly to access video content? That’s one of them. What does Osmosis.com cover?

Interviewee: They are videos from medical education information. You should look at it. It's an amazing collection of medical and nursing education videos and it's more than just videos. It's like case studies and quizlets, and it's a whole thing. It's great.

Interviewer: Oh, and specifically medical.

Interviewee: Medical, medicine, nursing yeah. And social work and some other things, too.

Interviewer: Okie doke. 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? Ah. Do you see video in the same sort of category as you would a textbook?

Interviewee: Mostly. Although a: textbook is an item. It's a thing, usually.

Interviewer: They get to keep it.

Interviewee: And you get to keep. For a video, it is a little more nebulous than that.

Interviewer: And I assume for something like Osmosis, it's sort of a subscription and it expires?

Interviewee: It is a subscription and it expires, although there is a fair amount of free content that's available to anybody.

Interviewer: Okay.

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 part of the university should cover those costs?

Interviewee: Yeah, they don't cover textbooks. They don't cover certain other things. I'm not really sure. I mean, the university has a YouTube account and so, of course, we can do various things on YouTube and the university has, I think, Linda.com and Kanopy.

Interviewer: It's Linkedin Learning now.

Interviewee: Linkedin Learning, yeah. It used to be Linda.com.

Interviewer: Yeah, they bought it.

Interviewee: I mean, so it's great that they have that. I don't take advantage of that, but some other people probably do.

Interviewer: Yeah, the College of Business uses Linkedin Learning quite a bit. So, yeah, that's true.

Interviewee: Well, one thing that -- and I know you're not really looking for this -- one thing that annoys me is that the College of Business has a lot of information through Linkedin Learning and that's great because Linkedin Learning is … they're in the same space, kind of. But things that medicine and nursing and PT and whatever use, the University doesn't have those. Like, I would love the university to have an Osmosis account for anybody who wanted to use it, but they don't do that. So meanwhile the cost is passed on to the student.

Interviewer: So, disciplinary equity.

Interviewee: Yes, I couldn't have said it better myself. Disciplinary equity, yes.

Interviewer: Yeah.

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

Interviewee: I don't know.

Interviewer: Now, I'm a little puzzled by that one. Resources and other supports will help you identify… As I said, it's a script.

Interviewee: Because I'm so specialized. I mean, I guess for English and history and anthropology there's more out there, I suppose, but I know what I need.

Interviewer: Yeah. Oh, it follows up with: what additional information about pricing structures, available titles, or format types affect your decision making about what content to assign. Well, format type sort of speaks to: can you embed it, is it captioned. Yeah, okay. Ideally, how would you like to get this information and from whom, if that information were available?

Interviewee: I don't really care about pricing. Is it pricing for me and for my students? Or is it pricing for the library?

Interviewer: Well, they're kind of open about that so I guess it could be anybody. I mean, I doubt if you'd care for the library -- that's our problem.

Interviewee: I mean, I guess I'd like to hear it from the librarian or for some from the library liaison for my department, so that I know what's out there and what the library is doing.

Interviewer: Okay. Okay, 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 everybody does their own thing about the same thing. So I'm really. Yeah, I mean, people use what they use and that's what it is. I know some universities, not ours are Apple educational something-or-other, and they use a whole lot of Apple’s education suite and all of their videos and they produce a lot and that whole thing. We don't use that.

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

Interviewee: Department specific. Ask the departments what we need, and then offer to pay for it. Like that departmental equity that we are talking about.

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: Well, I think a lot of the graduate programs in my department are going to stay online or stay very hybrid. And so, if some of that functionality and various things could be made better that would be great as far as the integration with Zoom. If you have other ideas on what would be applicable, I'm happy to hear those, but I would like someone to listen to me on what's good for us.Instead of just having to search. We're so used to having to search out everything and find everything ourselves. That's just what we do. And so the library, I mean I'm very pro-library and our librarian in nursing has been very helpful to students looking for various different things, but, honestly, the library has not helped me find resources, us as faculty, to tell you the truth.

Interviewer: So it's been a more student-centric approach for your department?

Interviewee: Yeah.

Interviewer: Okay, good to know.: And is there anything else that is important for me to know about how you or your peers incorporate video content into teaching?

Interviewee: Just that it's there. I mean, we're just using it more and more.

Interviewer: So it's become just a common tool.

Interviewee: I think so, yeah.

Interviewer: Definitely. Like the point you made earlier. Seeing it in some cases, like a condition, is better than having it talked to you.

Interviewee: Well, or read about it. Like some of these platforms, they have really nice little drawings of things. A picture's worth 1000 words or an illustrated animated picture is better than I, myself, could do.

Interviewer: Yeah and it's a particularly hands-on profession.So, very important.

Interviewee: I hope this has helped.

Interviewer: Oh yes, very much. Yeah, we're asking all across campus. We're looking for people who use videos -- YouTube or library videos -- or that don't use videos at all and you're just kind of looking for the “why” behind everything.

Interviewee: Right.

Interviewer: Yeah, we're one of about 25 campuses doing this. It's an international study. And so it'll be interesting.

Interviewee: Well, thank you very much.

Interviewer: Thanks so much for making the time. I know how busy everyone is.

Interviewee: No problem. Okay. Take care, thanks, bye.

Interviewer: Bye.