**Interviewer:** Great. So I'm going to read you the introduction. So, “The ways that instructors can work with video content are rapidly evolving with the ascendancy of streaming platforms, including those the library licenses, or those that are made freely available over older formats like VHS and DVD. Within this context, the library's conducting a survey 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 towards that. Before we begin, I'd 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. These 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 moment 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 like if any of the questions don't make sense, or if you're curious about library resources for something, just ask anytime.

**Interviewee:** Okay, cool.

**Interviewer:** Great. So the first section of the interview focuses on your current practices, so how you use video in the classroom or in your teaching. I'd like to begin by exploring how you teach with video content, including VHS, DVD, and content provided through streaming platforms. So do you currently use any video in your classes?

**Interviewee:** Yes, we do.

**Interviewer:** Oh, great. Could you walk me through the kinds of content you're using, what format, platform, links, of video?

**Interviewee:** For the most part, most everything comes off of YouTube. Right? If I find links to other video content in, let's say, a website-- so I teach nursing, and we teach advanced medical surgical skills, so it's really important for them to see the skill before we teach the skill. So if we can find-- and then we’re always looking for the context where the skill is within. So if I'm going to do this certain kind of dressing change, it needs to be in the right context and need to also include someone interacting with the patient, so they're modeling good communication that you provide during the skill being provided. So not only do we try to-- YouTube can be very limited on that work, trying to find skills. So we also have access through Lippincott, our provider of our e-textbooks. They also have videos that we can stream off of their site to give us appropriate context because YouTube is kind of wackadoodle, and you can find all kinds of crazy stuff. So there's that and then we also will use Canvas Studio. Right? So we'll create our own videos, stream those. I don't know if that counts. Right?

**Interviewer:** Absolutely, yeah.

**Interviewee:** Streaming is this weird like word that sometimes gets thrown in there, that I'm not really sure if I know exactly what I'm talking about. But we are very heavy users of Canvas Studio as well. So we record our own content. Students also record their own content and then we view their content as well.

**Interviewer:** Great. Yeah, and the content you create yourself definitely counts for this study. We're definitely interested in that.

**Interviewee:** Okay. Super.

**Interviewer:** Great. Yeah, and do you use this for all the classes you teach?

**Interviewee:** I only teach one.

**Interviewer:** Oh, okay, great.

**Interviewee:** You know what? In my professional role as a nurse professional development specialist, I also create video content and use iMovie for that.

**Interviewer:** Oh, great, okay.

**Interviewee:** So I know that probably doesn't count for this.

**Interviewer:** No. Well, we're broadly interested, I think. So to step out of the interview. It's so new and the library's trying to figure out what everybody needs and different disciplines. There's a lot out there. So I think everything counts at this point. We're trying to figure out what we can support and how we can help people.

**Interviewee:** There's another video creation service I use called Animaker.

**Interviewer:** Oh, cool.

**Interviewee:** So I can do animation, which the kids love because I've used it for my intro video to introduce myself, and it makes you look like you're talking, and you make your avatar.

**Interviewer:** That’s really fun.

**Interviewee:** And they have really nice discounts for teachers.

**Interviewer:** Okay. That's good to know. Cool. So the next question is, how do you determine what video content you use in your classes? How do you choose things?

**Interviewee:** That's a really interesting thing. I wish I could tell you there's some weird algorithm, or theory, or something, but it's kind of-- some of its intuitive from being a teacher for a long time. Some things are just more, if I need more attention, I might go for something that's like the Animaker, or something I’ve got to grab them about. If it's a very prescriptive skill-- like for all of our skills, we've done both, and we've done instructional videos with my colleague and I. We've done instructional videos. So one of us is performing the skill, and as we perform the skill, we explain why we do each of the steps, and you can't have some weird avatar on my shoulder or whatever. It's got to be very in the skills lab, looks like in a patient environment, bam, bam, bam. So that's when we'll pick something like that. We'll record our self, edit it on iMovie, and then put it on Studio, so they can stream it. YouTube will be kind of a mix. It'll be an in between kind of thing because sometimes you can find that YouTube will be sometimes really great for that short little clip. So I tend to use them for that short little explanation thing. So we also provide complimentary information about the pathophysiology around whatever. Right? So let's say we're doing tracheostomy care, which is the hole in the neck, and they need to learn how suction or whatever, but we also talk about why does somebody need that. So we might have a YouTube video that's a very short, animated clip, more than I can do technology wise and money wise, that explains like oxygenation and perfusion, and it might be an 18 second or and 180-second clip. Right? So we'll use that interspersed in our lectures. Oh, we also stream our lectures too. We've recorded our lectures on YouTube and then they look at them before they come to class. They're doing their flipped classroom thing.

**Interviewer:** Okay, right, so it’s flipped classroom where they watch the lecture via video.

**Interviewee:** Yeah, and then when they come, they've got the background information, and then we dive right in.

**Interviewer:** Great, and you use YouTube to share.

**Interviewee:** We put most of them on YouTube and then upload them on Studio. They can access either way, either through YouTube or Studio.

**Interviewer:** In terms of like the videos that you add into the lecture, how do you decide where to use video, and where not to use video?

**Interviewee:** I usually like to use it-- I might do a clip right at the beginning to get our attention. Then maybe partially through, I might do one more, and then that's usually it. Usually like two, but again, it's more for an attention grabber, and then maybe a very practical snippet in the middle.

**Interviewer:** Okay, cool. The videos you use are then incorporated into the video lecture usually. Are students watching videos separate?

**Interviewee:** Yeah, sometimes we’ll embed them and sometimes they're separate. It just depends on what's going on.

**Interviewer:** That makes sense. No. I think, yeah, that makes sense. Cool. Are there ever videos that are long, like a 20-minute video that's like an assignment to watch the video?

**Interviewee:** Yes. We have one on the insertion of a chest tube, which I was surprised was on YouTube, but maybe I'm not surprised it was on YouTube because it's pretty graphic. It’s like, “Ooh, there's a lot of blood here. There's a lot of like ooh.”

**Interviewer:** Oh, wow.

**Interviewee:** Yeah.

**Interviewer:** That's a YouTube rabbit hole I've never fallen down, so yeah.

**Interviewee:** It was like wow, they show everything on this, but it's a good one because they don't get to see that in real life, and it kind of explains why the patient needs to have really good medication before you do that to them.

**Interviewer:** Okay. Wow. Who produces videos like that?

**Interviewee:** Mostly you'll find it’s physicians will put out videos, teaching videos. You'll see schools. Universities will put out teaching videos. Sometimes it's hospitals, but not very often. But it's always in a teaching context, like university of such and such has this, or doctor so and so is a professor at wherever.

**Interviewer:** Great, and they're probably producing it for their own classes, and then sharing it.

**Interviewee:** Yes, and then they're kind enough to share them with everybody else.

**Interviewer:** That's wonderful. That's nice. That's cool. So the next question is, to what extent are your current needs for incorporating video content into your courses being adequately met? Do you have the videos you need?

**Interviewee:** Yeah. I'm not running into too many problems, and to be honest with you, what I don't know, I don't know. Right? So I think I have what I need. I feel it's adequate. I know that it requires a little technology dexterity because not everybody is-- I'm working with-- I have a grad student right now who is not able to be in my course during the day because she also has a fulltime job, and so we're trying to figure out what to have her do, and she's actually creating video content, pathophysiology video content for me. So I'm like, “Hey, quick hits, five to seven minutes of some specific thing that's related to the skill that we're working on,” and so she's been doing that, but she decided she wanted to put a YouTube video in her PowerPoint that she recorded on Zoom, all these layers, right? So and then she sends it to me, and she didn't embed it right, and so it was like the Peanuts teacher, <makes wa, wa sound>, like this, and no video.

**Interviewer:** Oh, okay.

**Interviewee:** So I had audio that I couldn't understand and video, and she sent it to me, and I'm watching this, and I'm going, “Oh, you don't know how to embed this. Okay, let me show you how to do this,” and then she goes, “No, I don't have time. I'll just cut that out.” I'm like, “Okay, fine. Cut it out. That’s fine.” So she got around it. But I mean, I could have shown her how to do it, and do it right, so it would work, but folks are scared about technology, and nervous about it, and it takes a lot of mistakes to get it right.

**Interviewer:** It takes time to learn.

**Interviewee:** So I think there’s a reluctance for a lot of people, and it does take a little bit of time. and like every semester when we re-record, we might re-record one of our instructional videos, and all of a sudden, I got to go, okay, wait a minute. I can't remember. How do I get it from iMovie into Canvas, and I have to rethink it over, and once I do it, it's fine, and it does take no time. I think the only thing that we've had problems with is the incompatibility sometimes of .MOV files. Sometimes I can struggle to play them off of, but I think it's my technology I’m using. I think it's my work computer that I'm using. But sometimes .MOV files will not play very nice with Studio. So but I think that's my technology. I don't know. Sometimes it works great and sometimes it doesn’t. It’s the only file that I see that has a problem.

**Interviewer:** Okay. Yeah, I mean, so it sounds like there's a good amount of technical skill that's required to incorporate the video into your classes the way that you're doing it.

**Interviewee:** And if anything, I could see that we really could use some support that way, as far as teachers at school, just because I think it intimidates a lot of folks and I don't-- yeah.

**Interviewer:** Did you sort of figure out how to do all these things on your own in terms of pulling these pieces together?

**Interviewee:** Some, yes. Some, no. In my professional world, I am fortunate to work with some folks that are pretty savvy. So I've learned a lot from them. What really was helpful with understanding how to use Studio better and more effectively was when we shut down with COVID, and that summer they offered that big course from the instructional design people, and I don't know if you guys were affiliated with that course. I don't remember, but I thought it was instructional design, and it was like six weeks or something, and they paid us a little stipend to take it. I learned so much on how to use Studio there.

**Interviewer:** Okay, great, yeah.

**Interviewee:** It was fabulous, and I think that is a big downfall too, at the university is that we don't get the instructional support we need to use Canvas and Studio to their full abilities. They expect us to use a lot of the-- like, “Here you go. Here's your show. Go for it,” and you're just like, “What? I don’t know what I'm doing here,” and so I think I've limped along for a while, but until I took that course, and they were like really explaining how to use the video, it was like magic. It opened a door, and then once you get that confidence, then the rest of it doesn't feel so bad or scary, to me, anyway.

**Interviewer:** Was the pandemic sort of a driver for adding more video to your courses? Okay. Yes.

**Interviewee:** So we're never going back.

**Interviewer:** Before the pandemic, were you using streaming video at all?

**Interviewee:** No, hardly. I think we had that chest tube video. That was pretty much it from YouTube. That was pretty much it. Almost everything, because we were in person, we could show it all.

**Interviewer:** Yep. Just show it all in person.

**Interviewee:** And be engaging, and whereas once we went with pandemic, and everything was at home, it was videos were one thing that could grab attention and get people. I could show some of those during Zoom classes, and we could have discussion, and talk about it. But it was like I couldn't-- it's real hard to teach somebody how to do hands-on medical skills, when they're all completely at home.

**Interviewer:** I can only imagine. That’s sounds impossible.

**Interviewee:** You would be surprised what you can do.

**Interviewer:** Wow. That’s amazing. So the next section is called evolving expectations, and it says, “Next, I'd like to learn more about how your expectations are evolving around how video can be incorporated into your classes.” So we already touched on this a little. Has the availability of streaming content changed how you integrate video into your teaching?

**Interviewee:** Yeah, just because it's now that I understand more about what's out there, and I understand more about how to make it work, and I think those things have to go hand in hand. You have to know what's out there, or be willing to look, and know how to look, and search for it. But you also have to be not afraid of it because fear is the hugest driver of it not happening, right? People are scared of technology, and I don't think it matters whether you're a digital immigrant or a digital native. I don't think it matters at all because I got 20 somethings in my classes that, yeah, they're whizzes with their iPads, but when we ask them to do LockDown Browser for a test, they’re a mess. I think there's an influence to that. But ultimately, I know some folks that are, you know. I'm a digital immigrant. There are folks that are older than me that are whizbang at this.

**Interviewer:** Yeah. No, I think that's right. We see that in the library. You never know who's going to have tech skills sometimes.

**Interviewee:** Yeah. So you’ve got to just come at it as if-- I always go, “Hey, I'm just going to assume you don't know anything. So let me just step you through this, and then, hey, if you know something more than me, let me know because I want to learn more.”

**Interviewer:** Have there been any downsides to incorporating streaming video into your teaching?

**Interviewee:** I can't think of anything. The only downside is there's too much and I don't know what to pick from sometimes. When you have too many choices, sometimes it paralyzes you. You're like, I don't know. I don't know. I don't know. Right? Not often.

**Interviewer:** Is part of there being too much that it's hard to find really high-quality content?

**Interviewee:** Yes. That's a great way to think about that. Yeah, sometimes you have to sift through a lot of crap to get the gold, right? So having too much out there, and not having it categorized, or organized, or you could spend a long time finding what you really need.

**Interviewer:** Yeah. So is there anything that you think about the way, or the streaming content offerings as well, but the platforms you use that would help you? Is there anything that could be improved about the platforms to help you incorporate into your teaching?

**Interviewee:** Not really that I can think of right now. I don’t know. I'll think about that. If I think of something, I’ll come back to it.

**Interviewer:** Yeah. So the next question is about costs. Has the availability of streaming video content changed your expectation about how the costs of video content should be covered in courses?

**Interviewee:** That's an interesting question.

**Interviewer:** It sounds like you're using a lot of free content.

**Interviewee:** I use a lot of free stuff. I pay for the Animaker. It's $9 a month for teachers. So to me that's worth, you know. I just don't go to Starbucks twice, right? Yeah. I find what's really nice is that if you tell them you're affiliated with a university, you do get some nice deals because normally that Animaker is like 20 bucks a month or something if you're not a teacher, so you get some good deals. But I don't know. Can you ask me the question again because now my brain forgot the question?

**Interviewee:** Oh, sure. I can ask you some of the follow ups too if you think that’ll help.

**Interviewee:** Okay, cool. Okay. That’ll help.

**Interviewer:** So the question is, has the availability of streaming content changed your expectation about how the cost of video content should be covered? But I think some of the helpful follow ups are like, are there any instances where it's okay to require students to pay directly to access video content, like where you would say, for this semester, subscribe to this streaming service or buy this video package?

**Interviewee:** I've never done that and I don't expect to ever do that. I think that seems onerous to them. The streaming videos that they can see through Lippincott because they've paid for the ebook. That all comes with, so you don't have to pay extra, which is nice. But yeah, I would never even try to put that on them, and I think because I'm also a student, as a student, I would be irritated if my professor said, “Hey, you’ve got to subscribe to this service.” I'd be like, “Dude, I'm already paying $8,000 a semester. What do you mean I got to now another just for this?” and then I'll forget to turn it off, and two years later down the road, I'm going like, “Oh, this is still on my credit card.” Yeah, no. I don’t like that. Sorry.

**Interviewer:** No.

**Interviewee:** From a cranky student-- I'm almost done. I'm so glad I'm going to graduate soon. I’m so tired.

**Interviewer:** That’s awesome. When do you graduate?

**Interviewee:** I’m doing my doctorate in nursing practice.

**Interviewer:** Oh, wow.

**Interviewee:** And so I'll finish in May.

**Interviewer:** Congratulations. That’s awesome.

**Interviewee:** I have my defense in April and I'm just so tired. I work fulltime. I teach, and I'm doing fulltime school, and I'm just so tired.

**Interviewer:** Oh, my gosh. Wow.

**Interviewee:** Sorry. I didn't mean to give you all that personal stuff.

**Interviewer:** No. That’s okay.

**Interviewee:** I get one day off during the week because I teach. I'm teaching this afternoon, so I work 4, 10-hour days, at my regular job, and I'm just like, “I got to sleep in today. I'm having my coffee. It’s a beautiful day.”

**Interviewer:** Oh, my gosh.

**Interviewee:** Sorry. I'm just really tired.

**Interviewer:** That’s okay. Oh, my gosh. I can relate.

**Interviewee:** Sorry.

**Interviewer:** I only have one job, but I have a two-year-old. So that’s what keeps me tired.

**Interviewee:** Oh, God bless you. God bless you. My kids are all grown up. It's a beautiful thing.

**Interviewer:** That’s great. Especially these days. it's hard to keep up.

**Interviewee:** No kidding, right?

**Interviewer:** Yeah.

**Interviewee:** No kidding.

**Interviewer:** I think the other thing this question is getting at too, is like if there were-- I think it's probably helpful to ask it just more directly. If they were a really high-quality source of these videos that there was like a university subscription to, would it be appropriate for the library to pay for that?

**Interviewee:** Yes.

**Interviewer:** Yeah, and would it be appropriate for the library to pay, or students to pay, or the department, that kind of thing?

**Interviewee:** Yes. If there was a high quality, something that was easily searchable. I think that's part of the problem. High quality is great, but if I can't filter and search properly, and it still requires me to spend four hours or two hours finding something that I need, my time is just as valuable as the money. So that's kind of what I would need is that it would have to be easily searched, or if I could get help from my librarian, if my librarian would be willing to help me search and filter it, that would be amazing.

**Interviewer:** Well, they would if there were a site. We would definitely be happy to help. I don't know this area that well. We do have one database in this area that, at the end of the interview, I'll make sure you have. Know that it's there, but I don't know if it's good or not. Nursing is not my area, so great. It sounds like one of your concerns about a possible library database would be ease of use.

**Interviewee:** Yes.

**Interviewer:** Yeah. Okay, great. So the next question is what kinds of resources or other supports would help you identify and assess opportunities for including video content into your classes? So and then this one is pretty vague, so I’ll maybe give the follow ups.

**Interviewee:** Yeah, please. Thanks.

**Interviewer:** Would additional information about pricing structures, available titles, or format types affect your decision making about what content to assign? I think meaning, this is a harder-- I feel like this one makes sense for like the film professors and stuff who are assigning specific films. I think in your context…

**Interviewee:** Maybe not so much, huh?

**Interviewer:** Yeah. Or just I guess maybe, is there any-- you could imagine a video resource, that if it existed, you would want to change your course structure a little bit to incorporate that, if there were a really great demo of this skill, or a really great set of demos? Is there a pie in the sky thing that you would want?

**Interviewee:** I don't know if there's-- you know what would be really cool is if there was something that streamed like AR, right? So that you had something where they could perform the skill in an artificial environment, so that they could-- and they could do that, and then other folks could watch them do it. So you could evaluate what they were doing. That would be ultimately amazing and fabulous because that would be a game changer on the way we evaluate how they do skills because what we've done-- backstory real quick. Pandemic forced us to do everything at home. So in order to evaluate if they could do the skill or not, they had to videotape themselves doing the skill, and then submit that to Studio, and then we graded it. Right? So not everybody has the best environment. They can't simulate a patient environment very well at home. You can't suspend reality that great, right? Sometimes the toddler walks in. Sometimes the cat is in there. There's a lot, and they get distracted, and so on, and so forth. They also have to change camera angle. All these things could happen. If they could have a way to be into an artificial environment where it looked like a patient room. The other problem they struggle with is so you have to do a skill, but you have to be aware that there's a whole patient body attached to that patient, and sometimes they would be doing their skill, and standing where the legs of the patient would be.

**Interviewer:** Right. I could see that.

**Interviewee:** Because they couldn't imagine that the whole body was there. So if they had a way to film themselves in an environment where they see or perceive the whole body, they could be in a better space with that, and that would make a big difference in the quality and their ability to perform that skill.

**Interviewer:** Wow, okay. Yeah, and so in that sense, like the video is not just something that the students are watching and consuming. You're using video as a way they hand in assignments, video as sort of this whole environment.

**Interviewee:** I could watch it.

**Interviewer:** Yeah. I see.

**Interviewee:** And evaluate how they were performing. So it would be streaming right to me, and they can do that in their home, and I could just you know. The reason why we actually have them record like that is because then there's no debate on what happened.

**Interviewer:** Oh. Because you would just watch it via Zoom.

**Interviewee:** We used evaluate them in the classroom before pandemic. We used to evaluate them doing their skills, and you actually have students who would go, “No, I didn't.” I'm like, “ Yes, you did.” “No, I didn’t.” “Yes, I did.” Well, when it's recorded or done video, I can like, “At 1 minute and 36 seconds, this is where you broke sterility,” and they kind of go, “Oh, okay.” So it cuts out a lot of debate.

**Interviewer:** Oh, my gosh, yeah, that must be a big help. It's like you’re the referee of something.

**Interviewee:** Oh, my God, it’s huge. It’s huge. Anyway, but that's how I could see that if there was high quality like AR, where we could actually simulate being in an actual environment. That would be amazing when you stream that and you could also use it instructionally. So one student could be performing it. Other folks can be watching it and go, “See, this is what,” and you can point out things while they're doing it and stuff while that video would be streaming.

**Interviewer:** Okay, and they can kind of see it from different angles then. That's really interesting.

**Interviewee:** That would be very cool. I know it's out there. It's just expensive as hell.

**Interviewer:** Yeah. Okay, so it is out there.

**Interviewee:** Yeah.

**Interviewer:** Are they using it in other schools?

**Interviewee:** I don't know if other schools are using it. Actually, I lied to you. I'm part of a collaborative that through my work with Apple. Apple has a very robust AR and capabilities, and so I just watched a demonstration. I'm trying to think. It was in someplace on the East Coast, a university of east coast that they were using it for-- it wasn't for medical. It was for something else. I can't remember right now. It's been a little while. But they were using it for instruction and it was really, really, really cool. But their AR platform and what they have, I'd have to have a little bit of understanding as an engineer, like the logic and everything, and I don't really have time to learn the logic. So need something that’s a little bit more plug and play, but I don’t know if that’s out there yet.

**Interviewer:** No. that makes sense, and I know this has been a- the military has used that for training for forever, right?

**Interviewee:** Exactly. The military uses it like crazy. I work with a simulation tech who just left the military after 25 years, and she was telling me the crazy, amazing stuff that they do, and I'm just like, “Why can't we have that? That's so cool.”

**Interviewer:** Cool. So in some ways, like streaming video is almost like a transitional technology potentially, in the vision that you're talking about here.

**Interviewee:** Yeah.

**Interviewer:** Okay. Cool. So we're down to the wrap-up questions.

**Interviewee:** Okay, cool.

**Interviewer:** Yeah. This has been great. Thank you so much for sharing all this.

**Interviewee:** Sure.

**Interviewer:** There's a few wrap-up questions.

**Interviewee:** Okay.

**Interviewer:** I'd like to finish up with a few questions that puts your perspective into the broader context of your field and look towards future developments and needs. I guess we've already talked about future <inaudible 00:31:35>.

**Interviewee:** We might have.

**Interviewer:** So how do your use of video content in your teaching compare to the practices of your peers?

**Interviewee:** Oh, I think we're ahead of my peers in my department. Not all of them, but I would say we are.

**Interviewer:** Okay. So that we at SJSU are ahead of other nursing schools. Would you say we?

**Interviewee:** I wouldn't broaden it to other schools per se because I've never really asked other folks at other schools what they're doing as far as this kind of work. But within my department, within my school of nursing, I think my colleague, and I, and some of us. I would say probably a quarter of the colleagues. A quarter of my colleagues are into it, but not quite so much. Maybe not even a quarter. Maybe a fifth. The rest are still-- they're good with their Canvas, man. They're way better on their Canvas than I am, but not incorporating video, or that kind of stuff, or using streaming, or anything.

**Interviewer:** Do have thoughts about why you use it more, or why they're apprehensive? Are they apprehensive or they don’t feel like it’s useful?

**Interviewee:** I think they’re apprehensive. Again, it's not about being your age. But in this case, it might be. Most of them are strictly professors, and don't have outside work, and I think my fulltime job forces me, or supports me in being an agile, nimble learner as far as technology, and I’m a professional developer for nurses, and so I'm helping them learn, keep up with their skills, and keep up with the newest technologies, and whatever that we introduce for them to use to take care of patients, and so they have less and less time. So I have to find ways to catch and grab them, and video learning has been instrumental in that, and it’s if you can watch a two minute video that I've QR coded to the new piece of equipment, so that if you forget what we told you, and you haven't used that equipment in a while, and all you have to do is aim your phone at it, and you can watch a quick short video on how to troubleshoot this piece of equipment, then this is amazing, right?

**Interviewer:** Oh, that’s great. Yeah.

**Interviewee:** So it's things like that because nurses just don't have the time to sit in a four-hour class, and listen to a lecture, and then do all the work. We have to hit them quick and we have to hit them where they are, which is at work. A lot of our folks come into work from an hour away or an hour and-a-half away, so for them to come in for a one-hour training when it takes them two hours round trip. I think part of it is because I'm forced because of my gig, and then I just bring that right on into my teaching because to me it just makes sense. Many of them have probably not worked in the professional workforce for probably at least 10 to 15 years.

**Interviewer:** Right. That makes sense.

**Interviewee:** So you only know what you know, right?

**Interviewer:** Yeah, and at the university, they're not necessarily being exposed to the same things.

**Interviewee:** No. It's not like we're getting in services on, hey, here's Animaker. Here's how you do it. Now eventually, what I’d love to do is when I start teaching fulltime because that's the whole goal of the doctorate is to eventually leave my professional job and come and teach fulltime. Unfortunately, I have golden handcuffs, so it might be a while. The professional world does pay very nicely. But that would be one of my things is I would probably help folks learn to use that and provide those in services. Right? It's easy. I can support you on this. Let me help you, show you what's out there, kind of thing. Someday.

**Interviewer:** Who do you think at the university-- you've sort of talked about individual faculty members taking on that training. Who should provide that kind of training in the university? Is that the library? Is that IT?

**Interviewee:** Gosh, it'd be great if instructional design and the library could help with that. That would be amazing because I don't think they have the-- they don't have somebody who would teach that in my department. The leaders in the department don't have that background, so they're less likely to be able to put that instruction together. So yeah, if it came from either the library or instructional design folks, that would be amazing.

**Interviewer:** I like that. We'll see what we can do. Great. So I think we've come to the last question, which is just, is there anything else that is important for me to know about how you or your peers incorporate video content into teaching?

**Interviewee:** No, just I think we need to do more. That's it. I think it's something that just needs to become-- I hesitate to say standard, but it needs to come to the more-- because it is engaging and the kids like it. The students really enjoy it. They like creating content, too. So it changes things up a little bit for them. It just you've gotten to this place where nobody wants to sit there and just watch a boring lecture, so if you can intersperse it and make it more interesting. I'm really interested in motivational design, so where when you're doing instructional design in parallel, you consider what aspects of the instructional design can motivate students to continue to learn, get their attention, feel satisfied with the learning. They're all adult learners, so it’s like “How is this relevant to me?” So providing relevance, getting their attention, making them feel confident that they can complete whatever it is they have to complete, and then they feel good about it, and satisfied enough, and if you can motivate them, then they're going to continue to want to learn, and continue to progress, right? If you can't motivate them, then they’ll be like, “What's the point of this? This is a waste of my time,” and now you've lost them.

**Interviewer:** I see. Yeah. So would you say the reason you say you need to do more or people need to do more videos, it's part of a bigger philosophy or shift in how you're teaching in terms of, I guess, what you called motivational design?

**Interviewee:** Yeah.

**Interviewer:** Yeah, okay. Cool. All right. Great. Well, thank you so much. I think that was awesome. It's great to have so much information and it’s very inspiring too.

**Interviewee:** I tend to talk too much. Sorry.

**Interviewer:** Well, this is a context where we want you to talk as much as you want to, so that was good. I think we got through it pretty efficiently. I’m going to turn off the recording. I do want to send you-- if you don't mind holding on for a minute, I think I have it.

**Interviewee:** Yeah, sure.

**Interviewer:** Stop recording.

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