**Interviewer:** I don’t think I need to repeat any of that, but for the recording, I just read part of the introduction, and I’m going to continue. 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. 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 the discussion. And so the first set of questions is about your current practices, like how you use video in your courses. I’d like to begin by exploring how you teach with video content, including VHS, DVD, and the content provided through any streaming platforms. So, do you currently use video in your classes?

**Interviewee:** Since teaching online-- I mean, actually, yeah, throughout my past 10-12 years of teaching, I have used video, certainly streaming. When I teach in person, I’m more likely to use DVDs or VHS, unless it’s like a really old recording. And it’s a primary source. But, yeah, especially since moving on to teaching online, have been relying more on streaming services through the library, but also like on Netflix and stuff like that, which is-- or what YouTube makes available. That’s interesting as well. So, yeah, definitely using videos.

**Interviewer:** Cool. So which classes do you use the content in or what kinds of classes?

**Interviewee:** Yeah, so since teaching here since Fall 2019, I’ve taught [first semester of introductory American Studies course],[second semester of introductory American Studies course]. I’ve taught [a course on writing in the humanities], and also [a class on world cultures in the 20th century], and [a course on world literatures], so that’s spanning from like American cultures from beginning to the present and stuff like that, and ideas in the 20th century, and reading the world, and stuff. So, yeah, I use it in a wide array of different classes of the humanities. And, certainly, you know, yeah, it’s hard to get away from not using it. And students are, like, “Oh, there’s a video on YouTube.” And it’s like, “Okay. Does it have an ad?” “Yeah.” “Okay.” <laughs> Let’s at least mute it, if we can’t unsee it.

**Interviewer:** So the students suggest video content for the class, you say?

**Interviewee:** They do. They do, as well as myself.

**Interviewer:** Yeah. Okay. Cool. I want to ask more about that later. That’s really interesting. How do you determine what video content you use in your classes? How do you choose video content?

**Interviewee:** Yeah, it depends. More often than not, I’m using-- I’m choosing videos based on whether or not it’s a primary source for a particular time period. Also, I’ll choose videos if it does a good job explaining a major concept, or a person, or something like that, as a compendium or in addition to what I’m also talking about.

**Interviewer:** Okay. At what point in developing the course do you think about adding the videos? Do you work the course around content you know you want to use or kind of fill in gaps that you find?

**Interviewee:** Yeah, it kind of goes both ways. When I team teach, which is [in introductory American Studies courses], it’s certainly like the last thing I consider because we have other considerations to think about and to shape our classes. Now, that I’m teaching my own classes independently-- yeah, for future classes, I am thinking about video content as the first thing, like, oh, I want to teach about the Compton cafeteria riots. I want this documentary for my Queer Arts class or something. Then with that, then I’ll shape a unit around that.

**Interviewer:** Cool. That makes sense. To what extent do you find that your current needs for incorporating video content into your classes are adequately met? Do you have the videos you need?

**Interviewee:** Yes, and no. <laughs> I mean, so to a great extent, my needs are met. The thing that kind of gets in the way is captioning and making sure that that’s available on the videos that I’m using, which is a big downfall of using platforms like YouTube, because, yeah, it’s not always available, let alone reliable. So, yeah, that’s been a huge pro actually of using the streaming platforms that the library subscribes to because, more often than not, it has captions.

**Interviewer:** Yeah. I think we try to subscribe to things that have captions.

**Interviewee:** Yeah, exactly, and that’s been really useful. And students have really appreciated-- even if they’re not hard of hearing, they’ve appreciated the captions.

**Interviewer:** Oh, do you hear from students that they use the captions even--

**Interviewee:** Oh, yeah.

**Interviewer:** -- just a long with the audio?

**Interviewee:** Oh, yeah. Especially if the audio is moving fast, or if it’s a topic that they’re unfamiliar with, and they’re like, “What is that word?” <laughs> Or if English is a second, third, fourth language, yeah, or all of the above, yeah.

**Interviewer:** That’s great to hear. I feel like that’s one of the-- all accessibility things usually have these unexpected benefits for everybody.

**Interviewee:** Exactly.

**Interviewer:** Yeah. Has the pandemic changed what you need? You kind of refer to this a little. Has it changed how you want to incorporate video or what’s useful?

**Interviewee:** Yeah. Yeah, so, one, making sure that things are captioned well, that will continue to be an issue or something of a requirement. But, also, there have been with some streaming platforms that aren’t SJSU related, that have like paywalls, or are not able to be shared in the Zoom meeting, it’s just like okay, not showing that, or we’ll move on, or something like that, that...

**Interviewer:** Right. That you would have used in person?

**Interviewee:** Yeah, exactly. But for the most part, it hasn’t been a huge barrier.

**Interviewer:** Okay. Have there been any specific titles or specific content where you have run into barriers, and either decided to use something else or decided it doesn’t work in the classroom in the current -- with what you have available?

**Interviewee:** Yeah, I’ve tried to show the documentary. It’s a four-part documentary on reconstruction that PBS did, again, 2019, I think. And I’ve been able to find a bootleg of it online, but I wasn’t able to find it on Kanopy or the other video sharing platforms that SJSU-- yeah, and I think when I did use it in person, I interlibrary loaned the physical DVD. Yeah, so things like that, you know, a good old PBS documentary that’s like newer and not like an older can burn kind of thing. That would be great. <laughs>

**Interviewer:** I’m going to star that separate from the interview to look up because I know we have some PBS collections, but I’m never sure what the limits of them are, or <inaudible 00:09:52>...

**Interviewee:** Right. Right. And if it’s a newer documentary, a good-- sometimes it’s available on PBS’s website directly without being a member or on their YouTube channel or something like that. But if it’s past the initial debut period, then, yeah, it goes behind a paywall. And then it’s like, “Dang it, that would have been great for class, but that’s okay.” <laughs>

**Interviewer:** It must be difficult semester to semester when things are-- you know, you have a class planned, and then the next time you teach it, the video content has moved.

**Interviewee:** Yeah, yeah, which does-- and for that documentary, I was using it in my team-taught class. And I ended up just not like-- cutting out the lecture in which it’s heavily based or connected to that documentary. So I’m still able to like-- or my team and I are still able to teach about reconstruction without it. But, yeah, the 2019 documentary was a pretty good, updated version that connected to Black Lives Matter to racial violence, more contemporary racial violence, that are certainly in connection to that period of time.

**Interviewer:** That’s the kind of thing in the library, I think we’re trying to figure out, this content that we have a hard time buying. And what are the things that we have a hard time buying that are actually useful?

**Interviewee:** Mm-hmm. No. PBS has been, of course, knocking it out of the park, but, yeah, it’s through a paywall. <laughs>

**Interviewer:** Cool. So I’m going to move on to the next section of the interview. It’s called 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 sort of as opposed to DVD and VHS?

**Interviewee:** It’s been about the same. Yeah, I rely on it more because of the things I’ve mentioned since teaching online, but, yeah, it’s...

**Interviewer:** Okay. Great. Have you found there are any downsides of the shift-- I guess it’s probably hard to separate the shift from teaching online to the-- but are there any specific downsides about streaming as opposed to showing a DVD or VHS in class that you’ve...

**Interviewee:** So, yeah, when it’s outside of SJSU subscriptions, like showing ads, I have a problem with that. And I always-- yeah, and I try to mute them even-- or like not show them, but it’s hard, of course. Yeah, espe- --

**Interviewer:** Is that mostly YouTube for ads?

**Interviewee:** Yeah. Yep. And sometimes from other websites, like the Atlantic or something, like an ad will pop up or whatever. So that’s been one downside. Another downside over more physical kind of forms is sometimes students’ connectivity just isn’t on that day, or things happen, or if students are on campus, and campus wide Wi-Fi is just spotty or something like that, if they’re working in the library-- yeah.

**Interviewer:** Our Wi-Fi is never spotty in the library. <laughter> Yeah, we do have issues with that.

**Interviewee:** Yeah, and there’s a good amount of students who I do see in a public setting that I assume looks like a library, like looks like MLK. And so, yeah, that’s kind of a downside with using video or using streaming as opposed to a DVD. It really is like, everyone’s connectivity, everyone’s technical stuff needs to be on par.

**Interviewer:** And so you’ll frequently stream a video over Zoom to show the class? Okay.

**Interviewee:** I will. Yeah. And if things aren’t working for most people or things are spotty on my end, I’ll drop a link and say, “Oh, watch on your own time.”

**Interviewer:** Right. But you don’t always know promptly how the quality is on their end?

**Interviewee:** Yeah, I try to do a verbal check in. But, yeah, you never quite know.

**Interviewer:** It seems like part of the challenge of teaching online in gen- -- like, not unique-- or sounds familiar from other things that you one does teaching online <inaudible 00:15:13>--

**Interviewee:** Right. Right.

**Interviewer:** -- if everybody’s on board.

**Interviewee:** Right.

**Interviewer:** Great. Okay. So this is an interesting one that I think touches on some things you’ve talked about already. Has the availability of streaming content changed your expectation about how the costs of video content should be covered?

**Interviewee:** Oh, that’s interesting.

**Interviewer:** And I have some more follow up questions <inaudible 00:15:41>--

**Interviewee:** I’m not even aware of-- is the question referring to SJSU’s video subscription or just if I want to show something, what that individual cost is?

**Interviewer:** Yeah, I’ll ask some of the follow-up because I think that’ll clarify it, too, because it’s a little open ended. Are there instances where you would be comfortable requiring students to pay directly to access video for a course?

**Interviewee:** That’s a good question because, yeah, I don’t think-- yeah, no.

**Interviewer:** Yeah, no is an okay answer.

**Interviewee:** <laughs> I think-- yeah, I think one time if students missed lecture in which we did show a movie, and the movie was like-- it was literally a setup where my co-teacher was playing the movie on their TV screen, and then moved the computer in front of the TV screen, and then had captions on.

**Interviewer:** Oh, wow. Okay.

**Interviewee:** Because, like, you know, like--

**Interviewer:** How else are you going to do it? Yeah.

**Interviewee:** Yeah, or Amazon doesn’t allow shared streaming or whatever to share their platform over Zoom, same with Netflix and all of that. And so we had it set up that way. And then, we made sure that most students were able to make it. And we were like, “If you miss class, all right, then you’re going to have to pay 2.99 to see it digitally because, yeah, we showed it over a week. It’s during our normal class time.” So in those instances, then I’m, like, “You can pay 2.99 to stream the movie,” especially if we’re cutting out time in the semester for it, but to put it on par as something like buying a book, for example, I’m not quite there yet. <laughs>

**Interviewer:** No, that’s exact- yeah, that’s exactly what we’re kind of curious about. Yeah. So that was the next-- not the same as textbooks or e-textbooks or something like that?

**Interviewee:** Yeah. Yeah.

**Interviewer:** Great. And so do you feel like in terms of the university, if you were in charge, is this a cost the library should cover in terms of making content like this available? Is there another source of funding within the university that makes sense for it?

**Interviewee:** Well, I mean, I think the university should probably give the library more funding. <laughs> That would be ideal.

**Interviewer:** Sounds good.

**Interviewee:** Right?

**Interviewer:** But it’s an appropriate thing for the library to spend collection money on if given the budget? I guess, does it seem like an appropriate thing for the library to spend money on?

**Interviewee:** Oh, yeah, definitely. Yeah, but where that funding comes from, especially if library budgets are-- yeah, that’s...

**Interviewer:** Yeah, that’s our problem. You don’t have to-- but, no.

**Interviewee:** I mean, yeah, but it does make sense.

**Interviewer:** <Inaudible 00:19:18> no, it should all go to books, not...

**Interviewee:** Oh, yeah. No.

**Interviewer:** Yeah, not video. Not that kind of thing. Not that we’re hearing that, but-- yeah, so that makes sense. I think this is the kind-- the scenario since you mentioned like Netflix or something, if you have content that-- if you’re teaching a class where something on Netflix is central to the class, how do we provide access to that? That’s a tricky one because sometimes--

**Interviewee:** Yeah, that is tricky.

**Interviewer:** -- there is no other way for students to get it. But it sounds like you show video in class a lot, which is a good way to deal with that scenario.

**Interviewee:** Yeah, and I’ll also try to-- like when I do select videos, even if I have a particular video in mind, if it’s not accessible, if it’s not free, if it’s not something that I can provide for free for students, then I’m just not using it. I’m not a stickler about like, “Oh, we have to use this thing.” Well, I mean, people have to pay for it, and the cost of textbooks are already a huge imposition on students, I’m not going to impose that extra cost on them.

**Interviewer:** That makes sense. So you think about the cost to students as you’re designing the course and the curriculum?

**Interviewee:** Absolutely. That’s always great to hear. Great. I just wanted to get that in the interview. So what kind of resources or other supports would help you identify and assess opportunities for including video content into your classes? And what they’re getting at is, do you feel like you need additional information about pricing, and what titles are available, or format types that are available in order to make decisions? Partially, I guess, do you have the information you need from the library about what is available, and...

**Interviewee:** I feel like the streaming collections are easily identifiable, So I just kind of look for it myself. I don’t know how much they cost. <laughs>

**Interviewer:** That’s okay.

**Interviewee:** But I reckon since they are available, you all have paid subscription and keeping that current. But I think it would be interesting just to kind of know how much things costs because I think with our students and for faculty as well, it’s, like, oh, it’s free. No, it’s not free. A lot of real money goes into it. But in terms of finding what I need, and seeing if it’s available through the library, I feel like I can access that well enough.

**Interviewer:** Okay. And would you ever-- this is sort of a follow up to it, would you request-- if you had a specific item, and you knew it was potentially available, would you feel comfortable requesting it from the library?

**Interviewee:** If I was at the beginning of a semester, yes, even though I know it’s a busy time. However, oftentimes, I think of things more on the fly, <laughs> or, yeah, as I’m reading what I assigned, or based off of a discussion that I had the prior week or something like that, then I’ll get an idea for something. And that’s just not enough time to request something. But if I was planning it out early enough, and I was on top of everything, then, yeah, I would feel comfortable doing that.

**Interviewer:** Great. That’s good to hear. Yeah, the information about how the pricing works is-- it’s unfortunately very complicated for these materials. So it’s hard to figure out the best way to communicate exactly how it works without-- I’ve been in meetings with the vendors, and they-- everybody’s overwhelmed by the-- it’s not as simple as some of the other products, how they price it.

**Interviewee:** That’s wild.

**Interviewer:** Usually, it’s-- most of them-- well, especially Kanopy is sort of a patron or a use-driven pricing model, so we have things in Kanopy, but we don’t actually pay for them until someone uses them.

**Interviewee:** Oh, interesting.

**Interviewer:** So we sort of manage the-- but then you kind of try to manage the budget throughout the year.

**Interviewee:** Oh, that would be a problem.

**Interviewer:** Yeah, it’s a tricky model. And it’s pretty new in the library world, this kind of, what do we call it, patron-driven acquisition or demand-driven acquisition. So, anyways, it’s hard to explain that, too, without-- we don’t want to discourage people from using it, if that makes sense.

**Interviewee:** Right. Right. Yeah, I kind of get at this when I talk to my students about using the library for their research papers and stuff. I’m like, “Your fees already go towards those. You don’t get this access when you graduate.” <laughs> And same with the videos like, “All of this, you already paid for. You paid your due. You might as well use it because this is very specific curated information.”

**Interviewer:** Yeah. And we’re still trying to figure out how much people will use it, so we don’t want people to hold back before we know, if that makes sense. Kanopy is particularly kind of tough to manage on the budget.

**Interviewee:** Yeah, I had no idea.

**Interviewer:** Yeah. Well, it’s tricky. I think it’s one of the reasons this-- generally, the pricing for this kind of content is still the companies are figuring it out, the vendors, the libraries are figuring it out. It’ll probably become more stable in a few years, hopefully. So I’m on to the wrapping up section. There are two questions in wrapping up. I’d like to finish with a few questions that put your perspectives into the broader context of your field and look forward to future developments and needs. So how do you think your use of video content in your teaching compares to the practices of your peers, like other people teaching similar material?

**Interviewee:** I think my video usage is either the same or even less. I think it’s been less since moving to teaching online <laughs> a little bit. Yeah, just to kind of make sure that we’re all present in the room. Attention’s been a thing. But I wouldn’t say too much less. But, yeah, I would say about the same or less.

**Interviewer:** Okay. Are there developments in the areas that you teach, I guess, like disciplinary developments that you think are going to affect how you or your peers would like to teach with video content in the next five years, either changes you expect or changes that are already underway?

**Interviewee:** Not that I’m aware of. Yeah, not that I’m aware of.

**Interviewer:** Okay. No, that makes sense. We’ve been talking to people on the clinical side, too. There’s a lot of AI, video game, but it’s more in the nursing school. I think in the humanities, there isn’t that tactile dimension of video that there-- I don’t totally understand all of it, but <laughs> that’s what we’re hearing.

**Interviewee:** Well, that the Humanities Department is trying to build up Digital Humanities, but the tenure track folks in Humanities Department would know more about that.

**Interviewer:** Okay. But that’s not something that’s kind of coming into your teaching at the moment or that you see?

**Interviewee:** No. I’m still kind of using videos as either something that is a primary source or something that explains a topic or a concept. Yeah.

**Interviewer:** That makes sense, yeah. Cool. Is there anything else that’s important for me to know about how you or your peers incorporate video content into teaching?

**Interviewee:** Not that I haven’t already explained.

**Interviewer:** Okay. Great. Yeah. I feel like I have a clear picture. That’s great. All right. Well, that pretty much wraps up all the questions that we have, so I’m going to stop recording.

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