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Interviewer: So we're starting out with current practices and 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: I do. So, I teach both in person and asynchronous courses and synchronous courses. So a lot of the times, especially when we were fully online, weekly in each class we'd watch at least one video or documentary usually and so it's become a staple in my classroom, for sure. The thing that I’ve tried to find is things that aren't too long for the students because I think a lot of the time you know they don't want to sit in front of the screen for an hour and a half watching the video. So it's kind of hard to kind of narrow those down because most documentaries are an hour plus. For me again, it's a weekly thing and we always watch one video and then try to answer some questions and relate it back to the readings.

Interviewer: And for which classes do you use this content in?

Interviewee: So at San Jose State, I teach history class so there's a plethora of choices of any topic I want from just about any time period. I'm more in Ethnic Studies, too, so like just recently we're watching a documentary, a kind of a series on Asian Americans. We just watched in one class the zoot suit riots and so whatever comes up, right? Like literally, I tried to connect those videos with the week's readings. Sometimes it's hard because there's so much to pick from. And sometimes it's hard because there's so little to pick from and so that's kind of where the balance is hard. And that's where, like for me, I enjoy it, because I get this access to it, and then I can pick and choose. So, I like documentaries so I watch these documentaries and I'm like, “Oh I don't think I could use this one in my classroom” and that's happened plenty of times where I watch one and I'm enjoying myself, but then try to think about how do I incorporate that in the classroom and sometimes it doesn't. So I appreciate having that access to pick and choose. And being able to be at home and turn it on and off whenever I have a chance you know and again making choices from that.

Interviewer: Okay, and you've kind of touched on this, but how does the content contribute to the pedagogical goals of the class?

Interviewee:Just making things more accessible for students is something that you want to incorporate in all your classes, and this is where it gets tricky again because you want to provide them with these links to these movies. Sometimes the students don't have access to the Internet or something at home. That's where it gets kind of tricky. If we're in the classroom it is pretty easy to just put it on. But all my online classes are the asynchronous or the other hybrid courses and are a little more difficult because there's only so much time that you have just to be in the classroom. On Zoom or in-person, you don't want to use that one one-and-a-half hour, one hour 15 minutes, with too much film because you're meeting only once a week or whatever. So that's where it gets a little more difficult because you want shorter videos. Again, you can’t show a whole documentary in an hour and a 15 minute class and then have a discussion from it. There isn't enough time in the time span that we have in our classes. So that's where again it’s definitely a little difficult to kind of chop pieces of videos and documentaries together. I know there's ways of doing it, it’s just I haven't learned the way. That’s something that I have to learn for sure.

Interviewer: Yeah, the ability to get a clip, but not all database platforms allow that.

Interviewee: Yes. I’ve only been an educator for six years, but seeing this next generation and seeing how they use videos all the time, I'm trying to find updated videos that are timed right. You don’t want them in the video for too long. Your mind doesn’t think, can’t concentrate, for that long. Stay focused for that long. So even this week, we watched an hour-long documentary. I try to split mine in half, so like 30 minutes one day, 30 minutes the next. I plan my classroom around that. So the first hour or 45 minutes of class, I'm lecturing or we're doing group work and stuff like that, and then I always save the first half of those videos for the second half of the class. So on Tuesday, the last 30 minutes we'll watch, so this Thursday we’ll watch the second half of this documentary. And then we'll have time to discuss it afterwards on Thursday. So it's all about putting the pieces together and making sure that we have enough time to watch it in class and then have a discussion, which is a little bit of juggling for sure..

Interviewer: Kind of nice, though. Cliffhangers. How will it end?

Interviewee: Yeah, for sure. But then that's where it gets tricky as well. If students don't show up for one half of the class, and I'm halfway through the documentary or I'm not gonna get to finish the documentary, right? And that happens all the time. And then you know you'll get students asking you ”well, what did we do today”? Well, we watched this video, here's the link. Finish watching it or begin watching it. We left at 30 minutes, so when you come back on Thursday, you can begin watching it with us. And so that's what I like about the platform, that we can actually say, this is where you should begin watching it.

Interviewer: And how do you go about determining which video content you use in your classes?

Interviewee: A little bit of experience. Again, I like documentaries and things that I've enjoyed over the years..But again, it's a little tough. Like, I just got this new class, and I'm going to kind of bridge it because I also teach at a community college. I teach art class there. A lot of the content that I've been finding lately is a little bit older because that's what I watched when I was coming into school. I could use this film or this documentary from the late 90s, early 2000s because I watched it in class, but then I kind of think about, like, what's the updated version of it? What's happened since that? And that's when I had to go and do that research. Is there a new film out, or is there something else that's come out? And so again, as someone who loves films, who loves documentaries, I’ll sit in the house and just watch. Again like I said, I'm teaching this course on Asian Americans and so I watched this whole series on it. I had already watched it before and it is up to date, like 2019, 18, something like that. It's really recent, which makes it a lot more palatable for the students because it's not like this old film from the 80s, which I have shown because it is something I have watched. Personally, that's kind of fun for me because I get to learn it, and again, then I get to pick and choose. Well, I don't want to show episode three; I’ll show episode four, or whatever. And that's just for this class, like I said. But just recently, like in my art class, it has been a little bit tougher. A lot of the films that I've seen, that I saw coming into school, are still available but there hasn't been much updates. I haven't seen it and that's updated. So again, like a film on Frida Kahlo say, it's hard to find documentaries on her today compared to what was happening in the late 90s, early 2000s.

Interviewer: My kids are in their 20s and 30s and they're allergic to anything filmed before 2000.

Interviewee: Yeah, yeah, right. And that's why I love this one film in my art class. It's on Chicano Park in San Diego, but it was done in 1985, 1986, so it's all grainy video. It's still online, you can still watch it, but you could tell. You turn it on and they've checked out within the first two or three minutes. So that’s why I would love to get an updated version of that, if someone was a filmmaker gotta take that on.

Interviewer: That's true. And at what point in developing a course, do you identify opportunities to include this content and do you typically have very specific titles in mind?

Interviewee: Yes and no, so that's a great question, because again for me personally, I'm really flexible within my classroom because I like to get a feel of the classroom itself. So I do obviously have my setup prepared ahead of time and stuff like that, and I already have kind of an idea of when I want to show films. And I also have an idea of which films I want to show. Like I said, the preferences that I had. For example, I got this class last semester and it's like a comparative ethnic studies course. So we're talking about Asian Americans, Latinos, indigenous people, black folk, stuff like that. And there was one young lady who's from Afghanistan, and she was like “well, I haven't heard anything from us.” Like, where are we in this course? And that's where I had to, like, “oh, great question.” And then that's when I went to Kanopy. I was like, let me try to find it, let me try to find something that's, like, to have her included in this class.One of the reasons I did it was because she was so into the class. The student was always talking every day, turned in her work on time, and stuff like that. And so, for me, it was like, how can I as a professor see that she's in need of something and try to fulfill that? So I went, I learned, and did a little bit of searching, definitely searching. Because, it’s what do you want to show as well, right? Do you want to show a film on the wars in Afghanistan or something completely different? Luckily, I found a really good documentary on an Afghanistani, a young lady from Afghanistan, that was a rapper. A hip hop artist. I thought it was great. It was an hour long film and we showed it in class and everybody loved it because it was up to date, it was about content that they could relate to. Why, you know, she has a gun, a lady Afghani fighting against the patriarchy and being a feminist, all this other stuff. So it was current and so everybody loved it. And then obviously, the young lady that requested something had her wish fulfilled. So for me it's about flexibility and then just the willingness to do the work. Because just for that one, I literally watched three different documentaries on Afghanistan. I watched one on the war. I watched one on, like I forget what. Like well, it was bad though, so I didn't watch the whole thing and then I watched this one, the last one, and I was like “that would be perfect”, you know. So again, it's about us as professors taking time and doing the search.

Interviewer: And where do you typically look for content?

Interviewee: So, for us at San Jose State I almost always use Kanopy because the Films on Demand…they don't have any films. They always have like little short clips of five minutes. I don't really see anything over 10 minutes on that, and I don't know if that's purposeful or not. Just the content itself. There's not much material out there on their platform, so my go-to is always Kanopy, and they have the full documentaries, they have stuff like that, and so that's my go-to now. Or again like I'll ask around. I know a lot of different professors. I’ll ask what they use. For example, in this class, like I said, it is my first time teaching it so I've never taught Asian American studies. That's why I reached out to one of the professors that I know in Asian American studies, like, you got any suggestions for me? And that's where he gave me that. “Here watch this five-part series and pick and choose.” So again, just doing research on our own, but also reaching out to other professors and just people we know. And then again, just personally, I like watching movies.

Interviewer: Yeah, there's so many good ones, especially documentaries, out there.

Interviewee: Yeah, and that's where it gets hard. That's why I like talking to people and seeing what they like and hearing suggestions too.

Interviewer: And to what extent do delivery affordances determine whether you incorporate a specific video offering into your course? Things like captioning, transcripts, clips.

Interviewee: I find it a little difficult because, like I said, Films on Demand is bad. I don't like it. I don't like it because, again, there is not enough content and even when you look in the search bar you get just random stuff. I could just put “Latino” in it and we'll get 1,000 hits and three-fourths of them don't make sense. And then again they're very short clips. So the thing I like about Kanopy is that…they are documentaries, but they're almost like mainstream, I guess you could call them. So there are documentaries that I've seen on Netflix or HBO Max or any other streaming platform. I can find them there. The one that comes to mind is, when you type in Kanopy, the first one that comes to mind is the James Baldwin “I'm not your Negro.” That's literally like the one that comes up when you first login, but that one you can find on HBO Max. I watched the first time on HBO Max.That's why I like Kanopy so much because they got those kind of mainstream ones. But then they got some other ones, like these hidden gems like the Afghanistan rapper woman. I would not have found that anywhere else. It's always about just doing the search and stuff like that. For me again, the other one is kind of bad because it's mostly clips, it's not full films. And again, if I want clips and I know I could go there but, again, the search there's a little bit difficult. If you want a 5-10 minute clip, personally I would probably just go to YouTube then to the Films on Demand one. Another thing, though, that I did find is that closed captioning is mandatory now, you have to do it.

Interviewer: Oh yeah.

Interviewee: You know, and I've been having difficulty with that on Kanopy this semester, but it says like “click play” and it's done, and it doesn't turn on like that for any of the films that I've shown this semester have not had it. So I'm a little concerned about that.

Interviewer: Yeah, that's not good because that's CSU wide.

Interviewee: Oh, and I'm not gonna lie. I literally had to change my class. I have a young lady that sits in the front who’s visually impaired and I was trying to put on this film literally last week and it didn't work, and so, scrap that. We had to do a whole other thing and so that was a little unexpected. Obviously we got to be inclusive, and even then, like, I have another student in my other course that because we had a quick problem over like the last two weeks, right, some stuff was not available. I think you all were doing the purchases or something. I saw there was a film that I was trying to show that wasn't available like on Thursday or Tuesday. And it didn't have the captions and the young lady wasn’t visually impaired, but she says she learns better when she reads it. And I was like, that makes sense, you know. That really does. Because you're listening, you're hearing it and then you're reading it at the same time. In such different parts of the brain, whatever. So I was like, let me try to put it on, and I'm hitting the closed caption button and nothing is popping up. So even with people that aren't visually impaired, it is still a learning tool that's necessary, so I don't know. And if you could figure that one out…

Interviewer: I know. I haven't heard that. That's not good.

Interviewee: Yeah. It's not.

Interviewer: We pay a lot for that. They should give what they say they’re giving to us.

Interviewee: And that's really concerning. We're in week seven of the course and I don't know whether… I got a few other movies that I want to show, and I want to make sure that it's accessible to people.

Interviewer: Yeah. Hmm, if it happens again, would you send the title to me or your librarian?

Interviewee: Okay.

Interviewer: Just so that we can track it down to the source, because we're paying for captioning.

Interviewee: Yeah, I know. So I'm hoping it’s just maybe my computer or something. I hope it is a problem on my end. I don't know, though. I'll try again today because I want to finish. I'm actually looking for another film for next week.

Interviewer: That's mandatory.

Interviewee: And so again, if it doesn't work, I had to come up with the backup plan. Obviously kind of problematic or time-consuming.

Interviewer: So you touched on this one, too. Do you consult with any other people to identify opportunities to incorporate video content into your class offerings?

Interviewee: 100%. 100%. Especially across disciplines. And then obviously, you know, just friends, people, you know. A lot of my friends are educators, so we all kind of are in the same disciplines across those different universities or whatever. So yeah, we all talk about it, or if we saw something interesting, right? Like, hey, have y'all checked this one out? Or watch this documentary, it is pretty good. And we might not do it right away, but you know eventually we'll get to it, or at least I'll get to it, if someone suggests something. But if I have something specific that I don't know about, then I definitely reach out to colleagues in those other disciplines. Like a segment was on Japanese internment so I went to ask the Asian American studies department for recommendations. So yeah, I do that just to build bridges and make sure that we're all on the same page.

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

Interviewee: I think what we have now is pretty awesome. I'm not gonna lie -- I was pretty worried those two days that it was down. It literally fell on the day I was showing the film, you know, and I don't know if it was just that film or not. But it's so, so important and literally it's almost like, I want to say, half my class, but at least a quarter of my class revolves around the videos that I choose in Kanopy. I plan around at least maybe a quarter of my classes directly on streaming films from Kanopy.

Interviewer: It can happen that the license expires, and it’s been a problem for pretty much everyone I talked to because it happens at weird times during the semester. Could you just do it in summer or in the winter?

Interviewee: Yeah. And again you know for someone like me that goes on there, and is like “what's going on”? The link said it worked and then it said it is not available. Until you read that disclaimer earlier, I didn't realize you have to pay money for these.

Interviewer: But still. Oh, and has the pandemic changed your needs for incorporating video content into your courses in any way?

Interviewee: 100%. 100%. And again, I won’t say I rely on them so much, but when we came back in person I went from teaching one day a week synchronously to two days a week now in person. So now I gotta fill in literally like twice the work plus the time instead of just having one hour and 15 minutes a week now they’re at two and a half. And so definitely, that change to coming back in person makes me want to show more videos because I think they'd rather watch that than listen to me. But also just as far as going online during the pandemic, and again, some of the classes were asynchronous. So watch this film on your own. Or I'll get even my synchronous classes; I’ll say watch this film before class on Tuesday and then we'll discuss it with the readings on Tuesday when we meet. So yes, 100%. It completely changed everything, honestly, because I was doing a lot less videos and now I'm like I said… I won’t say I am relying on them more, but I'm relying on them more [laughs] and then I've incorporated them more. Because I think again, like not just the pandemic, but it’s also this next generation of folks. They kind of have to have different ways of learning. It can’t just be me talking.

Interviewer: Yeah, attention.

Interviewee: Yeah, yeah. Then again just like, you know, being online. It just seems more natural. Like, oh well, you're on the computer right now anyway, just click this link, watch this video. It just seems to connect really, really nicely with an online class.

Interviewer: Okay, and are there any recent examples where you encountered barriers to incorporating specific content into your class like the unavailability of specific titles? Copyright complexities. So yeah, we talked about one, but does it happen much? A lot?

Interviewee: It hasn’t happened much. But again, I'm kind of worried about this closed captioning thing. You know, that's something that, again, I don't want to put anybody in a position to not be able to learn. And so I want to have everyone being able to do that and so I'm a little worried about that. The fact that one title is not available doesn't bother me much because there's so much out there. There's so much content that I could just … again, like the movie that I was going to show last week that wasn't available. Oh, it's not available, let's watch this one, instead. Everybody had one. Not I had one in mind, but as soon as it became unavailable, oh, this [alternative] could meet that requirement. And then that film was available on Kanopy. So, availability. Maybe it's just because it's me that I kind of know a lot of titles, and I've watched enough films to be able to replace one if it's not available. But I could definitely see how that could be problematic, especially if you're in the classroom and it doesn't work right there on the spot. You have got to think like that. You have to be able to react and be like “okay, well what else can I show?” And that's what I did and and the other film that I chose was literally on Kanopy, ready to go, and it paralleled what we were already doing.

Interviewer: No, that's good to hear. Oh well, we covered this: what were the barriers and how did you work around them? And is there anything else that could have been done to alleviate these challenges?

Interviewee: Two great questions. I don't know what exactly can be done. Maybe--and they kind of do it--but for Kanopy. On the right side when you pick a film, if I chose that film, it showed the title and the explanation on the right side. It has recommendations for other films. Those need to become better. And I don't think that's something that you or I could do or the librarians. That's something that Kanopy has to get better at. I don't know -- the algorithms or something.

Interviewer: They just show random stuff? Like YouTube does?

Interviewee: It is narrowly connected, narrowly connected. So making those stronger. Making recommendations for films from films. So again, this film that I'm watching … I already had one in mind and it wasn't on that right side of the Kanopy record but it should have been number one, honestly.

Interviewer: It was like a parallel almost.

Interviewee: Yeah. Literally, if you're watching this film, here are some other recommendations. That film would have been number one, and it wasn't on that list so I had to type it in. And again, it's been less than a minute, but they have got to do a better job of linking, connecting films, or things that kind of relate to whatever your film is about. And again, I don't know if that's a Kanopy problem. I definitely don't think it's a librarian problem.

Interviewer: No, that’s them.

Interviewee: At least, like, we can make a suggestion. They could have some kind of suggestion box in Kanopy.

Interviewer: Actually, I have a meeting with Kanopy so I could make that suggestion.

Interviewee: I don't know if that's algorithms on the computer or something. I don't know how they work, but they do need to get better.

Interviewer: I'm not sure either.

Interviewee: And not only that, and again this might just be a Kanopy thing, but maybe this could be part of the library, too, now that I think about it. So again, the film that I had last week that I said didn't work was called “No Mas Bebes”. So, “No Mas Bebes” goes up and it takes you directly to Kanopy. But if it was available, which it is not, on Netflix or any other streaming device, it would be nice for the library to be able to say, “Well, you can find this film on HBO Max or Prime Video or something like that.” You know, if the library could have more than just Kanopy as far as … and I know you don't have a direct link, but I would say, if you can't find this film here, here are the spaces where you could find it, YouTube or whatever other website. I think that will be helpful.

Interviewer: Okay. And this next section is “evolving expectations.” So next I'd like to learn more about your expectations and how they're evolving around how video content can be incorporated into your classes. So has the availability of streaming content changed how you integrate video content into your teaching?

Interviewee: Yes. We kind of touched on that one already. But yes, I'm evolving expectations, I think, for me personally and again this is going to have to be more of a school-wide type of thing. Because we have to use our own personal computers in the class, and so we had to plug in and do all this and then login to our accounts and stuff like that. If there was a way of doing that within the classroom without us having to login it would be kind of nice. Because you know they’re a little bit upgraded, some of the screens. So, if you could just get on that screen and see Kanopy rather than have to plug in my computer and then login through the library, to the Kanopy. Right? Like having five or six steps. But having that available, literally just to push a button or two inside the classroom would be awesome. That would be pretty nice. It will make it a lot easier. Well, it would eliminate a whole bunch of steps and then, if things work correctly, it's going to eliminate any problems with the speakers or volume, closed captioning, all that could be kind of captured within all that. Because in the classroom that I was in the speakers weren’t working for some reason. And so, even when I showed the film, it was cracking and stuff like that, and so that was within the classroom. So how do we fix the classroom itself so we could just stream it and not have to worry about those little hiccups there. Evolving expectations for the future, if the university could probably invest in something like that would be pretty cool.

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

Interviewee: The availability. If a student misses class, well, here's the link and it is that simple. The availability and again just the simplicity of it. Here's the title, here's the link, click it, and sign in. Then you can access it from anywhere and that to me has literally changed the game, honestly. Like this week, I had three students miss my class. What are we doing today? Here's the link: watch the film. It is that simple and they're like “thank you!” You know it's not about this big long email and kind of not trying to be rude but like “hey, check with your classmate or something.” It lifted that burden, now it’s: here's the link, watch the film, and here's the questions that we had at discussion. And so to me the availability and stuff like that is unparalleled. It's really kind of revolutionized things for us because again students can miss class that week. So as far as an example … have you taught yourself at San Jose State?

Interviewer: Yes, I teach an online course for the School of Information.

Interviewee: So you know, in the fall the Wednesday before Thanksgiving nobody shows up. So this next week or two, but not in the last week of spring break, half my class is usually out, they're already on vacation. So that's awesome. I mean, that’s not awesome, but it’s awesome to have something available, to say “hey, if you're not going to be here, here's what to watch.”

Interviewer: And you won't get behind.

Interviewee: Yeah and you won't get behind; it's going to be pertinent to what we're reading. And then, I'll have some questions from the film, specific stuff that you could only get from the film. That way there's the check and balance. And you know that they watched it and to me that's something. So for those days where you need to plan -- like the 20th or the 25th I think is the last Thursday before spring break. I’m already showing a film that day. That’s one of the ones where I’m saying, I’m going to show a film that day because we'll see how many people show up. Because again, if I lecture, three fourths of the class or half the class might miss it.

Interviewer: Yeah and they're writing to say: so, what happened, what did I miss?

Interviewee: Exactly or, again, that Wednesday before Thanksgiving or that Tuesday before Thanksgiving, it's always like that because half the people are not going to be there or at least a big chunk of the people won't be there.

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

Interviewee: The downside has nothing to do with the films or the availability of the streaming services: it’s students. They could just sit there and fall asleep in class or just not pay attention. The phones, the computer. So that's not a problem of the service at all. But again, the only problem I've run into is availability of films that aren't there. But in the classroom, I think it works great. It works great as long as this stuff is available.

Interviewer: So that kind of touched on this too. 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: And again, this is a Kanopy thing: categorize better on the actual film description. So maybe having some subtitles, like Latin American films or Asian American films, or whatever. They do a little bit of that, but just not enough.

Interviewer: Yeah. Align it to how it's taught. I mean, I think Asian American studies is a pretty common classification. So you should be able to kind of dump that in and get what they have.

Interviewee: They have like a broad category. Like, they'll have history. But it needs to be a lot more specific than just history. If we could just, for example, enter Chicano Studies and get Latin American history. Boom. And then you have all these films. And then maybe even going from there, you know, something about it, like art or whatever.

Interviewer: So classification that's more real life. And I guess the search function and improved algorithm, so you don’t get random stuff there on the side.

Interviewee: For sure, because sometimes, now that we're saying this, I'm kind of just thinking out loud here, but it seems like … I don’t think it’s made for education, almost? For educators, it's kind of just like here's a streaming service just like any other one. Catering it to us as educators, a little bit better with those kind of subdivisions and stuff like that would be awesome. I think that would be something that would definitely help narrow stuff down. Or even not only that when we're searching for stuff. Oh, let me click on this and see what we got under LGBTQ or whatever it is. It would make it more functional for us and our job would become a little easier if they did something about it that way.

Interviewer: I'm a librarian. I mean the classification -- I'd be behind that. And has the availability of streaming content changed your expectations about how the costs of the video content should be covered?

Interviewee: That's a great question. Because I think part of it -- I don't know much about the cost -- but I think, and I don't know how we could do this or not, but like when I don't even know if this actually answered your question, I'm sorry. I think having more input from professors, like what we need, would be awesome. And again like for me, today was the first time I learned that we actually spend money on this stuff. So again, I think having that input and saying these are our needs or these are the ones that are my go-tos and having those readily available would be pretty awesome. I think that would be something that again we wouldn't run into the hiccups that I ran into last week, not having things available. If we have the movie like I said “No Mas Bebes”, that's a go-to. I use that every spring, I've watched it every spring. So again, just to make sure that it is there in the spring or available whenever we need it.

Interviewer: Yeah and you should just drop an email to your librarian and say I'm going to use this again. I know I'm going to use it again. Make sure it's available because this happened.

Interviewee: So again, maybe even having that connection between professors and the librarians. Kind of like the outreach you did. Hey, we're doing this. Here's a spreadsheet. Put in the movies that you watch, that you know you're watching all the time. Get a guarantee, that would be great.

Interviewer: Yeah. For some of them, we can get permanent licenses.

Interviewee: So that'd be great.

Interviewer: So we're not pulling our hair out, scrambling trying to renew it.

Interviewee: So, like I said, I started watching this Asian American one -- to me that one can be shown in various classrooms. It doesn't have to just be that one class that I teach and so that's one again that I feel like should be readily available.

Interviewer: Right. Kind of foundational.

Interviewee: Exactly.

Interviewer: Okay, and are there any instances where it's acceptable to require students to pay directly to access video content for educational purposes?

Interviewee: I absolutely do not agree with that. No. It's happened to me, right, where I've shown something on Netflix and then some of the students don't have access outside the classroom. And then we're like, whoa. Now, what do I do, right? There was a film that came out recently about Harriet Tubman. It was on HBO Max only and then I streamed it in class on my computer. We didn't finish it. And I’m, like, finish this at home. Without even thinking that about three-quarters of these people don’t have HBO. So requiring that stuff, it wouldn't be fair for them to do it. I mean, a couple of bucks doesn't hurt us, but for students it is different.

Interviewer: Right. They’re working two jobs and trying to pay tuition.

Interviewee: And that should be part of the tuition. Anything that they learn, or that we are giving to them should be given. Part of that is you don't want someone to not watch it because they can't afford it.

Interviewer: Well, this one you sort of touched on: how do your expectations with video relate to your expectations for how other forms of course content are paid for, like a textbook?

Interviewee: To me, who obviously uses it as steadily in my pedagogy, it's right up there. I just personally try to use online books available through the library. And those are free, you know. So both my classes that I'm teaching right now at San Jose State, they don't pay for nothing, you know. And so I'm assuming if we're paying for the videos to be free, I'm assuming the books are getting paid for to be free, as well. So if we're going to make books available, and again I literally worked my readings and pedagogy all around what articles I can find online on the database or what books can I use that are free on the database. And so those things are free, then the video has got to be free. It’s got to be free; it’s got to be accessible.

Interviewer: It's been great to see since I started like 10-plus years ago, how many zero cost classes there are. It just keeps creeping up and up and up.

Interviewee: And that's good, and it's kind of scary because then what's that mean for books, right? Like, are they gonna get more expensive now?

Interviewer: It's just that they do what you do: they use information that's already in the library. I mean, it's been paid for, but the student doesn't have to pay for it. So that's cool. And what are the top factors that you think are important for determining the extent to which the university covers the cost of video content?

Interviewee: Is that like a ranking system?

Interviewer: What are the top factors? Well, I guess it doesn't say. It supports the curriculum would be a factor. I think that’s what they’re going for here.

Interviewee: And I think also there's availability.

Interviewer: Yeah, access.

Interviewee: Access. Having access to these things, for sure, is a factor. And to have free access is a factor. Yeah, I kind of didn’t understand that.

Interviewer: Yeah, I'm not quite positive on that one. And which parts of the university should cover those costs?

Interviewee: Ooh ooh ooh ooh ooh -- endowments. Let the rich people pay for it. I would hate to put it on the backs of students, you know. I would hate to see student fees. They pay so much already. I would hate to put that on the backs of our scholars. So the first thing that came to me was that you get the rich people to pay for it somehow. So I'm not gonna lie, somehow, somebody that really loves the library.

Interviewer: Yeah. Get it up there and we'd live off the principal.

Interviewee: Yeah, that would be awesome. Yeah, that's my only answer. Anything other than out of the student’s pocket is my answer to that one.

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

Interviewee: Say that again?

Interviewer: What kinds of resources or other supports would help you identify and assess opportunities for including video content into your classes? Well, like a librarian is a resource. If you wanted to film for Asian American history in the 20th century, or something.

Interviewee: Right. Oh, I just had a great one. So resources.

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

Interviewee: Okay, yeah. I don't even know this is possible or might even sound a little corny, but maybe having movie nights, like faculty movie nights. You know. Or again maybe what when these newer films come out like having these, you know, like a faculty kind of session of “Come see this film.” And maybe even inviting the directors and stuff like that to talk about these new films, I think, would be great. Like giving us the heads up. Like this is what's coming out.

Interviewer: So just letting you know: this is new, this is now available. Look what’s come.

Interviewee: Yeah, like if again if we could have a director, or something like that coming to class. To come into our school and then introducing their product, and this is what I did, and then that would give us an insight into the film and stuff like that. I think that would be pretty cool. And again, like maybe not movie nights, but like something close to that. And I'm just thinking about the department. I doubt that we would have anything close to having people show up for that, but on a campus-wide level, like “Hey, we're going to be streaming this movie on a Friday night or on a Thursday night. Come join us if you'd like.” And kind of having a Zoom meeting or something around a film that we can actually use in the classroom with them. I don't think that's a bad plan.

Interviewer: Yeah. I have to say, moving online we've gotten a lot more participation for a lot of things, because I don't have to go anywhere, I just have to turn on my computer.

Interviewee: So again, if that happened and I'm available, and this sounds like something that is about things that I'm interested in. I’d go watch that film and hear what people have to say about it and maybe have a conversation.

Interviewer: Be in your pajamas. Yeah, you don't have to do anything special. 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. So, how does your use of video content in your teaching compare to the practices of your peers?

Interviewee: I’m not sure. Honestly, I don't really see them teaching too much. I don't have that opportunity. I co-taught a couple years and those people are still around, and so we definitely, this is something that I got from them, that I learned from them. And how to kind of bridge things between the readings and this film. And so that I see my colleagues or I've seen my colleagues at least, in the near past do that all the time. So again I learned from them -- my pedagogy, my approach. Like I said, I called Todd. I watched. I was a mentor in the classrooms and stuff like that. I kind of just pick and choose. Get the gems from each one of my mentors and say, “Hey I could use this, I could use that.” So yeah I'm assuming they do, you know. Just for example, like the film I was telling you that I had problems with, I was telling one of my co-workers that, one of my colleagues. They're like, oh man, I just showed that film for my class. So I'm assuming she's showing films in her class already. You know, but then, but then again like this one could obviously be something that's useful to her. So that’s good. Just networking with them and having those things available, but I'm assuming again that she's doing it.

Interviewer: Yeah. People’s syllabi are their syllabi. You don’t necessarily see them.

Interviewee: Yeah. And again, like for me, I'm not that it makes my job easier, but again I think it's good to have a little balance of weeks. So even in a class where I'm not showing a complete film, I might try to show a five or seven minute clip of something that's relatable. Usually like I said, for those I use YouTube or something. And that way again I kind of break it up a little bit and then still show a little bit of film and stuff like that.

Interviewer: Yeah. I talked about the students attention span, but honestly I'm just as bad. And, are there any kinds of video content or functionality that you would like to see more of? Stuff you haven't been able to find?

Interviewee: Yeah, again, more shorter films. And I don't know if they're available, but like shorter documentaries. Because again, documentaries are just kind of long, an hour at least. So it's been kind of hard to find things that are small. That will fit within that classroom and still have a conversation about it. Obviously, that's just availability. Like are people making those types of films or not?

Interviewer: So sort of like a discussion starter. In something like 10 minutes. Here is this controversial, or something, topic.

Interviewee: Kind of almost reminiscent of a TED talk. Like, here's the thing; here's the 10 minutes; this is the topic; and then we could talk about it afterwards. Something like that would be awesome. Awesome. And again, if we had it on Kanopy, have that literally like one of the sub-topics or like the subheadings -- 10-minute videos or short documentaries, or something like that. Something like that would be pretty awesome, I would say.

Interviewer: They should take that and run with it.

Interviewee: We’ll make the money.

Interviewer: Yeah, that'll happen. 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: I don't know if it would change how I teach anything, but what I'm hoping for is more content, especially for what I teach. The last 8 to 10 years have been pretty tumultuous.

Interviewer: Well yeah, I mean, in your fields. Dang.

Interviewee: So the last 15 years have been pretty crazy, honestly. And so I would love to see more films on more current events. Through the perspective of Chicano Studies. So again that's on us, I guess, to take on and encourage our filmmakers in our discipline to make those films. Because I would love to see something on how Donald Trump's policies have affected people of color here in California or Latinos in general. I don't know if that's out there, it might be. Hopefully, there is. Then there is seeing what's been transpiring over the last few years, I would love to see more films on that and I haven’t. So obviously they take time. Hopefully we get there, get there soon and that way we could add that current content to the conversations.

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

Interviewee: For me personally I've used it as a staple in my classroom. It’s literally in the syllabus, in the pedagogy. And not only that, some of the stuff that I talked about in class comes from films that we're not watching. So again, I said that the series that I watched on Asian Americans. I'm using a lot of that content in my lectures, but I'm not having them watch the movies. So for me, the more films, the more current event type of things that will be available … because, again, I think for the students. There's this next generation. It's kind of hard sometimes to connect history to the present day. And so again, I think by talking about history and then maybe having a present day example like through film, that is pretty awesome. I think that would work having them kind of connect it to their real lives, their lives today, rather than like “Oh, this is what happened then and that's just history.” So again, I don't know if that's something that we could do, but again I think filmmakers … or I would love to see more current event films to incorporate.

Interviewer: Yeah, especially with our ethnic studies requirement coming down. I mean, that's the whole system.

Interviewee: Yeah. I mean, now that I'm thinking about it, there's been a bunch of films that I've seen about the police shootings and stuff like that have come out recently So there's a lot of people are making it work, but then again I got thinking of other films that I've watched on that, how do I choose which one. That sometimes we're oversaturated in one kind of area and I’m kind of neglecting other ones that are just as important.

Interviewer: Okay. Okay, we nailed it. 2:59! Dang. That’s impressive.

Interviewee: Virtual high five!