**Interviewer:** Circle underline, remember to start the recording.

**Interviewee:** Yeah. <laughs>

**Interviewer:** Because once I forgot, that was not a good thing.

**Interviewee:** Oh, yeah? Good.

**Interviewer:** I got to the end and it was oh, I can't believe I did that. So anyway, the ways that instructors can work with video content is evolving rapidly with the ascendancy of streaming platforms including those the library licenses or are made freely available, older formats like VHS and DVD. Within this context the library is conducting a study to understand the possibilities for fostering instructional use of video content at our university. I'd like to ask you questions about your current use, preferences and future plans for incorporating video content in your teaching and perspectives on the role that the library can play towards that. Before we begin, I'd also like to acknowledge that the landscape of available video content for educational use can be incredibly complicated, especially in terms of copyright terms and pricing models. Those complexities are not the focus of our conversation but of course they cannot be divorced from how we can use video content in our teaching. As we go, please feel free to request we pause at any point. If you'd like further explanation or clarification about video content in the context of the broader educational media landscape or any other aspect of our discussion. As I said, they're not known for their writing.

<laughter>

**Interviewer:** So we'll start 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:** Yeah, I do. Generally it's not something that I-- Well, yes, I certainly do and it's never really the main component of the class, obviously, it's always kind of something that I use to break up the lectures a little bit so that, you know, so that students get something from a different angle and in a different format because I think it's better for students to kind of-- I think it helps them, you know, learn the material when they take a second, see something different, see something that's more than perhaps interactive or more visually engaging and helps them kind of think through whatever the topic is that we're studying that particular day. And but I would never use like a DVD or a VHS, you know, me, personally, just because it's much harder, you know, format to work with, you know, especially if you're teaching. You know, even if you're teaching in person, I find that it's just a lot easier to find anything that you can that you need that's a streaming-- some streaming service and so that's the way I would use it as a streaming service and I generally just default to YouTube because it's the easiest and I can generally find what it is that I need. The search is very easy to just, you know, whatever terms you need to search that makes it a lot easier and a lot quicker and then I can, you know, just embed that right into my PowerPoints and other things. And then, you know, I know that there's another streaming-- I forget what it's called. We have it at SJSU. It's like a, it's a library service. It has like a bank of movies and documentaries that you can use to access it.

**Interviewer:** Hold it. So there's Films on Demand. There's Kanopy.

**Interviewee:** Kanopy.

**Interviewer:** Kanopy, okay.

**Interviewee:** Yeah. Yeah. Every once in a while I use Kanopy, but I think that one thing that I've wanted to use a lot of is other when I do use videos, I try to use other, like, academics. Sometimes I just do like a different-- somebody explaining a very complex topic, you know. And so I try to default to, like, experts or academics and whereas the Kanopy, I found has really a great set of documentaries, which I don't really use that often. I more use kind of short instructional clips. And so I-- Like, say, something like The Great Courses, which was something that I used but subsequently I think that San Jose State maybe I think the fees were too high for The Great Course series. I don't know if you're--

**Interviewee:** Yeah.

**Interviewer:** And actually, I had an interchange with the librarian about that because I was wondering whether there were some videos that were available and then they became not available. And then ultimately, the library selected a few of the videos that I had usually used in my classes and they were able to put them from "The Great Courses" and I don't know if they bought them or what, and they put them up. But so that was one of the resources that I would use in my classes because I like to make sure that it's, you know, because if you're using YouTube like I sometimes used, it's hard to determine what is scholarly and what is not, even for me as an expert in some of the stuff that I teach. And so I have to default into something like "The Great Courses" where I know that the people who are teaching are professors and things, so.

**Interviewer:** Okay. The next one is briefly walk me through what kinds of content you're using, which we've touched on, and in what format, platform and length. So usually for length, it's just 10 minutes, 5 minutes?

**Interviewee:** Mm-hmm.

**Interviewer:** Okay.

**Interviewee:** Yeah, for length, yeah, sorry, for length, yes, it's, yes, exactly, 10 to 5 minutes. Yeah, absolutely, 10 to 5 minutes. Although there are maybe once or twice a semester, there are some documentaries that I do watch, like some things related specifically to the Middle East. I teach about the Middle East often and the BBC has documentaries that are on that you could access, you know, through just a Google search. And also Al Jazeera, another source, has documentaries. And so those when I do do those, I try to keep it below 30 minutes because oftentimes what we do is we'll watch them together in class. That's the way that-- Instead of giving the students extra work that they have to do outside of class and then in addition to the readings I try to do the kind of documentary watching in class together where we stop and we ask questions about what happened. And so I would say on the average, I probably tried to integrate one streaming video for like 5 to 10 minutes per week and then maybe once or twice during the semester I have a longer documentary that we watch in class together.

**Interviewer:** Okay. For which classes do you use this content? So class number or class name is fine.

**Interviewee:** Yeah. Specifically, Middle East it's called "Middle East Traditions." It's RELS or Religious Studies 145. That's really the only one that I use it in because that's the only one that the material is readily available. Like, so I teach in Honors Humanities program and we generally don't use too many videos and streaming. It's more based on just the lectures of the professors. And it's a team-taught course, so there's a lot of variety already. You know, it's a team-taught course where I don't feel like, and it's in-person, I don't feel like the students need it as much. But when I teach this RELS-145, it's been online for the past couple years, but even when it wasn't online, even when it was in person, I would use these videos. I felt that the material was, you know, first off, there wasn't other professors there. It was just me, so I kind of needed something to kind of help balance my perspective with other perspectives other than readings, and so that's why I've used videos in that class in specific. And that's the only other class that I've really taught. So I've only been here for about three years but for the last two years as a lecturer and then this year I'm as an assistant professor. And the main course, the Honors Humanities that I've taught, is Middle East Traditions.

**Interviewer:** Yeah. Yeah, that's we're trying to get viewpoints from everybody.

**Interviewee:** Yeah.

**Interviewer:** Because it really depends on your role.

**Interviewee:** Yeah.

**Interviewer:** And it changes and your discipline, it's been interesting.

**Interviewee:** Yeah, yeah. Absolutely. I should say that when I did teach World Religions I used videos as well. And I used some of "The Great Courses." You know, I just to clarify, like sometimes, and of course, like, World Religions, when I'm not an expert on a particular topic, you know, like so I teach about the Middle East and so I teach about Islam and that's kind of my expertise and so I kind of have a real strong basis. But when I was teaching, for instance, about the Confucianism in Chinese religions, you know, other than-- it was just helpful to have like another expert that I could utilize as a short 10 minute clip talking about a particular concept in class from somebody who's, you know, knows the material more than I do and you know, then-- So, so that was a-- Sometimes I will use a video when it's something that I'm not very-- not much of an expert on.

**Interviewer:** Okay. And that kind of speaks to this next question, how does the content contribute to the pedagogical goals of the class?

**Interviewee:** Yeah. I think that's a really-- I think that's a great question because I think it's really important. I think one, this is just the content. If you're not an expert on something, it's just it's helpful to have an expert explain some of it you might not be able to explain as cogently as someone else. That's one level. But then the other level I think is just the, you know, they say that, I mean, I've taken, you know, teaching workshops and students learn better when things-- when they have different, like, modalities. Like different ways of, you know, whether you read a book. When I grew up, when I was in college, like, that's all we did was read books.

**Interviewer:** Yup.

**Interviewee:** And you listened to a lecture. Well, those are the two main ways of doing it and some people learn really well that way. Maybe they learn better in the lecture. Some people learn better reading. But then others, you know, engaging a format like a documentary, something that's visually stimulating or whatever, that people learn better that way and so or film and so, you know. So for me, I've realized not only does it help me as someone, you know, reducing the burden on the one faculty person, but then also helping the students learn things in different ways. And I've definitely been able to see that students do learn better when you have a variety of media types.

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

**Interviewee:** Usually it's just something that I know. It's something that I'm lecturing on. Is that what you mean, like, you know, like the particular topic? Or do you mean-- you mean the particular topic not necessarily like the streaming service or--?

**Interviewer:** Well, I guess sort of what criteria do you use? And you mentioned, like, for the great courses you know these are academics and experts in their field.

**Interviewee:** Right.

**Interviewer:** So.

**Interviewee:** Yeah. Yeah, so, yeah. So whatever, yeah, I would say that that's one of the criteria on this is as long as it is thinking about someone who's an expert in the field and can explain a topic that I can explain but not as well. And then it just, then more generally I think more generally it just relates to whatever topic it is that we're discussing that I kind of-- Yeah, relating to the topic. And I guess anything else on that, on that level like--? I mean, I guess in terms of the streaming service, I usually default to what is the easiest, you know, for me as an instructor. And so that's why sometimes YouTube is just the easiest. It's something, you know, you just-- And a lot of academics have their own web, their own, you know, channels, YouTube channels. Al Jazeera has a YouTube channel so I could find a lot of things through them. BBC has a YouTube channel so I could find things through them. And so I would just go to those two because those are reputed, you know, news organizations. Yeah.

**Interviewer:** Yeah. And at what point in developing a course do you identify opportunities to include this content? And do you typically have specific titles in mind?

**Interviewee:** Specific content titles?

**Interviewer:** Yeah, specific film titles.

**Interviewee:** Yeah.

**Interviewer:** I guess it's sort of a chicken-egg question.

**Interviewee:** Yeah, yeah, yeah. Right. No, so definitely during the syllabus when I'm, so the syllabus, you know, is, you know, several--a month or so before we actually start the course, it's like that's when I'm really working on the syllabus, so it's definitely during creating the syllabus that I start to think about the videos and when I teach the course that I've taught now maybe four times, I do have a set of videos that I know that I'm-- we're going to watch. I mentioned a couple of documentaries that I now that we'll watch. And then when it comes to individual lessons in class, oftentimes those are there's a few of them that I know that we're going to watch, but some, yeah, so yearly I do it during the syllabus but then sometime sit's you know, just on the fly, you know. Like, there's a topic that I'm trying to convey and I just think, "Oh, maybe they have some video on this somewhere out there that would help the students understand it. And so, so some of it is So some of it is, the majority of it is things that I've planned but some of it is, it can be just kind of "Oh, I wonder if there's a video on that" as I'm, you know, the day before I'm doing the lecture and, like, oh, maybe this would be helpful for the students.

**Interviewer:** Okay. And, well, you've touched on this too. Where do you typically look for content?

**Interviewee:** Yeah, yeah. I was about to say, yeah, YouTube is or even just Google just because it's the easiest, really. And the thing with the Kanopy, you know, I don’t know if you are familiar with Kanopy, Kanopy doesn't have a very good search. I find that it's very hard to use it because it has so many, like, little boxes that you might want to select. And so, you know, and like even just like sometimes I just want I guess maybe when I originally was using Kanopy I saw it seemed like it had a mix of things that were just experts explaining topics. And then actually documentaries and but sometimes it’s hard to distinguish between and I don’t want a documentary, I just want somebody talking about, you know, something that's complex or a topic that I don't have any basis in, you know, like Chinese philosophy. And so I find that sometimes Kanopy is kind of hard because it's hard to kind of distinguish between, you know, indicate what exactly that you want and so at this point I don't even really use it anymore, because--

<laughter>

**Interviewee:** It's just a lot easier, you know.

**Interviewer:** Yeah. And, yeah, it's right there.

**Interviewee:** Right.

**Interviewer:** And to what extent do benefits such as the accessibility like captioning and the platform determine whether you incorporate a specific video offering into your course? And you've, yeah, you've touched on this too. So YouTube because it is convenient and it's easy to search and kind of narrow your search.

**Interviewee:** Yeah. YouTube, and so I always make sure that there's the captioning is available. That's something that I wouldn't choose a video that didn't have it. And, you know, so I know that there are some concerns about accessibility, things that I haven't had-- I haven't been able to solve, you know. Sometimes, you know, it could be difficult to serve all the students. But I haven't had any complaints about things being inaccessible, you know, for students. But definitely, things with captioning, yeah, and YouTube and most of, like, say, like, BBC videos, they all have captioning in there.

**Interviewer:** And the ability to embed, that's important too? So, like, embed into Canvas or embed into a PowerPoint?

**Interviewee:** Yeah, yeah. Yeah, absolutely. Yeah. Yeah, it is, absolutely. And I sometimes, yeah, I do maybe half and half. Half and half. I always embed into Canvas but half and half I'll embed into the PowerPoint. Sometimes I'll just, you know, break up and just kind of go to a-- open a new window.

**Interviewer:** Yeah, so that would be the shorter clips.

**Interviewee:** Yeah, exactly. Right.

**Interviewer:** Okay. And do you consult with any other people to identify opportunities to incorporate video content into your classes?

**Interviewee:** No, not really. Nothing comes to mind. Actually, well, I didn't consult with a person but somebody, one of my colleagues used Kanopy in the class once and I was like, "Oh, that's a great service. I should use that." And that's how I found Kanopy. But no, I don't necessarily discuss any Great videos. Partly because I teach-- I'm the only person that teaches the Middle East program.

**Interviewer:** Oh.

**Interviewee:** At San Jose State, so I don't have anyone that would--

<laughter>

**Interviewer:** Yeah. Who are you going to talk to?

**Interviewee:** Yeah. I mean, I have colleagues outside of San Jose State but none that we've talked about, the kind of different instructional videos out there.

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

**Interviewee:** Yeah, I would say, well, yeah, I think that I could use more. <laughs> No, really, I think that it would be great to have more-- Like I said, I really like the lectures, like a lecture, like a short lecture clip by someone else. And that's something, that can be hard to find because you know, you can always YouTube a certain topic and have someone explain it, but then you kind of like a, I don't know, is this person, you know, an expert on the field? Or you know, is this person just kind of somebody who's read about the topic just like myself and who's giving a lecture on it? And so that can be-- You know, if there was a-- And, you know, the Great Courses is one of those things that, like, I can always, like, say, "Oh, I know, you know, if I can find a way to get access to a clip like that, I would use it." But in terms of, like, documentaries and stuff, like that seems to be pretty easy to find, especially on, you know, YouTube or Google. So I would say those needs are met but I think that, you know, I would like to, you know-- Yeah, I would like to use more services but they just seem more clumsy and harder to kind of access, like I was mentioning Kanopy. You know, that's the only other one that I've really had some experience with.

**Interviewer:** Yeah. And, yeah, I've been hearing that. And then also, the length, that not many people want an hour-long--

**Interviewee:** Yes, right.

**Interviewer:** Film on something. They need, like you said, a concept.

**Interviewee:** Right. So what I do is I just have to stop. I just let it-- So we watch it together in class so if I have a lecture, we'll watch it together in class and then we'll stop it, you know.

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

**Interviewee:** Yeah, I think teaching on-- I think teaching, you know, I think that teaching online is a lot more difficult and it requires a lot more kind of a lot more attention to really holding the student's attention, that being in person wasn't so much, didn't depend on that as much, you know. And so I find that it's harder to teach online and I definitely opt up the usage of videos and video clips, things online than I did versus when I was teaching in person. That's definitely changed.

**Interviewer:** And are there any recent examples where you encountered barriers to incorporating specific content into your class like something was unavailable, copyright problems, anything like that?

**Interviewee:** Yeah. I think I mentioned this. When I was trying to prepare a lecture and then have the students watch a lecture clip on Chinese philosophy and it was really hard to find. <laughs> And then I went and then I couldn't, I ultimately, I wasn't able to do it because by the time the library was able to help me out, you know, the lecture was already kind of I had already planned it and figured it out and so, yeah, so that was one difficulty. But that was one barrier. But really, nothing, you know, in part because this semester I have a, I'm not teaching a course that I would usually teach and so where I would use more videos than of these Middle East courses, that I would use more videos and so I haven't had any barriers recently.

**Interviewer:** Yeah. And did you work with others to get over the barriers, so yes, you worked with the library. Is there anything else that could have been done to alleviate those challenges?

**Interviewee:** No. I think that it was solved. I mean, yeah, the people in the library were very friendly and were willing to work with me and I think the main idea was that they were no longer going to be able to subscribe to that to certain-- I don't know if they-- I think they still subscribe to it, but it's just a reduced amount of content that they're able to get from--

**Interviewer:** Specific titles as opposed to the collection. Yeah.

**Interviewee:** Yeah, yeah. And so--

**Interviewer:** That's--

**Interviewee:** Yeah, and so I definitely they were able to work with me and help me find the videos. It was not as timely as I wanted it to be but that's, you know, that happens and but I think that the assistance that I had was really great. I mean, it would be nice to just have unlimited access, but <laughs> you know, I actually--

**Interviewer:** We think so too.

**Interviewee:** I mean, I do understand, you know, at least the way that they explained it to me, you know, the challenges with the budget and things as well.

**Interviewer:** Okay. Yeah. And for all the libraries, this is kind of the genesis of this survey--

**Interviewee:** Yeah.

**Interviewer:** Is because the costs have just become-- The demand is up and the costs are up even higher. So how do you balance that?

**Interviewee:** Yeah, absolutely. Right.

**Interviewer:** So this section is 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 like Kanopy changed how you integrate video content into your teaching?

**Interviewee:** Yeah, absolutely. I mean, you know, and having that, you know, realizing that there are, that a lot of other faculty do do integrated video content for the reasons that I was kind of saying before about understanding that it helps students and so the availability of something like Kanopy in learning about it definitely did make me-- Even though I don't use Kanopy as much, it made me realize that well, at least using, you know, more streaming services is something that is valuable and helpful for the students. And you know, things that I can't find in Kanopy I can find elsewhere, you know, and so definitely, like, you know, just to-- And what I'm saying is that, yes, certainly I think that some of my other faculty have been using Kanopy and that's because of its existence and that it helps them, you know, it pushes them to integrate more streaming services in their classes. And being influenced by that, I've been doing it myself. So I would say yeah.

**Interviewer:** Okay. And what do you see is the greatest benefits of streaming content for your teaching?

**Interviewee:** I think the greatest benefit is for the students. I think that I really do think that students learn better when they're, you know, students have different ways in which they learn. Some learn better by sitting and being able to watch a short video clip, a documentary. Others learn just by reading and you know, hearing a lecture. And so I think that the greatest benefit has been that students have-- the discussions can be more robust after watching. And maybe after reading, after having a lecture and then after watching the video together, like the discussions can be more robust than just-- you know, more engaging. The students seem to learn more than just simply, you know, after having them just read something and then we get together and we talk about it. So I think that's definitely the primary benefit that I've seen form using integrating videos into my class. And then also, but then it's helpful for me as an instructor to kind of, you know, it takes-- it can lessen the amount of preparation that you have to do, you know.

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

**Interviewee:** Well, you just have to be-- I guess just having to be careful of what, you know, some-- There have been times when I've tried to find things on YouTube that, you know, like I was trying to find a video on orientalist paintings and it was good and it was done by I think another academic it was, but some of the things that the person was saying were like, I don't know if that's right.

<laughter>

**Interviewee:** So you have to be-- Yeah, you have to be kind of, you know. And so I had to, like, stop it and so sometimes it can be, you know, there's that problem, you know, of, like, you might-- there might be parts of something that are really great and then other parts are less great, and so, you know, you have to kind of-- because you're not in control of it, so you have to kind of, you know, stop and give the students context for what this person is saying and then hit play and go on.

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

**Interviewee:** Yeah. I think that the-- I think they just for me, the-- I don't know if I said this, but now that you're asking this question I'm really realizing well, this is very true, is I default to what is the easiest <laughs> thing for me as an instructor to do that's also the most beneficial. So if it's, like, really, you know, if the format and the way that you search things is really clumsy and difficult or the way that whether or not you can embed the videos, right, or, like, if I embed it, then does the student have to log in to then watch it, you know? If, like I've said, if you're using Kanopy then they have to log in and then they have to go through that whole thing; whereas if I just embed a YouTube video they just click on it and it pops up. So I do, like, the ease, the ease of things, anything that can make it easier, I don't necessarily have specific recommendations, but anything that makes it easier, the user interfaces, the kind of the most straightforward and, like, that's the I think the thing that is most important to me as an instructor.

**Interviewer:** So basically plug and play.

**Interviewee:** Plug and play, yeah, exactly.

**Interviewer:** Yeah.

**Interviewee:** And then also not even-- And then an issue with like just the search. You know, like being able to just search and, you know, have intuitive searches rather than, you know, I don't know, sometimes it can be kind of hard if you-- Like again, Kanopy is one of those things that, you know, you can search things but it's kind of like-- Like sometimes I can search a video and I know that they have the video but I put the search terms in and it won't come up. And it's like, I know you have it. And then I have to, like, modify the search terms a couple times and then click a couple boxes and say what the video is and then it will come up. And so it's like, argh.

**Interviewer:** <laughs> So, yeah. We call it natural language searching, so.

**Interviewee:** Yes.

**Interviewer:** This is what I want. Everyone calls it this except this database, yeah.

**Interviewee:** Yeah, we're-- Exactly.

**Interviewer:** <laughs>

**Interviewee:** That's what I was saying, it's that's something that's-- And that's why I always-- That's one of the reasons why I default to, like, Google or YouTube because it's--

**Interviewer:** Yeah. Because Google can handle that natural language, yeah.

**Interviewee:** Yeah.

**Interviewer:** It's very sophisticated, its algorithm.

**Interviewee:** Yeah. <laughs>

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

**Interviewee:** Hmm, I don't know. Yeah, I don't know. I mean, I guess usually, like, so if we went to, like, Al Jazeera or BBC, you know, like, you know, I don't really think about the costs, you know. But the only time I thought about the costs was when I was having these really great-- I was using these really great-- <laughs> Great Courses videos in my-- in some of my classes, these short clips, and then not having them. I was like, "Oh. Somebody should cover the cost so that, you know, people like myself, you know, who use this in teaching can use it, you know." And so is that-- is that kind of answering the question?

**Interviewer:** Mm-hmm.

**Interviewee:** I mean, I guess you feel more entitled-- not more entitled-- yeah, more entitled in a sense like, "Oh, well, there are all these-- Why, you know, why can't this cost be taken care of?" You know, if this is a beneficial thing for the students and we know that people are learning in different ways and there's more attention to, you know, media, in particular the internet, you know, it seems like a vital, worthy thing for the university to fund.

**Interviewer:** And are there any instances where it is acceptable to require students to pay directly to access video content for educational purposes?

**Interviewee:** I don't think so, no, I don't think so. Yeah. No. No, I mean, you know, so we will, for instance, in the Honors Humanities course, there is-- It's kind of funny because I say that no, I mean, I wouldn't ask a student to pay for watching a movie or something like that or-- We don't watch movies, but, like, a short film or a documentary. I wouldn't ask a student to do that. But we do in this Honors Humanities course ask the students to pay for themselves to go see a-- go to a museum and that's part of our requirement is that they have to go to visit a museum and they have to pay to get in. And I think that if there was a way for us to pay for it for them we would and I think in the past we did.

**Interviewer:** Oh.

**Interviewee:** But I don't know what happened with the Honors Humanities course recently that we don't do that anymore. Or maybe it was never the-- I mean, I've only been teaching it for a year now, so I don't know what it was. So I know that we do that in that class but that's not watching a movie or watching a film or something. In my other classes, you know, I wouldn't-- Because I just know that it gives the students another reason why they shouldn't do it, right. You know, even if it was a dollar, it would give them a reason why they shouldn't do it. And then more-- and then equally important is just that the students, you know, I-- teaching in San Jose State, of course, we all know that the student body is incredibly diverse and but that the socioeconomic status of many of the students isn't as comparatively lower than say other universities. And so I, you know, I don't think that adding a financial burden for the students should be there. Of course we ask the students to buy their books and, you know, but even that, it's, you know. So anyway, I would just say that if I had a choice or I do have always have a choice and I would never ask the students to pay for one of the documentaries or anything. But if I can't find it for free and legal, you know, I won't assign it.

**Interviewer:** Okay. And how do your expectations with video relate to your expectations for how other forms of course content are paid for like textbooks and museums? So you've kind of touched on that.

**Interviewee:** Right. I don't know. That's a good question. I mean, you know, hmm-- I guess I don't know if it's really-- It's an interesting question. I haven't really thought about it and so I-- But no, I haven't quite-- I guess for me, I understand more why a textbook, you know, we expect the students to pay for that. Like, you know, we do, right. So well, when you assign a class, you give-- You sometimes, not all the time. A lot of days nowadays, people are just are getting shorter and shorter clips so that they can legally, you know, scan and put up online of a text and then, you know, not even have the students read a textbook. I mean, I've seen classes like that where just they have a reader. For me, though, I don't feel bad asking the students to buy a textbook, right. I'm, you know, but-- But would I-- But I wouldn't make them buy, you know, access to a streaming service or something to finish the course. And so I guess what I'm noticing is that there's a little bit of a contradiction but I just, I guess it's because I think that the textbook is a little bit different. You know, maybe it's because we rely on it and it's the thing that we use the most, therefore it shouldn't be, you know, free in this same way, the same accessibility as, you know-- I don't know. That's a good question. <laughs>

**Interviewer:** Yeah. No, it's interesting to think about because we are using video in a pedagogical way. Is it because a text book can be physical? Yeah, it is interesting.

**Interviewee:** Yeah.

**Interviewer:** But not all textbooks are physical.

**Interviewee:** Yeah.

**Interviewer:** A lot of times they're e-books. Anyway.

<laughter>

**Interviewer:** So, what are the top factors that you think are important for determining the extent to which the university covers the cost of video content? So what are the top factors that you think are important for determining the extent to which the university covers the cost of video content? And which parts of the university should cover those costs?

**Interviewee:** Well, I think that the usefulness to students and to professors should be a really important consideration in that, you know. And I think that, you know, if enough people find these services, whatever services we're talking about, find it to be valuable and very helpful and, you know, part of their teaching and part of their students' learning, I think that that's probably the most important factors on that level. And who should cover the cost, is that the question? Like what part of the university?

**Interviewer:** Mm-hmm.

**Interviewee:** Actually, I don't know enough about that. You mean, like, versus like the library or-- I mean, I guess I don't-- Hmm. I don't-- I don't know.

**Interviewer:** <laughs>

**Interviewee:** I don't know how the funding goes. <laughs> You would have the library and what other-- What other, like, the just the university. I can't think of what other-- The department? Is that what you mean, like--?

**Interviewer:** I guess that's what they're going for. Honestly, I don't know what other part of the university would make sense for that; maybe IT, if it's streaming?

**Interviewee:** Do you guys--

**Interviewee:** Maybe the-- Yeah.

**Interviewee:** The library funds the or it pays for, like, Kanopy or something, is that--?

**Interviewer:** Mm-hmm. Yeah.

**Interviewee:** Well, then I--

**Interviewer:** We do.

**Interviewee:** I guess I would assume that it would be the library, but I don't, you know-- Yeah. I said I would just assume, I said, it would be the library. But I don't know--

**Interviewer:** Yeah. [ph?]

**Interviewee:** If they give you guys some money, that would be great. <laughs>

**Interviewer:** Oh, we think so, too. <laughs>

**Interviewee:** Yeah, yeah. Yeah.

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

**Interviewee:** Yeah. You know, it's a good question. You know, I don't know. Yeah, I don't know. I don't know-- I mean, like I said, I came-- You know, I came to thinking about Kanopy and then from there I, you know, I explored other services you guys might have at the library. And so I should-- I guess what I'm saying is I didn't even know Kanopy was a thing, you know. And so I didn't-- I never even thought that I could access, use the library for the kinds of video services that I was using just YouTube for. I never-- I didn't think of that and so I think that you know, if that's something that's important to the library maybe more, you know, reaching out to instructors to inform of, like, you know, these important, you know, streaming services that you guys do provide that could be useful for our teaching. Is that what the question was?

**Interviewer:** Yeah. I think that's what they're going for. Yeah. Sorry. Spam. There we go. And yeah, like, could a librarian let you know that there's new resources or new titles in your area, that sort of thing.

**Interviewee:** Yeah, that would be helpful, too, and especially if it was somebody who knew what my area was and was like, "Hey, there's this great service that has all sorts of videos on Islam. You know, you might want to check it out and, you know, the library will provide it for you." Like that would be really helpful, yeah.

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

**Interviewee:** Yeah. So, like, so I guess I don't get the question. So, like, a--

**Interviewer:** What-- So would additional information about pricing, what's available or the format type-- Oh, I guess they're still talking about physical, like, DVD versus streaming--

**Interviewee:** Yeah, okay.

**Interviewer:** Affect your decision making about what content to assign?

**Interviewee:** Yeah. Yeah, definitely it would at least on the level of format type. Like I wouldn't use a DVD or VHS. Unless it was something that I absolutely, you know, there are some older movies that are hard to find. But I think everything that I've used has always been available streaming and it, you know, I don't even know-- I don't want to, like I said, like, for me, like, whatever is the what you say click and play, <laughs> like that's--

**Interviewer:** Yeah.

**Interviewee:** You know, it's like, you know, do I want to spend, you know, hours trying to find a way to take a VHS and plug it into my computer <laughs> so that I can-- I wouldn't do it. I just wouldn't do it. You know, or a DVD, I wouldn't even-- I just wouldn't do it. I would find it and if I couldn't then I wouldn't use the video or I'd find a different video, you know.

**Interviewer:** I was surprised they even included VHS.

<laughter>

**Interviewee:** Well, yeah.

**Interviewer:** Does anyone do that? <laughs>

**Interviewee:** Yeah. That's right. I mean, yeah, I don't know. Yeah, I don't know.

**Interviewer:** Apparently there's still some people who use overhead projectors, so.

**Interviewee:** Yeah.

**Interviewer:** Anyway. <laughs>

**Interviewee:** Yeah, yeah. No, right, it's true.

**Interviewer:** And ideally, how would you like to get this information and from whom? Oh, about available titles, format types.

**Interviewee:** I think, you know, ideally, like in an ideal world, you'd have, like, a librarian who knows, like, what kinds of courses you teach and they'd reach out to you like, "Hey. We have this great stuff for your teaching in this program, we have all this great stuff," that would be ideal. But, you know, less than ideal would just be, you know, I think I pay attention to my emails, you know, especially if it's somebody saying, "Hey, this could help you in your teaching." Like, you know, for you all you professors, like, I would-- So emails, you know, reaching, someone reached out from the library directly or, you know, the Dean or something like that.

**Interviewer:** Okey doke. And wrapping up, this is our last section. So I'd like to finish up with a few questions that put your perspectives into the broader context of your field and look towards future developments and needs. So how does your use of video content in your teaching compare to the practices of your peers?

**Interviewee:** Yeah, I think that my peers, from what I've learned from my peers, is that they, everyone uses videos. And I don't know exactly how they use them and I've seen them that some of my peers do, but I definitely, I don't really think, I guess I wouldn't know how to compare it, you know. I don't know how much they use it. I know that when I teach with a team-taught course, we really don't use videos, so I don't really see that in my peers. But I do know that from hearing from other faculty that they do use videos and in the same way that I use them, you know, the short clips here and there, occasional longer documentaries and that they, like me, understand that there are better ways for the students to learn.

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

**Interviewee:** Well, yeah, more lectures. <laughs> More, you know, videos by content experts, I guess, you know. You know, experts on a particular topic, that kind of form of material. Documentaries, like, I find that those are pretty easy to find, you know, for me. But, like, finding someone giving a, you know, a short quick lecture on a topic that they're an expert on, that's harder to find.

**Interviewer:** So length and also the plug and play aspect where it's easy to incorporate.

**Interviewee:** Yeah, absolutely. Length and yep, length and the plug and play aspect, absolutely, yeah.

**Interviewer:** Okay. And are there any developments in the areas that you teach that may affect how you or your peers would like to teach with video content in the next 5 years?

**Interviewee:** Well, I think the shift towards, that, like, is-- You know, like, for instance, I'm teaching a course online, I don't know why I'm teaching it online. I was just assigned to teach it online, so I think that, like, that's like a harbinger of something else that like, eh, we're going to be teaching online, you know, that university recognizes that the course that I'm teaching usually would get, like, 18 students when I taught it in person; and now it's getting 30 when I teach it online. And so I think that the administration was like, "Ah, well. <laughs> We're just going to teach this one online from now on." And so understanding that that's a coming trend, I think that more, you know, that more courses will be taught online than they have in the past and that I know that therefore I need-- I would expect that I would be using more and more the video streaming services in my classes.

**Interviewer:** Okay. 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:** Nothing that I can think of. You know, no. <laughs>

**Interviewer:** Yeah. These questions pretty well cover it.

**Interviewee:** Yeah.

**Interviewer:** Great. Let me turn off. So were you involved in-- Where'd my recording go? There we go. Okay. Were you involved in the Honors X?

**Interviewee:** No—

[recording ends abruptly]

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