

## **NICKY \_ POST - DMAC**

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**FACILITATOR:** Has DMAC impacted your professional identity?

**NICKY:** In a sense, if only that I know first-hand now that there are continual improvements, things that I can continually be looking into to improve the ways that I do things, the way that I communicate myself with students, for example. In that sense, I don't think it's affected my identity in terms of how others within the department view me, necessarily, but I guess in terms of what I know I can and should be doing to make sure that I'm creating a classroom where students feel that they're getting the most up-to-date information in the most up-to-date forms of communicating.

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**FACILITATOR:** We've talked about your relationship, how your experience at DMAC has informed your teaching and your ability to communicate with students in terms of what is important technologically. Do you think that DMAC has in any way shaped your professional identity with your colleagues in the department?

**NICKY:** Not as much yet as I would like for it to. Again, I think, you know, some further growth. My identity within the department as someone who teaches the Professional Communications classes, primarily, I think is more linked to connecting students with professionals, both in the non-profit sector (I teach a class where I have students doing grant writing for non-profits in the area) as well as then connecting students with professionals for internship opportunities and just by virtue of that, you know, that notion of connection, I think there is a lot more room that I have to sort of gain more of an identity in the department as someone who functions using various platforms, especially in connecting students with different professionals in the area and that's an area of growth I see. I'll continue to try to work on that.

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**FACILITATOR:** How has DMAC impacted your work as a teacher?

**NICKY:** One thing I just realized that I took away from DMAC is that in a given classroom for a given assignment (and I remember this from

some group discussion), not every student has to be completing that assignment in the same way; that there can be variety and there can be choice. Even the same semester, the same group of students from student-to-student, and that those different expressions can be assessed fairly, you know, across the board even if they're not in the same mode and that was something before DMAC I don't think I had given much thought to. I think I went in thinking, if I were going to assign something, whatever that I would have to assign it in a certain format and that all the students in that given class for that semester would have to complete that assignment in that mode and I was really opened up to, and really admired, the, I'll even call it the lack of control, in a sense, that teachers were willing to give up just to allow students to explore the mode that best suited how they wanted to express a particularly idea. I have not, as moved and inspired that I was by that, I have not really tried to implement that wholly in the professional communication courses that I teach, and I should write this down as a goal because that is something I would really like to do. And even though, as I've expressed, I wish I could be saying today that I've tried everything I was exposed to at DMAC, and I certainly haven't, but it hovers. It's almost like a little thing sitting on my shoulder in terms of, "Well, remember you can do this" and I can still take away the different ways that I had to approach a project, the different ways that I had to think, the different tools that that required me to use, for example; audio, video, you know, those are going to be the foundation of so much of what we do. Another thing I just realized, I used to, in any type of presenting, I do facilitation of workshops for staff as well related to various communication topics, and several years ago the more technology I was going to be using to facilitate, the more nervous I was walking into the room because the thought was "What if this doesn't work? What if that doesn't work? What if the bulb goes out? What if I forget this? What if I forget that?" and quickly, I've switched now to the more technology I'm implementing for a workshop or a presentation, the more comfortable I feel walking into the room because any form of technology always has a backup and now I kind of realize that, that even if something were to happen and I forgot a flash drive, I can always access something via email because I've sent it either to myself or to someone else. Even if everything were to go out, they

have copies of presentations slides in front of them. I know think of it as not “do or die” but, if I’m implementing technology, that just tells me that to get to that point I’ve had to have these other layers in place that make me more comfortable walking into the room when I’m doing that. So, something to think about there, too.

***END OF AUDIO.***