

NICKY _ PRE-DMAC

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FACILITATOR: I'm Margaret Strain and I am a member of the English Department at The University of Dayton. I have the opportunity this afternoon to speak with Ms. Nicky Adams regarding her experience at DMAC and I'm going to let her introduce herself.

NICKY: Sure, thank you, Peg. I'm Nicky Adams, as Peg mentioned, and I attended DMAC in the summer of 2008. At that time, I was the first person in our department of English here at U.D. to attend DMAC and that was actually the summer after my first year here at U.D. So, I had been newly hired as a lecturer primarily for Professional Communication courses and that very first summer, at the suggestion of Liz Wardle, attended the program.

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FACILITATOR: What kinds of digital technologies do you use as part of your everyday life?

NICKY: So, primarily using my Smartphone for email, social media, particularly LinkedIn because I speak with students a lot about LinkedIn and making sure that they're using it effectively. So, I of course am also, I've upped my use of it as well. Primarily just email, web, social media.

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FACILITATOR: What would you say are the technologies you use most frequently in your teaching?

NICKY: In my teaching, again I would say those three and I would also add to that U.D.'s learning management system, Isadore, for communicating with students, making available all of my course materials, assignments, extra readings, activities that they may find helpful, that sort of thing.

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FACILITATOR: Do you remember when you started using technology in your professional work?

NICKY: I think so. It would be back in my time as a TA at Wright State University and that would have been back 1990 to '92. Probably most used the computers at the time that were in Wright State's writing center. There were probably 20 or 25 labs. The TA offices

at that time did not have computers in them. I did not have my own PC at that time but I think I did get one shortly thereafter but it was primarily an IBM PC that was in Wright State's writing center at that time.

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FACILITATOR: When did you realize the importance of teaching with technology?

NICKY: Especially, I started using technology in my teaching at Wright State when the advent of this notion of a paperless classroom came onboard. When Wright State had, at the time, WebCT, another learning management system; and I know they're called various things, and I remember attending a Four C's session about this idea of the paperless Composition classroom and how students could upload documents, documents could be graded, they could draft, everything could be done via this learning management system and that interested me greatly. I didn't jump in; I sort of did a hybrid version initially and when I started teaching professional communication courses for the first time, I realized that if I was going to be speaking with students about communicating in the ways that employers expect and in the ways that would help make their job searches more efficient and also to be ready for speedy adaptation once they got into their respective workplaces, you know, depending on what various technologies the workplaces were using, it became more important to me then to be able to sort of practice what I preach and so really started trying to use technology more, even in just the way of relying more on the learning management systems, you know, wherever I was teaching and what the university did with those as well as really starting to get students to think about their resumes in other ways besides just on paper; digitally, different forms, different fonts that seem to be read a little easier, that's when I think it first started becoming more important.

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FACILITATOR: How did you hear about DMAC initially?

NICKY: I heard about it first when it was CWIC, like you had mentioned. I was at Wright State at the time as an adjunct, in fact, and Maura Taaffe was the director of the writing center at that time. She had attending CWIC at least once or twice, as I recall, and I was very

interested in the concept, knowing that I was not one who would be likely to venture out into a lot of technology unless I were sort of forced to and really got some hands-on experience with it and I remember hearing about her experiences and then, later, she left Wright State, in fact, to pursue her doctorate in _____ at Michigan Tech. So, I had learned, just in some conversations from her about some of the people involved in that program at the time, I had heard such great things about it; so, when I learned about it as DMAC then here when I was at U.D. several years later and I was approached by Liz Wardle, our Director of Writing Programs at the time here at U.D., she was saying that she really thought that I should go since I had been hired in to teach Professional Communication primarily and when I had learned it was what CWIC had been, especially interested and it was then that I attended that summer of 2008.

END OF AUDIO.