PATRICK _ PRE - DMAC

(0: 00:00)
FACILITATOR: How would you describe your skill level with technology now?

PATRICK   I think that's a difficult question to answer because in terms of, when I think about skill levels I think there's always, I don't know, I kind of tend to think of them on a sliding scale and that as soon as we sort of become proficient in a particular kind of platform or program or even, you know, programming language that we find other people who are, we think, more skilled or more adept or attuned than we are and so, I think my own level of skill is fairly high but there are areas of development where I see my skills locking and primarily in terms of programming languages and, I mean, I've just started this past year to work with ex-code for mobile application development and for Android devices. I'm a beta tester for MIT's app inventor and so I've just started to work in those kinds of logics and in those languages to explore app development from the kind of back end. So, I feel like, day-to-day I'm a fairly adept user of most functions on my computer and for teaching both face-to-face and online. I think that I use a variety of media to effectively communicate with students through the online courses that I teach and yeah, I guess I'm fairly skilled but I know that I don't know as much as many other people.

(0: 06:51)
FACILITATOR: Was there a moment in time in which you thought, you know, I cannot teach without technology?

PATRICK: Well, I did think that. Once I had sort of made a shift towards the multimodal approach to my pedagogy in graduate school but it was making the transition here to a very low-tech teaching environment where I had to sort of try to make due with what was open access or make to with changes to tailor towards particular devices that students might have at their disposal. So, a kind of like "bring your own device" approach to teaching multimodal composition, which is a challenge and also, you know, I think there are ethical problems with that but, anyway, the question that you asked was actually about how technology has been part of my research and scholarship for some time and I think that that would be true. I mean, going back to my very first graduate course, in my very first

graduate course I read Cindy's Selfe, Anne Wysocki and Jeffrey Sirc and Johndan Johnson-Eilola's Writing New Media in which they lay out very clearly a justification for why an approach to teaching writing that allows for multiplicity of modes is not only culturally relevant but also one that is engaging for students as well. So, I was very much drawn to that text and started reading more about it in my graduate study and kind of did the opposite of what most people advise you to do when you try to shift from a solely print-based notion of teaching of writing to a kind of multimodal approach which is, you know, everyone says just start small, like do one project or something that incorporates, I don't know, like a visual essay or some kind or a revision of an essay of some kind and I didn't do that at all; I just sort of went full-bore with that in my teaching but, I was also in a position as a graduate teaching assistant where I had my own class and I was kind of given the freedom to do that and I was in a program that very much encouraged that. That, in fact, had a requirement for multimodal composition written into the writing program goals and so when I got my first job and I came to U.D. and found that was not the norm, it put me in a very different position because I didn't have the same access to resources, my students didn't have the access to resources and I wasn't really able to teach what I had taught before and what I thought was, I think, "best practice for teaching writing". That also, I think, motivated a lot of my interest in attending DMAC because I had heard about it before but after being on the job for about a year, I had sort of felt like I need to kind of reconnect with my people.

END OF AUDIO.