PEG - POST DMAC

(0: 00:00)
FACILITATOR: How has DMAC impacted your work?

PEG: I believe firmly that, while there is an impetus among many people
                       in writing programs to advocate for students to use various
                       technologies in order to prepare them for the workplace, it's also
                       equally important for faculty, who give such assignments, to be
                       aware of the rhetorical and the pragmatic exigencies of what it
                       takes to do such a thing. That is one aspect of DMAC that made
                       an impact on me. The assignment, which was, one of them was
                       you had to create a 60-second video which sounds simple in itself
                       but if you don't know the technology and you're starting from
                       ground one, the amount of labor that it takes to learn the
                       technology, much less capture the data and then edit it, I think it's
                       important for you to know what it takes when you give such
                       assignments if you're going to do them. At the same time, I also
                       want to push students to what I've come to see as different modes
                       of composing as opposed to different modes of simply writing
                       because we do compose differently, writing being one of those
                       forums and that's why I think working in Rhetoric and
                       Composition is such a great job.

(0: 01:29)
FACILITATOR: Oh, yeah, yeah. How has DMAC impacted your professional
                       identity?

PEG: You know, I initially went to DMAC because I wanted to do
                       research in particular areas that required technology that I didn't
                       have. I also went because I wanted to use it as a moment for
                       professional development for myself and to help my students but, I
                       also work in an environment in which it becomes important to me,
                       as a result of having met with so many neat people at DMAC, is
                       that the resources available across institutions varies widely. So,
                       you're able to appreciate both the wealth that you might have in
                       your own institution that others do not and at the same time you're
                       getting ideas of what is possible that you don't have. So, to answer
                       your question, I wanted to come back and be an advocate for what
                       I thought we needed in order to ask our students to fully participate
                       in creating multimodal projects and I don't say that just because
                       I'm in the English Department, I think that those kinds of

arguments need to be made in a number of disciplines but I think that arguments have to be made for them and one of the strong ways to make that argument is to say, you know, I've had this experience, this is what it can do.

(0: 03:06)
FACILITATOR: Right. What other ways do you see continued development as a result of having been there?

PEG: I would like to continue to use technology in my teaching in ways that will enhance student's learning experiences and by that I mean, you know, I will be teaching in Introduction to Graduate Studies in the fall which is often and introduction to research methods in both literary and in writing studies. DMAC is, by it's title, devoted to Composition but there are also ways in which multimodalities of learning and developing texts I think should be integrated into the study of literary texts as well and I don't know a lot about that. I have read articles by people who are using such things and I would like to keep pushing that in whatever way I can. I'm also interested, recently, and this isn't a very well-developed response but, I was having a conversation with Cheryl Ball and Doug Iman with whom I work at Kairos and they were talking about object oriented ontology's and I work in the interviews section with Kairos and we were sort of tossing around the idea, is it possible to conduct an interview with objects and I began to sort of just, Doug through it out and I thought, "Well, what does that look like?" And this would be not a critique of the ways in which these machines worked but looking at their strengths and how, say you took J-Store or you took Lexus Nexus, are there common grounds, are there intersections between these say J-Store, DAI and Lexus Nexus. There's just a lot of reading I would like to do that's phenomenological, I think at source, and so this is kind of one of those ideas I'm just rolling around and it just is going to lead to some more reading before I really can turn it into a research project.

END OF AUDIO.