**INTRODUCTION VIDEO TRANSCRIPT**

**“RETURNING ADULTS IN THE MULTIMODAL CLASSROOM”**

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***SHOWCASING THE BEST OF CIWIC/DMAC* (2014)**

[Lynn’s Voice Over:] Although there are increasing numbers of returning adult undergraduates in US colleges and universities, there is little scholarship in the field of composition studies that addresses the particular needs of this population. I was reminded of the need for more work in this area during the semester following my participation in DMAC. I attended DMAC in June 2010 and returned to my adjunct position at a CUNY college eager to integrate a new multimodal project into my course.

Unfortunately, I soon discovered that many of my older adult students saw multimodal composing as something that belonged to young people, whereas they were more comfortable with paper and pencil and basic word-processing. With that perception, I wasn’t surprised to find that students’ first reactions to the idea of creating a video project was one of absolute panic. To make matters worse, computer labs were not available during the time of our evening class.

Still, I was determined to have these students complete this project, so I suggested that they try Jaycut, a web-based editing tool that was then freely available and that they could access from home. As we began our project, I was diligent in sharing lessons from DMAC on copyright and fair use, but it soon became clear that students were overwhelmed by the complexity of these issues--enough so that it interfered with progress on their projects. Ultimately, the projects were all completed, but this process raised important questions about some of the “best practices” for multimodal composing that inform our teaching.