**“What is DMAC? A Brief Introduction to the Institute” Transcript**

[Cheerful guitar and xylophone music]

SCOTT DEWITT: DMAC is the Digital Media and Composition Institute. It is (um) held every year on the campus of Ohio State.

CYNTHIA SELFE: Each year, we give a slightly different institute. We accept approximately 25, 30 people (uh): faculty and graduate students from all over the country and from different parts of the world. (Uh) They come here (uh) and they learn together how to think about technology.

[Cheerful guitar and xylophone music continues]

ALICE MYATT: My background and my research interests are in visual and digital rhetoric, so I was familiar with (um) a lot of the work that Cindy Selfe has done, and as well as some of the other people that were associated with DMAC, and so (um) I had the opportunity to come. Our chair asked, “who wants to go?” (Um, like) This was the year. I want to be able to do that. So I’m very pleased to be here.

TANJA BURCKHARD: I’m interested in oral histories and storytelling and I wanted to find ways to…document some oral histories and to make them into (um) multimedia projects afterwards for potential exhibitions or things like that.

RANDI KRISTENSEN: I’ve had an ongoing interest in what writing and composition can look like in the twenty first century as more and more tools have emerged. (Um) But I haven’t had an opportunity to work very much with those tools or really explore the possibilities. And so I really wanted to learn as much as I possibly could. (Uh) Two weeks of this opportunity just was amazing to me. And so I asked if I could come and I was fortunate enough to be given the opportunity.

[Cheerful guitar and xylophone music continues]

TREY CONATSER: It’s all about practice in the first week. This is a curriculum that we design (uh) that is really largely out of the control of the participants. Now in the second week, we open things up to what people are bringing to DMAC in terms of the needs of their local institutions and cultures.

CYNTHIA SELFE: When we try and teach (uh) these ways of understanding texts as multimodal or multimedia to teachers of English, we have to involve them in the making of those texts, and then looking at those texts and analyzing them for their effectiveness (uh) given a certain rhetorical purpose, a certain audience, a certain genre. So we have to think about different ways of making our communications work, especially in digital environments, especially when we’re reaching across linguistic, geopolitical, and cultural boundaries.

[Cheerful guitar and xylophone music continues]

TREY CONATSER: This is our culture now. We communicate using images and sounds and video. And this isn’t something that we can ignore if we’re…purporting to teach the way that we represent and respond to meaning.