**Interview Transcript, DMAC 2014 (12-23 May)**

**Rachel Jackson, Graduate Student, University of Oklahoma**

**Interviewer:** How would you describe your home department’s culture with respect to the use of digital media, technology, teaching, and/or research?

**Rachel:** Well, you know, I think we’re all very open to the use of digital media technology in the classroom, we do have computer-mediated classrooms in the English department building, which is not unlike Denney Hall [at Ohio State, where DMAC occurs].

I think that we’re really kind of just on the threshold of starting to, to think about how multimodality and how multimodal composition can be incorporated into our first-year writing curriculum.

You know, my work in my dissertation is largely historical, it’s an activist project to me, um, and I felt like it really, I feel like it really needs a digital component, um, so I think that between wanting to be a good teacher and wanting to be a good, uh, dissertator and candidate on the job market, are probably my two primary motivations [for attending DMAC].

I was able to use, essentially, a theory that I’m trying to develop in my dissertation as the concept for my Concept in 90 video [a part of the DMAC curriculum], and, it was great because I learned, you know, the technology, but then at the same time, I also got to work on my project, and another way of conceiving of my project, which helps, you know, it helps.

***Text:*** *Interview conducted by Erin Bahl, Kaitlin Clinnin Shah, and Hannah Torma, and recorded by Hannah Torma*