

*Interviewer:* Okay, so, then, as someone who directs the writing program here at the University of Findlay, how do you see multimodality in first-year and advanced writing classes? How you see place multimodal projects in first-year classes? What kinds of projects do you have your instructors and your team work with, with students?

*Interviewee:* Well, the one that we primarily promote is the video because the way that our computer situation is here is it's sort of – kind of a hodgepodge, as it is in a lot of places, and we do have labs available, but it also depends on time. So many of our composition courses, if you teach at like 10:00 AM class, Monday, Wednesday, Friday, it's challenging at best to get into a lab. So I'm not at a point where I can say, "Everybody needs to do a video as part of English 104 or as part of English 106," primarily because we don't have the labs yet.

But for people that are teaching at various times, you know, they can pretty much do any kind of digital assignment that they want, and the video is the one we promote 'cause it tends to be the easiest. Students don't seem to have that hard of a leap between a PowerPoint and a Windows Movie Maker assignment. You know, the little boxes are the same, and it's a very similar kind of technology, and it can be taught in one class session, and then students can get back into the computer labs here at night to do it.

Some of the instructors that we have right now are more comfortable with technology than others, so I have one person that really has done an amazing job in our English 106, the College Writing II class, with surveys and interviews, using our Blackboard tool 'cause apparently there's a survey tool in Blackboard. And we assign a primary research essay, and, yes, that would be something that would seem to lend well to like SurveyMonkey or something that is a more digital kind of format to distribute information.

But what she's done with that is actually used – have the students build the questions within the survey tool in Blackboard. They, then, comment on each other's questions, so it becomes kind of like a – almost like a discussion thread. They weed out the ones that they're using. They come up with a class survey, and then they distribute it electronically.

So even something like that that's not necessarily multimodal but is digital, you know, once they get up to a presentation format where they try to say, "Well, how am I gonna present this information?" then a lot times that will take some kind of a multimodal venue.

Like I've seen things like a collage made of different images with survey statistics underneath or, again, the videos. Some places have also done podcasts that we've played on our campus radio station.

So we've done things like public service announcements, and our campus radio station here, WLFC – let me give them a plug – but they're really willing to play student projects. So any time we wanna do it, we can, and that's really popular with the students. They seem to really enjoy that, so –

*[End of Audio]*