Interviewer: But how do you – do you have like workshops?

Interviewee: Mm-hmm.

Interviewer: Do you have – okay, could you talk a little bit about that?

Interviewee: Yeah. This is the way we do it; it's very grassroots: What we have – like I said, we have these monthly composition meetings, and I would say, as in all places, you have some people that are more excited about technology than others, and I have two faculty members right now that are really excited about technology. I mean I'm excited, but they're really excited, and they have both developed sample assignments, samples for instructors to use, and have kind of – basically in instructor who wants to go and be mentored by them has done it that way, or they can go and be mentored by me.

So we have the luxury of being a small group of writing faculty – about 17 at any given time. So it's pretty small scale for us, and we are able to do that in a very non-threatening sort of way. Now we also have more formal trainings. We have our Center for Teaching Excellence, which is actually right behind our English houses, and they do workshops for us all the time.

So I'll set up a training to say, "Hey, everybody, we're gonna learn about iMovie today or about podcasting," or even about using – we have a Student Technology Center. So one of the things that's part of these projects is that, of course, some instructors are very nervous 'cause they might know how to do a video, and they assign one. But that's not the same as understanding when a student is sitting there saying, "Why doesn't my stuff load?" You know?

Interviewer: Mm-hmm.

Interviewee: And they feel very nervous about that, so we are very lucky that we have the Student Technology Center, which is, basically, just like a writing center but for technology projects on campus. So students can go there and say, "My video doesn't work," and that takes some of the pressure off of the instructors.

The other thing that we do is student coaches from the technology centers can come over to the classes and teach how to do some of those things to other students. So the instructor has some responsibility to learn. They need to know, definitely, why they're doing the assignment, and just saying, "Well, 'cause someone else does it," is not a good enough reason for me. You know, I want

them to really believe in the assignment so they convey that to the student, but it is – we have multiple training opportunities that kind of work at a couple of levels.

So they work really well with people that are on top and now wanna learn something like Comic Life. They wanna learn something new, or they work on the bottom for people who go like, "I just wanna learn how to make a PowerPoint not look like a PowerPoint," so yeah –

Interviewer: Okay. All right.

[End of Audio]