

This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhethoric.net/28.2/praxis/stewart-et-al/index.html>

## Getting Help as a Professional

### **Sheena Monds:**

I've also found just really collaborating...now that it's something that more of our professors or instructors are doing in our department, it makes it far easier for me to collaborate with colleagues, to gain ideas, to improve my assignments by thinking about the things that they've done. And so, with the kind of spirit of our department has always been the kind to share resources, to share assignments, to share tips for what's working and what's not working in the classroom. And so, in addition to just the wonderful support I get from the Studio and the Studio librarians in particular, I've also found my colleagues to become valuable resources in helping me become a better instructor of multimodal composition and projects.

### **Tiffany Mitchell:**

Me and Sheena Monds went to the DMAC up at Ohio State. Sorry, *The Ohio State*. That's Digital Media and Composition is what DMAC stands for. That has been a long running program that essentially helps instructors consider how they can bring digital media into their composition classrooms, and it was a week-long institute that we did. It really gave us a lot of ideas and considerations for how to use multimodal composition in our classes. One thing that I definitely took away from that experience is...We had to create our own projects, so we—it was a showcase for us at the end of the week and we had to create our own projects. I did a podcast, one podcast episode, and because I had, I had plans at some point of starting a podcast, but you know, time, and Sheena did this amazing video, and both of us created those projects with the intention of these are projects that we wanted to then do in our classrooms.

One resource is probably the Studio. I'm so glad the studio exists now because, in many ways, me knowing how to do it with tech doesn't always easily translate into me telling the students how to do it.