

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.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>

The Partnership Element

Jenn Stewart:

Yeah I went in, and I had been doing, at my old institution, I had done an infographic assignment, and I'd had students do PowerPoint presentations, and I'd done a few different types of multimodal compositions—nothing as sort of out there as what like Jody Shipka does or anything. I'm not Jody—I mean who is? But it was that moment of like, "I'm gonna just let them... I had an assignment sheet that I took to Emily, and I was like, "I'm just gonna let them pick a thing, and it'll be a connected to their research paper," and it was really funny because I had my assignment sheet and I have been teaching for a good long while and I felt pretty comfortable with what I was doing and I kind of rolled in and was like, "so this is what I'm thinking, Emily," and I showed her my assignment sheet. And you [directed at Emily] were the kindest like oh-bless-your-heart moment with me. It was very sweet.

Emily Thompson:

So this is the advantage that the library has over professors: is that we see the students as they're doing the assignment, whereas professor just see kind of like they give you the assignment and then they kind of see the final project, products, but they don't see the tears on the way there. So, what we can be is like "so if you do this to the students they will be hurt and sad." Because there's this misunderstanding, so you get a lot of the "don't they know how to do that?" And something I've said in presentations dozens of times is that you have a lot of people who yes, they're swimming in it and they're very good on their phones, and like right at the time or a little bit before that you were seeing a lot of like school videos where there were these massive tracking shots going through the whole school and they dance and do flash mob and it would be beautiful and they'd post it up and be like "this school is so cool." And the thing that I work with making people understand is that that's 200 people who know *how to be in* a video and two, maybe three, people who know *how to make* a video and those are different skills.

Stewart:

So, when we had our meeting and Emily said to me, "maybe have them just pick one type of multimodal thing that they could work on because then it's easier for you all to talk about that" and whatever. That was helpful for me, but what was more helpful was hearing Emily talk about multimodal composition and how they teach multimodal composition. As I was working through this in my own class, I was like, "oh this is boss, Emily can come into my class and give some talks to my students."