This is a transcript of the video clip "Pedagogical Implications of the DALN" from the interview with Dr. Cynthia Selfe in Samuel Head, "A Scholarly Legacy: Professor Cynthia Selfe and the Digital Archive of Literacy Narratives" published in *Kairos: Rhetoric, Technology, Pedagogy*, *22*(1), available at http://kairos.technorhetoric.net/22.1/interviews/head.

Sam:

What pedagogical implications do you feel the DALN has?

Dr. Selfe:

Well that the whole object of the DALN is to be a resource that can be used in multitudinous ways by different teachers, in different classes, for different purposes. So, there's no one set of pedagogical outcomes for the DALN. Different classes can use it. Different disciplines can use it. Different teachers can use it. Different levels of instruction can use it. And I think the best description of what's been done pedagogically with the DALN is in Michael Harker and Katie Comers 2015 article in Computers and Composition, about where they surveyed people who use the DALN in their classes and talk about the strengths and weaknesses of that use. Krista Bryson has also done an article on the DALN. And then there have been dissertations done on the DALN. Deborah Kuzawa work on the Digital Archive and
especially the work she did with GBLTQ narratives is useful. And then the Computers and Composition Digital Press book that Louie and Scott and I and all the contributors did, called "The Stories That Speak to Us," provides something like fifteen or sixteen different curated exhibits of how those narratives can be used both in and around classes and classrooms. So I think there's so many of these different examples. People could go to Google Scholar, use "DALN" and find a lot of pedagogical description. There's also a book that Ben McCorkle, Michael Harker, and Katie Comer are working on aimed at the Computers in Composition Digital Press. And it will be a born digital book, and it will look specifically at how the DALN is used in different classes. So there's plenty of examples for people to dig into in the scholarly world.