Technology and Pedagogy

00:05

Will Hochman: "People like me trained in pedagogy basically had to shout that technology is pedagogy, and you better start thinking about it in those terms."

00:15

Kristin Arola: "When I say how do we best teach with something, it is not so much that there are panels, on ike specific rubrics and lesson plans. But that it is that there is a real attunement, we work with students and it is our job to promote a critical citizenship in the world, and a critical digital citizenship in the world. So, given that's our job, it always kind of an undercurrent to me."

00:43

Cheryl Ball: "So computers in writing does the same thing, it is like how do we teach this stuff in our classrooms? How do we talk about the work we are doing in the classroom in practical ways?"

00:52

Will Hochman: "Well I started doing putting computers in writing classes in 1986 with John McDade, NYU. It was a revolutionary idea to plunk Mac's in the classroom. Even more revolutionary to think, hmm, do a perimeter and a desk in the middle would be nice. Swivel chairs, I don't know, that is weird in a classroom! I am, I felt like my students were loving me, my teachers, my colleagues were respecting me, and all I was doing was making wires connect and minds connect in ways that machines had already figured out the sizzle for, you know what I mean? Emphasizing revision and having a little bit better of a tool to do it is like gasoline on a fire!"

03:19

Jason Palmeri: "Scott Dewitt, especially, was directing the digital media project when I was at Ohio State and he taught a grad seminar in New Media and Composition Studies, that really had us engaging in practice-based work. I made… I remember I did an assignment as part of that class where I made an activist flash movie in the genre that I was later going to ask my writing students to do that semester. And that experience of actually composing multi-modally, seeing the challenges of it but also how it motivated my thinking in new ways and thinking of the audience in new ways, and got me collaborating with students was just really energizing and exciting. So, I think it was sort of that moment of feeling, like connecting my work with digital technologies was a way to rethink my assumptions about the field, to have a commitment to pedagogical activism, and to engaging students in public rhetoric's."

04:19

Kristin Arola: "Any good teachers are good theorists, although I would not argue that theorists are good teachers. I think sometimes you can get too into a theory hole and you forget the

questions that computers in writing people are really good at, and it is like who is this really good for? And then you are like wow, that is super cool, if you want to think about affect in that way. But who f*cking cares? Like what good does that do the world? And I think that people in computers in writing are really good at that, even if they are doing a quirky presentation on affect and video blogs and soundscapes. There is some undercurrent of like, but yeah, this is cool because of x, y, and z. This might help in a classroom because of these things. It might help the way that we understand public citizenship for these ways.