

## Who and Why

00:08

**Lisa Gerrard:** “What I think is different about computers in writing is what people who work in that field do is, they discover something new like a “Mook” or some other kind of virtual reality software. And they are thinking, what can we do in a classroom with something like this? How would this advance some goal I have when I teach? I think that that is what makes computers in writing different from just rhetoric and composition.”

00:42

**Cindy Selfe:** “I think that there continues to be a place for computers in writing or computers and composition, the smaller, more particular field, because we pay attention to the relationship between people and digital tools in digital environments. And we understand that we are both shaped by and shape those digital tools.”

01:12

**Kristin Arola:** “Now that the digital is sort of pervasive across disciplines in some ways, I think that a lot of people have asked, well, do we need computers in writing, or what is it? Is it a field? And I still get it is a field, I think it’s distinctive to me from even the digital rhetoric, which you will find at RSA or people who do rhetoric at digital symposiums and stuff. It is a community of folks and it is not that, there’s always bleed right? There is always overlap between all these things but to me computers in writing is a community of scholars interested, at the end of the day, in how to best do two things- one, teach with technology, about technology but two, there always seems to be a sense with computers in writing folks and I don’t think we’ve ever written this down and said ‘you have to do this’, it just seems to be the folks it attracts, to what ends or for whom? That has always seemed to be a question, whether that’s in pedagogy or wrapped up in questions about the technologies with which we engage in the world. Who is it good for, who built it, who is it helping? It has this undercurrent of social justice phenome, even if people wouldn’t say they are doing social justice work it feels like to me that they are.”

02:24

**Laura Gonzales:** “one of the things that I think many of us love about computers in writing, especially is the GRN. And I think that at the GRN every year there are several presentations from students or people who are attempting for the first time who are very much focused on pedagogy. Yeah, I am trying to think but I think that is true for the years that I have been, I have always seen those. But I think that the difference for me has been a slight shift from not ‘How can I do this in my classroom’, but ‘Why, who are the people in my classroom?’ Kind of interrogating more of the reasoning behind the incorporation of technology into the classroom and the implications of it. So, I guess if that is how we are defining theory, that definitely is a shift to more theory but I think it is more of a rhetorical awareness of the practice, the classroom practices. So, what are the cultural implications of the technologies that we are bringing into the classroom? How do our student’s backgrounds play a role in these technologies? So, it is not so much how do I incorporate this technology into my classroom, or I’ve incorporated this

technology into my classroom and this is what my students did, but interrogate those things a little bit.”