

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>

## **How Students Felt About Multimodal Video Projects**

### **Student 4:**

Happy as hell.

### **Student 1:**

Very happy because my last semester class that's all we did was papers. We did like five I think, and then whenever I came to this semester class, I was very happy because I definitely learn better I feel like whenever it's more of a hands-on learning experience. We still did the readings and stuff of course so that definitely gave me the background knowledge, but I definitely learn better whenever I'm in a group of people and we're all sitting and putting in our inputs of ideas and brainstorming together.

### **Student 2:**

I felt good because it's something different, and I feel like it helps that we can work with people and it's creative.

### **Student 3:**

I did feel like a sigh of relief because I am a visual learner so I always do more hands-on things and things that involve doing other things besides writing and things of that sort. So, it definitely was a breath of fresh air of just doing group projects and films and that sort. You know, something different that you don't really expect in an English course.

### **Student 6:**

I was actually really excited because it's something different than writing a paper, and I like to write but papers are just kind of tedious you know? And it's really fun to make a video and like actually edit something and just show our work and our understanding of English through different forms of media.

### **Student 10:**

Yeah, I was a little intimidated by it just 'cause I've never done a short film kind of project, but luckily one of my other group mates has done stuff like this so she was able to help us do the editing and stuff 'cause I don't know how to that, but I really liked it 'cause I've always kind of wanted to do a project like this.

### **Student 7:**

It just made it more fun and easier for me.

### **Student 8:**

I felt really excited. It really made me wanna do it just 'cause...writing isn't my biggest skill—writing academically isn't my biggest skill—and I felt like my skills kind of cater more to the project that Ms. Monds assigned.

### **Student 9:**

I was excited to do something new...something that was based off of a reading I had been given at the beginning of the semester but being able to expand on it.