

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>

What the Professors Learned

Joshua Parks:

Usually I email Jenn, be like what am I supposed to do, how does this work, or I'd stop by her office. I've talked to Emily in the Studio a lot. She was very helpful. I'm trying to, I can't remember how long I've been doing these, but especially at first. The first time I think, you know, I went and talked to her for a while and then I had a class that we sort of just kind of workshop with them, let them work on it and walk around and help. Just in conversations, especially with her about little tricks and techniques about making stuff happen in Cava, helped me figure out the stuff to really look for in terms of grading.

Part of it was just getting more comfortable with it and some of it was just, you know, the more times I teach anything the better I understand what it is and how to present it to students. And then what to expect from them in their assignments, and how to respond to different things and sort of a pretty natural progression of that I suppose. Kinda like the first time I taught Plato. I was like what the hell is this to I can show you what this means and help you understand it and then give you the right kind of feedback to further that understanding.

Tracy Tabaczynski:

Personally, I had never done extensive video editing before, so I was really nervous going into it, because this is not a skill set that I have. So, I was very curious to learn more about it, which is when the library really saved us. I loved those library sessions, those were so helpful.