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When asked to describe my teaching philosophy in a nutshell, I say it's my job to help students figure out how to pose a question they aren't sure how to answer, then help them develop capacities to work toward answers. This gets at the layers of complexity necessary for effective writing and communication. Three student outcomes shape my teaching:

1. Students develop questions that respond to problems set in their communities or fields of study.
2. Students develop a rhetorically aware theory of invention through project based writing and collaboration.
3. Students learn to articulate work through planning, documentation and iterative design.

My research in community, technology, and digital infrastructures, as well as my orientations to participatory public rhetorics that build communities and improve material conditions help students to determine stakes, and consider ethical, material, inclusive responses to problems.

Students make connections between their tacit, everyday writing practices and their capacities for rhetorical invention when they understand their audiences and have a stake in the outcomes of their research and writing. Our students' near constant engagement with text via digital media gives them certain kinds of access and expertise, but it is sometimes difficult to build bridges between their tacit, everyday writing and the seemingly high stakes work they do in academic and professional settings (Grabill et al, 2010). I ask students to participate in assignment development by locating questions in their fields of study, in their communities, and in relationship to their own goals and interests. By developing questions and setting problems in contexts relevant to them students can uncover and experience the rhetorical practices and often hidden conventions discursive groups use to create and share knowledge. I work with students to develop language and a theory of writing and invention (Yancey, Robertson & Taczak 2014) that supports their goals. For example, in my technical communication class students identify current questions that interest them. These have included, for example, questions about how best compose documentation to support a program or application they are developing. Some students' thinking is more abstract, for example, concerns about the safety of self-driving cars. I then ask students to operationalize their questions as a technical documentation problem, and apply user-centered design practices such as developing user personas, prototype drafting, and user experience testing in order to design technical documentation in a variety of media, including video and web-texts. Project-based flexibility helps students develop tools and vocabulary not just for technical writing, but for ethical research methods, project management, user experience and iterative design. Because students develop documentation, then perform user experience testing on their documentation, they have a data-driven method for making revisions. Students develop concrete tools and vocabulary for evaluating their work and can articulate how their revisions will make documents more accessible for their intended audiences. This reflexive work helps students gain more flexibility and confidence with new methods for composing documentation. When students can speak confidently about their rhetorical choices, their methods for evaluating work, and their options for revision, they are more likely to transfer what they learn to other academic and professional environments.

My expertise in digital infrastructure and participatory research methods helps me to show students the importance of being able to manage, locate, and repurpose information for diverse audiences. Understanding the architecture that underpins collaboration and revision, particularly in digital spaces, is key to writing and communication tasks in any field. In an upcoming chapter on teaching archival methods in technical communication we describe a heuristic for helping students map and make use of the often invisible archival and digital structures that support project management and collaborative work. Students benefit from projects that help them understand their laptops, collaborative writing spaces, cloud file structures, GroupMe threads and Slack channels as archives. Explicitly teaching archival practices as part of writing helps students experience the material work of rhetorical invention, and they learn to consider issues of accessibility, usability and information design integral to their work across contexts. For example, in a recent client partnership with CARE a campus rape crisis center, students across three sections and two semesters of business writing made recommendations for

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student engagement and information design. I collaborated with three other instructors who were also working with CARE as a partner. Because our work was distributed across multiple classes, students needed to think about sharing information and resources with their classmates, with our partner, and with students working in other classes. Students had the opportunity to meet with CARE representatives, as well as crowdsource and brainstorm ideas with other classes to determine the direction and scope of their research. My classes focused on education and outreach about the newly created crisis center. Students negotiated topics and split up responsibilities using Google and Slack to manage their work. In one of my spring classes, students identified marginalized communities that might be excluded or intimidated by some messaging, and conducted interviews and survey research to better understand the needs of those groups. Students in a subsequent summer class used the data previous students curated to create infographics designed for international student groups at Purdue. When students have the opportunity to problem set, build on their knowledge through practice and evaluation, and make concrete decisions about how to manage and circulate their work in service of issues relevant to them, they are more likely to ask hard questions and take up the challenge of finding actionable answers.