

Testimonials Concerning Texts and Technology Internships

Internship: Worked as a research assistant for Dr. Melody Bowdon on a research contract in support of a statewide assessment of service-learning in terms of its effect on student learning and workforce development.

“My internship reaffirmed my desire to be an academic when I finish the program and I am completely satisfied with the internship experience. My specific goals when I proposed the internship were to further my independent research agenda by attaching it tangentially to my existing research assistantship. I have developed considerably as an ethnographic researcher and as a professional. The benefits of the experience included being able to work very closely with a career academic who successfully makes funded research a priority in a department that traditionally receives little outside funding. I attended my first conference, gave a paper and chaired a session, and realized . . . that the possibilities for future employment in this field are phenomenal. The hybrid nature of the Texts and Technology program lets us find our niche and make it work.”—**Maggie Boreman**

Internship: Worked with the Florida Space Research Institute (FSRI) at the institute’s offices on site at the Kennedy Space Center. Worked as the Program Manager of the Advanced Learning Environment (ALE), which is a web-based portal of highly-interactive, self-paced instructional modules.

“I’ve had a very productive internship experience this fall, especially regarding professional goals. In addition, the broadened scope that the T&T coursework has provided has made me more conscious of how online materials might be perceived by different audiences.”

“During the course of the internship, I had the opportunity to meet with and make formal presentations to: the Chancellor and Vice Chancellor of Community Colleges & Workforce Education, the Florida House of Representatives Committee on Community Colleges & Workforce Education, and senior administration from Indian River Community College, International Space University, Nova Southeastern University, and Embry-Riddle Aeronautical University. There seems to be genuine recognition of the value of the self-paced e-learning we are producing and how it can support broad workforce training and education needs.”—**Tom Cavanaugh**

Internship: Worked at Brevard Community College's Virtual Campus (BCCVC) to create a virtual space for their teaching staff.

“After working on this project, I feel that I understand more about how the physical aspects of Wikis™ work, but possibly less about the theories of Wiki™ technology. It would be interesting to examine how Wikis™ and discussion board theories mirror and complement each other. Discussion boards can exist on Wikis™, and vice versa; does the integration of these two technologies offer more than either one alone? This internship focused mostly on learning the technology behind Wikis™; the next phase is to begin to study the interaction on the site that we set up.”—**Jane Moody**

“I am thoroughly excited about using Wikis™ for other projects.—**Warren Jones**

Internship: Worked for the UCF College of Graduate Studies focused on reading about content management systems (CMS), identifying the needs for catalog publication, researching available products, reviewing other university practices for catalog management, and discussing and reporting findings to Graduate Studies.

“I have been thinking and writing about the graduate catalog off and on throughout my Texts and Technology course assignments, and this internship has served as a more in-depth investigation and culmination experience, drawing the various forays of my previous research and thoughts into a specific context. It has also provided valuable information and service to the university.”—**Debra Winter**

Internship: Worked with the Faculty Center for Teaching and Learning.

“This internship has proven valuable to my experience in the Texts and Technology program and my overall research goals. Not only have I gained a better understanding of SoTL and the workings of an academic journal but also I’ve participated in the process of remediating traditional texts – a task that is already finding its place in my research.”—**Brian Blackburne**

Internship: Worked at Digital Media Association, Florida (DMAF). The internship focused on the concept of helping DMAF in promoting Digital Media arts and artists as well as showcasing the work of digital media artists.

“The [internship] has given me, in addition to the obvious academic benefits, a unique opportunity to be introduced to digital medial industry leaders and to be involved in a very interesting project that I would not have been able to work on had it not been for the [internship]. Therefore, I’d suggest that if one of the objectives of internships is to bridge the gap between the ‘academic world’ and the ‘professional world’, this . . . has been a demonstrated success.”—**Hatem Akil**

Internship: Assumed the assistant editorship of the *Journal of Cultural Research in Art Education* with Dr. Kristin Congdon, who is an affiliated T&T faculty member with appointments in philosophy and film.

“This internship’s value was revealed after I edited the first accepted article for the 2008 issue of the journal. The experience confirmed for me that I should not be shy about submitting my writing to peer-reviewed journals—I have nothing to fear! And that’s the lesson I’ve learned—my ideas and my writing are at least as valuable and publishable as those of the people who are writing for this journal. Most of us T&T students will come to publishing with an advantage: we write well.”—**Amy Barnickel**

Internship: Worked as an assistant for the *University of Central Florida Undergraduate Research Journal (UCF URJ)*.

“I feel that my internship with the *UCF Undergraduate Research Journal* has been very helpful as I continue developing my academic and professional goals. Most of my duties dealt specifically with research, which has been a wonderful asset to my work with the T&T program. I had the opportunity to engage with the faculty editorial board and present my work at board meetings, which was often intimidating. However, I think this has been great preparation for my future career goals and has given me beneficial academic experience and exposure beyond just the classroom. Most importantly, I feel I helped make some positive changes for the journal, learned more about online publications, and had the opportunity to work with a dynamic group of people.”—**Chelle Becker-Bernstein**

Internship: Worked at the University of Central Florida (UCF) University Writing Center (UWC) to implement new scheduling software (TutorTrac).

“My internship has advanced my research and professional goals. More specifically, the TutorTrac implementation project has allowed me to study the ways in which technology affects work in the UWC. The UWC has become more dynamic with the addition of several new regional campus locations and KnightOWL consultations. With that, the previous online scheduler could not offer an efficient way of tracking or scheduling these consultations. We were adapting the technology to fit our needs when, realistically, the technology was not equipped to serve multiple centers or modes.”

“These technological issues will be relevant for my dissertation work, a study of synchronous writing spaces. I hope to study these writing spaces in the UWC, along with the technologies that help us perform our work. My goal is to develop the implications for a wider

audience, though, beyond writing center practitioners to communication in corporate writing spaces as well.”—**Rusty Carpenter**

Internship: Worked for Initial Insights, a privately-held consulting business. Worked on the creation of a training program for a client, Environmental Health Testing (EHT).

“My internship project helped me to continue my professional goals, because it added a new project to my portfolio. I worked with a new company in a new industry, and the things I learned about the industry will potentially help me to procure more contracts in the same industry. I also gained experience working with Initial Insights and hope to continue doing more projects with them beyond this one.”—**Connie Culler**

Internship: Worked with Disney’s Animal Programs.

“Overall, the internship experience was wonderful and I think it was a great opportunity to put into practice a lot of the rhetoric lessons I’ve learned throughout my coursework in the Text & Technology program. It was a terrific learning experience, both about conservation and animals, as well as online writing and writing with persuasion and rhetoric in mind. I definitely plan to share what I’ve learned in this class with other Text & Technology students in relevant class discussions in future semesters.”—**Jennifer Fickley-Baker**

Internship: Worked as a technical advisor to Alice Experiments in Wonderland, a multi-modal UCF Theatre mainstage presentation done in collaboration with Bradley University in Peoria, Illinois and the University of Waterloo in Waterloo, Ontario.

“On a personal level I find myself more confident about my own technical and interpersonal abilities. Collaboration at a distance is trying intellectually and emotionally. That also means that our play is a challenge! But by watching these actors I am finding new ways to overcome these challenges. I also find new confidence in my teaching abilities. These are students who claim to be very “un-technical” yet can now reconfigure the IP address on a PC and force it to use a new domain. While I’m not the only one who has worked with them, I can feel the process at work and I can feel them responding to me like I can the students in my classroom. I also find that I approach both my studies and my job with a fresh perspective. To be able to apply the evolving principles of Texts and Technology to an actual project is exactly the type of experience I have waited for.” --**Don Merritt**

Internship: Worked for a new company, Snapters, Inc., in the role of technical support. Snapters, Inc. was founded by teachers who have channeled their desire to help learning-disabled students into a patent-pending methodology for helping students rapidly gain the ability and confidence to improve

their reading level and comprehension. This company is working toward a packaged, web-based product, based on a learning system developed by the co-founders.

“I believe that I will be working with this company long after this internship ends. I am interested in following the growth and impact of the product and uplifted by the drive and passion of the company founders. I look forward to implementing knowledge gained in the pursuit of my dissertation interest in the analysis of the data from this project, as well as in journal submissions and conference presentations.”—**Jamie O’Neal**

Internship: Produced an audio version of commentary on the origin of the Spanish (or Hispanic) word “Gringo” for radio broadcast, under the guidance of Dr. James Campbell of the Department of English.

“All things considered, I’m encouraged about [my] capability with some aspects of the sound production process. It is possible to make recordings with basic equipment. On the other hand, I’ve learned to appreciate what competent sound people do. This is not the kind of project that allows the novice to sit down with a microphone plugged into the computer and compile a variety of files with astonishing results. Well, the results may be astonishing, but as another old Irish ballad observes, just because you come home and find something astonishing in your yard doesn’t necessarily mean it’s a good thing.”—**Neil Patten**

Internship: Worked as the communications coordinator for an organization in Venice, Florida, that plans to establish itself as an NGO and 501(c)3 to build a health clinic in southwestern Uganda.

“This internship was a very rewarding experience. It coincided nicely with my research interests and the requirements of the internship were useful in keeping me focused on my goals. I had my share of challenges, from software unfamiliarity to infrequent communication with my mentor and others, but I believe the Web site I created for the organization is a nice down payment on what I will eventually do for the organization. It also cemented in my mind the notion that one of my future goals will be to seek employment as an executive at a non-profit organization of NGO that deals with developing countries such as those in Africa. If helping someone make career choices is a goal of internships, then this one was truly a success.”—**Ed Scott**

Internship: Worked for the Orange County Public School system to create a Literary Elements Tool Kit in a CD format that advanced high school and college level educators could use to engage students of the media culture. The learning CD, entitled, “A Visual Introduction to Learning Literary Elements for Language Arts in the Twenty First Century,” was designed to teach both basic and advanced literary

elements—the building blocks for all literature, reading and writing assignments—through a combination of written and visual cues.

“T&T has so broadened my scope of understanding of the world through socio-political-cultural-technical-historical dimensions that it has allowed me to understand literary terms not merely from a Western perspective, but from a world perspective. This knowledge has helped me create a literary guide that blended visual imagery with text. I have learned that this is not an easy undertaking, as many visuals have varying levels of connotations as well as denotations. I have also discovered that it is difficult to blend what many consider as two different styles of learning—visual learning versus text-based learning. Yet I have discovered that a careful blending of both can enhance the qualities of each. Furthermore, I have discovered that visual images can strengthen and reinforce learning, especially when students are faced with long lists of definitions.”—**Beth Weaver**

Internship: Worked for the UCF Institute of Simulation and Training (IST). Edited the content for the Defense Acquisition University (DAU) Card Game Instructor Manual, wrote and edited the DAU Mobile Learning Strategies Report, and read about and reported on mobile learning and alternate reality games (ARGs).

“Originally I didn’t expect to be interested in mobile learning. I joined the team mainly focused on using the computer to deliver better pedagogy for teaching writing. I didn’t have any knowledge about ARG, either. I was fond of video games. As I worked closely with the DAU and My Sports Pulse materials, inevitably I started to develop interests in mobile delivery and alternate reality gaming. The most satisfying part about this internship experience is that I am able to find this new facet of gaming to explore, and to continue research and studying in the area. This is a digression, but finally it still fits into my general academic interests.”—**Yuejiao Zhang**