

Pedagogue Bonus: JUMP+ (w/Crystal VanKooten)

Pedagogue podcast

Transcript

Welcome to Pedagogue Bonus, a short episode that covers a single topic or question. I'm your host, Shane Wood.

In this bonus episode, I talk with Crystal VanKooton about JUMP+, the Journal for Undergraduates Multimedia Projects.

Crystal VanKooton is an associate professor of writing and rhetoric at Oakland University in Rochester, Michigan, where she teaches courses in the professional and digital writing major and in first-year writing and serves as co-managing editor of the Journal for Undergraduate and Multimedia Projects. Dr. VanKooten's work focuses on digital media composition through engagement with how technology, shape composition practices, pedagogy, and research. Her digital book "Transfer Across Media: Using Digital Video in the Teaching of Writing" is available from Computers and Composition Digital Press.

Crystal, thanks so much for joining us.

SW: You're the co-managing editor of the Journal for Undergraduate Multimedia Projects, also known as JUMP+. I was hoping to give you some time and space to talk more about JUMP+'s aims, its goals, and the kinds of projects that this journal accepts. What is the mission of JUMP+ and how do you see it adding to our scholarly conversations on composition and multimedia?

CV: So the JUMP+ is the Journal for Undergraduate Multimedia Projects. The JUMP+ website is located at jumpplus.net. Our submissions are open always on a rolling basis. So if you have undergraduate students who would like to submit their work to the JUMP+, we would love to see it. Or if you are an undergraduate student, and you've created something multimodal or digital in a writing class that you would like to have a larger audience for, we would love to see your submission. So you can submit on our website at any time on a rolling basis. We send pieces that come in for submission out for review. So everybody who submits gets feedback from our editorial board members, and we work with people towards publication who are interested in doing that. It is an online journal that was started several years ago, but is still publishing and active today on the web.

We moved to be the JUMP+ a few years ago by adding the plus. And so the plus was supposed to be a little bit more interactive online environment that we were trying to foster. So we added a blog when we added the plus to the JUMP+ on the JUMP+ site. And we have always included pedagogical materials with publications on the JUMP+. So one audience for the journal is undergraduates. We publish undergraduate digital media work. And so we'd love to have other undergraduates come to the journal and look at the content there and use it and analyze it and read it. But we also ... another audience for the journal is teachers of writing who want to include more multimodal projects in their class or who already do and want some material that they can use in class discussions or as models for their students.

So with every publication that we publish in the JUMP+, we publish companion materials for teachers. So we have a student reflection, an author reflection that the student-author composes about how they made their piece. We have an instructor reflection that we get from the instructor of the class where the student made the piece. And then we have two responses from members of the JUMP+ editorial board. So we get two people to interact with the text and compose some sort of response. Sometimes they're written responses, and sometimes they're multimodal responses. So with each publication on the JUMP+, there is hours of material that you could spend reading about how the piece was created and composed and how you might use it in your class and what other people have thought of and how they've responded to the piece. So it's a rich repository, a really great pedagogical and multimodal resource for people.

And we publish the most awesome undergraduate-composed digital media pieces. We publish all sorts of things. We publish videos that students make in their classes. We publish audio essays. We publish entire podcasts occasionally. We publish video games. If there are students that make a video game in their class and it's able to be on our site, we put it up. What other kinds of things have we published? Slide presentations. There are some interactive games. I don't know if they're really games, but there are pieces where you move through it in an interactive way, and you make choices, and then you go to a different place in the piece. So there's all sorts of really cool multimedia projects that undergraduates have composed that we highlight on our site. So we put out a new issue at least once a year, every fall for sure.

And then if we have enough submissions, we put out an issue in the spring as well. Another cool aspect of the JUMP+ work is that we have an internship program. So we have undergraduate interns who work with our journal staff on everything from management of the journal to composing reviews to composing content for our blog to running our social media. So we have an active Twitter presence and a LinkedIn page, and I think we're working on a TikTok. Oh, my goodness. So our undergraduate interns help us with all of that and work on all of that. We have an accessibility intern as well and an accessibility editor who work on access for the journal. Yeah, those interns really get to be a part of our editorial process and then also have a space for publishing if they'd like to. So sometimes they publish a response to pieces.

Sometimes they publish a blog post and that kind of thing. I love the JUMP+ work because I really feel that it provides a space for undergraduate authors to have a larger audience for their work. Sometimes undergraduates who take writing classes with us in our field do wonderful work, and it goes to the instructor and sometimes to their classmates. And they make these cool, innovative projects that teach us in writing studies about the possibilities of multimodality and digital composition and that stuff, the possibilities of multimodality for thinking and for rigor and research. And so I love the JUMP+ because it provides a place for those pieces to have a bigger audience. It is also, as I said, a wonderful pedagogical resource for teachers.

And so as a teacher writing, I'm always thinking, how can I show a model of this? Or we're doing a video project. What kind of video projects are out there? What do undergraduate other students do? The JUMP+ is a great place for that. And there's all sorts of different kinds of things. I think it can really help stimulate creativity in classes, and it's a wonderful archive. You can look back over the last 10 years of the things that JUMP+ has published to see what kinds of media students were composing 10 years ago. So come visit us online, jumpplus.net.