

## RESEARCH STATEMENT

As a scholar in digital rhetorics and humanities, I apply my research to questions that explore the ways technologies mediate writing, pedagogy, and culture. I subscribe to the notion that writing itself is a technology, and that by understanding it as such, we can come to new realizations about how best to understand and teach toward an engaged and responsive technoliteracy for the 21st century. While much of my past research has focused on the opportunities for pedagogy afforded by digital tools and communities, my current and future research is attuned to the need for a sociocultural criticality of communicative interfaces, new media, and digital writing technologies. Such technologies are not neutral tools. They come with rhetorical, cultural, and ideological assumptions embedded in their structural design and cultures-of-use.

I want to know more about how writing technologies shape our lives—our writing, thinking, believing, acting—and to share that knowledge with others in the field, as well as broader publics. Such an agenda means exploring the ways writing technologies, despite good intent, often silence, omit and/or marginalize particular social groups, identities, or cultures, as well as investigating the potential of digital interfaces and communities for productive and responsive pedagogies. My vision for future research revolves around the notion of critical praxis in new media and digital communities. I invoke the term *praxis* to signify a socially meaningful and rhetorically conscious method of active response to and within digital spaces, one that bases such action on careful reflection of the ways technologies and digital communities mediate social realities and hierarchies. This kind of work, studying the ideological and epistemological make-up of digital writing cultures, fascinates me as an intellectual project. But I think my passion for moving in this direction is bigger than that—it has to do with helping others face the challenge of comprehending the ways these technologies influence our lives.

My research trajectory, projected for the next 3-5 years, includes a book-length digital monograph, expanding and revising my dissertation; 2-3 articles to be published in flagship journals of rhetoric, composition, and media culture; and continued work as a Section Editor with *Kairos: A Journal of Rhetoric, Technology and Pedagogy*. My dissertation, *Teaching Wikipedia: The Pedagogy and Politics of an Open Access Writing Community*, allowed me to focus on the pedagogical opportunities for teaching writing through student immersion in a productive community of editors. But it also opened up my research to investigations of the cultural politics of access and representation in digital interfaces. As I became more cognizant of Wikipedia's emphasis on Western, print-centric epistemologies, I also began to realize how the community's policies and practices have served to limit access and representation across social and global hierarchies. My future scholarship continues this line of research as I explore the oppressive functions of digital interfaces and communities on minority identities and alternative knowledge-making practices.

My digital book project, *Interventions in Wikipedia: Teaching TechnoCritical Literacy in the Online Encyclopedia Anyone Can Edit*, works off previous research in computers and writing and digital humanities fields to articulate a theoretical position for techno-critical literacy centered on the notion of critical digital praxis. Such a framework will introduce the need for a criticality of the ideological and epistemological functions of digital media technologies and communities, using the online encyclopedia Wikipedia as both the subject of critical analysis and the site of critical intervention. This project engages audiences in digital humanities, rhetorics, and Wikipedia Education communities through the presentation of multiple case studies of interventions in Wikipedia and the accompanying possibilities for teaching/writing within those case studies. As “the free encyclopedia anyone can edit,” Wikipedia represents a productive case study for examining how Free and Open Source Software (FOSS) movements and ideologies often obscure systematic sociocultural marginalization. I have chosen a digital format for this book to enrich my writing with hypertext and new media and to share the work more broadly, but the work itself will target digital presses such as Parlour Press or Computers and Composition Digital Press for publication.

In addition to my book project, I have two article-length projects currently under review for publication. “Hacking Heteronormativity: Queer Feminist Media Praxis of Editorial Processes in Wikipedia,” co-written with Keon Pettway and currently under review at *Technoculture*, investigates how Wikipedia’s overwhelming majority of male editors and emphasis on print-centric and rationalist epistemologies has resulted in numerous uneven representations across intersections of race, gender, and sexuality. To expose and challenge these inequalities, the project subverts Wikipedia’s heteronormativity and logocentrism by engaging in critical analysis of the encyclopedia’s gendered and rationalist epistemologies and through critical feminist media praxis “hacks” that disrupt Wikipedia spaces.

“Teaching Wikipedia: Cultural Politics, Appalachian Rhetoric, and Writing Pedagogy,” currently in the ‘revise and resubmit’ stage for *College Composition and Communication*, also focuses on the cultural politics of Wikipedia. Unlike “Hacking,” however, this article describes a pedagogical approach that introduces students to the problematic information politics of Wikipedia while engaging them with a specific task for widening cultural representation, one that interrogates the encyclopedia’s (mis)representation of Appalachian culture, people, and places. This project will accomplish two goals: first, it will demonstrate how students can learn about the role of rhetoric in cultural politics by engaging with the encyclopedia; second, it will allow me to make the argument that Wikipedia itself can benefit from those of us in digital humanities becoming involved and critical editors, that academics, in a sense, can “teach” Wikipedia.

Beyond my own scholarly goals, I am also dedicated to working with others’ research in the field of digital rhetoric through mentorship and editing efforts. As an editor of PraxisWiki, a section of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, since September of 2014, I’ve had the opportunity to work with and publish a number of scholars. More recently, I was instrumental in the creation of a CFP for a special year-long theme focused on digital methodologies to be published throughout 2016. My work with *Kairos* further demonstrates my commitment to scholarly endeavors, even those beyond my own professional goals.

## RESEARCH TRAJECTORY

### Future Publications

*Interventions in Wikipedia: Teaching TechnoCritical Literacy in the Online Encyclopedia Anyone Can Edit.*  
Digital Book Manuscript. In progress.

“Teaching Wikipedia: Cultural Politics, Appalachian Rhetoric, and Writing Pedagogy.” *College Composition and Communication*. Revise & resubmit.

“Hacking Heteronormativity: Queer Feminist Media Praxis of Editorial Processes in Wikipedia.”  
*Technoculture*. Under review.

### Future Conferences

“Engaging Gamergate and Twine in the Gender Studies-Composition Course.” Panel Title: From Players to Creators: Gaming Pedagogies in Rhetoric and Composition. *Rhetoric Society of America*. Atlanta, GA. May 2016. Accepted.

“The Online Encyclopedia [White, Western Males] Can Edit: Critical Digital Praxis in Wikipedia.” Panel Title: Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics. *Conference on College Composition and Communication*. Houston, TX. April 2016. Accepted.

“Addressing the Gender Gap: Wiki Edu Projects for Digital Humanities.” *WikiConference USA*. Washington DC. October 2015. Accepted.