

Mary Loder: Welcome to Course Stories, produced by the instructional design and new media team of Ed Plus at Arizona State University. In this podcast, we tell an array of course design stories alongside other ASU Online designers and faculty. On today's Course Story.

Marcella Gemell...: I think for faculty is to just... It's okay to take baby steps. Right? I think there might be this feeling of I've got to overhaul my whole course. Right? And, it's like, no, no, no. [inaudible] Just take it one step at a time. Maybe it's adding a specific module on diversity. Another way is taking an assessment and thinking about, well, how could I provide maybe a few different options here. Right? With my assignments, the rubrics, the rubric. Right? So, I mean, it's still that you need to meet certain criteria in the assignment but the video you're looking at or the reading that you are referencing, that may be different.

So, I think for faculty, it's okay to just pinpoint maybe something in your course and kind of just work through those principles and evaluate it and think about how you could make a change to meet those JEDI principles.

Mary Loder: Hi. I'm Mary Loder, an instructional designer from ASU Online.

Ricardo Leon: I'm Ricardo Leon. I'm a media specialist at the same place.

Mary Loder: Yeah. We work together.

Ricardo Leon: Let's get on with the show.

Mary Loder: Okay.

Okay, first of all, I just want to take this opportunity to plug ASU Online workshop and webinars because, well, Marcella set me up.

Ricardo Leon: Uh huh.

Mary Loder: So, I'm allowed.

Ricardo Leon: That's where we're going to start the episode?

Mary Loder: I mean, no. You don't have to start it there, but I want to plug it.

Ricardo Leon: All right. So, what are we listening to today, Mary?

Mary Loder: Well, we're listening to a conversation with Matt Robinson.

Ricardo Leon: Oh. My boss?

Mary Loder: Mm-hmm. Your boss.

Ricardo Leon: Ooh.

Mary Loder: I know. No. He's an awesome guy.

Ricardo Leon: Yeah.

Mary Loder: And, he has a lot of things to talk about with Marcella Gemelli.

Ricardo Leon: Hmm.

Mary Loder: In reference to technology and society, which... They found a mutual love, which you'll listen to.

Ricardo Leon: Oh, yeah.

Mary Loder: Within the conversation, which was really interesting. And, the course itself is super interesting.

Ricardo Leon: Mm-hmm.

Mary Loder: For a number of reasons.

Ricardo Leon: Mm-hmm.

Mary Loder: One of them is that they're exploring technology in society and why technology is the way that it is and all the cultural things behind it.

Ricardo Leon: Right.

Mary Loder: But, also she is super cognizant of the JEDI mindset.

Ricardo Leon: Ah.

Mary Loder: You should like put some weird...

Ricardo Leon: Star Wars song [inaudible]?

Mary Loder: Yeah. Yeah. Totally.

Ricardo Leon: [inaudible] playing right now.

Mary Loder: Something. Maybe not there [inaudible]. But, like something cool there.

Ricardo Leon: Right.

Mary Loder: Right.

Ricardo Leon: Right. And, listener, you just heard that.

Mary Loder: Yeah. [inaudible]

Ricardo Leon: So, the JEDI mindset. JEDI stands for... Let's do it at the same time. Justice, equity, diversity and inclusion.

Mary Loder: Justice, equity, diversity and inclusion.

Ricardo Leon: It's an initiative through ASU.

Mary Loder: And, throughout the world. Let's be real.

Ricardo Leon: And, throughout the world and throughout the galaxy.

Mary Loder: Yes. Throughout the galaxy. Throughout the universe.

Ricardo Leon: Mm-hmm. Mm-hmm. To have some more considerations about justice, equity and diversity in our courses, but I guess in all facets of life.

Mary Loder: All realms. Absolutely. But, this course does a really good job of it.

Ricardo Leon: Mm-hmm.

Mary Loder: I mean, the kind of content diversity that she has, the diversity of mindsets around technology.

Ricardo Leon: Mm-hmm.

Mary Loder: She has some ASU professors sprinkled in there.

Ricardo Leon: Yeah.

Mary Loder: Along with international perspectives. Very cool.

Ricardo Leon: Yeah. Yeah.

Mary Loder: If I were to take a class, I would take this class.

Ricardo Leon: Yeah.

Mary Loder: I'm not because I'm still in master's mind of like, ah, that was really hard. That was a lot of work.

Ricardo Leon: I haven't finished mine.

Mary Loder: You know, it's a lot of work.

Ricardo Leon: Yeah.

Mary Loder: But, eventually this would be the class I would take.

Ricardo Leon: Mm-hmm.

Mary Loder: It sounds cool.

Ricardo Leon: Yeah.

Mary Loder: And, the kind of conversations that take place around why technology has affected society in the way that it has, I find that fascinating.

Ricardo Leon: Mm-hmm. Yeah. Yeah.

Mary Loder: And, I love that she gives her students an opportunity to really explore that in an open way, like a social media-esque, like gloves aren't necessarily off.

Ricardo Leon: Mm-hmm.

Mary Loder: But, it's not like you're having to write 100 words and you need to cite your sources.

Ricardo Leon: Right.

Mary Loder: No. You can go in and just share your thoughts and share links to things that you think are cool and build conversations organically on things that your students care about.

Ricardo Leon: Right. Right.

Mary Loder: Really cool.

Ricardo Leon: [inaudible] cool. And, also some suggestions on how you can make your courses more inclusive to the JEDI mindset. [inaudible]. You're ready?

Mary Loder: I'm ready.

Ricardo Leon: All right. May the force be with us.

Mary Loder: And, also with you. No.

Ricardo Leon: [inaudible] We probably shouldn't.

Mary Loder: Not like that.

Ricardo Leon: Lean on the Star Wars thing too much.

Mary Loder: No, not too much.

Ricardo Leon: Okay.

Mary Loder: It's not appropriate.

Matthew Robinso...: Hello. I'm Matthew Robinson. I'm the manager of the new media team here at Ed Plus and with me today for a great conversation is...

Marcella Gemell...: Marcella. I'm Marcella Gemelli. I am director of the online master's program in sociology and a senior lecturer in the T. Denny Sanford School of Social and Family Dynamics, aka the Sanford School or SSFD. I am a long timer here at ASU with 15 years of teaching, mentoring and administrative experiences. I enjoy engaging with inclusive and sociological pedagogy and implementing new techniques for teaching in my classes. I also appreciate being involved in committees centered around technology and diversity. I'm currently the faculty lead for the college dean's office digital initiatives committee and serve as a member of the college justice equity diversity and inclusion committee.

Matthew Robinso...: Excellent. That's an impressive set of accomplishments here and we've both been here for 15 years at the university. But, that's not what we're here to talk about today. We're here to talk about the work that you just mentioned a little bit, which is the work around justice, equity, diversity and inclusion, and particularly how it affects the development of your online classes as well.

So, I think maybe it might be helpful to start with, as it's referred to around here, JEDI, what that work is and kind of how it came to be a part of your focus and certainly a part of the development process for your courses.

Marcella Gemell...: Sure. So, this is exciting stuff. In May of 2021, there was a call for applications to advance justice, equity, diversity and inclusion. That's JEDI. Initiatives throughout the college. And, it was to engage some faculty perspectives on the development and the launch of effective anti-racist practices. So, they invited some summer faculty fellows to apply. We worked with Delia Saenz, who is no longer here. She's at UC Merced. But, she was the chief diversity officer of the college and it was wonderful to work with her. She was amazing.

There were three different areas where she wanted to focus. One was diversification of the curriculum. Another one was incorporating JEDI work into faculty evaluations, so looking at annual reviews and promotion and tenure, making sure that faculty are paying attention and doing JEDI work. And, then also advancing equitable climate at the unit level with anti-racist training and education.

So, my focus was on diversification of the curriculum and it was really timely. It was a very timely opportunity for me because I had been spending a lot of time prior to May 2021 thinking about my own curriculum, whether or not it was inclusive, whether it actively promoted JEDI principles. So, I attended a lot of professional development workshops. I completed a lot of trainings. I researched best practices. I was also at the time... We were in the middle of redesigning our sociology undergraduate curriculum because we had a number of new faculty hires. Our focus is on inequality, so we were kind of building that.

And so, all of this, I was really, really thinking about for a while and our unit, just because of everything that was going on in the world, we were also engaged in conversations in faculty meetings and other places about diversity. So, this fellowship really was again very, very timely and I applied and was able to do the work, producing a report about diversification of the curriculum.

Matthew Robinso...: Now, I would like to think that everyone listening would understand why this JEDI work is so important, but I'm curious kind of to hear your thoughts on why you felt like this was very important thing to get involved in with your courses.

Marcella Gemell...: I'm a sociologist, so it's really a rather natural extension of the work that I've just been doing since my undergrad days at University of Oregon. Go Ducks. Sorry. Had to do that. I know. Go Devils. But, go Ducks.

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: That sociology program... Again, very focused on inequalities but also with kind of a social change ideal with it because not all sociology lends itself necessarily to being like activists or applied or about change, but that program was and then even in my master's program at Portland State... I guess go Vikings. [inaudible]. Again, a very similar... Very similar program and with sociology and a focus on inequality.

So, this has just kind of been in my wheelhouse for a long time and I feel like I've always approached my courses... Being very student-centered and thinking about, especially here at ASU, the variety of learners and different learners that we have here. I've been teaching in the online program since 2011 and so our demographics a little different with our students.

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: And so, it made intuitive sense to me to be conscious of that. And, a plug for ASU Online. I mean, they've always been... Always been really I think on the vanguard of understanding this too, that instructional designers to your work with the studio, just the whole thing, making sure that instructors are present, making sure that we have good courses that are organized well and formatted. It just all kind of comes together. So, I feel like it's really important as faculty

that we pay attention to our students and how they're learning and what they're learning and how we can be allies with them in their learning journeys.

Matthew Robinso...: Absolutely. Do you feel like over the course of the 15 years you've been teaching and already having somewhat of a focus on these things...? Do you feel like you've seen a change in sort of students' focus on this interest?

Marcella Gemell...: Well, yeah, and I mean that's part of it too. Right? I mean, students want... They want to hear different perspectives. They want to learn about... Like, for my... For example, in my social theory class, we talk about, yeah, there was the old dead white man. Right? That had these sociological, theoretical thoughts. But, there were a lot of other contributing people to sociological theory. They just had been marginalized and they hadn't been mentioned and they weren't talked about. So, yeah. Students are definitely ones that are helping to propel changes in curriculum and wanting to hear and see others who are like them and who have contributed to the academy. So, yeah. For sure. Students are very much a part of why we need to be paying attention to this.

Matthew Robinso...: Yeah. That's very encouraging to hear. So, when we're talking about... Specifically, let's start talking about your course, Sociology 334, Technology and Society. Well, first off, let's talk a little bit about what the course is. Can you tell me kind of what excites you about the course?

Marcella Gemell...: Sure. Technology and Society... It's like a parent with children. I probably shouldn't name favorites, but... And, I can't say [inaudible]. I love this class. I love technology and society. But, I do. I love my theory class. I love my work class. So, I can't really... I can't really say it's my favorite, but it is one of my favorites. It's just... I mean, it's technology and society. Right? It's technology and we're all in it right now. We're doing a podcast, so it's like we are using technology and I'll even go back to the workshop that y'all put on a few weeks ago about using podcasts in your classes. Right? So, it's like, oh, there's always some new ways to use technology, hopefully to our benefit, but sometimes it's not and sometimes technology does not mean we're all have access or we all have the same resources around it, even though much of it has become so essential to our everyday lives and being successful, especially in education.

Mary Loder: Okay. Let's just take a moment here.

Ricardo Leon: Mm-hmm.

Mary Loder: Because, Marcella gave me an opening here. The podcast webinar that you guys did was excellent.

Ricardo Leon: Hmm.

Mary Loder: And, listeners, you can attend our workshop and webinars, listeners, any time you want. They're open to anybody, not just ASU Online faculty or ASU faculty.

Anyone in the world. In fact, we have people all over the world that come to these, especially after the times of COVID, and we cover all kinds of subjects around teaching and teaching online.

Ricardo Leon: Mm-hmm.

Mary Loder: So many varied things.

Ricardo Leon: Mm-hmm.

Mary Loder: So, please visit the Eventbrite site where we advertise these workshops and webinars and sign up for as many as you can for the rest of this year and we will be publishing next year's schedule before December. That'll give me a date to do it. Before December, we will have next year's published and ready for you to also register for.

Ricardo Leon: Wow. The person in charge of that should thank you very much for being so good at promoting that.

Mary Loder: I'm going to pat myself on the back right now.

Ricardo Leon: There you go.

Marcella Gemell...: So, Technology and Society. It's one of the classes we first developed. I developed it with our colleague in 2011. Well, for launching I think in 2011 when our program went online. So, there were a number of classes that we developed to go online and it's obviously... It's gone through many, many renditions since 2011. But, there's still some real basics about technology. So, one of the things I like to focus on in the class or help students understand is that technology's not just social media. It's not just like your laptop. It started with stone tools and fire. It starts with this kind of, you know... And, maybe a need. Sometimes it's a want. It seems like we've moved more into the wants about technology than needs.

Matthew Robinso...: [inaudible] Yeah.

Marcella Gemell...: But, the technology often answers a need and so your early tools through just throughout history, the printing press. We talk about that.

Matthew Robinso...: Mm-hmm. Oh, yeah.

Marcella Gemell...: That's like a huge piece. But, it also involves the social factors that were included in that. So, it's like one thing to put out a printing press but what happened with the printing press is that it became a way that reading became available to the masses. Right?

Matthew Robinso...: Mm-hmm.

- Marcella Gemell...: And, that's what's... That's what's kind of exciting about technology, that it also means that there's social forces involved. There's politics involved. There's money. There's all of this kind of stuff. And, the time has to be right.
- Matthew Robinso...: Right.
- Marcella Gemell...: So, I just try to place that kind of understanding that it's a very meaningful thing but we need to really look at all these other factors that are around it. And, it's an exciting course as well because it meets the science and society requirement, gen ed requirement, and so I get majors and non-majors in the class.
- Matthew Robinso...: Yeah.
- Marcella Gemell...: And so, I love hearing from the science students because they may not have ever thought about... If they're computer science or something, they're kind of like... It's more about the science.
- Matthew Robinso...: Sure.
- Marcella Gemell...: Of doing that or coding or whatever it is. And, then I'm like, "Oh, but what about the humans?." Right? I like to tell them [inaudible] and it's great to hear their perspectives because then they're like, "Oh, wow." You know, there are all these different factors to technology. And so, I just... You know, I love the class. I love to hear from students and learn from them and their perspectives and their experiences. So, it's just... Yeah. It's an exciting class.
- Matthew Robinso...: Yeah. It would seem like with any new technology that gets introduced, right? There's maybe the good that it's addressing and immediately and why it was created. Right? To fulfill a need, as you mentioned. Like the printing press leads to reading being more widely available. Right? But, then there's always like the other side of it. Right? Where I think a technology can quickly get utilized for other things. Like, I would imagine propaganda comes up relatively quickly when talking about something like the printing press. And, it seems to me that this class would be so interesting because we're always in a constant... As a society, right? And, always in a constant conservation with technology because it's constantly changing. I mean, more so now than even 50 years ago. Right?
- Marcella Gemell...: Right. And, there's always these... When new things come up... Like, you know, when the television came out. Oh, it's going to ruin [inaudible]. Right? We always have these ideas.
- Matthew Robinso...: Yeah. [inaudible]
- Marcella Gemell...: That when the newest technology [inaudible] it's going to ruin society and then the next one comes out or even if you're into music. Right? Like, I don't want to date myself, but the disappearance of the album. Right?

Matthew Robinso...: Yeah.

Marcella Gemell...: Of where it was constructed from the beginning to the end of like and it was a story. It was a composition.

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: And, now we just have iTunes and it's just like these one little, right? So, some would say it's the ruining of music. Right? But, there's always... Again, there's this... Like you're saying, there's the... Kind of the benefits and the drawbacks and I have a survey in the beginning of my class and I just ask questions about students' feelings about technology and I have a few throughout the semester. But, I have two questions that are purposeful. One is, "Technology will make a better world." And, the other one is, "Technology will ruin our world." And, there's agreement on both of them.

Matthew Robinso...: Sure.

Marcella Gemell...: And, I said, "See, this is what... This is what I'm talking about." Right?

Matthew Robinso...: That's what makes it so interesting as a topic.

Marcella Gemell...: Yeah.

Matthew Robinso...: And, something to explore.

Marcella Gemell...: Yeah. Absolutely.

Matthew Robinso...: In your experience developing the course, I think there's a couple different things I want to talk about, but I think to relate it back to some of the JEDI work that we've talked about at the beginning of the conversation, in that developing of the course or in the sort of evolution probably more of it over the course of several years, what are some of the things that or changes that you've made in order to try to adjust the diversity of the curriculum and kind of address some of these JEDI concerns that have come up in that area of study that you've done?

Marcella Gemell...: Yeah. So, I mean, one very purposeful module is about diversity in technology and science. I have a video by Neil deGrasse Tyson talking about the politics of representation and attached to that module is videos and some trailers. So, it's all kind of JEDI. I showcase a short video by the Iranian girls who code. Right? Or, just showing diversity in science, essentially. And, part of that assignment then, which I've learned from the Peralta rubric and some best practices for diversity and inclusion and kind of designing courses is creating some choice for students.

So, part of it is students can choose kind of which video. Right? There's one on kind of more like an environmental sustainability practices, small farmers, to

again, girls who are coding or doing robotics. So, students can choose. Right? And, I think that's a part of again that course design and paying attention to who our learners are, what they might be interested in, those... Like, in politics of representation, seeing themselves in these science fields and things like that. So, that's definitely one area that came into focus for me of being more purposeful for including those in the class.

Matthew Robinso...: And, then the fact that you're giving them that choice allows them to actually, like you said, pursue the things that feel like representative of them [inaudible] is really aligned with this.

Marcella Gemell...: Right. Well, and we've seen that. That's aligned with student success. Right? Granted, we all sometimes have to read a novel that you don't want to read for your English class. Right?

Matthew Robinso...: Sure.

Marcella Gemell...: But, when you're invested and you find it more interesting, you will probably do better because you're just like, "Oh, yeah. This is... This is really cool and I want to hear more about it and I want to learn about it." And, "Oh, yeah. And, now I can apply those principles. Now I can apply those concepts that we were learning about to this assignment." So, it's really about applying that content but doing it in a way that just feels good for the student.

Ricardo Leon: The Peralta equity rubric.

Mary Loder: Yes.

Ricardo Leon: What is that?

Mary Loder: It's called the Peralta equity rubric because it was designed by Peralta Community College.

Ricardo Leon: Hmm.

Mary Loder: And, I didn't know that.

Ricardo Leon: Oh.

Mary Loder: Anyway. Did you know that?

Ricardo Leon: No. I don't know anything about it. That's why I asked.

Mary Loder: Okay. Very fair. So, the Peralta equity rubric. It's a research-based course redesign or design evaluation instrument that's used by teachers and instructional designers.

Ricardo Leon: Mm-hmm.

Mary Loder: To help improve the experiences of online courses, making them more equitable for all students.

Ricardo Leon: Oh. So, the Peralta rubric is just specifically for online courses?

Mary Loder: Well, it's not specifically. Actually, yeah. I guess it is. It says online. Yeah. I suppose it is for online. But, I think it can be used anywhere. I think it's just a matter of do you have digital materials and a digital place and I feel like even in person courses have these digital spaces that their students inhabit. So, I feel like it shouldn't be just online. It's really... If you're including content in a digital format, are you thinking about the perspectives and the ways that people are accessing your content?

Ricardo Leon: Mm-hmm.

Matthew Robinso...: I would think thanks to technology, right, that it's now a lot easier than maybe it would have been even 10, 15 years ago to diversify your curriculum and the kinds of videos you're choosing and the kinds of choices that your students are going to be able to make there. But, are there challenges around the fact that there is just so much out there that you could potentially choose from? And, the world's a very connected place thanks to technology but I imagine that also is... You know, it's... You've gone from maybe a few options to almost an infinite amount.

Marcella Gemell...: Yeah. It's huge because I know when I am looking up stuff, you go down quite a few rabbit holes, like, oh, no. And, then I don't know where you're... You know? You end up somewhere where you're like I don't even know how I got here. But, I think again... So, as faculty and paying attention to your pedagogy and your content in the class, that's how you stay focused. Right? Because, you could just, oh, there's just too... You know? An infinite number of things we could do here. But, if your readings are pertaining to a certain content, like big data or something, right? Then, you can keep it focused in that certain realm.

It is challenging and I always change my course from session to session. But, in one of the sessions, I had students find the videos or the movie or documentary or even a reading, like a book that they read, and I mean, they were amazing. You know? What they found. And so, some of those, I actually were able to include then in my other classes.

Matthew Robinso...: Oh, that's wonderful. [inaudible]

Marcella Gemell...: So, it's like, oh, this is great. And, I... You know, and I tell them, "Can I use this? This is really good stuff." So, you know. And, again, that empowers them as learners to be involved with that and I... With that class especially, I am just like, "Tell your friends. Talk to your family. Share all this news." And, that's part of

the learning process, is just kind of talking about it with other people who may not be as aware of all these things that are happening. So, to me, that's like spreading the... Spreading the love of learning and enjoy. So.

Matthew Robinso...: Now, you mentioned that you change your course almost every time it runs to some degree and level of that. And, I imagine that's not just like content. That can also be tools that you're using in the course or approaches to the way you're teaching and things. Do you...? Do you feel that there is resistance to do that? I mean, I know your course tends to lend itself to at least the curriculum changing because so much of it's changing in the society that we're in all the time. But, do you feel like colleagues, other faculty, become...? And, what are the challenges I guess around changing your course so frequently?

Marcella Gemell...: Yeah. I mean, I... I mean, I have the time and quite frankly it's in my job description as... As... You know, in... As a lecturer to be in charge of my teaching. And so, that means to me that that's... That's my main purpose and so that I have the time and I should be doing that. Right? It is more of a challenge probably for faculty who don't teach as much who may... They're more research-based faculty and they teach a course maybe once a year or something like that. But, then you have a year. Right? So, invest some time and energy into kind of updating your materials.

Matthew Robinso...: Yeah.

Marcella Gemell...: Or... I mean, there... Again, there's some I feel like kind of classic and standard materials that I won't ever replace.

Matthew Robinso...: Sure.

Marcella Gemell...: Because, they're just foundational, right? And, that's important.

Matthew Robinso...: So, I think it might be helpful to talk through a little bit more about each element of what JEDI stands for. So, we've mentioned this justice, equity, diversity and inclusion, but I'm curious I guess to know how you would perhaps define or see each one of those elements when making these considerations and these decisions about not only the curriculum but the approach to teaching as well.

Marcella Gemell...: Yeah. So, I've been in meetings and discussions with colleagues and I've heard but I think it does come down somewhat to a little bit of how we interpret these personally and what that means and how we deliver and design courses. But, I think justice for me is just that feeling of fairness. So, that feeling of all students have that right to learn in this class, to feel just that it's... Well, you know, kind of equitable again. Right? So, justice is, I guess, more of that fairness piece.

Equitable is designing a course where... You know, I mean, really if we're just getting to the nuts and bolts, assignments are graded fairly. Right? I mean, they

have a rubric. Everybody's assigned to a certain kind of expectation. I'm not going to give you 10 points and I'm going to give you 15 if you've essentially said the same thing. Right? So, there's got to be some accountability there so that students feel like it's an equitable place to learn for students.

Matthew Robinso...: Does that also equate to projects or anything in the course where you would make sure that there is maybe multiple ways to approach that project that [inaudible] doesn't require necessarily like high speed internet and a super computer or a camera or a number of things that might affect the equity of this [inaudible]?

Marcella Gemell...: Yeah, and that's a really good point. I think over the years, especially in this course... I mean, I've tried some different platforms, some things that get added to the course, and not in this course but I used to use voice thread and some technologies are great but I think there's always that piece of this could be really difficult for a student if they don't have access to this or if they don't have.... Even just kind of the right technological tools mindset. And, to me, I don't... I don't want to burden students with that. We've talked in a different conversation about cognitive load and cognitive load is taking away stuff that they have to figure out that isn't related to the content of the course.

So, technology can be great but if you're stuck trying to figure out how to download it on your computer or whatever or getting your microphone to work on your laptop that's 20 years old, you know?

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: Like, I mean, that's... I don't want to... I don't want you to have to go through that because then that's going to take away from the learning of the course. So, I think that's a really good point about being equitable in a classroom.

Diversity. I define diversity as just... It's a diversity of learners. We all come to this institution from different educational journeys. Some have been more privileged than others. Some students know exactly how to navigate college because they've seen themselves there. They've seen their siblings there. They've seen their other family members there.

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: But, if we're first... A first gen student. We're now a Hispanic serving institution. It's really, really important that we have examples and people and faculty that show that we all belong here, that we are all able to learn in this space. I think that inclusion which leads me to the inclusion piece is that sense of belonging and that sense of we all belong here and we are all included to be learners in this space. And, that's... You know, the ASU charter.

Matthew Robinso...: Yeah. That's what I was just going to say.

- Marcella Gemell...: The ASU charter tells us that, right?
- Ricardo Leon: So, ASU has been named a Hispanic serving institution by the U.S. Department of Education.
- Mary Loder: So, the Hispanic serving institutions division provides grant funding to institutions of higher education to assist with strengthening institutional programs, facilities and services to expand the educational opportunities for Hispanic Americans and other under-represented populations. So, it's a really big deal. We're getting extra money to make sure that we are providing opportunities for our existing environment, which is already quite diverse at ASU. So, that's kind of a big deal.
- Ricardo Leon: Yeah. It's a big deal and as a person of Hispanic heritage, I would just like to say gracias.
- Mary Loder: Aww.
- Marcella Gemell...: You know, using those principles, and we've touched on a few I think of how diversity and inclusion are used in my classes or how I purposefully include those, whether it's through content, whether it's through choice of assignments, hearing from students, hearing their perspectives. In my other courses... I have a [inaudible] organizations class and I like to hear from my students what their work experience is like, how their families' work experience has shaped their ideas about work. And, the stories are wonderfully examples of... Some students are here as even a first generation American student? You know? American student. Their parents are from a different place and they don't have the same educational level as they do but they worked in a certain capacity to help that student get to where they are now.
- So, I mean, it's just... To me, highlighting those stories and hearing from students and incorporating that with content is really all those JEDI principles.
- Matthew Robinso...: So, I think when we're talking about all of these justice, equity, diversity, inclusion and all these approaches that you've taken to your course, is there a set of standards that are used right now at ASU or even more globally that kind of make recommendations of what these considerations mean when teaching and things like that?
- Marcella Gemell...: I mean, we still do quality matters and quality matters is important because it's research-based teaching best practices for online. And, then I completed... So, ACUE, which is like a 26 module course on again teaching best practices. Diversity was part of that. But, what I really liked about that certification, what I liked about that course was that it really held you accountable so it was either that you were planning what you would do in your course as you were teaching it, which is a little difficult to do in online courses because you have to have so much developed ahead of time. Or, what you would do in a future course.

And so, I would consistently look back at that and find out things that I should be doing in my courses that I said, "Oh, I'm going to do this." So, that was really important. And, then the Peralta equity rubric. I was really excited to see ASU Online promoting that for best teaching best practices and they have a rubric that holds faculty accountable to what these standards are.

So, again, one of them is instructor presence and those different ways of whether it's visually or just making sure you're connected with your students online. Unfortunately, I've heard of some students who have online classes and they're like, "[inaudible] Do I have an instructor? I don't know." Right? And, that's... No. So, just even being involved. And, then again, the choice of content or choice of sometimes assignment options. That's definitely a piece of that. And, there's a lot of different areas of the rubric that I have kind of made sure that I'm making sure that I adhere to for my students.

Mary Loder: Okay. I do want to talk about the ASU Online design standards because again Marcella brought it up [inaudible] fair.

Ricardo Leon: Mm-hmm.

Mary Loder: We're going to link them in the show notes.

Ricardo Leon: Mm-hmm.

Mary Loder: They're exemplary.

Ricardo Leon: Mm-hmm.

Mary Loder: They're not only including of the quality matters rubric, which she mentioned. It's also the Peralta rubric. But, I want to lead... I want to read a couple of them to you. This one is specific to the course overview and like introduction to the course. So, just right out of the gate, we want to make sure that everybody feels included and welcome and set a tone of rapport that creates a place of participation and collaboration.

Ricardo Leon: Mm-hmm.

Mary Loder: Multiple diverse perspectives. Feeling of inclusion so you feel like you can speak and will be heard by all.

Ricardo Leon: Mm-hmm.

Mary Loder: And so, I think that's a big deal. In the Peralta rubric, it's about having a specific statement around diversity and inclusion but then it also has to do with the tone, the way that you introduce your class. I have this one professor who has a survey on how would you like to me to refer to you.

Ricardo Leon: Mm-hmm.

Mary Loder: How do you feel about this class? And, it's... You know, inclusion in your world.

Ricardo Leon: Mm-hmm.

Mary Loder: And so, really finding out who your students are is a big part of that as well. It's not just making a statement. It's also really getting to know them and knowing their diverse perspectives and experiences.

Ricardo Leon: Right.

Mary Loder: And, how that will affect your classroom or influence your classroom. I should say influence, not affect. The other one that Marcella does really well is the inclusion of diverse content and perspectives and also the invitation for students to express their own experiences and their own diverse lens of experience to the classroom and the way that learning's taking place.

Ricardo Leon: Right.

Mary Loder: She's exemplary. I would mark her exemplary on that. Okay. One more thing from the Peralta equity rubric.

Ricardo Leon: Mm-hmm.

Mary Loder: It's one of their first standards and it's around the tools and resources in the course and are you providing enough resources for all students to be able to feel like they can use that product and it's not weighing too heavily on them, like the cognitive load consideration.

Ricardo Leon: Mm-hmm.

Mary Loder: She did a really nice job with that and she's also very mindful about the technology she uses. Would it be easy to adopt? And, I think that her course probably does really well because she is using like a social media-esque tool like Yellow Dig.

Ricardo Leon: Right.

Mary Loder: So, most students are on social media.

Ricardo Leon: Mm-hmm.

Mary Loder: And, generally know what that space feels like and how you're supposed to interact in that space.

Ricardo Leon: Right.

Mary Loder: And, how to use it. Right? Emojis and liking posts and responding to an original thread. Threads matter. You know, I just think she does a really nice job. So, the location of where they might go to learn about technology is clearly provided in her course.

Ricardo Leon: Mm-hmm.

Mary Loder: She gives really good instruction on how they can use it, where they can get help, and she also has that really clear way of how to contact somebody if something does go awry.

Ricardo Leon: Mm-hmm.

Mary Loder: So, really nice job.

Ricardo Leon: Mm-hmm. Mm-hmm.

Mary Loder: Lovely.

Ricardo Leon: So, it's kind of the ease at which this accessibility or the way... The user experience being so...

Mary Loder: Access. Yeah.

Ricardo Leon: So easy to handle helps reduce the cognitive load.

Mary Loder: Absolutely.

Ricardo Leon: [inaudible] I'm learning.

Mary Loder: Yeah. Meaningful implications of using technology in your classroom. That sounds smart but it wasn't.

Ricardo Leon: I think it was smart. I don't know. I'm doing a lot right now, so I can't really tell.

Mary Loder: [inaudible]

Matthew Robinso...: When we're talking about all of your experience here at ASU and teaching this course, Technology And Society, and then being kind of this early days of what feels like a charge or a movement at ASU to kind of make these JEDI considerations more front and center, what would you tell faculty who are just beginning to maybe make these considerations that have some apprehension or fear of how to get started with these? Do you have advice that you might be able to give from all your experience?

Marcella Gemell...: [inaudible] I mean, first of all, I would say I'm never done, that there's always... Especially if I'm looking at that rubric, there's more for me to do. There's more

for me to pay attention to and to include in my courses. So, I feel like my learning is never done. That's why I'm always attending different workshops and professional development because I want to enhance that learning experience for my students. So, I mean, that could be one thing, of it's not a one and you're done and you move on.

Matthew Robinso...: Mm-hmm.

Marcella Gemell...: It's kind of constant. But, I think for faculty is to just... It's okay to take baby steps. Right? I think there might be this feeling of like, "Oh, I've got to overhaul my whole course." Right? And, it's like, no, no, no. [inaudible] Just let's take it one step at a time. Maybe it's... Again, you know, just adding a specific module on diversity or whatever it is for that topic. Another way is just taking an assessment and thinking about, well, how could I provide maybe a few different options here. Right? With my assignments, the rubric's the rubric. Right? So, I mean, it's still that you need to meet certain criteria in the assignment but the video you're looking at or the reading that you are referencing, that may be different and that's okay as long as it's kind of a quality source or whatever.

So, I think for faculty, it's okay to just pinpoint maybe something in your course and kind of just work through those principles and evaluate it and think about how you could make a change to meet those JEDI principles.

I think also... I like to use Yellow Dig discussions in Technology and Society just because it's... Again, it allows for a lot of choice for students. I mean, I still provide a prompt. That's just my style of doing it. But, it's very relational to something that's like happening right now. Right? So, there's like... I mean, I feel like if I say something it's already going to be outdated. But, an example was the movement to five G and airplanes and airports and how this was going to affect the airline industry and that was like a perfect example because we talk about socio technical systems, which means that technological artifacts or technology like an airplane is affected by these other factors. Right? And, of course there's critics and proponents and let's look at all these angles.

So, I want students to be able to make those connections and Yellow Dig's a great place for that because it is more... Looks social media based. It's a little more fun. I wouldn't put a real heavy discussion in there necessarily. And, again, this goes back to just being purposeful with your design for classes and what content and what you think you want your students to gain from what you're doing, from what assignments you have. But, it definitely fits for this class because, as you said, there's just something new.

Matthew Robinso...: Yeah. It's constantly evolving.

Marcella Gemell...: All the time.

Matthew Robinso...: The other thing I just noticed in talking to you they is that you seem to listen to your students a lot and you seem to invite that in the way that you've designed your course so they are almost allies in some of the shaping of this and around some of these JEDI aspects in your course. You're listening to the things that they're engaging with. You're paying attention to those things. Seems to be another factor in this as well, which I think is really unique and quite spectacular.

Marcella Gemell...: Thank you.

Mary Loder: So, one of the instructors at ASU that she has highlighted in her course is Andrew Maynard.

Ricardo Leon: Mm-hmm.

Mary Loder: He's amazing.

Ricardo Leon: Mm-hmm.

Mary Loder: He is... I would call him the king of podcasts but you're the king of podcasts.

Ricardo Leon: No. And, you did that that day in the room and I was so offended.

Mary Loder: I mean, he's really good though and he's had I don't even think any help. Like, he has amazing sound quality. He has a great dress of his set because he does these on YouTube. You can actually go and YouTube Andrew Maynard. I have learned so much from his little videos that he's made and they're so easy to watch.

Ricardo Leon: Mm-hmm.

Mary Loder: And, then in addition, he has written a book on the future of technology and implications of technology on society.

Ricardo Leon: Mm-hmm.

Mary Loder: He is great. To have his perspective in this course, that was pretty cool.

Ricardo Leon: Mm-hmm. Mm-hmm.

Mary Loder: And, he's a local. We could just go knock on his door and be like, "Hey, Andrew. You want to come on our podcast?" And, he might say yes.

Ricardo Leon: Oh, maybe he can host it too. Maybe he can edit it and produce it.

Mary Loder: Oh, God. You know what? I didn't want to hurt your feelings but maybe he would.

Ricardo Leon: Oh.

Matthew Robinso...: All right. We're in the final question. How does your course story end for students and faculty and really the whole university around what we've talked about today?

Marcella Gemell...: I really like how you put that students are allies in learning. Maybe I'm humble but I mean, yes, I have some expert... Obviously, I have expertise to teach sociological concepts but I mean, they're the ones living life and the everyday and so it's so important to listen to them and I think our students, they're what makes the university the university. We are here to make a good experience, to have a great learning experience for them, and they deserve it. Right? They deserve everything that we can give them.

So, I think the big takeaway here is that we're [inaudible] in an educational space and that our students belong. They're important. Their viewpoints, their perspectives, how they contribute, and as faculty and others at the university level, they're our lifeblood. They're what keeps us churning and keeps us... We talk about ASU being the place of innovation and they help us do that because there's always new ideas and new and fresh perspectives that are coming through all the time.

So, I think... Yeah. It's to remain innovative and on top of things, it's our students.

Matthew Robinso...: Love it. This has been a really wonderful conversation, Marcella, and I think your passion and thoughtfulness teaching came through in a really strong way and I admire all the things that you're doing in this course. So, kudos to you.

So, for those that have listened to the end and would like to know more about the work you're doing and you, where could they find more information? How could they get involved in JEDI efforts at ASU or in their own university?

Marcella Gemell...: Well, that's a great question. I'm always happy to... [inaudible]. I don't have a fancy website or anything yet. Yet. See. Maybe I'll put one together. I don't know.

Matthew Robinso...: [inaudible]

Marcella Gemell...: We'll see. But, I can emailed at marcella.gemelli@asu.edu. But, I also encourage faculty to just pay attention to what their units are doing. I know as a JEDI faculty fellow that we have kind of had a hiatus a little bit but we're going to be back to meeting monthly in the college about these initiatives and whether that's in the curriculum or faculty evaluations, those main areas that were part of the fellowship call for applications. So, I know across the university there's faculty doing amazing things and departments are paying attention to these things.

It is something where we can spread the love and spread the work a little bit. I mentioned in the video I recorded that highlighted my JEDI work that it need not rest on a few of us that are committed to these JEDI principles. But, there are some of us who probably need to lead the charge a bit but that we can distribute the work. So, if we're looking at teaching, we can look to those who have classes that are set up well and maybe we could ask them, "Hey, what are your best practices? Would you be willing to share that with other faculty?." Especially new faculty that we're hiring to help them to onboard with that.

And, then there's going to be people who are like really good with data and so those faculty or those staff who are interested in really digging into demographics and figuring out who our students are and maybe doing some evaluation of students in our courses. Maybe they can take the charge on working with the data. We have different strengths as faculty and staff members and I think that it would be great to encourage faculty meetings or whatever kind of get-togethers that a faculty and units have is to put this on the agenda. And, it can be in those different areas of diversification of the curriculum. It could be the evaluations. And, then it could be evaluating climate in our units and figuring out what are we doing well and what do we need to do to improve because we're all doing some great stuff. I know it. But, like I said, I mean, we all have room to grow and to make improvements.

Ricardo Leon: Well, that was a great conversation. [inaudible]

Mary Loder: Oh. One thing. If you ever get the chance to hear Matt's Lunch and Learn.

Ricardo Leon: Mm-hmm.

Mary Loder: With him playing records.

Ricardo Leon: Yeah.

Mary Loder: Do it.

Ricardo Leon: Yes.

Mary Loder: You're invited into an Ed Plus Lunch and Learn with Matt playing. Go.

Ricardo Leon: Yeah. Yeah.

Mary Loder: Maybe we can link one. I think they've recorded them in the past.

Ricardo Leon: I believe so. Yeah. Yeah. We'll see.

Mary Loder: Let's ask him which one he'd want us to link.

Ricardo Leon: Yeah.

Mary Loder: Maybe the Halloween one from last year. Kind of timely.

Ricardo Leon: Mm-hmm.

Mary Loder: That was a good one.

Ricardo Leon: Mm-hmm. Well, Mary, what do we want to ask the listeners to do?

Mary Loder: Subscribe.

Ricardo Leon: Mm-hmm.

Mary Loder: Listen.

Ricardo Leon: Mm-hmm.

Mary Loder: Write us an email. Let us know you're out there.

Ricardo Leon: Mm-hmm.

Mary Loder: Tell us what you think.

Ricardo Leon: And, don't forget that all the things that we've been talking about throughout the episode, there's likely to be some sort of reference or link or way to connect in our show notes.

Mary Loder: Yeah.

Ricardo Leon: Or our online teach online articles.

Mary Loder: Teachonline.asu.edu/podcast/coursestories. Or, feel free to go to instruction by design. They're also there too. But, if you want to go to ours, it's Course Stories.

Ricardo Leon: Mm-hmm.

Mary Loder: But, we're both there, so feel free to listen any time you have a moment to catch up on all the episodes of the past.

Ricardo Leon: Mm-hmm.

Mary Loder: And, to tune in for the ones in the future.

Ricardo Leon: Yeah. And, we're going to really up our social media game, so we're going to give you just another platform and a way to reach out to us and also for us to share out this information so as soon as you see those things come across your way, please follow us on Instagram, LinkedIn, all those different things.

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