

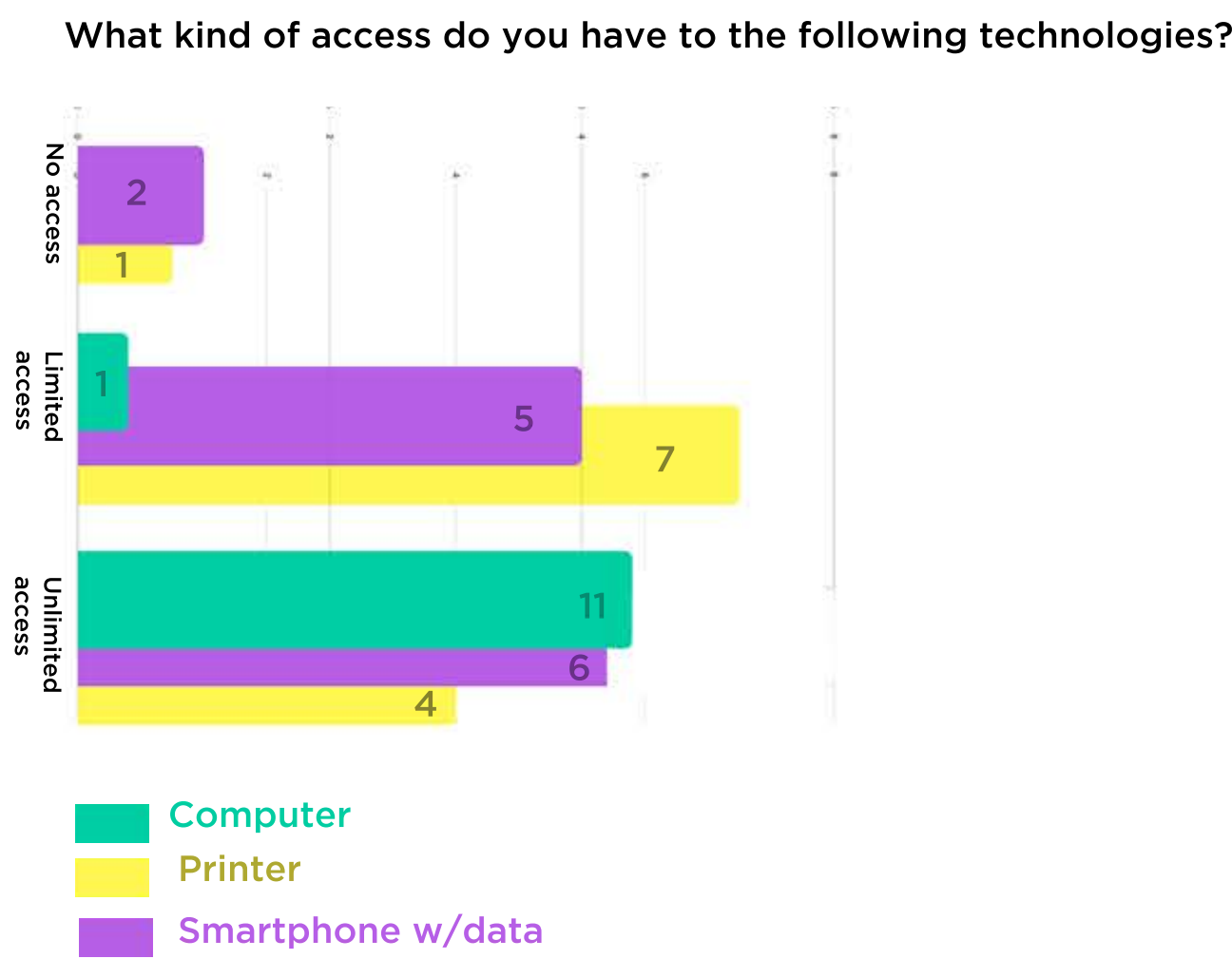
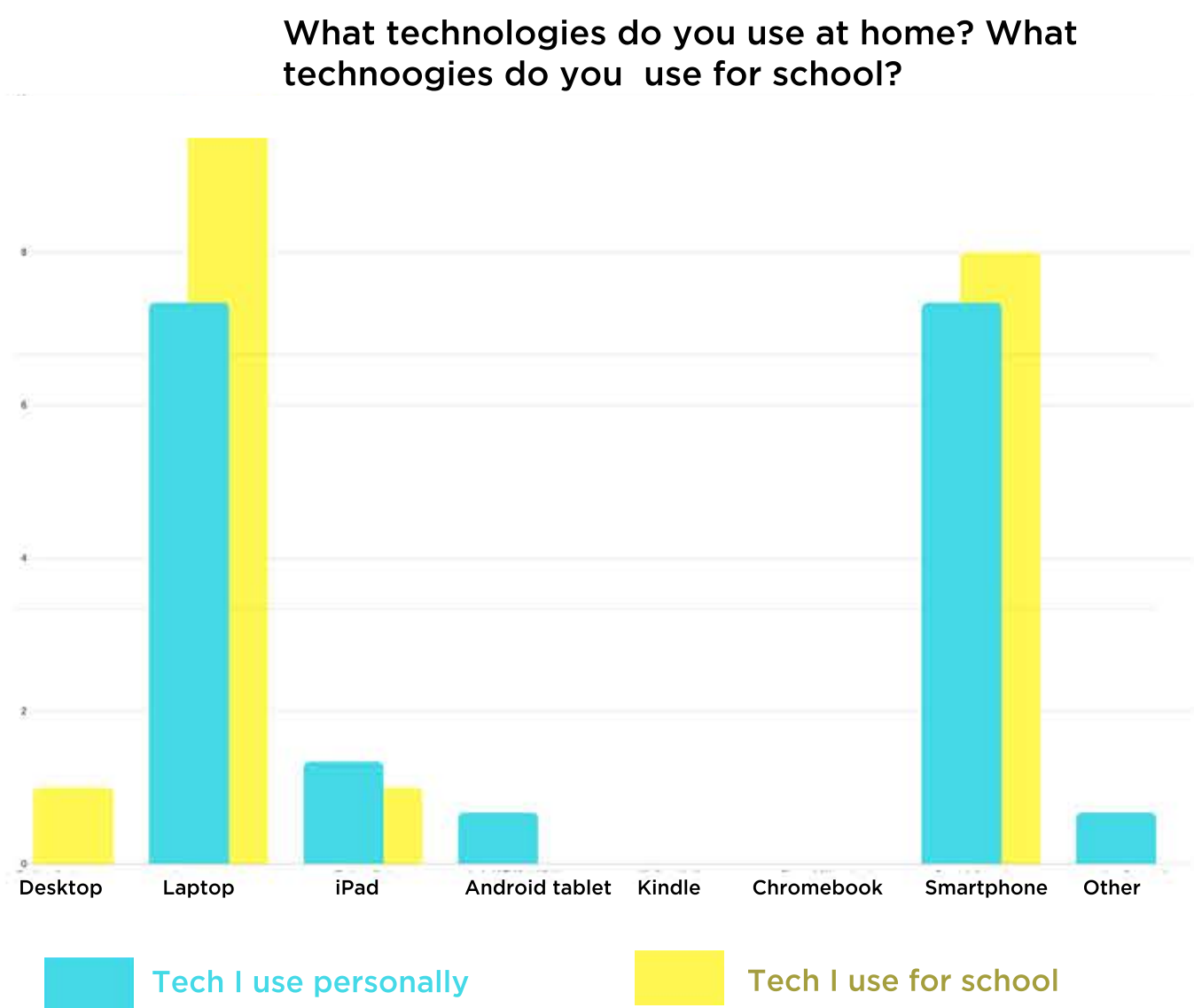
# Flexible pedagogies and inclusivity

Heather Noel Turner

For 6 weeks, I facilitated a reading group focused on relationships across race and technology. Eleven James Madison students from different majors and years self-selected into the 1 credit hour course. A central question I considered during the reading group for my Interdisciplinary Inquiry in Teaching fellowship was: “How can I use interdisciplinary approaches of flexibility to design an inclusive course?”

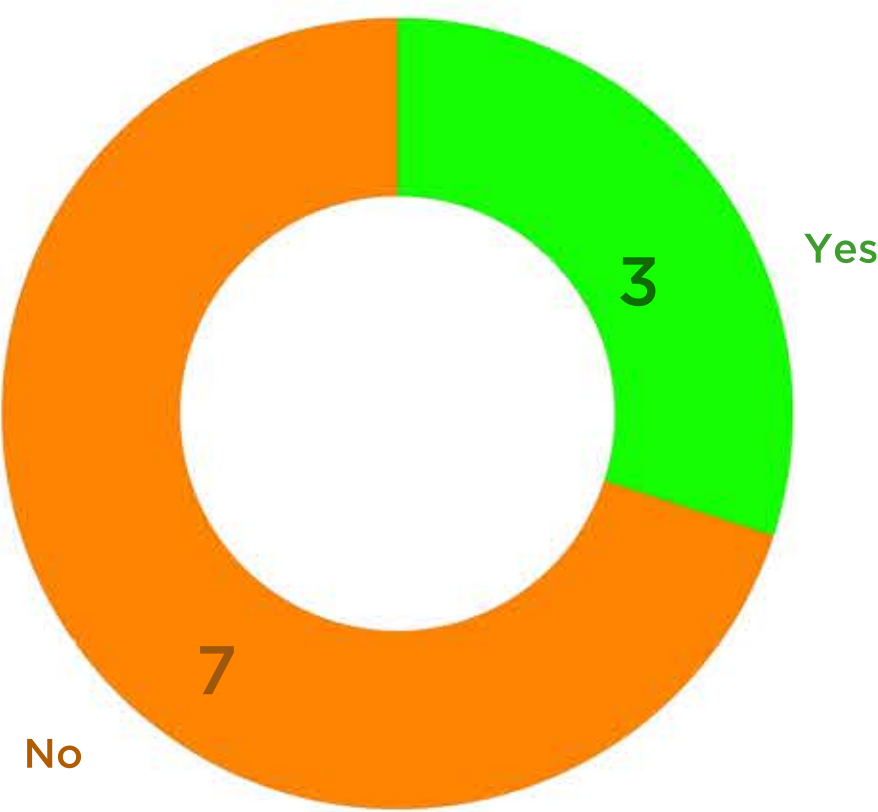
## Pretest: technology profiles of JMC students

Before the reading group started, students complete a technology profile where they shared 1) their access to technologies 2) their preferences for technology use in the course and 3) their goals for the course. I used these responses to choose materials for the course, structure content delivery, and planning class activities. However, I frequently reassessed the effectiveness of the practices, and modified them according to student needs.

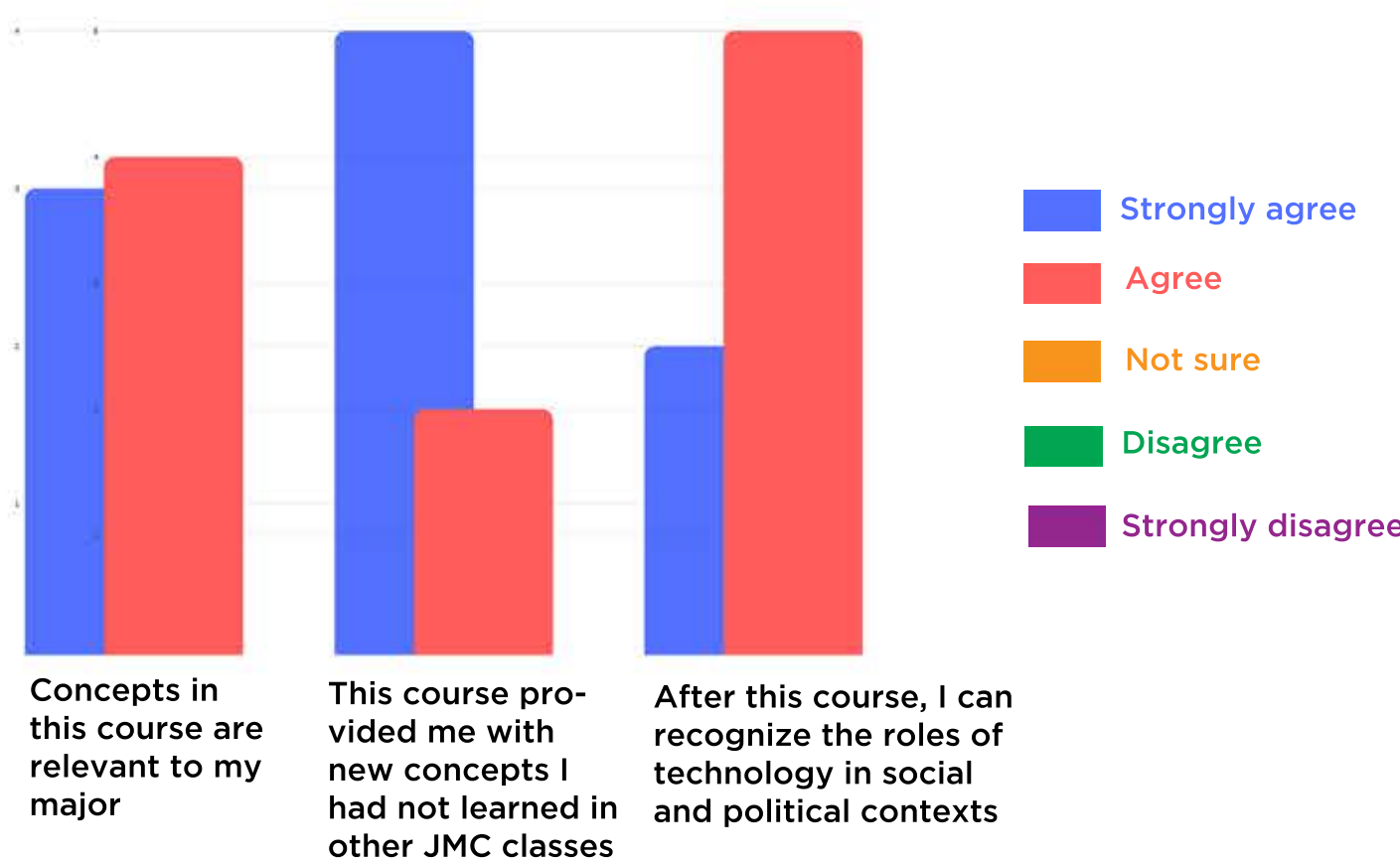


## Familiarity with technological concepts

Have you taken other technology-related courses (at MSU or elsewhere)?



Select the degree to which you agree or disagree with the following statements



Students in my course had not previously taken courses with technological concepts. This shaped how I chose readings and what we focused on in discussions. Often, I encouraged students to use their own personal experiences to discuss technology and relate them back to the readings. After the course, students strongly agreed or agreed that this course was relevant to them and taught them to understand technology in different contexts.

## Student-designed assignments: Technology journal

As a requirement of the course, students completed private technology journals. The journals were loosely structured so that students could choose a strategy relevant and interesting to their own technology use. They started these journals at the beginning of the class, and shared them at the end of class.

“I feel like I do not know much about ‘technology,’ in a broad sense. I think I would like to learn how much of an influence technology has in my life as well as the lives of people around the world. I would also be very interested in learning about the advancement and evolution of technology with specific focus on communication.”

app	Min. on screen	Percentage
TWITTER	40	19%
SPOTIFY	2	17%
SNAPCHAT	14	12%
messages	32	12%
PHONE	28	11%
LOCK screen	43	7%
FACEBOOK	8	5%
mail	2	5%
INSTAGRAM	10	4%
Siri	1	4%
safari	5	2%
groupme	1	1%

One student tracked their technology use daily across different apps on her phone. She talked about how this journaling allowed her to reflect not just on her technology use, but her practices and behaviors.

“The lack of specificity of what exactly we had to do for the technology journal was kind of hard at first. But in the end I really appreciated being able to do it however I wanted to, because everyone uses and views technology differently.”