

Gina Marcello, Ph.D.
Learning Architect Work Samples
Curriculum Development, Design & Implementation

Media Mindfulness: Developing the Motivation and Ability to Process Advertising Scope:

dissertation research including the creation and assessment of a 5-week persuasion curriculum This curriculum was developed as part of my dissertation research at Rutgers University. I designed and assessed a five-week persuasion curriculum that included hands-on production activities. The curriculum was used in a language arts classroom and aligned with New Jersey's Core Curriculum content standard 3.5 Viewing and Media Literacy. Curriculum development was based on interviews, secondary and primary research, and well as environmental analysis. See:

<https://rucore.libraries.rutgers.edu/rutgers-lib/24485/>

Center for Media Literacy: Rutgers University

Scope: State-wide curriculum assessment

Discovery Channel's Assignment Media Literacy curriculum assessment

This curriculum was developed for the Maryland Public School system in partnership with the Discovery Channel. I was responsible for assessing the effectiveness of the curriculum, including teacher perceptions. See: <https://eric.ed.gov/?id=ED479068>

New Jersey Office of Legislative Services in partnership with Eagleton Institute of Politics, Rutgers University

Scope: One-day Simulation for Civic Education Teachers

Democracy In Action: The Spirt of Compromise

This simulation activity was developed with the input of a steering committee. I was responsible for creating and coordinating the steering committee, communicating with teachers and administrators, developing the idea, designing and writing the simulation, and facilitating the one day workshop at the New Jersey State House.

See (this is a shortened and renamed e-publication): <https://www.amazon.com/Jersey-Girls-Dont-Pump-Gas-ebook/dp/B07W4M9Q33>

Automatic Data Processing, Cigna Healthcare, and PNC Bank

Scope: Organization-wide training and development programs for customer service Each organizational assessment and L&D curriculum and courses followed similar processes. I was responsible for organizing and conducting semi-structured interviews at all levels of the organization to identify and uncover professional development gaps and needs. This research is used to make different recommendations to the organization. Upon discussing with key stakeholders, I worked with a team of curriculum developers to create engaging customer service courses and activities. These materials are not available to the public. Still, I can speak to the entire process, including how

interviews were structured and analyzed, how materials were developed, project management, and final curriculum activities.

County College of Morris, Randolph, NJ

Scope: Create and implement a new college major

For this curriculum project, I had the responsibility to develop the college's first Communication major. I conducted a competitive and environmental analysis and conducted informal interviews to develop the curriculum and courses, create learning objectives, identify classes, and create course syllabi and curriculum sequencing.

National Communication Association

Scope: Develop fourteen different learning activities with assessment, debriefing, and handouts For this project, I was asked to write one chapter in *Creating Competent Communicators: Activities for Speaking, Listening, and Media Literacy in Grades 7-12* by the National Communication Association. I was responsible for the research, development, and creation of fourteen activities (pages 73-109). See:

https://www.amazon.com/dp/1890871400/ref=cm_sw_em_r_mt_dp_SVTD62H185393YSAA5SJ

21st Century Workplace Readiness Curriculum e-learning and certification program

Scope: Online e-learning program and certification

This curriculum was developed in partnership with Jewish Vocational Services and the federal government under a grant from the Immigration and Naturalization Service.

I was responsible for writing the curriculum content, including A/V scripts, assignments, and creating multimedia for the e-learning program.

Georgian Court University

Scope: Redesign and develop Bachelor of Arts in Digital Communication degree program Responsible for creating a new undergraduate major. I was asked to design an interdisciplinary major incorporating the Graphic Design and Digital Media curriculum with the Communication curriculum. When the major was developed, it was the only major like it in New Jersey. I was responsible for the major's entire architecture, including identifying and creating learning objectives, conducting a needs assessment, conducting an environmental audit, interviewing subject matter experts, developing syllabi and course materials to meet learning needs, and teaching all courses.

See: <https://georgian.edu/academics/undergraduate-programs/digital-communication/>

Scope: design Master of Communication and Digital Marketing degree program for the School of Business and Digital Media

For developing this online curriculum, I worked with a colleague to research, write and design

the curriculum and course. The New Jersey Presidents' Council approved the completed curriculum. The project involved competitive analysis, interviews with potential students, secondary research, and interviews with business leaders.

See program and courses: <https://georgian.edu/academics/graduate/programs/communication-digital-marketing/>

Rutgers University

Superconnected: The Internet, Digital Media, and Techno-Social Life – Third Edition (2021)

Scope: Write 11 different activities to be used with the textbook

For this project, I researched and wrote supplemental activities for a college textbook. I developed the exercises to bridge the gap between the textbook's theories and everyday lived experience. Through the various activities, students learn how to apply concepts more quickly.

Link: <https://superconnectedblog.com/discussion-questions/>

Gina Marcello, Ph.D., has developed multiple curricula, webinars, and courses over the past 20 years. All projects adopt a design thinking methodology where the learner is the center of the design process. This list here **only** includes large-scale projects and does not include any of the numerous one-day workshops, webinars or college courses designed and delivered over the past 20 years.