Designing Culturally Affirming Online Learning Communities at an HBCU Through Quality Matters


**MULTI-DIMENSIONAL**
Promote culturally affirming and inclusive experiences via your plans for course design, content selection, course delivery, and interactions.
SRSs 1.3, 1.9, 2.3, 3.5, 4.5, 5.2, 5.3, 6.2, 7.2, 7.3, 7.4, 8.3, 8.4

**COMPREHENSIVE**
Support diverse learner success by implementing design elements that holistically aid learners as they cultivate and reinforce their identities and connections with their communities.
SRSs 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 7.3, 7.4

**VALIDATING**
Be sure to highlight, incorporate, and legitimize the rich cultural experiences and strengths your learners bring to the online learning environment.
SRSs 1.7, 4.4, 4.5, 5.2, 6.3

**EMANCIPATORY**
Encourage autonomy for diverse learners by embedding opportunities to exercise voice and choice.
SRSs 4.5, 5.2, 5.4, 6.2, 8.1, 8.2, 8.3, 8.4, 8.5

**EMPOWERING**
Empower learners by aligning course- and module-level objectives with transparent, authentic, and scaffolded assessments, materials, activities, and tools that are culturally relevant.
SRSs 2.1, 2.2, 2.5, 3.1, 3.4, 3.5, 4.1, 4.2, 5.1, 5.2, 5.4, 6.1, 6.3

**TRANSFORMATIVE**
Transform online learning spaces by selecting course elements that address varied learning preferences, multiple intelligences, talents and strengths, and cultural influences in a risk-free learning environment.
SRSs 2.3, 2.5, 3.4, 3.5, 4.4, 4.5, 5.2, 6.2, 8.3, 8.4

**CONTACT US**
Racheal Brooks, Ph.D. rmbrooks@nccu.edu
Zakaria Jouaibi, Ph.D. zjouaibi@nccu.edu
Laurell Malone, Ed.D. lmalone@nccu.edu
Gail Hollowell, Ph.D. ghollowell@nccu.edu
Larrisha McGill-Youngblood, Ph.D. lmcgilly@nccu.edu