A Quality Matters Event

QM Research Online Conference

Active/Applied Research on Online Learning and Quality Assurance

February 9, 2021 | Online
1:00 - 4:30 p.m. Eastern

A Quality Matters Event

QM Research Online Conference

Welcome, we'll begin shortly.

Get set up to participate...

Participant Toolbar

- Use the toolbar to mute or unmute your audio – please stay muted unless you are talking. If you are not on mute, we can hear background noises.

- Select "Start Video" to turn on your video.

- Select "Chat" to send text messages to everyone. You can leave the chat panel open throughout the session; drag it to the side so you can see the screen.

- Select the "Participant" panel to see everyone that is in the session. You can use this to control audio/video and it contains polling tools and tools to engage with the presenter and other participants (e.g. thumbs up, coffee break, yes or no).

- Use the "Leave Meeting" button to close out the session when we are done.
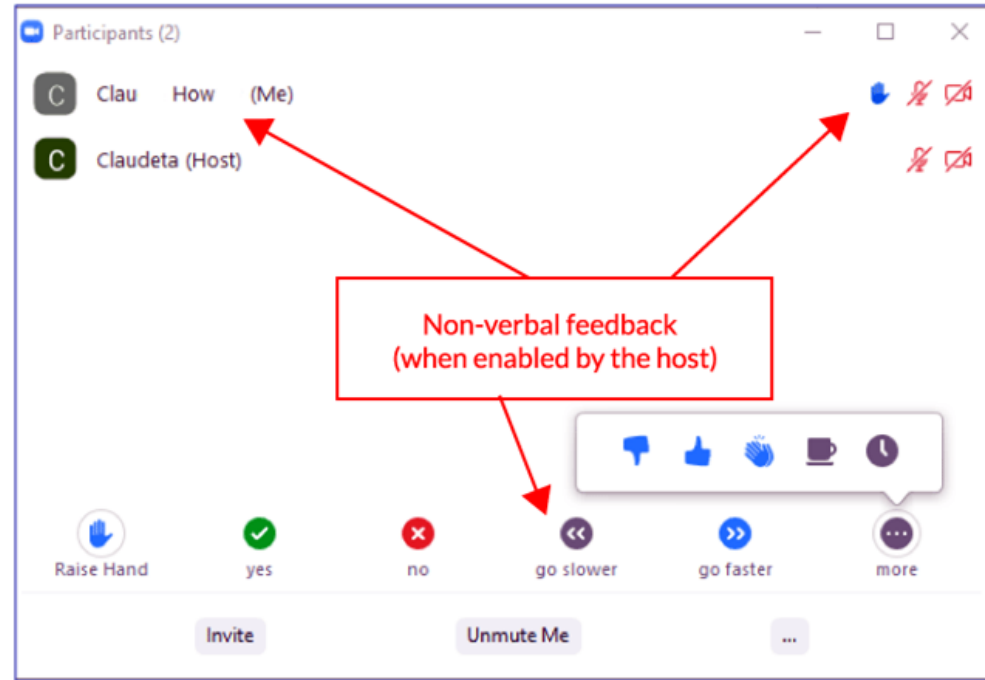
Group Chat

Chat – Enter your message at the bottom of the screen and press enter, your text will appear at the top with your name.
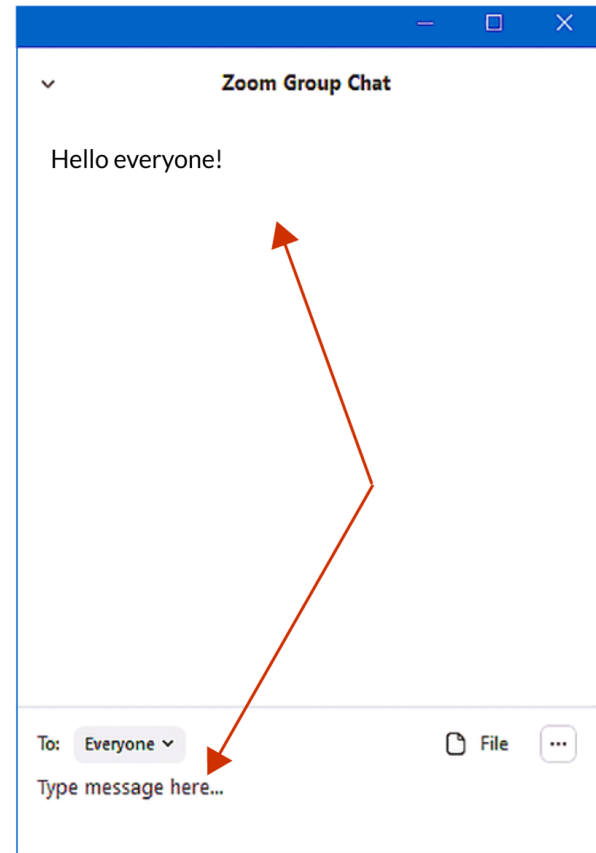
Participant Panel

- Allows you to see everyone in the session.

- Contains polling tools and nonverbal feedback (when enabled by the host) to engage with the presenter and participants

@QMProgram
#QMResearch

Share how you'll use something you learned today!

A Quality Matters Event
QM Research
Online
Conference

Reconstructing the Table:
Designing Culturally Affirming
Online Learning Communities at an HBCU
Through Quality Matters

NCCentral
UNIVERSITY
Discover what's Central to you.

©2021 Quality Matters

Panelists

Racheal Brooks, Ph.D.
Coordinator, Office of e-Learning

Zakaria Jouaibi, Ph.D.
Senior Instructional Designer, Office of e-Learning

Laurell Malone, Ed.D.
Coordinator, Office of Faculty Professional Development

Gail Hollowell, Ph.D.
Associate Professor, Biological and Biomedical Sciences

Larrisha McGill-Youngblood, Ph.D.
Director, EMPA Program, Public Administration

NCCentral
UNIVERSITY

Gay's (2010) Attributes of Culturally Responsive Teaching

Multi-dimensional

Emancipatory

Comprehensive

Empowering

Validating

Transformative

QM Research Online Conference
A Quality Matters Event

Active/Applied Research on Online Learning and Quality Assurance

February 9 | Online

NCCentral UNIVERSITY

©2021 Quality Matters

Multi-dimensional

"Culturally responsive teaching encompasses curriculum content, learning context, classroom climate, student– teacher relationships, instructional techniques, classroom management, and performance assessments" (p. 33).

QM Research Online Conference
A Quality Matters Event

Active/Applied Research on Online Learning and Quality Assurance

February 9 | Online

NCCentral
UNIVERSITY

©2021 Quality Matters

Multi-dimensional

Course Design

Course Delivery

Discourse

Inclusive Environment

NCCentral
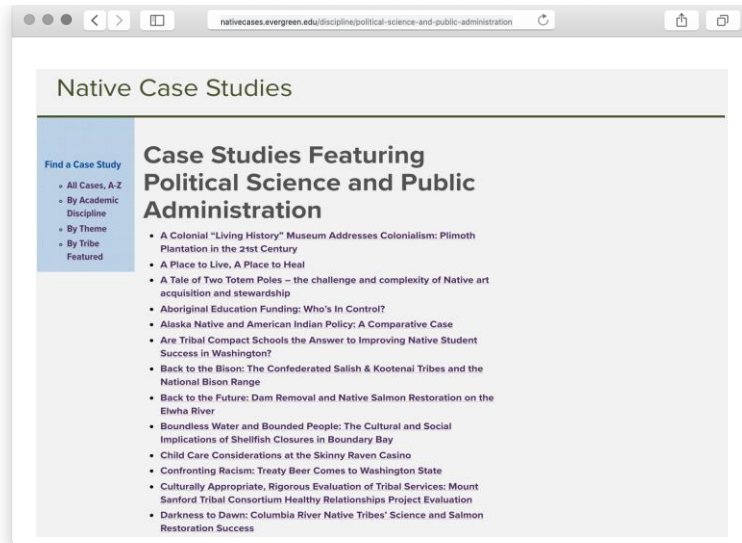UNIVERSITY

Multi-dimensional Course Design with QM

SRS 4.5 – A variety of instructional materials is used in the course.

Preparing for Case Research

For this activity, you will review two (2) case studies of your choice that center issues affecting Indigenous and Native peoples. By answering the matrix questions in the attached Word document, you will provide the following information:

- Research questions
- Selection decisions
- Unit(s) of analysis
- Data collection methods
- Methods of analysis

Comprehensive

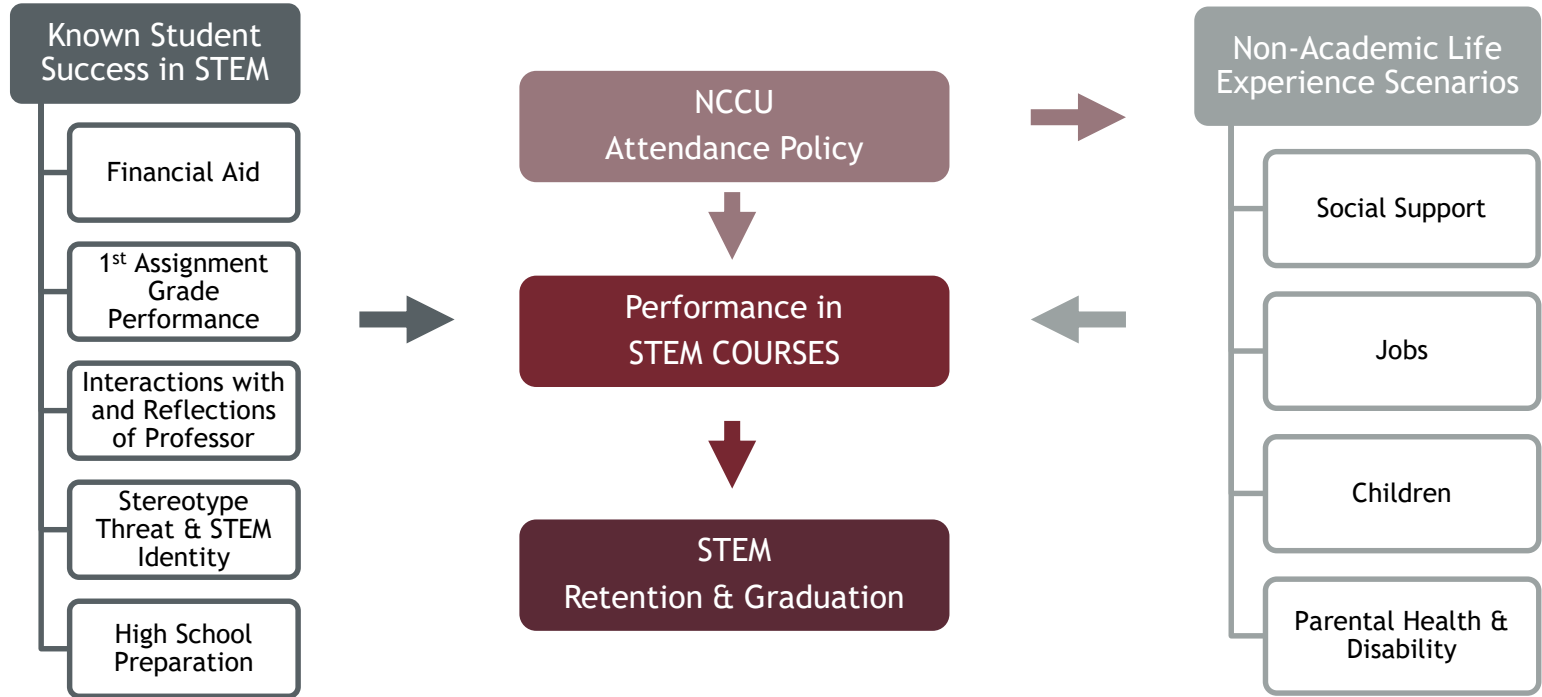Culturally responsive teaching aims to holistically support learners by "helping students of color maintain identity and connections with their ethnic groups and communities; develop a sense of community, camaraderie, and shared responsibility; and acquire an ethic of success" (p.32).

A Holistic Look at Our Learners

Known Student Success in STEM

- Financial Aid
- 1st Assignment Grade Performance
- Interactions with and Reflections of Professor
- Stereotype Threat & STEM Identity
- High School Preparation

NCCU Attendance Policy

Performance in STEM COURSES

STEM Retention & Graduation

Non-Academic Life Experience Scenarios

- Social Support
- Jobs
- Children
- Parental Health & Disability

NCCentral UNIVERSITY

Comprehensive

Kizzmekia S. Corbett, PhD

Dr. Kizzmekia S. Corbett is a research fellow and the scientific lead for the Coronavirus Vaccines & Immunopathogenesis Team at the National Institutes of Health

NCCentral
UNIVERSITY

Validating

Culturally responsive teaching employs "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students" (p. 31).

QM Research Online Conference
A Quality Matters Event

Active/Applied Research on Online Learning and Quality Assurance
February 9 | Online

NCCentral
UNIVERSITY

©2021 Quality Matters

Validating Learners with QM

SRS 5.2 – Learning activities provide opportunities for interaction that support active learning.
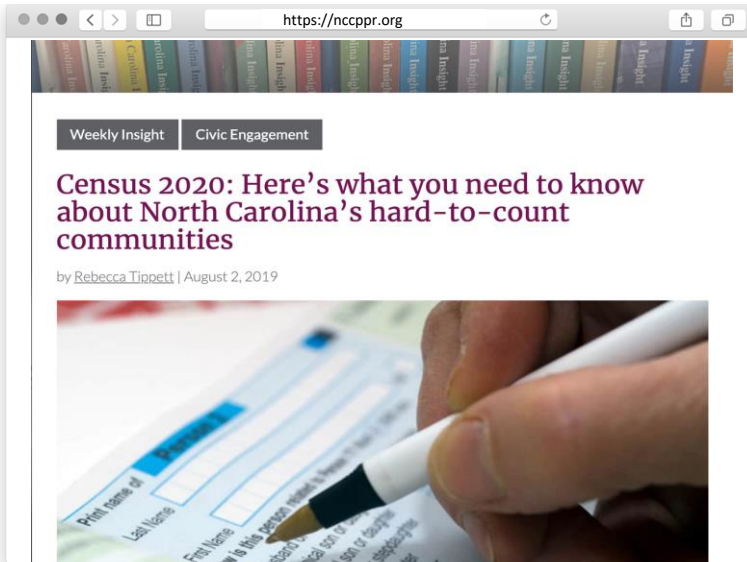
Spotlight on Research

This article explores issues the NC Counts Coalition anticipated encountering as North Carolina attempted to gather the data that will shape the state for at least the next 10 years via the 2020 census.

Carefully explore the concerns presented in the article, and utilize what you learned from Chapter 7 of our text and **observations from your lived experiences within your own communities** to identify factors impacting the validity and/or reliability of the 2020 census and their potential implications for the state. Based on this information, provide at least three recommendations for how North Carolina could improve the validity and/or reliability of this instrument.

NCCentral
U N I V E R S I T Y

Validating Learning Activities

SRS 4.4 – The instructional materials represent up-to-date theory and practice in the discipline.

Chromosomal Sex Determination

Many of our learners may know of someone who has Cystic Fibrosis, and we further tie in several biological concepts such as when chromosomal abnormalities occur (i.e., mitosis and meiosis) and other factors that can increase the risk of chromosome abnormalities such as maternal age and the environment.
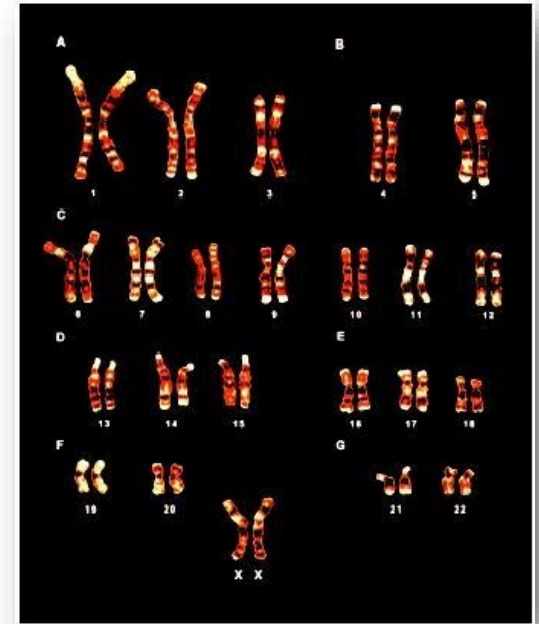
Emancipatory

By employing culturally responsive teaching, we free "the intellect of students of color from the constraining manacles of mainstream canons of knowledge and ways of knowing. Central to this kind of teaching is making authentic knowledge about different ethnic groups accessible to students." (p.37).

NCCentral
UNIVERSITY

Emancipatory Course Design with QM

SRS 4.5 – A variety of instructional materials is used in the course.

Assignments for Voice and Choice

Unit Topic: The Holocaust

Choose up to 5 of the following assignments for 10 points each. 50 Points

1. Watch one of the two videos on the Holocaust. Summarize in a paragraph the emotions the video elicited.

2. Research 10 websites on the topic. Make an annotated bibliography for the 10 sites.

3. Using one of our texts, read the chapter dealing with this topic and be prepared to answer the end of chapter questions.

4. Write a one-page research report on one of the concentration camps.

5. Using recycled materials, make a model of one of the concentration camps.

6. Take a virtual tour of the national museum. Make a self-tour brochure that could be used by other visitors.

7. Using the novel from your English class, write a 150-word editorial arguing the value of the book for understanding the holocaust.

8. Imagine yourself as a holocaust survivor. Write a poem designed to share your feelings with the world.

9. Make a poster showing at least 10 charts/ graphs illustrating the "numbers" statistics associated with the holocaust.

10. Find 3 newspaper articles from any major USA newspaper during the holocaust which shows the US perspective during the event.

11. Read 2 interviews with holocaust survivors. Summarize what you feel are the 5 most significant details of the interview.

NCCentral UNIVERSITY

Empowering

"Because culturally responsive teaching is empowering, it enables students to be better human beings and more successful learners. Empowerment translates into academic competence, personal confidence, courage, and the will to act." (p. 34).

QM Research Online Conference
A Quality Matters Event

NCCentral UNIVERSITY

ATSA: A Comprehensive Framework for Designing a Meaningful Activity/Assignment/Project to Empower all Learners

Aligned with

- Course and module level objectives.
- Instructional materials.
- Learning activities.
- Instructional technologies.

Transparent

- Measurable learning outcomes.
- Well defined purpose.
- Explicitly articulated tasks.
- Plainly described success criteria.

- Culturally relevant.
- Mimic real world tasks.
- Problem-based.
- Assume to a role beyond a learner.
- Lead to a product with value.

- Culturally relevant.
- Use simple, clear, and transparent language.
- Break it down to provide practice opportunities.
- Offer debriefing and continuous feedback.
- Include resources, examples, tutorials, etc.

Authentic

Scaffolded

NCCentral UNIVERSITY

Empowered Course Design with QM

QM General Standard 5: Learning Activities and Learner Interaction:

Learning activities facilitate and support learner interaction and engagement.

Student Rating Instruction (Evaluation)

PADG 5620 Organizational Theory-Summer 2020

"I have enjoyed the class and all the different approaches Dr. Youngblood has implemented to encourage student success (voice-over lectures, movie assignment) especially during this time. She used a combination of approaches while encouraging critical thinking. Also, all assignments had clear instructions."

"Dr. Youngblood did a great job keeping the cohort connected and the lessons interesting during the on-line conversion due to COVID19 restrictions."

These examples are confirmation that quality course design translates into empowerment for students which in turn translates into academic competence, personal confidence, courage, and the will to act.

NCCentral
UNIVERSITY

Empowered Course Design with QM

QM General Standard 2: Learning Objectives (Competencies):

Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Student Rating Instruction (Evaluation)

PADG 5000 Professional Skills Lab-Spring 2020

"Dr. Youngblood, clearly described and defined the course objectives. The course syllabus was nicely presented. The timeline to complete homework assignments was thoughtfully readjusted at the onset of COVID-19. Dr. Youngblood is dynamic and engaged. I thoroughly enjoyed the course.!!! I'm a scholar!"

NCCentral
UNIVERSITY

Transformative

"Culturally responsive teaching defies conventions of traditional educational practices with respect to ethnic students of color. This is done in several ways. It is very explicit about respecting the cultures and experiences of African American, Native American, Latino, and Asian American students, and it uses these as worthwhile resources for teaching and learning." (p.36).

NCCentral
UNIVERSITY

Transformative Course Design

What is it About Me You Can't Teach?

…recognizing the existing strengths and accomplishments of these students

SRS 8.3 - **The course provides** accessible (and **relevant)** text and images in files, documents, LMS pages, and web pages to **meet the needs of diverse learners**.

SRS 8.4 - **The course provides** alternative means of access to multimedia **content in formats that meet the needs of diverse learners.**

Learning Preferences, Multiple Intelligences, Talents and Strength,

Cognitive and Social/Emotional, Cultural Influences, Risk-Free Learning Environment

NCCentral
UNIVERSITY

Questions

Send us your questions in the Q&A!

Reconstructing the Table: Designing Culturally Affirming Online Learning Communities at an HBCU Through Quality Matters

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

NCCentral
UNIVERSITY
Discover what's Central to you.