Implementing Culturally Responsive Teaching
By Michelle Mantooth, MSc., MLS(ASCP)CGCM

Objectives

At the end of this session, the participant will be able to:

• Define culturally responsive teaching and provide examples
• Discuss the four main conditions or components required for culturally responsive teaching
• Examine your practices and reflect on how you might integrate culturally responsive teaching in your classroom
• Summarize how culturally responsive teaching is relevant and valued in healthcare education

Notes Space

1. What is the first thing that comes to mind when the words “culturally responsive teaching” are spoken?

2. What is your story?

3. Why is it important to you?

4. Why should it be important to you?

5. How does your story help or hurt you as an educator?

6. Do you share your story with your students?

7. Define Culturally Responsive Teaching.

8. How do you practice being culturally responsive as an educator?
9. Who is your audience?

10. Describe your student demographic population.

11. What do you know about your students and their lives outside of the classroom?

12. What is the story for each of your students?

13. Should it be important to you?

14. How does knowing the student’s story help you as an educator?

**Group Activities**

Each group has 20 minutes to work on the assigned activity. At the end of the 20 minutes, a representative from each group will share what the group discussed and ideas for tackling each of these components in a way that is culturally responsive.

1. **Discussion Board Group** – Design a Discussion Board Forum for the new incoming Medical Assisting class.
   a. Introduce the instructor – this will be an example to the students for how the instructor wants them to respond when they introduce themselves.
   b. Netiquette rules – come up with 3 rules believed to be important for everyone to follow when communicating in a live online forum.
   c. Describe how educators should manage students who step outside of these rules for online discussion boards.
   d. List 3 discussion question post ideas that address culture and its role in healthcare.

2. **Assignment Construction Group** – Using the attached Journal Article Review assignment, and thinking about a student for whom English is not their first language, or for the student who is challenged in some other area of learning because of their socioeconomic demographic, make 3 suggestions for making this assignment more culturally responsive. Remember, being culturally responsive does not mean the instructor will grade them on a different level of expectations. Culturally responsive
means the instructor is going to direct the student to resources that can help them perform at the level of expectations the instructor has for every student.

3. Note Taking/Study Habits Group – Make a list of 5 things witnessed in students that demonstrate poor study habits, now beside each of those poor study habits – what is a recommendation an educator can make or a tool one can provide the students to use to help them take better notes or develop better study habits.

4. Computer Literacy Group – During student advising sessions, onboarding orientation sessions, or one’s first class with a new Medical Assisting cohort, what are some things the educator can do to help students improve their computer literacy? This could mean the educator needs to do something to improve their personal computer literacy, so they can help their students. Make a list of 5 resources or tools you can use to help students or yourself build computer literacy.

5. Classroom Sharing Group – Every class always has that one student who is going to share too much, and the other 99% of the class aren’t going to open their mouths at all. Every class also has a class bully, a class know-it-all, and a class joker. What are 5 ways an educator can balance this group to ensure honesty, total participation, and an environment where everyone feels free to express their feelings, beliefs, and values.
For MLT 103: Medical Microbiology, 3 journal articles will be reviewed. Each review is worth 25 points and should come from recent current events either in the newspaper, popular magazines, or medical laboratory journals. The journal articles should be related to medically related microbiology issues. By current, no article should be over 12 months old, unless permission is given otherwise. Read and summarize the article contents in 500 – 750 words. Include in the review a short objective statement concerning your thoughts about the article’s contents and how it affects you, your health, or the community in 250 – 750 words. Remember to define any special terms or abbreviations. Spelling and grammar are essential elements. The format for the article review should be as follows:

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date:</td>
</tr>
<tr>
<td>Article Citation: (how you would reference the article at the end of a research paper or in a footnote – APA format preferred, but MLA will be accepted)</td>
</tr>
<tr>
<td>Article Summary:</td>
</tr>
<tr>
<td>Personal Evaluation of the Article:</td>
</tr>
<tr>
<td>Special Terms &amp; Abbreviations:</td>
</tr>
</tbody>
</table>

A copy of the article should be attached to the review.

The textbook may even give one idea of where to begin searching. Microbiology is always a really hot area in the news, so be alert.

The following page is an example of exactly what is expected in terms of formatting.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Grammar &amp; Spelling:</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Format:</td>
<td>5 points</td>
</tr>
<tr>
<td>Article Summary:</td>
<td>10 points</td>
</tr>
<tr>
<td>Evaluation of Article:</td>
<td>5 points</td>
</tr>
</tbody>
</table>

The paper must be typed (use a computer for written presentation), double spaced, and use a minimum of a 12-point font size.
**Links to Resources for Students and Educators**


2. Google Translate - [https://translate.google.com/](https://translate.google.com/)

3. TurnItIn - [https://www.turnitin.com/](https://www.turnitin.com/)


5. BBC Skillswise - [https://www.bbc.co.uk/teach/skillswise/English/zjg4scw](https://www.bbc.co.uk/teach/skillswise/English/zjg4scw)

6. International Society for Technology in Education (ISTE) - [https://iste.org/about/about-iste?_ga=2.214314385.784290991.1663105050-359823145.1661347989](https://iste.org/about/about-iste?_ga=2.214314385.784290991.1663105050-359823145.1661347989)

7. Association of College and University Educators - [https://acue.org/](https://acue.org/)

8. What is culturally responsive teaching? - [https://www.youtube.com/watch?v=V2fe09m0FLs&t=144s](https://www.youtube.com/watch?v=V2fe09m0FLs&t=144s)


11. Portland Community College – Culturally Responsive Resources for Faculty - [https://guides.pcc.edu/culturally_responsive_teaching](https://guides.pcc.edu/culturally_responsive_teaching)


13. Georgetown University School of Public Policy - [https://hpi.georgetown.edu/cultural/](https://hpi.georgetown.edu/cultural/)