Culturally responsive (CR) teaching is a way of teaching that relates course content to the cultural background of our students. In this presentation, I will discuss an introductory engineering course that I developed and taught in Tibetan Children’s Village School of Selakui, a school for Tibetan refugee high school students in Uttarakhand, India. I will show how I implemented this way of teaching in some of the topics of the course, and how I integrated the values of the school in a design activity with emphasis on sustainability. In addition, I will share my reflections about both the challenges and positive aspects of this way of teaching.

PRESENTER
Marisol Mercado Santiago earned a Ph.D. in Engineering Education from Purdue University. Her doctoral dissertation was supported by the National Science Foundation Graduate Research Fellowship. Currently, she is a postdoctoral researcher at Western Michigan University in Dr. Megan Kowalske’s research study “Understanding Underrepresented Minority Graduate Students’ Experiences in STEM and SBE Disciplines.”

UPCOMING PRESENTATION:
Date: Thursday, March 17, 2016 2-3:30pm
Topic: History of the MLK Academy and the Adapation of the Model Across Campus
Presenter: Diana Hernandez, Jayne Fralye-Burgett, and Adriana Cardoso-Reyes, WMU
Location: 3310 Sangren Hall