

Exploratory Study on Teaching Strategies for Internationally Educated Nurse (IEN) Learners in Canada

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FACULTY DISCLOSURE

- Faculty name: Pat Bradley
- Project "*IEN Success: Leveraging Collaborative Partnerships*" - a collaboration between York University, Algonquin College, Centennial College, Fanshawe College, George Brown College, and Mohawk College
- Learner objectives:
 - ✓ Identify key concepts in Culturally Responsive Teaching model
 - ✓ Reflect on their own perception of cultural responsive teaching and culture
 - ✓ Describe practices to create learning environments that consider the diversity of students
- Conflict of Interest: No financial gains was sought by project team members and participants. Confidentiality was protected at its highest level and in accordance with research ethics
- Employer: School of Nursing, York University, Canada
- Funded by Ministry of Citizenship, Immigration, and International Trade





- The **project** focuses on faculty **professional development** for educators who teach internationally educated nurses (IENs)
- This **presentation** focuses on the **results** of a **learning needs assessment** of faculty who teach internationally educated nurses (IENs)



BACKGROUND

- Inclusive education and/or culturally responsive teaching needs to be a norm to equip educators and nurses to respond to globalization in nursing clients (Cook 2003, Campinha-Bacote 2003, Taylor 2005, Chircop et al. 2013, Renzaho et al. 2013,)
- The need to provide culturally competent care is becoming more important than ever in Canada (Gutmanis et al. 2015, Estabrooks et al. 2015, Lor et al. 2016, Ziabakhsh et al, 2016, Kaakinen et al. 2014, Dauvrin et al. 2013)



BACKGROUND

Diversity facts



- Ontario is one of 3 most ethnically diverse population areas in Canada
 - 53.3% of Canadian immigrants live in Ontario

<https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>



BACKGROUND

Diversity facts



- Toronto – a home for 8% of total population, and 37.4% of Canadian immigrants (2006 census)
 - 50% of Torontonians are born outside of Canada
 - more than 200 distinct ethnic origins
 - over 140 languages and dialects
 - 47% have “mother tongue” that is not English or French
 - 30 % of Toronto residents speak their “mother tongue” at home

<http://www1.toronto.ca/wps/portal/contentonly?vgnnextoid=dbe867b42d853410VgnVCM10000071d60f89RCRD>



BACKGROUND

- Nursing education needs to consider the increasing diversity of the student population
- Cultural competence of teachers to work with ethnically diverse learners is understudied for contemporary Canada (Clifford et al. 2015, Lor et al. 2016)
- This research explores teacher challenges and perceptions on their teaching methods and strategies to teach diverse learners

Definition of Cultural Competence

- **Cultural/diversity competence** is the cultural awareness + interpersonal skills needed to interact successfully with people of diverse cultural backgrounds (Hogan et al. 2013)



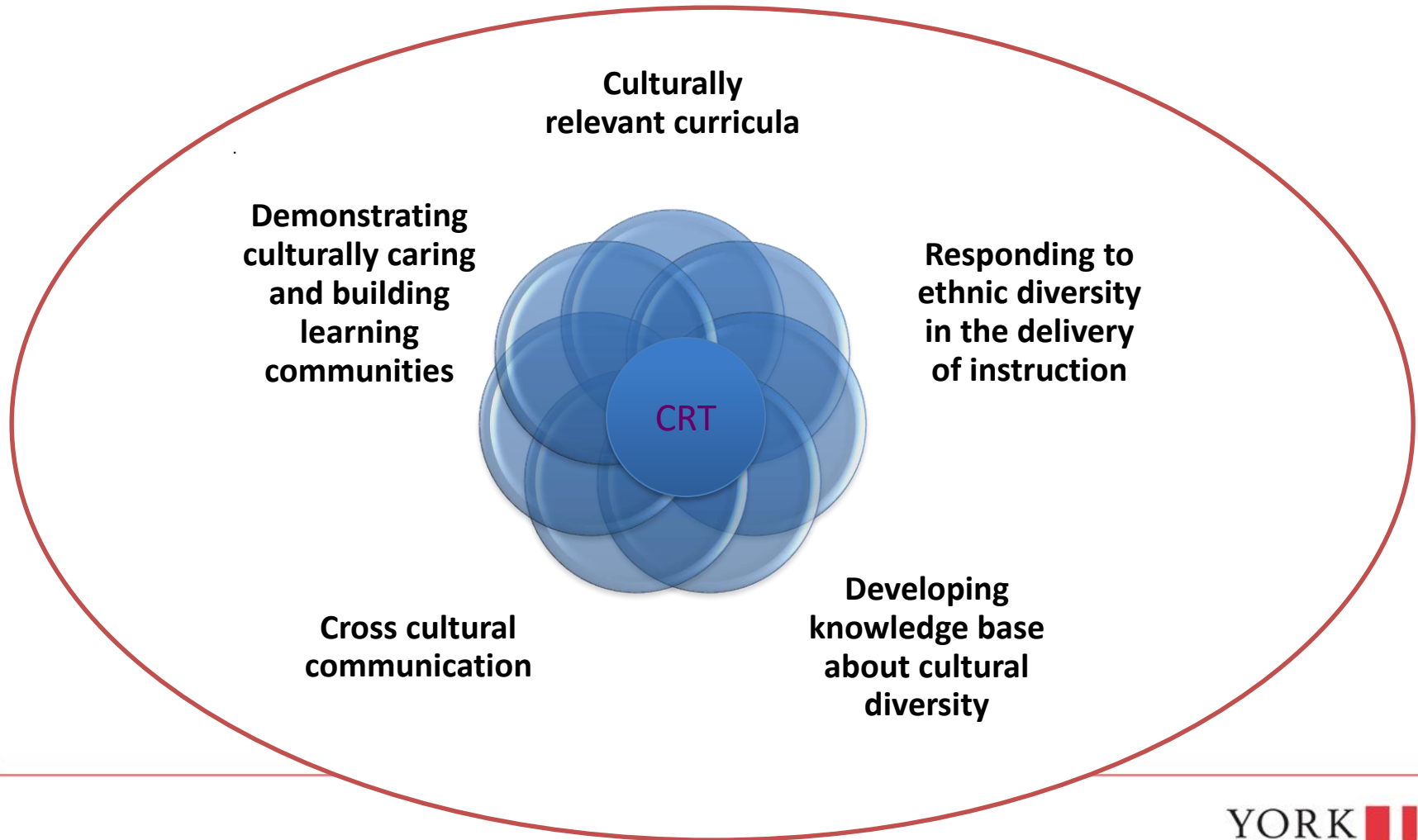


THEORETICAL PERSPECTIVE

- Culturally responsive pedagogy explores teacher perception and teaching practices
- Culturally responsive teaching (CRT) (Gay 2010):
 - use cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.



Essential Elements of Culturally Responsive Teaching (CRT) (Gay,2002)





Methodology

- Quantitative method to explore learning and teaching **experience** and **challenges** teaching diverse students
- Faculty survey
 - teaching and research experiences
 - teaching strategies
 - teaching styles
- Student survey
 - learning experiences
 - learning strategies
 - learning styles
 - learning expectations



Results

Teacher perception and practice
(survey phase 1, n = 57)



Knowledge about cultural diversity of students

Knowledge about students:

– Ethnicity	21.1%
– Migration status	7%
– Age	3.5%
– Academic performance	17.5%
– Learning needs	47.4%
– Learning styles	42.1%
– Learning goals	57.9%



Including ethnic and cultural diversity in teaching

- Matching curriculum with student background 29.8%
- Identifying teaching methods for different groups 42.1%

Cross-cultural communication readiness

Experience with diverse learners	Challenging
1. Teaching mix-ethnic class	64.9
2. Teaching international/immigrant students	70.2
3. Teaching students of low level of performance	80.7
4. Teaching mix-age class	59.6
5. Teaching passive learners	82.5
6. Teaching students of English as second language	80.7
7. Teaching a class of different intellectual levels	80.7
8. Teaching a group of continuing education	47.4

Cross-cultural communication readiness

Teacher perception	Uncomfortable
2. Telling /sharing jokes	21.1 %
5. Giving my opinion to colleagues	22.8 %
6. Talking about feelings	24.6 %
8. Failing students	61.4 %
15. Getting a student to take a stand	21.1 %
20. Dealing with discrimination, stigma	33.3 %



REASONS identified for TEACHER POOR COMMUNICATION with students

Student

- Variation in English 60.0
- Accent 60.0
- Confidence level 81.8
- Comfort level 70.9
- Different points of view 34.5
- Body language 20.0
- Ways of conversing 40.0

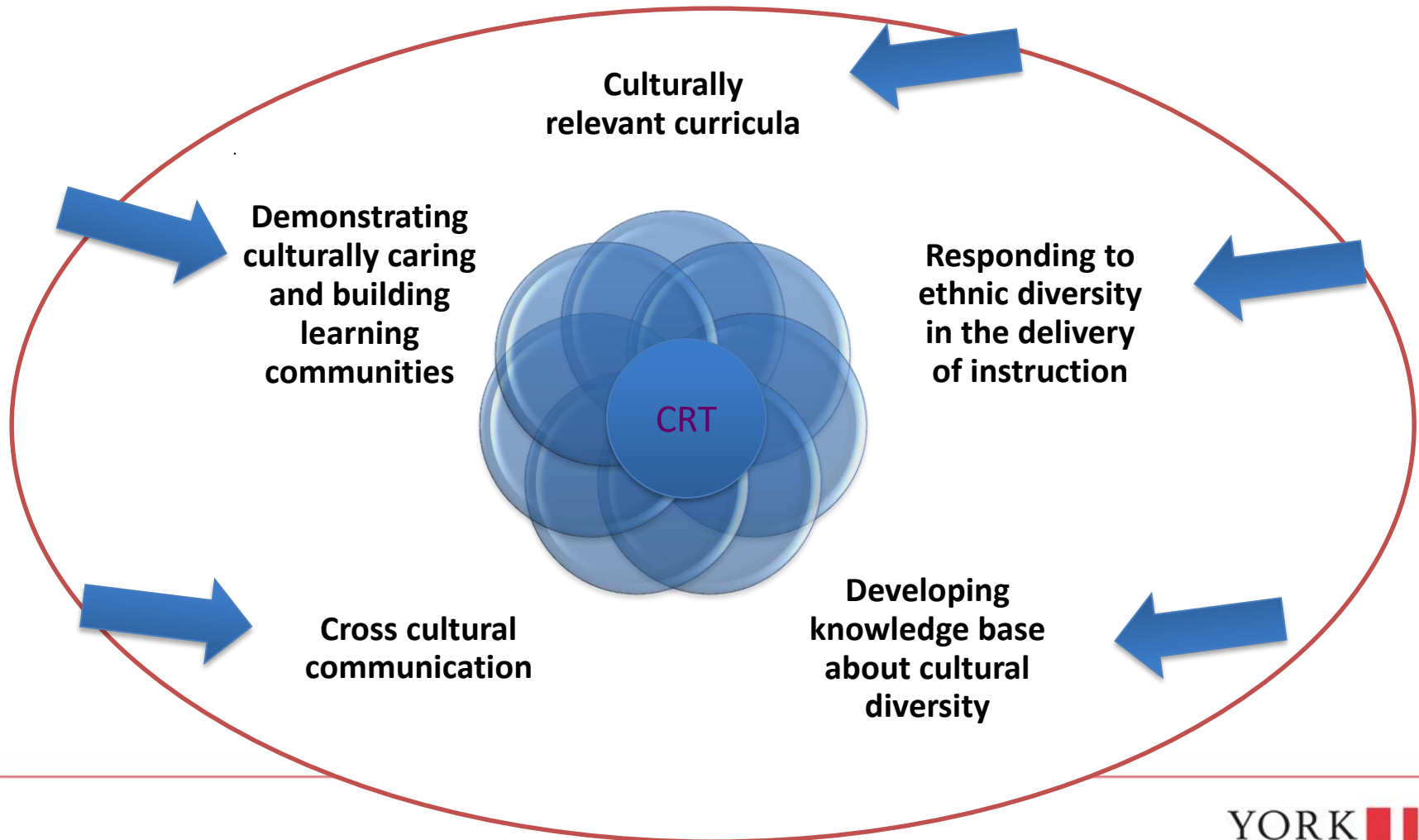


CAUSES of MISUNDERSTANDINGS

- Different levels of knowledge	52.7
- Different views	43.6
- Different English	45.5
- Different values and norms	45.5
- Communication skills	78.2
- Different experience	58.2
- Difficult to see from other views	21.8



Essential Elements of Culturally Responsive Teaching (CRT) (Gay,2002)





DISCUSSION

- There are some reported efforts to apply culturally responsive teaching
- Teacher challenges contribute greatly to
 - raising awareness about the needs to improve communication skills and cultural competency for teachers
 - need to design and deliver professional development programs



DISCUSSION

- Areas for improvement to have culturally responsive teaching
 - Assessing own cultural competence and communication skills
 - Overcoming own bias
 - Tailoring teaching/curriculum for diverse learners



CONCLUSION

- Results of this research support findings from the nursing literature about inclusive teaching where communication is one of the most crucial components in nursing education
- Cultural responsive framework provides guidance to reduce inequity and discrepancy in education outcomes, and improves nursing competencies to provide culturally competent care





- Being a teacher is equivalent to being a good communicator
- Recognizing diversity is enough to work with diversity
- Teaching is about content, not communication
- Teachers don't need to learn communication skills and principles of cultural diversity to teach diverse learners



- ✧ Everyone is culturally responsive but to which culture(s) are they responsive?
- ✧ Culture is not a static set of characteristics located within individuals, but is fluid and complex
- ✧ Culture is involved in all learning



Thank
you



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