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Abstract

The purpose of this paper is to explore ways of adapting teaching strategies to accommodate culturally and linguistically diverse (CALD) nursing students in online nursing courses to make web based learning more experiential, engaging, and community oriented. With the need to recruit more CALD nursing students and with strong general interest in the nursing profession, it is increasingly difficult for nursing programs to accommodate, expand, and improve in traditional learning environments alone. For that reason, online learning has become not only a component of, but the entire way of teaching in many associate and baccalaureate nursing programs. With this increasing enrollment and push to further develop online learning, schools of nursing need to guide faculty in understanding, developing awareness of and identifying strategies to manage online learning, specifically for a more diverse population of students. This paper specifically focuses on the challenges faced by Somali nursing students in online learning environments. Recommendations are provided for nurse educators in adapting teaching strategies for Somali nursing students enrolled in online courses to make learning a positive experience and nursing an achievable goal.

Keywords: diversity, nursing education, online learning, Somali, teaching strategies

Health care faces a nursing workforce that is not only too small to meet its staffing needs, but not sufficiently diverse enough to meet its patients' needs. The "United States is rapidly becoming a more diverse nation, as demonstrated by the fact that non-white racial and ethnic groups will constitute a majority of the American population later in this century" (Institute of Medicine [IOM], 2011). A diverse nursing profession is the most effective way to meet the health care needs of a growing diverse population, but nursing remains far from being as diverse as the populations it serves (Benner, Sutphen, Leonard, & Day, 2010). It is vital to nursing education and to the nursing profession to meet the needs of our diverse population by increasing racial and ethnic diversity in our profession. This is particularly essential because diversity is associated with enhanced access to care for racial and ethnic minority patients, improved patient choice and satisfaction, and better educational experiences for health professions students (IOM, 2011).

With the pull to recruit more culturally and linguistically diverse (CALD) nursing students and with strong general interest in the nursing profession, it is increasingly difficult for nursing programs to accommodate, expand, and improve in a traditional brick and mortar setting alone. For that reason, online learning has become not only a component of, but also the entire method of teaching for many associate and baccalaureate nursing programs. Within this online platform it is crucial for nurse educators to be aware of pedagogical approaches that address a variety of learning preferences (Giddens, Fogg, & Carlson-Sabelli, 2010). Culturally and linguistically diverse students are a varied group of learners in terms of their educational backgrounds, native language literacy, socioeconomic status, and cultural traditions. The purpose of this paper is to explore ways of adapting teaching strategies to accommodate CALD nursing

students, specifically Somali students, in online nursing courses to make web-based learning more experiential, engaging, and community oriented.

Online learning is learning content that is offered in different formats, such as text or video images, and electronically delivered via the internet, personal computer, or hand held device (Sandars & Langlois, 2005). The definition of an online nursing course is a course in which at least 80% of the course content is delivered online and typically no face-to-face meetings (Allen & Seaman, 2011). According to the annual survey conducted by the Sloan Consortium on online learning in higher education in the United States, online enrollments have been growing substantially faster than overall higher education enrollments for the past eight years. The number of students taking at least one online course in higher education has now surpassed six million or nearly one-third of all students (Allen & Seaman, 2011). With this increasing enrollment and push to further develop online learning opportunities in nursing education, nursing programs need to guide faculty in understanding, developing awareness of, and identifying strategies to manage online learning (McVeigh, 2009), specifically for a more diverse population of students.

Changes in the way education is provided in an online format satisfies the needs of the consumer in terms of flexibility and convenience, while placing more demands on the nurse educator. Online learning and teaching can differ greatly from face-to-face teaching, therefore the increased need for online learning requires faculty to learn about and become comfortable with the skills needed to design a successful online course. Faculty development is a necessary component of learning how to teach online and most institutions who offer online curriculum use a combination of mentoring and training options for faculty (Allen & Seaman, 2011). Even with faculty development, online learning can be more time consuming for both faculty and student.

Online learning is also challenging when communicating the caring and holistic nature of nursing, which may lead to negative attitudes. Negative learning experiences of community in the online environment can produce negative attitudes about online learning for all students, but especially for CALD students. These negative perceptions of community and online presence in the online environment can result in poor experiences and attrition, which can be especially true with CALD nursing students. Factors that pose barriers to learning in the online environment and contribute to poor performance in online courses can be even more significant for CALD nursing students who are also English language learners. By reducing barriers to learning for CALD nursing students, faculty can focus on helping students succeed in online nursing courses. Ultimately, promoting the success of CALD students increases the racial and ethnic diversity in nursing to meet the health care needs of our diverse populations in the United States.

Note. The specific focus of this paper is on the challenges faced by Somali nursing students in online learning environments.

Somali Culture

During the 1990s when the civil war in Somalia broke out, the majority of Somalis arrived in the United States, making it among the largest of the Somali communities. According to the Minnesota Department of Administration (2010) census data, on the Minnesota population by race and Hispanic ethnicity, there was a 59.8 percent increase in the Black or African American population in Minnesota from the years 2000 to 2010. State demographics estimate that in 2011, the Somali population in Minnesota was 37,556 (U.S. Department of Commerce, 2011), the largest population of Somalis in the United States. With the increased Somali population in Minnesota and the United States as a whole, the Somali nursing student population will continue to grow. A growing number of culturally diverse students have enrolled in associate and

baccalaureate degree nursing programs across the United States; however, many of these students have difficulty succeeding academically in a nursing program due to language difficulties (Bosher & Smalkoski, 2002) and beliefs and interactions fostered by intercultural miscommunication on the experiences of faculty and students (Russell, Gregory, Care, & Hultin, 2007).

A brief history of the culture and customs of Somalia and the Somali people follows (Abudullahi, 2001). By understanding various customs and history, nurse educators can better adapt their teaching strategies to accommodate Somali nursing students in online nursing courses and promote their learning and academic success. Nurse educators can design online learning that is experiential, engaging, and community oriented for Somali students.

Language and Religion

In Somalia, the universal language is of two main variations of Somali, which is a language shared by people of Eastern Africa. Arabic is the second most commonly spoken language, while those that have been formally educated in Somalia may speak French, Italian, English, Russian, or Swahili (U.S. Department of Health and Human Services [DHHS], 2008) The spoken language in the Somali culture is very important, and an individual's ability to speak eloquently and with humor may directly affect the person's prestige as a leader in society. Somalis who reside in the US often have learned and spoken many different languages.. It is also to be noted that while Somalis have great respect for others, gratitude and appreciation may not be expressed verbally.

Religion is a part of the socialization process that instills values and customs from the people of Somalia to their youth. The majority of Somalis are Muslim, meaning "one who submitted to the supremacy of Allah" (U.S. DHHS, 2008). Muslims split into two groups, Sunni and Shia, early in their history because of different views of leadership. The Sunni believed

Muslims should elect their rulers and the Shia believed that successions should follow along the lines of descent from the prophet's family. Somalis, along with the vast majority of the world's Muslims, belong to the Sunni branch of Islam. The beliefs and practices of Somalis who are Muslims have their basis in the Koran, the Muslim scripture. Islam has five main tenets: believing in the oneness (monotheism) of Allah, believing in Mohamed as the rasuul (messenger), saying prayers five times a day, fasting in the month of Ramadan, and making the Haj or the pilgrimage to Mecca when possible. However, the spiritual life of Somalis cannot be reduced to the five main tenets. Their spiritual lives are a complex mix of many elements including indigenous practices, elements from Islamic mysticism, and philosophy.

Cuisine

Somali cuisine is cereal-based, with fresh vegetables and fruits, spices, and fresh meat products (e.g., mutton, beef, canned meat, fish, and chicken). Pork or meat from carnivores or from horses and donkeys is forbidden by the religion. Food is often prepared with vegetable oils as well as clarified butter or ghee, which gives food a distinct flavor. Rice and pasta dishes along with a large variety of breads, including those familiar to western consumers as roodhi or rooti, pastries, and cakes are also included in Somali cuisine. Beverages include bottled soda, coffee, and Somali tea. Alcoholic drinks are not traditionally consumed. Eating with your right hand is a custom. Somalis believe the Prophet Mohamed blessed the habit of eating with one's hands, especially when there is a traditional banquet, at home, or in a group. Forks and spoons may also be used by Somalis while eating by themselves, in a restaurant, or all of the time.

Traditional Dress

Muslim tradition instructs married women to cover their bodies including their hair. In Somalia, some women wear veils to cover their faces, but few do in the United States because

this custom is more difficult to adhere to in American society. Pants are not a generally accepted form of attire for women, and may be worn under skirts.

Gender Roles, Marriage, and Lifestyle

Somali culture is an important aspect of life, as well as family honor and loyalty. Family life is based on clan membership, which also may indicate ethnic, geographic, and social class. Clans, which may outweigh an alliance to Somali as a country, can serve as a source of conflict or solidarity. In Somalia, nuclear families usually live together and as in many Islamic cultures, the preferred role is for the husband to work and the wife to stay at home with the children. Female and male children participate in the same educational programs and literacy among women is relatively high. Somali women generally have more freedom to learn, work, and travel than most other Muslim women (U.S. Department of Health and Human Services [DHHS], 2008). Somalis share many values, such as independence, democracy, individualism, egalitarianism, and generosity.

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Conceptual Framework

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Student expectations and self-regulation, with support by nurse educators in the online learning environment, enhance the student learning experience and help students achieve desired learning outcomes. The perspective of social cognition guides this scholarly project. By using Bandura's concept of self-efficacy, the beliefs regarding one's abilities to successfully complete tasks or goals, and Bandura's Social Learning Theory, based on a person's expectations relative to a specific course of action (Richards & Digger, 2008), teaching interventions and strategies will be proposed to help nurse educators and CALD students succeed in online courses.

According to social learning theory, human functioning is explained in terms of triadic reciprocal causation (Yu-Chang, Yu-Hui, Mathews, & Carr-Chellman, 2009), which is the

constant interaction between behavioral factors, environmental factors, and personal factors. The

relationship between these factors influences a student's self-regulation of learning, which is

especially important in online education that requires a high level of autonomy (Yu-Chang, et.

al., 2009). Using social learning theory for online nursing courses encourages Somali nursing

students to adapt their learning based on the behavioral factors, environmental factors, and

personal factors in Wood and Bandura's (1989) Triadic Reciprocal Determinism model (see

Figure 1). These influencing factors are not equivalent in strength for each student, nor do they

occur concurrently (Redmond & Willis, 2013). For example, student performances (behavioral

factors) can be used to understand the likelihood students will participate or engage in learning

(cognitive factors) in online educational courses with various curriculum based on experience

(environmental factors) (Richards & Digger, 2008).
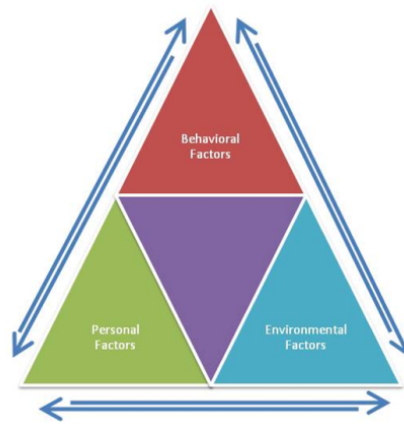
Figure 1. Bandura's model of Triadic Reciprocal Determinism (Redmond & Willis, 2013).

Triadic Reciprocal Determinism and Online Learning

The research articles explored in this section consider the constant interaction between

behavioral, environmental, and personal factors related to an online learning environment and

their influence on a learner's motivation for learning. Bandura's theory of social learning

explains a student's behavior by emphasizing the importance of observing and modeling, the

attitudes, and emotional reactions of others in learning. Despite the fact that Bandura's social learning theory is based on behaviorist principles, "the self-regulation and control that the individual exerts in the process of acquiring knowledge and changing the behavior are considered more critical" (Braungart & Braungart, 2008).

Behavioral Factors

According to Bardura's theory of social learning, behavioral factors impact student performance and their self-acquisition of learning. Beliefs and interactions that foster intercultural miscommunication can impair student performance and result in a lack of self-efficacy when learning in an online environment. Russell, Gregory, Care, and Hultin (2007) studied communication experiences of Aboriginal nursing students in an online baccalaureate nursing degree program and concluded that both contrasting assumptions by the instructors and students led to ethnocentrism. Contrasting assumptions were described by the authors as statements that could, and often begin with "they're like this." These statements were made by faculty about students, students about faculty, and students about other students. This study recommended both groups getting to know each other better to avoid intercultural miscommunication in future online courses. The importance of culture and context as well as the negotiation of meaning and learning are highlighted in this example. The authors emphasized that "it is important for faculty to recognize that cultural identity constitutes an important part of each person in the class, including them" (p. 359).

The behavior of caring in online educational environments supports best practice for nursing and nursing education (Leners & Sitzman, 2006; Sitzman, 2010). By mindfully engaging with frequent feedback, timeliness, personal connections and empathy, clarity, and

multiple contact opportunities, nurse educators can support students in achieving learning outcomes and model caring.

Khademian and Vizeshfar (2007) studied the perceptions of nursing students about the importance of caring behaviors, asking students to rank specific behaviors that are associated with caring in nursing. Caring was defined as emotion, thought, and action coming together to provide comfort, both physical and emotional. The researchers concluded that additional research is needed to explore nursing students' perceptions of caring behaviors in different cultures, as well as studies to evaluate teaching methods designed to promote student cultural competence and learning in caring concepts and practice.

Environmental Factors

Our learning environment and our students are ever changing, so it is important to strictly examine the structural environment around which nursing education is formed. Environmental factors include not only the learning environment, in which an online course is held, but also the cultural differences between the learner and the instructor and how students and instructors perceive community. Environmental factors can be viewed as the single most important mitigating factor in how cultural differences can have a negative effect on students' participation online with a sense of "marginalization, or, sometimes even alienation" from the American learner population (Sheard & Lynch, 2003).

Xiaojing, Shijuan, Seung-hee, and Magjuka (2010) reported findings of a case study that examined the perceptions of international students regarding the impact of cultural differences and emerging cross-cultural issues in their online MBA course. The study used both one-on-one and focus group interviews of international students and found cultural differences do not negatively affect a student's online experience, but may actually enhance the online environment

with culturally rich learning experiences. The authors suggest the need for a culturally inclusive

learning environment.

> The study also revealed that online instructors need to design courses in such a way as to
>
> remove potential cultural barriers, including language, communication tool use,
>
> plagiarism, time zone differences and a lack of multicultural content, which may affect
>
> international students' learning performances. (p.177)

Xiaojing et al. concluded a culturally inclusive learning environment needs to consider diversity

in the course design to ensure full participation by international students.

Sheard and Lynch (2003) evaluated learners' affective responses to an online learning

environment in an undergraduate education unit. The authors interviewed twenty students in a

bachelor's of education course. Learners' responses were related to their familiarity with the

learning environment, their skills, their confidence with computer technology, and their preferred

personal learning style. The authors looked at learner diversity and suggested that different

students will experience and react to online environments in different ways dependent on their

previous experiences with online environments. Martinez and Bunderson (2000) found that

learners performed better in an environment that matched their style of learning. This study

explored the learning efficacy, performance, and achievement of different styles of learners in

different types of web-based learning environments.

Cobb's (2011) study of online nursing education suggested the relationship of community

to perceived learning in online nurse courses is highly correlated. The researcher identified

factors that contribute to a sense of community in learning and found that there was a

considerable relationship between overall satisfaction and perceived learning, but not between

demographic factors and overall social presence and perceived learning. For that reason, studies

on community in the online classroom need to further explore the different learning styles and

diverse needs of individual students in order to evaluate what community means. Research is

also needed to identify relationships between the overall e-learning experience and age, gender,

ethnicity, and prior online course experience (Cobb, 2011). In Jyh-Chong, Szu-Hsien, and Chin-

Chung's (2011) survey of nurses internet self efficacy and their attitudes toward online learning.

Perceived usefulness, ease of use, and friendly feeling when using web-based continuing

education directly correlated to basic and advanced internet self efficacy.

Giddens, Fogg, and Carlson-Sabelli (2010) examined the relationship between the

frequencies with which under represented minority (URM) undergraduate students participated

in a virtual community classroom and the perceived benefits. The researchers found that URM

students perceived benefits based on the frequency of their use of the virtual classroom. Giddens

et al. concluded further research is needed to focus on virtual community use and faculty

understanding of community in the virtual classroom. Other researchers agree that a sense of

community is desirable, achievable, and can be structured to meet the needs of the online

learning population (Gallager-Lepac et al., 2009; Jyh-Chong et al., 2011).

Personal Factors

Personal and cognitive factors greatly influence the way in which a student learns; social

learning theory stresses the importance of personal selection, self-regulation, self-efficacy, and

self-evaluation (Braungart & Braungart, 2008) and the students' preferred learning style. Self-

efficacy is the belief and motivation to be successful, even in diverse and challenging

environments, such as online courses. A student's culture can also affect motivation and self-

efficacy. Students from group-oriented cultures may interpret self efficacy differently than

students from more individualist cultures. For this reason, the literature on personal factors such

as the learning styles for individuals and self-motivation will be reviewed. An individual's learning style refers to the way in which a learner learns with cognitive, affective, and physiological characteristics taken into account (Kitchie, 2008). As stated earlier, the study by Sherad and Lynch (2003) also concluded that students who have a strong learning style preference might not be able to adjust their learning to an online environment and those that are unable to adjust to an online learning style are likely to have negative responses to the online environment. McVeigh (2009) looked at the nursing students' utilization of web-based learning and found positive perceptions of e-learning were directly related to factors in online learning such as flexibility of time, pace of learning, self-direction, and widening access to information.

Interventions and Strategies

The knowledge of Somali culture and the three factors which influence learning identified by Wood and Bandura will be drawn together to discuss online teaching strategies. Essential strategies are characterized as experiential, engaging, and provide a sense of community for Somali students to facilitate their learning and to guide them in their nursing education. Behavioral, personal, and environmental factors affect ways in which a student learns and for this reason, it is important for nurse educators to be aware of strategies that advocate for and engage the learner in online environments. Understanding the importance of collaboration, communication, inclusivity, and being a supportive presence, will enable nurse educators to minimize exclusion and marginalization of culturally diverse learners (Adeniran & Smith-Glasgow, 2010).

Satisfaction with the online learning environment directly relates to faculty awareness of engaged or disengaged students. By merely acknowledging that students have busy lives, varying priorities, and social and cultural obligations nurse educators advocate for the learner.

Other ways of advocating include acknowledging personal assumptions about the learning behaviors and capacities of Somali nursing students. Nurse educators must maintain high standards for evaluation by using a variety of evaluation strategies for students with diverse backgrounds and learning styles, so it is vital to develop skills that demonstrate sensitivity to the needs of Somali nursing students. Be aware of and provide information about resources available to faculty and students, including support groups in academic and community settings.

By understanding the student experience of community, nursing educators can facilitate design of engaging virtual course environments and development of effective online teaching strategies (Gallagher-Lepak et al., 2009). By being prepared to teach in an online environment, developing awareness, and identifying teaching strategies to manage online learning (McVeigh, 2009), faculty can create a more engaging and supportive environment in which to foster this sense of community. Specific strategies include engaging the learner through frequent and timely replies and posts to discussions, acknowledging all points of view, taking an active role in discussions, and understanding how differing opinions can help teach students to work through conflict and facilitate a sense of community.

Many online nursing courses require peer collaboration for group projects, discussions, and group papers. This can be challenging for students who do not know each other outside of the virtual classroom, and especially challenging for Somali nursing students who may believe that their communication skills are inadequate. Online learning environments may also provide enough anonymity that students may find it easy to do less than required or be overwhelmed because they feel alone. By integrating opportunities for discussion and dialogue, nurse educators can facilitate online collaboration that connects students with both faculty and student peers (Diekelmann & Mendias, 2005).

Nurse educators need to embrace online education as a part of nursing programs while also promoting inclusivity in this virtual learning environment. Creating an inclusive environment in the online classroom is of the utmost importance in fostering community and an active learning environment. Examining cultural identity as the conscious awareness of one's pedagogical platform is fundamental in promoting inclusivity in an online learning environment (Adeniran & Smith-Glasgow, 2010). By using culturally relevant metaphors, multicultural representations, and resources to organize instruction and facilitate learning (Adeniran & Smith-Glasgow), students may be able to grasp ideas transmitted through cultural references that are consistent with enhancing personal factors described in Bandura's social learning theory.

To be a supportive presence, it is important for nursing faculty to be guided in their understanding of community and of the diverse needs of nursing students in online courses. Online communication, while lacking the educator's physical presence, can become a caring environment through an educator's passion and love for nursing. Purposeful caring in an online environment improves student learning outcomes in face-to-face settings through enhanced learning, enhanced student self-esteem, perceived competency, retention, and program completion (Leners & Sitzman, 2006). Increasing faculty awareness about specific approaches and the degree to which interpersonal caring moments are communicated directly or indirectly online will also support students (Leners & Sitzman). By being fully engaged and accessible to students, faculty communicate caring and encourage self-esteem. By managing and conveying online processes and content with clarity, faculty ensure students understand course requirements and know how to be successful in the online learning environment. This clarity also contributes to students' self-regulation of their cognitive processes, emotions, and surroundings to promote learning and achievement of course goals (Sitzman, 2010).

Recommendations

Recommendations, based on the above discussion, provide a guide to facilitate learning for the Somali nursing student in the online classroom.

Experiential

Recognize that not all persons from Somalia are ethnic Somali. The Bantus, in particular, may have special needs because of their historical marginalization in Somalia and distinct language and culture (U.S. DHHS, 2008). Remember that there are varying levels of acculturation; many nursing students of Somali decent consider themselves completely American. Nurse educators should embrace the different ideas and philosophies of each individual Somali nursing student, consciously consider each student's specific language, learning, and communication needs, and use a variety of learning theories, selecting those which best support Somali nursing students in an online environment (see Appendix A). Understand that some students are torn between two cultures with different family and social pressures. Recognize the role of family. In some families, it may only be acceptable for the husband or father to speak for a woman ((U.S. DHHS, 2008)). Learn when Ramadan occurs each year and accommodate those that observe by allowing varying times for online feedback and assignment submissions. Finally, it is important to note that members of all cultural groups have strong ethnocentric tendencies, and may use their own culture to evaluate the actions of individuals from other cultural groups.

Engaging

Family is important and this can be especially true for those of Somali decent, who may view close friends and roommates as members of their family. Therefore, be welcoming at the beginning of a course by introducing yourself via a pictures or short video greeting sharing about family and other interests outside of nursing. Encourage each student to provide biographies and

pictures of themselves. Knowing about fellow students may help students want to work with others. Develop a private learning log for students to post "muddiest point" questions. For example, ask the students; "What is the most important thing I learned today from this lesson?" And "What is it I still don't understand about today's lesson?" Be encouraging by not correcting grammatical errors in a public forum, as this can lead to decreased participation. Also, encourage improvement of written communication by asking all students to a write a research paper that will only receive feedback on grammar and clarity of expression rather than content (Frank, Andersen, & Norvell, 2009). It is also helpful to remember that Somalis traditionally do not express gratitude or appreciation verbally, and this may be evident in an online format. Do not assume that students are unengaged or ungrateful if they do not acknowledge gratitude directly. Finally, refer to the *Core Competencies of Nurse Educators* (National League for Nursing, 2005) for teaching strategies that accommodate CALD learners and contribute to learning in online environments (see Appendix A).

Community Oriented

Understand the Somali nursing students need for collaboration with other Somali nursing students, as a result, instructors must provide students with clarity about which assignments require collaboration and which assignments require a student to work alone. As stated earlier, increasing self-efficacy of Somali nursing students is an important step in education and inspiring personal growth. Nurse educators can also make online learning more community oriented by making personal phone calls, personal emails, and scheduling availability for receiving phone calls from students. Be specific about acceptable social behavior in the online classroom and provide a separate forum for casual conversations. Convey politeness, concern, trust, and respect to bridge online and physical learning environments. Provide frequent

summations of the salient points of a lesson and always emphasize the important nursing

vocabulary that is required for a particular lesson. Announce expected outcomes and objectives

for all sessions in concise and step by step fashion and maintain regular routines and dates for

submission of assignments and discussion posting requirements. Be encouraging by not

correcting grammatical errors in a public forum as this can lead to decreased participation.

Praise work that is well done by both individuals and by groups. Encourage participation in

student nursing associations, such as the Somali Nurses Association of North America

(http://somalianurses.blogspot.com/). Remember, that Somalis traditionally do not express

gratitude or appreciation verbally and this may be evident in an online format. Do not assume

that students are unengaged or ungrateful if they do not acknowledge gratitude directly.

Conclusion

By accommodating styles of learning and adapting teaching strategies we can translate

the holistic nature of nursing to an online environment. Every nursing student yearns to be

successful and it is the role of the nurse educator to facilitate student successes both in the

classroom and online. Educators must be willing to adapt their teaching styles to help all

students achieve their goals and make learning a positive experience. Too often complacency

and monotony finds its way into every classroom, and it is the nurse educator's job to provide a

stimulating and winning environment for nursing students in every setting, including online

classrooms. By inspiring Somali nursing students to learn and motivating Somali nursing

students to achieve their highest potential, we can maintain the high standards of our caring

profession and make online learning more experiential, engaging, and community oriented.

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Appendix A

**Theoretical Foundations for Teaching Strategies that Promote Learning in
Culturally and Linguistically Diverse Students**

Theoretical Foundation	Implications for Learning
Differentiation of Social and Academic Language - BICS and CALP Cummins, J. "Academic Language Learning, Transformation Pedagogy, and Information Technology: Towards a Critical Balance."	The language of the classroom requires more cognitively demanding language skills than the language of everyday experiences. With an understanding of the terms Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), teachers will understand the challenges of the process and product of content instruction for CALD learners.
Comprehensible Input Echevarria, J., Vogt, M.E., & Short, D. Making Content Comprehensible for English Language Learners: The SIOP Model.	Learning rigorous content material in a language CALD students do not speak or understand requires specialized techniques to make the content understood. By understanding the unique linguistic needs of CALD learners, teachers can undertake a conscious effect to make lessons understandable through a variety of means.
Scaffolding Gibbons, P. *Scaffolding Language, Scaffolding Learning*	Scaffolding is a term used to ensure comprehensibility when teaching CALD students content material. The process of scaffolding involves various support strategies and approaches during lesson delivery. The use of pedagogically sound instructional approaches and scaffolding strategies across all subject areas will ensure CALD students' academic success.
Learner Engagement Abernathy, R. *Hot Tips for Teachers: 30+ Steps to Student Engagement* Brown, R., & Evans, W. P. "Extracurricular Activity and Ethnicity: Creating Greater School Connection among Diverse Student Populations."	Student engagement is not a simple single technique; it is a complex and important dimension in providing an excellent and meaningful education for CALD students. With increasing amounts of student engagement, higher levels of achievement can be attained for CALD learners. Student engagement is the positive behaviors that indicate full participation by the student in the learning process.
Culture and Content Freeman, D., & Freeman, Y. *English Language Learners: The Essential Guide*	The interrelationship between culture and content for academic performance is a factor to consider when planning instruction for CALD learners. Cultural learning affects the processes and content of instruction. The content of instruction related to culture includes aspects that teachers attempt to teach explicitly.

Note. From Gonzalez, R. J., Pagan, M., Wendell, L., & Love, C. (2011). *Supporting ELL/culturally and linguistically diverse students for academic achievement*. Rexford, NY: International Center for Leadership in Education. Retrieved from www.LeaderEd.com

Appendix B

Core Competencies of Nurse Educators
and Adapting Teaching Styles to Accommodate CALD Learners

Core Competency	Relationship to Adapting Teaching Styles
I: Facilitate Learning	Recognizing the multicultural influences on teaching and learning and promoting a positive caring online learning environment using a variety of teaching strategies appropriate to the CALD student.
II: Facilitate Learner Development and Socialization	Helping CALD students integrate the values and behaviors of becoming a nurse. Identifying individual learning styles and unique learning needs of the CALD student and providing resources to meet these needs.
III: Use Assessment and Evaluation Strategies	Using assessment and evaluation data to enhance the online teaching-learning process. Providing timely, constructive, and thoughtful feedback to CALD learners.
IV: Participate in Curriculum Design and Evaluation of Program Outcomes	Designing online curricula that reflect contemporary health care trends and prepare CALD graduates to function effectively in the health care environment.
V: Function as a Change Agent and Leader	Promoting innovative practices and being a change agent in online educational environments to create a preferred future for CALD students, nursing education, and nursing practice.
VI: Pursue Continuous Quality Improvement in the Nurse Educator Role	Participating in ongoing professional development opportunities that increase effectiveness of the online teaching role.
VII: Engage in Scholarship	Exhibiting a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role of teaching in an online learning environment.
VIII: Function Within the Educational Environment	Integrating the values of respect, collegiality, professionalism, and caring to build an online learning climate that fosters the development of CALD students.

Note. Core competencies from *Nurse Educator Competencies: Creating an Evidence-Based Practice for Nurse Educators*, by J. Halstead, 2007, New York, NY: National League for Nursing. Copyright 2007 by the National League for Nursing and *Core Competencies of Nurse Educators* (National League for Nursing, 2005).