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The Integration of Intercultural Competence in Innovative Pedagogical Methodology in Nursing Education.

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ABSTRACT

The global population is continuously emigrating and progressing due to the increased ability to travel. This has resulted in upsurge escalation of cultural diversity in every country. Immigration expansion, increasing globalization and the growth of minorities have resulted in cultural diversity of students in the nursing education. This, therefore, calls for the need to enhance the teaching strategies of nursing educators to meet the demands of diverse students. This correlational study aims to measure the relationship between the integration of intercultural competence on the use of innovative pedagogical methodology. Also, it aims to measure the significant difference of years of teaching experience on the use of innovative pedagogical methodology. Thirty (30) nurse educators were conveniently sampled from three universities in Trinidad and Tobago. The study adopted and modified Cultural Diversity Questionnaire for Nurse Educators (CDQN) to assess the intercultural competence of nurse educators and a self-constructed questionnaire was used for the pedagogical methodology of nurse educators. The statistical treatment used was Pearson Correlation and ANOVA. The relationship between intercultural competence and the use of innovative pedagogical methodology yielded a *moderate significant positive relationship* ($r=0.387$, $p=0.008$) at a 95% confidence interval. In examining the differences between years of teaching experience the use of innovative pedagogical methodology, the study showed a *non-significant* difference ($p=1.35$) on equal variance assumed, Therefore, this study concludes that in order to enhance the quality of nursing education, nurse educators should pose intercultural competence in order to provide innovative pedagogical methods that would enhance teaching quality and facilitate cultural diversity in the classrooms. It is therefore critical for continuous professional development for nursing educators to include the development of intercultural competence and the use of innovative pedagogical methodology. Further research should investigate using qualitative research design on the challenges that nurse educators face with the increase of cultural diversity in nursing education.

Keywords: Intercultural Competence, Pedagogical Methodology, Nurse Educator, Nursing Education

INTRODUCTION

The world's population is continuously emigrating and progressing due to the increased ability to travel. This has resulted in upsurge escalation of cultural diversity in every country. In 1998, the Pew Health Professions Commission recommended that healthcare professionals should reflect the diversity of the nation's population. According to Bednarz, Schim, and Doorenbos (2010), governments globally have emphasized the need to expand the diversity of health care workers and increase the cultural competence of providers to address continual discrepancies in health. Hence, nursing classrooms are now filled with a diverse population of students as the message has been embraced. With the expansion of immigration, increasing globalization and the growth of minorities, the diversity of the nursing education needs to be enhanced in order to effectively meet the demands of diverse students.

The American Nurses ' Association (ANA) developed guidelines for the emergence of cultural diversity into the nursing curriculum in 1986. Additionally, in 1992, the American Academy of Nursing's Expert Panel made specific suggestions on how to teach faculty and nurses in providing cultural - specific nursing care. Nevertheless, Leininger (as cited in Campinha-Bacote, 2003) asserted that the main question for nurse educators worldwide is how best to educate nearly 5 million nurses around the world so that they can respond effectively and provide effective patient care.

The most recent population statistics from Oklahoma in the United States according to Duerksen (2013), showed a desperate need to refocus on increasing the registered nursing populations of Black, Hispanic and Multiracial. This recommendation challenges nursing programs because students with cultural diversity have lower retention rates and higher academic failure rates than Caucasian students.

Trinidad and Tobago, a dual island located in the Caribbean have a population of multicultural diversity. In a population estimated at 1.3 million Indo-Trinidadians constitute of approximately 35.4%; Afro-Trinidadians 34.2%; mixed 22.8%; Douglas (Mixture of African and Indian) 7.7 %; Mixed Other 15.1%; all other ethnic groups 1.4%; "Not Stated" category of 6.2% (Rampersad, 2014). The population of multicultural diversity calls for nurse educators in Trinidad and Tobago to utilize innovative pedagogical methodology in order to promote effective learning among nursing students. However, in order to provide these innovative pedagogical methods, it is important for nurse educators to possess intercultural

competence to meet the needs of a diverse population of nursing students in Trinidad and Tobago.

The teaching methods implemented by educators in classrooms should be based on an awareness of how specific students learn. Despite the reality that cultures may tend to have distinguished learning styles, there is still a broad range of diversity within cultural groups, requiring all educators to draw on a multitude of teaching approaches. Choi and Kim, (2014) stated that intercultural competence is congruent attitude, behaviors, and practices that merge in a system, organization or professional and allow that system, organization or professional to function efficiently in a cross-cultural context.

Pedagogy relates to the interaction between educators, students, and the teaching environment and learning tasks. This comprehensive term involves how professors and students interact with each other as well as the teaching methods introduced in the classroom. Pedagogical methods are often positioned on a spectrum ranging from teacher-centered to learner-centered pedagogy; although these two methods may appear contradictory, they can often complement one another in achieving instructional objectives (Lo, 2011).

There is evidence that culture affects the learning styles of students. Sugahara & Boland (2013) investigated cultural factors on students' learning styles on students from Japan, Belgium, and Australia in accounting education of 244 undergraduate students. The results revealed that there was a significant difference in terms of cultural factors in learning styles. Students from Australia and Belgium utilized reflective and self-directed learning, whilst students from Japan preferred the use of lectures and audiovisual teaching methodology because they learn by watching.

In an attempt to understand the learning style of nursing students, Fleming, Mckee, & Huntley-Moore (2011) reported in a longitudinal study of the learning style of undergraduate nursing students at an Irish University. The two learning styles of the nursing students use were reflection and activist. The first-year students preferred a reflective learning style and year four students prefer activist learning style. With reflective learning style, the students prefer to observe in order to enhance learning. The second learning style most dominantly used was activist learning style. In these learning styles, students prefer hands-on experiences. This study is important for nurse education practice for nurse educators to be aware of nursing students' learning styles and the use of intercultural competence for innovative teaching assessment and methods.

A study conducted by Baghdadi and Ismaile (2018) on the nurse educator's cultural competence in teaching bachelor students denoted that the nurse educators had a moderate level of competence. The authors found that teaching behaviors are significantly related to the cultural competence of lecturers. It was further recommended for future researches to investigate teaching strategies that promote culturally competent education.

There has been limited extensive research that examines the intercultural competence of nurse educators and its influence on pedagogical methodology. There is a dearth in knowledge cultural competence of nurse educators in Trinidad and Tobago. Limited researches have examined the teaching strategies of nurse educator in relations to providing culturally competent education. Having identified these gaps, this research seeks to investigate the relationship between intercultural competence and innovative pedagogical methodology in nursing education.

LITERATURE REVIEW

Learning depends on the educators' pedagogical methods in the classroom. In classrooms, a range of pedagogical methods are prevalent, but some strategies are more efficient and suitable than others. Consideration of cultural diversity is important therefore; educators use a variety of pedagogical method suitable to the target group. Pedagogy's efficacy often relies on the specific subject matter to be learned, on understanding the varied requirements of distinct learners, and on adjusting to the on-the-ground circumstances in the classroom and the context around it. Overall, the educators believe in their students' ability to learn and therefore, use a variety of pedagogical methods carefully to guarantee that this learning takes place (Hamurcu & Canbulat, 2019).

It has been noted that there is a direct correlation between culture and the learning style of a student, which in turn influences the intellectual, social and emotional accomplishment of the student. By examining how cultural backgrounds of learners are linked to teaching methodology, educators can understand how culture interacts with socio-economic aspects, racism, and social inequalities.

According to Rew, Becker, Chontichachalalauk, and Lee (2014), the increasing diversity in student populations raises teachers' obligation to ensure that all learners obtain equal learning resources based on their varied backgrounds, needs, and styles of learning.

Hart and Moreno (2016) defined culture as the beliefs, values, norms, and lives of an individual or group that can be expressed, learned and transmitted; it affects the thoughts,

decisions, and behaviors of people in their daily lives. Berlin, Nilsson, & Törnkvist, (2010) defined the term competence is an individual's ability to perform a task which includes the attitude, knowledge, skills, and judgment. Intercultural competence can be defined as the capacity to recognize population needs and standards differing from one's own. Jongen, McCalman, Bainbridge, and Clifford, (2017) also described intercultural competence is an ongoing process of where professionals prepare themselves with specific awareness, knowledge, and skills to effectively work with culturally diverse groups.

Cultural awareness has been attributed to attitudes and beliefs. This is the awareness of one's own cultural heritage, values, and biases and how they influence relationships with different populations Cultural awareness relates to the development of consciousness of various values, beliefs, norms, and lives of others. Cultural similarities and differences between students should be acknowledged, and culture's impact on learning style should be appreciated in nursing education It is necessary to explore the culture and set aside personal stereotypes, biases, or educators' assumptions towards other cultures. Nurse educators can only better comprehend other students ' values, views and practices if they recognize their own cultural values, beliefs, and practices (Rew, Becker, Chontichachalalauk, & Lee 2014).

Cultural awareness of educators about what constitutes cultural competence is an significant step in the development for the classroom of culturally competent teaching methodology It was discovered that while educators are qualified to demonstrate cultural consciousness and are prepared to define strategies for using culturally competent methods in their classrooms, they are less competent in applying expertise and abilities that are culturally competent and unable to explain or elaborate on the method of applying those practices in their classroom. This suggests that educators are conscious of multicultural issues and teaching methods but do not know how to use the abilities needed to enforce practices in response to these problems (Rew, Becker, Chontichachalalauk, & Lee 2014).

Cultural sensitivity relates to the appreciation that educators show the cultural diversity of students. It cannot be presumed that everyone's culture is the same, and cultural diversity is imperative. In order to attain mutual learning for common development, this variety should be valued. In addition, the concept that one's own culture is superior to that of another should be removed in nursing education. It is always vital to respect cultural distinctions in order to provide real and satisfactory learning to occur (Choi and Kim, 2014)

Kaur, (n.d.) stated that cultural skills are behaviors that illustrate culturally sensitive interactions with diverse groups. Cultural skills involve the nurse educator to actively

practice in the classroom. Communication is the tool in the interaction among people. This includes gestures and other non-verbal communication that tend to vary from culture to culture. Since culture affects learning style, cultural skill in nursing education, therefore, is the competence to assess the learning styles and provide appropriate teaching method that would provide and enhance learning. It is therefore important when making a curriculum to incorporate different pedagogical methods to facilitate diversity in the classroom.

In a qualitative study, Nelson & Guerra (2013) investigated the belief and cultural competence of 111 educators. Results showed that majority of the participants lacked cultural awareness about diverse students. In terms of cultural knowledge, teachers only addressed visible aspects of culture and overlooked social aspects such as identity, culture, language, and relationship which is the core of culturally responsive teaching and learning. Therefore, there is an importance for educators to build their cultural competence in order to facilitate cultural diversity in the classrooms.

Lopes-Murphy & Murphy (2016) explored the relationship between cultural competence of educators. The study utilized 120 educators from a University in Eastern Canada. The results showed that there is no significant difference in cultural competences in terms of years of teaching experience.

Wilson (2014) investigated the level of competence of educators. The results indicated that third grade teachers were generally high in terms of cultural competence. Although the majority of teachers believed they are culturally competent, results showed that they had lower percentages in the subscales of cultural awareness, cultural sensitivity, and cultural skills.

Teaching is an ongoing method involving the use of suitable techniques to bring about significant changes in learners. Nelson (2017) stated that the teaching technique used by teachers should be best for the subject matter in order to introduce desirable improvements in learners. In addition, Phillips (2014) argued that learning techniques function efficiently primarily if they meet the requirements of students as each learner interprets and responds in a distinctive manner. Therefore, aligning teaching techniques with the requirements of learners and preferred learning influences the educational achievements of learners.

To facilitate the process of transmitting knowledge, educators should apply suitable techniques of teaching best suited to goals and outcomes at different stages. In the traditional epoch, many teaching professionals used extensive teacher-centered techniques to provide

learners with understanding compared to student-centered techniques (Hamurcu & Canbulat, 2019).

Bastable (2017) defined pedagogical methods as to the instructor's structure, system, techniques, methods, processes, and procedures. These are the techniques employed by the teacher to help students learn. Little (2015) further defined pedagogical methods as a general lesson plan that includes the framework of the learner's required conduct in terms of instructional objectives and the overview of the scheduled methods needed to execute the strategy.

In teacher-centered pedagogy, students merely acquire information from the teacher under this method without building up their level of involvement with the topic being taught. The strategy is less practical, more memorizing and theoretical. Since the lecturer controls the dissemination of information, the lecturer may try to maximize the delivery of information. Consequently, students' interest, as well as comprehension, may get lost. This mostly involves the use of lecturers only or lecturers with PowerPoint presentation or handouts. (Stephan, 2014)

According to Kenney (2018) in student-centered pedagogy, the pedagogical strategy has many related terms such as active, constructivist, participatory, student-centered, but is usually based on teaching theories that suggest that students should play an integral part in the learning process. Therefore, to create knowledge, students use a previous understanding and new experiences. The teacher promotes this process, but the teaching environments are also created and structured. In the latest years, substantial study and advocacy have promoted learner-centered pedagogy for financial, behavioral, and political reasons. Some study indicates that this strategy may be very efficient, but consistent measurement is also difficult. This includes the use of case studies, small groups discussion, experiments, demonstration, audio-visual presentations, field trips, reflective thinking, sharing of experiences, brainstorming, simulation, and brainstorming.

Learning-centered pedagogical method applies the strategies used in teachers-centered and student-centered approaches. The technique promotes students to seek relevant knowledge instead of monopolizing the transmission of data to the learners by the lecturer. Research evidence on teaching methods, therefore, holds that this technique of teaching is efficient in enhancing the academic achievement of learners. (Kenney, 2018)

Innovation is the act of utilizing new, original and rational concept to promote constructive thinking, knowledge, skills, and attitudes (Sharma, 2017). There are different classroom &

clinical teaching strategies which includes lecture, discussion, demonstration, seminar, laboratory, simulation, problem-based learning, project, workshop, role-play, clinical teaching techniques, case-based learning, self-directed learning, programmed instruction, computer-assisted learning, and micro-teaching. However, not all methods are emerging and innovative techniques of teaching. Innovations hinges on how the educator uses instructional strategies while delivering lectures. Innovative applications are evidence-based, hinging on the educator's needs of the class. (Sharma, 2017).

Breytenbach, Ten Ham-Baloyi, and Jordan (2017) aimed to investigate through an integrative literature review the evidence-based teaching strategies used by nurse educators. It was noted in the results that concept mapping, internet-based learning, and evidence-based learning significantly increased the student's knowledge.

A study conducted by Mohidin, Jaidi, Sang, and Osman (2009) aimed to investigate the teaching methods of accounting lecturers as perceived by accounting undergraduate students. The results showed that a learning-centered approach and teaching-centered approach has a positive relationship with effective teaching as perceived by students. Lecturer characteristics and personality also played an important role in the determination of effective teaching in accounting subject.

Bidabadi (2016) conducted a qualitative study to examine the effective teaching in higher education in Iran based on experiences of professors. The study resulted that the best teaching approaches mix student-centered together with teacher-centered with educational planning and previous readiness.

Ganyaupfu (2013) examined the differential effectiveness of teaching methodology on student's academic performance. 109 students were used as a sample from the department of economic and business. The results indicated that learning-centered pedagogy was more effective, followed by student-centered pedagogy. Teacher-centered pedagogy was the least effective teaching method.

In understanding the influence of years of teaching experience and teaching methodology, Standford (2014) investigated whether years of experience influence the teaching style and success of mathematics students. It was noted in the study that teachers with five years or less teaching experience has ineffective teaching strategies which influenced the success rates of mathematics students as compared to teachers with six years and more.

There are limited researches that focus on the relationship between intercultural competence and pedagogical methodologies. However, in one study conducted by De Beuckelaer,

Lievens, & Bücken, (2012) conducted a study in four European countries, investigating the influence of cross-cultural competence and teaching quality of the faculty. It was found that there is a significant relationship between cross-cultural competence and teaching quality of the faculty members.

METHODS

This quantitative study employed a correlational design using a structured questionnaire to conveniently collect a sample of 30 nurse educators in three universities in Trinidad and Tobago to determine the relationship between intercultural competence and the use of pedagogical methodologies.

The demographic characteristics of the 30 respondents were elucidated according to their sex, educational attainment and years of teaching experience. The sex of the respondents comprised of 23 (76%) females and 7(23%) males. The educational attainment of the respondents showed 30 (100%) with a master's degree. The years of teaching experience of the respondents showed that 7(23%) had 1-4 years of experience, 17(56%) had years of experience of 5-9 years and 6(20%) had 10 and above years of experience.

The questionnaire adapted and modified Cultural Diversity Questionnaire for Nurse Educators (CDQN) to assess the intercultural competence of nurse educators and a self-constructed questionnaire was used for the pedagogical methodology of nurse educators.

A research assistant was employed from Trinidad and Tobago. Nurse educators were approached from the three separate institutions. The research assistant explained the purpose and procedure of the study before distributing the questionnaires. The questionnaires were collected and sealed after completion. The research assistant encoded the raw data and sent them using google forum for statistical treatment to be done.

Nurse educator's privacy was protected by providing anonymous and voluntary participation. The purpose of the study was explained, and consent would be obtained before data collection. Participants had the right to withdraw from the study at any stage. Furthermore, the identification of the participants was not disclosed, and only aggregate data were presented.

The internal validation of the instrument was done based on Cronbach Alpha which resulted that intercultural competence 0.713 and pedagogical methodology as 0.810. In determining the strength of the relationship Cohen (1998) recommendation was adopted. It considered the

absolute correlation values where $r=.10$ to $.29$ meaning small or low, $r = .30$ to $.49$ is medium or moderate and larger $r=.50$ to 1.0 is large or high.

The data in the questionnaires were analyzed. After data cleaning, the remaining questionnaires were encoded into the computer and further analyzed using Statistical Package for Social Sciences (SPSS Version 22.0). Research question one employed Pearson Correlational statistical analysis, question two was answered using ANOVA. Significance level was set at $p>0.05$.

RESULTS

Pearson correlation coefficients were used to determine the first research question on the relationship between intercultural competence the use of innovative pedagogical methodology. The relationship between intercultural competence and the use of innovative pedagogical methodology yielded a *moderate significant positive* relationship ($r=0.387$, $p=0.008$) at a 95% confidence interval. These results suggest that as the intercultural competence increase among nurse educators, so does their use of innovative pedagogical methodologies increase. The study, therefore, *rejects* the null hypothesis that there is no significant relationship between intercultural competence and innovative pedagogical methodology. This yielded results is consistent with Beuckelaer, Lievens, and Bücken, (2012); Baghdadi and Ismaile (2018) that cultural competence increases teaching qualities of educators. This implies that in order to enhance the quality of nursing education, nurse educators should possess intercultural competence in order to provide innovative pedagogical methods that would enhance teaching quality and facilitate cultural diversity in the classrooms.

Table 1: **Relationship Between Intercultural Competence and Innovative Pedagogical Methodology**

Correlations		Intercultural Competence	Innovative Pedagogical Methodology
Intercultural Competence	Pearson Correlation	1	.387**
	Sig. (2-tailed)		.008
	N	30	30

** . Correlation is significant at the 0.05 level (2-tailed).

In examining the differences between years of teaching experience the use of innovative pedagogical methodology, the study showed a *non-significant* difference ($p=1.35$) on equal variance assumed. The group statistics showed that the mean of respondents with experience of 1-4 years was ($M=3.69$, $SD=0.587$), 5-9years ($M=3.66$, $SD=3.15$) and 10 years and above ($M=3.08$ $SD=0.000$). This implies that years of teaching experience does not have an effect on the use of innovative pedagogical methods. This result contradicts Standford (2014) study that educators with five years or less teaching experience had ineffective teaching strategies as compared to those with six years of experience and above.

Table 2. Differences in terms Years of Teaching Experience on Innovative Pedagogical Methodology

	Years of Teaching Experience
F	2.092
Df	47
T	
P	1.35
IV	NS

S=Significant, NS=Not Significant

The results perhaps contradicted because Standford (2014) utilized educators teaching mathematic, as this study focuses on the nursing educators. The study, therefore, *failed to reject* the null hypothesis that there is no significant difference in terms of years of teaching experience towards the use of innovative pedagogical methodology. This implies that in respect to the years of teaching experience, the use of innovative pedagogical methodology is the same.

DISCUSSION

The study concluded that there is a moderate positive relationship between intercultural competence and innovative pedagogical methodology. This result suggests that as the intercultural competence increase among nurse educators, so does their use of innovative pedagogical methodologies increase. In terms of years of teaching experience, there was no significant difference in the use of innovative pedagogical methodology. This implies that in respect to the years of teaching experience, the use of innovative pedagogical methodology is

the same. Therefore, this study concludes that in order to enhance the quality of nursing education, nurse educators should possess intercultural competence in order to provide innovative pedagogical methods that would enhance teaching quality and facilitate cultural diversity in the classrooms.

It is critical for continuous professional development for nursing educators to include the development of intercultural competence and the use of the innovative pedagogical methodology. Secondly, it is important to incorporate cultural competency and innovative pedagogical methods when building the course curriculum in the nursing education program to facilitate learning from different cultural backgrounds of students. Further research should investigate using qualitative research design on the challenges that nurse educators face with the increase of cultural diversity in nursing education.

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