

Exploring the Flexibility of Challenge Based Learning in Health Promotion Training

Angie H. Y. LAM, MSC, BN(Hons), RN (Psy.), RN
Lecturer I, Department of Nursing and Health Sciences, Tung Wah College

1. Introduction

Challenge based learning (CBL) encourages nursing students to leverage the technology to analyze, collaborate and publish the solution in response to health problems in the real world.

Nursing students work in collaborative approach and use technology to identify and tackle the global health issues in the context of the school, family, or local community. Through the CBL framework which begins with a big idea, cascades to essential question; the challenge; guiding activities and the implementation of solution, students have to use the technology to access the related information and create solution video to improve the health worldwide. While health promotion demands social and environment interventions, CBL required students to connect with all stakeholders by using an online collaborative workspaces.

2. Methods

SWOT (Strengths, Weaknesses, Opportunities, and Threats) is used to as a framework to explore the feasibility of CBL in health promotion training.

3. Results

Strength: Students learnt the survival technology skills for 21th century throughout the use of Web 2.0 tools for organizing, collaborating, and sharing. CBL using ubiquitous access connects schoolwork with real life. It connects and engages all students, teachers and community stakeholders to motivate the health promotion. CBL allows students to publish innovative solutions to influence the global health challenge worldwide.

Weakness: New technology adds demands and workload to students and academics. The digital divide create inferiority and disparities across students. Students who are good at technology show superior performance in CBL.

Opportunities: Academics receive new technology training. IT Resources are equipped to prepare the CBL teaching. Academics develop intersectoral collaboration with CBL IT professionals. Students build up a strong, long-term community partnership through the use of technology, contributing to positive transition from school to further education and employment opportunities.

Threats: New academics are not experienced in CBL and relevant technology. Some academics show resistance to integrate technology into the class.

4. Discussion

Strengths and opportunities outweigh weaknesses. CBL with relevant technology should be integrated in the health promotion training systematically.

References

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- [2] World Health Organization. (2015). Health Promotion. Geneva: world Health Organization.