

EXPLORING STUDENT-TEACHERS' CONCEPTIONS OF ICT IN HEALTH PROMOTION

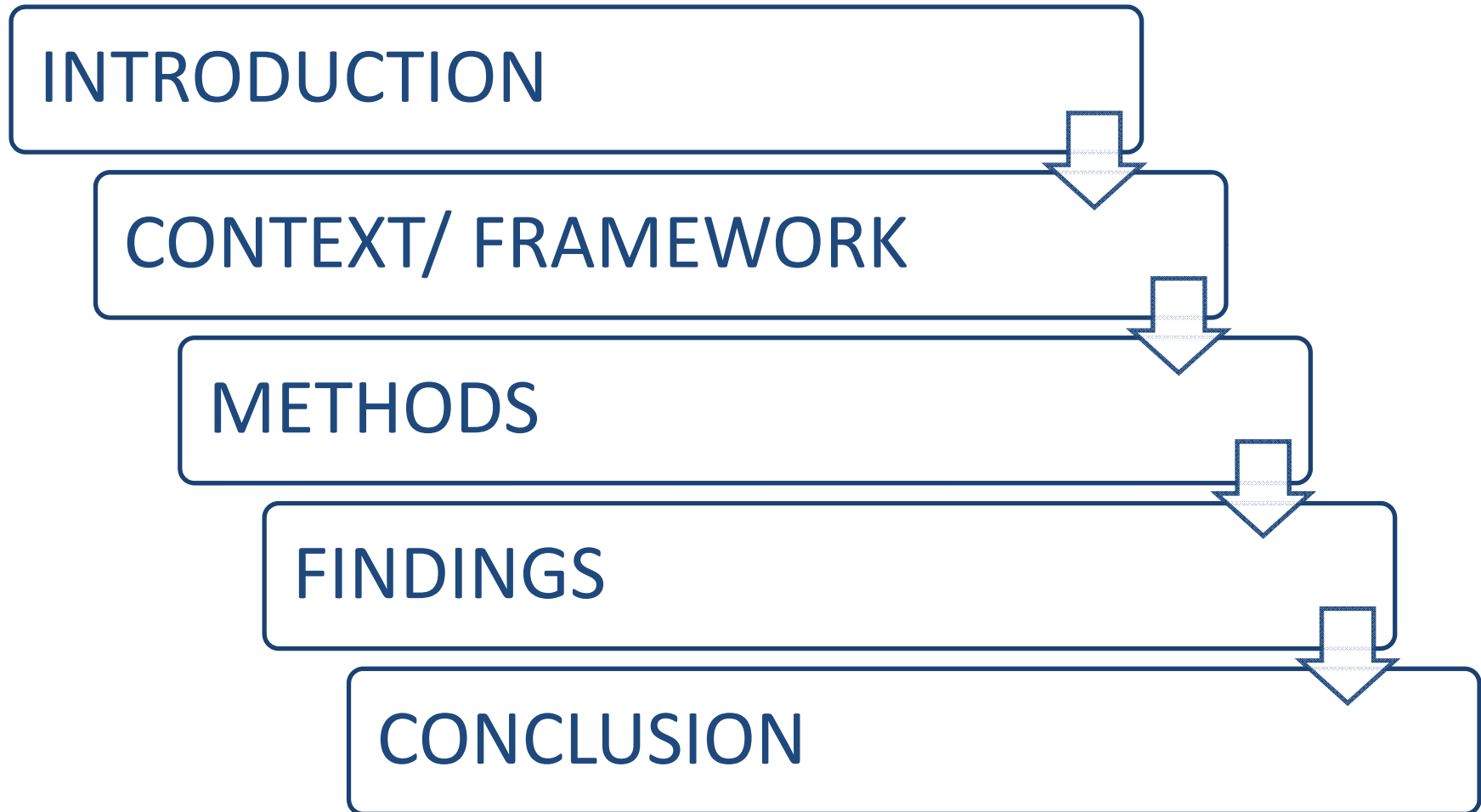
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Presentation Overview



Introduction

- Health and Education Statistics (UNICEF, 2007)
 - High Infant (73) and under five (90) mortality rates
 - Life expectancy at birth = 65 years
 - Total adult literacy rate (2000–2007) = 55%
 - Primary school net enrolment/ attendance (2000–2007) = 56%
- **Health Promotion** “any planned combination of educational, political, regulatory, and organizational support for actions and conditions of living conducive to health of individuals, groups, or communities” (Green & Kreuter, 2005)

Introduction

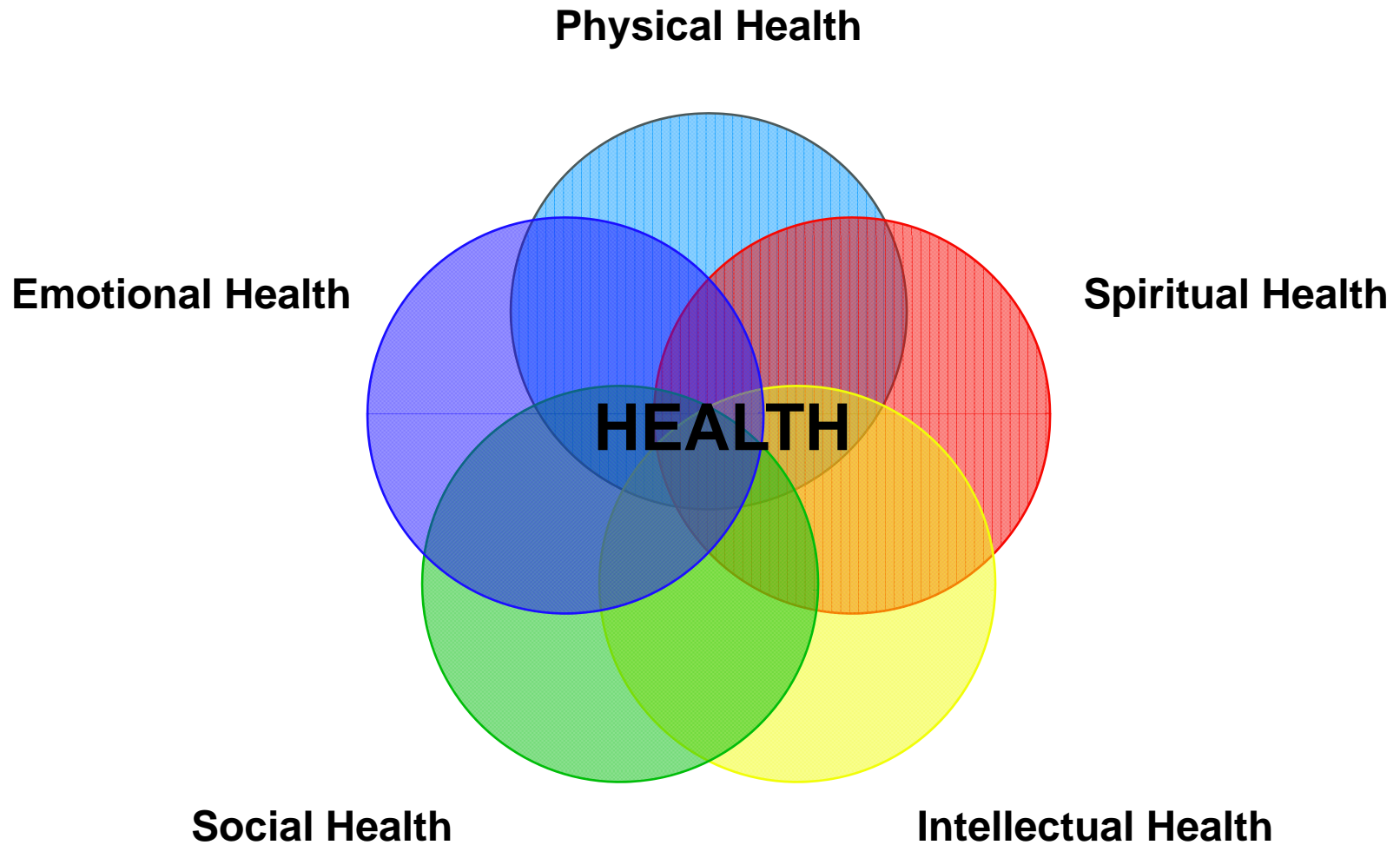
- Use of information and communications technology (ICT) for health promotion a priority area for WHO
- ICT Access (ITU)
 - 10.6% Internet penetration
 - 18,500,000 Internet users (as of Jun/09)
 - 168,100 broadband subscribers (as of June/09)



Context

- AKU-IED Programmes
 - Education (e.g. M.Ed., PhD)
- Elective Course in M.Ed. “School Health Promotion”, with the aim
 - to promote the concept of "Health Promoting Schools" among educators and to guide them on the implementation of health promotion in schools and through schools into the community
- In-service teachers and educational managers from schools in Pakistan
- Total students: 11 (Year 2008)
 - Male: 7
 - Female: 4

FRAMEWORK



Methods for Generating Data

- Reflective Memos
- Design Posters developed by Participants
- Design Workshops, aimed at:
 - Introducing course participants (student-teachers) to the concepts of health promotion in schools and identify areas where ICT can be incorporated
 - Enabling course participants to reflect on the most appropriate ICT applications for health promotion in their educational contexts

Focus of Design Workshops

- Introduction to the concepts
- Brainstorming
- Paper designs of ICT applications for health promotion by CPs
- Critique and Reflections



بچوں کے لیے Bullying کے اثرات



علی احمد خان اور ذوالفقار علی شاہ ۲۰۰۹

Knowledge

- Video clips
- website with information on how to keep water safe and clean
- stories
- dramas
- Observation of real situation

For children

- Games
- Songs
- Stories
- Sketches

How to Keep water clean

Sahib Nigar
Zohra Nazir

Shawery

Focus area
A village in
N.A.S.

Who

- children
- Teachers
- Parents
- Community members

Action → Project work

- form committees (mohala wise)
- Survey (to collect infor.)
- Programs for Parents (children will perform different items to disseminate health messages).

Key Findings

1. Teachers' health literacy

- Teachers viewed “health” broadly to encompass social and emotional well-being of children
 - Social health (e.g. “to make healthy society”)
 - Physical health (e.g. Dengue Fever)
 - Emotional health (e.g. Bullying in schools)
- Contrary to their perception/admission, teachers showed a deep understanding of health issues, their relevance to the community and ways of addressing them

Key Findings

2. Teachers' Designs of ICT applications: *Salient Features*

- **Interactivity**

- *Chat with an expert for children seeking clarification on health-related misconceptions*
- *Discussion forum*
- *Interactive games*

Key Findings

2. Teachers' Designs of ICT applications: *Salient Features*

- **Interactivity**
 - *Chat with an expert for children seeking clarification on health-related misconceptions*
 - *Discussion forum*
 - *Interactive games*
- **Multiple modalities**
 - *Pictures, video-clips, text*
 - *Use of CDs, websites, mobile messages*

Teachers' Designs of ICT applications: *Salient Features*

- **Contextualization**

- *Use of local languages (e.g. Brushaski, Khowar) for health awareness material was highlighted for ensuring effective communication*
- *Focus on high-priority issues in teachers' own community e.g. Safe Water, Bullying*

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- **Child-friendly design**

- *Emphasis on “play”, interactive health games, stories, dramas, songs, puzzles, essay and drawing competition*
- *Password protection*

Key Findings

3. Teachers' Professional Development for ICT and Health

- Understanding of ICT and skills for integration must be developed continually
- Technical support for developing their designs

Teachers' Professional Development

- Teachers' suggestion for improving their use ICT for health promotion include:
 - Availability of resource materials via websites for health promotion (such as lesson plans, health information materials for parents and community members, easy to use survey tools for children, check lists for schools)
 - Formation of network for professionals (such as teachers, ICT experts and health practitioners)

Addressing Teachers' Considerations

- Support course participants to develop their paper designs
- Testing in real contexts
- Weaving ICT and health promotion in future courses
- Follow up through teachers' association, “**H**ea**l**th **E**duca**t**ion **A**ssocia**t**ion for **L**earners, **T**eache**r**s, **H**ea**l**th workers”

Conclusion

- Use of ICT as vehicle for promoting health among children and their communities
- Apprehensions related to
 - access to ICT and correct health related information for children, and
 - teachers' ability to use ICT in educationally and culturally appropriate ways
- Emphasis on development of teachers' ICT literacy and engagement in ICT and health promotion

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