Selected research theories which are pertinent to the advancement of new technologies for health promotion: An annotated bibliography.

The purpose of this research paper is to identify learner strategies to enhance new content delivery methods and e-tools for health promotion education. Health promotion education is influenced by health consumers, individually and collectively. There are conflicting ideologies among health professionals and more support is needed to influence healthy literacy in developed and developing countries. Policy makers need to address health promotion through the lens of civil society. The review of current online content delivery suggests that measures need to be taken towards assuring equitable access to health information.


The consumption of health information has risen with the use of the World Wide Web. Results from the Lewis and Behana research study found that men and women participate equally in an online oncology support group. There is a gap which occurs from lack of access to the computer and internet due to economic status. The use of internet stations has greatly enhanced the connectivity between NICU staff and parents who have premature babies. There is a pattern among health consumers who access the internet for healthcare information which is an increased confidence in making health decisions. Physicians believe that email messages would reduce messages about chronic conditions. Confidentiality and quality of reliable information are the primary
concerns of health professionals. Health consumers are influencing health providers to evaluate the current information delivery system.


Benson and Samarawickrema describe transactional distance theories related to the development of e-learning design. The authors offer a contextual basis for designing coursework for the learner audience which explores the psychological rather than the geographical distance between students. The teachers understanding of the learner enhances the relationship between learning and technology. Medium transactional learning such as blended learning improves interpersonal communication among students. The article suggests that inverse learning between dialogue and structure occur in the Web 2.0 technology environment.


The focus of this research was on student perceived barriers to instruction for continuing professional development health courses. The advantages to online instruction are an interactive style of learning. The barriers are lack of time and technical issues. The findings suggest that design and technology enhance the learner experience which improves work practice and increases knowledge. The obstacles are lack of support and cost of equipment. The learners were frustrated by course demands and the lack of skill requirements necessary for the course. Facilitators noted an
improvement in the way that learners integrated technology within the existing community. The impact was an improved health and patient care practice and the ability to navigate electronic resources for self directed learning. Facilitators who focused on students individually experienced increased attendance and participation.


The school of Social of Social Work Education from Bournemouth University, England supports the fostering of interprofessional education with blended learning. Learners are provided with instruction to develop a collaborative practice. This is done in the online environment in synchronous and asynchronous forms of instruction. The results from the study revealed varying levels of confidence with technology. The students were more successful in the collaborative environment when they had more technical skills. The conclusion identified that three core issues to enhancing skill sets in the online environment: technology issues, teaching and learning strategies and professional identity. The staff realized through trial and error the importance of building workforce technical skills. Therefore, the strategy was to enhance performance by building confidence in the online environment. The study also broke down stereotypes and adopted collaboration practices that addressed prejudices and misconceptions. The group evolved into a professional working group and provided a safe environment for learning.
Gokool-Ramdoo, S. (October 01, 2008). Beyond the Theoretical Impasse: Extending the Applications of Transactional Distance Theory. *International Review of Research in Open and Distance Learning, 9*, 3, 1-17.

The author Sushita Gokool-Ramdoo invokes the concept of developing Transactional Distance Theory as a “global comprehensive theory”. The key point of this concept is to decrease the geographical barriers to distance learning. The author views global theory as an avenue to appropriate theory and create sustainability. This is accomplished by fostering the development of independent study and shared negotiation between the instructor and student. The instructor guides the learner through a process of transactions which merges the cognitive with the affective and socio-economic strands of learning. The nature of the learning is the student’s ability to develop learning autonomy and mediated feedback instruction from the instructor. The article moves on to discuss the need for protecting distance education by adopting an educational policy to protect consumer education. This is done by extending the ADDIEE Systems Approach Model with the development of Institutional and National Development.


In this paper the argument is raised that theory building is based in the cultural sciences. The authors candidly debates the possibilities in hermeneutic terms and explores educational technology from the perspective of adopting technical control and using strategies that shape the world as a social process or social construct. This idea is further explained by causal relationships and using theory to develop dialogue in order
to reach consensus. In other words, theory broadens understanding and expands opportunities for action. There are a couple of ways to demonstrate broadening theory related to educational technology, the first is that theory is a process of inquiry and interpreting knowledge from various viewpoints. Secondly, knowledge is constructed from diverse modes of inquiry such as language and the power of words. Lastly, theory is based on historical-hermeneutic ideas and critiquing everyday experiences. Re-conceptualizing critical theory is breaking ground for new understanding and change especially in the distance education movement.


The research showed that staff training is crucial to content delivery in the online environment. There were two main theories that were recognized in this body of research, transactional distance theory and the activity theory from Chapter Four. The student online classroom utilizing the activity theory is centered on socio-cultural and socio-historical analysis. According to the socio-cultural analysis student learning is composed of people and artifacts while socio-historical evolves from human activity from individuals and community. The foundation of activity theory is derived from classical German philosophers such as Kant and Hegel. Theory is mediated according to cultural tools and action. Health information is socially constructed through the interaction of sharing. Hence, the future of health information systems will be the transformation of an improved knowledge health network system.


The authors Kamel Boulos and Wheelert pose theories centered on collective intelligence and the fostering of democratic use. The increase of user contributions and interaction between users has been vital to online learning. The facilitation of rapid communication between clinicians has led to improved outcomes for patients in rural areas. Health care podcasts on health topics has transformed two way communications. The use of folksonomies are emerging features of the Web 2.0 social interface and reflect current topics in the news and latest research. RSS feeds are becoming the latest aggregator of web based information. Health consumers are able to utilize a medical library to extend connections about health information. The downside to these social networking services is the potential for exploitations of minors and vulnerable populations. However, the use of instant messaging and virtual meetings allow clinicians to connect to peers and engage in real time discussion on telehealth centered topics. There will be a greater need to protect information and the research indicates that it is foreseeable that intellectual property holders will instigate lawsuits against perceived misappropriation.


According to the Journal of General Internal Medicine article, low communication is a factor between patients and providers. Presently, there are no clear strategies which protect patient privacy and confidentiality. Other concerns by providers are an
increased workload which goes along with facilitation of online patient communication. There are limitations with email communications because of authentication procedures and forwarded messages. From the provider stance online clinical web based tools can provide quality primary care to rural settings. A communication plan strategy must be developed to address clinical storage of patient information and online communication. Therefore, evaluation will address varied approaches to patient-provider communication in clinical settings.


This investigative report revealed that the delivery of health information is inadequate among the poor especially in developing countries. There is a gap in biological and clinical technology and the investment of health technology. The grant funds from the Bill and Melinda Gates Foundation were targeted on delivery and utilization. The efficacy of health technology would save fewer lives that the improved delivery of existing technologies. Research grant funding to advance the implementation of new technologies. Research grant funding to advance the implementation of new technologies.


There are several themes that link other research with this article including the provision of low-cost or borrowed computers for the needy and equal access to online resources. There is a move by educators to incorporate a code of ethics for electronic health care facilitation and delivery. The public and private sectors are currently adopting a set of values which will assure protection for health consumers.
Professionalism is paramount in workforce training for nurses about laws and ethical principles for the online environment.


The Interprofessional Education (IPE) social work curriculum introduced strategies for content development for online learning. The body of work suggested a blending learning approach to online learning. The learning would include a virtual learning environment with et-tools that assist synchronous and asynchronous discuss forums. The evaluation project used the action research model for to evaluate student and staff experiences. The evaluation recognized an area that needs more attention is training staff on content and process delivery for collaborative practice. Three main issues were identified in the evaluation: technology issues, strategies for teaching, and learning and maintaining professional identity.


This study combines the working knowledge of educational technology with learner activities. The emerging technologies described in the article such as multi-media and online education are more accessible means of instruction than face to face classroom practices. Administrators and policymakers are being encouraged to change priorities and focus on the efficacy of online learning. Educational materials are being developed
by Carnegie Knowledge Media Laboratory (CKML) for smaller liberal arts colleges.
Significant developments have been made in the area of electronic portfolios which increases visibility and demonstrates artifacts of learners work.