



Blended Intensive Programs in Higher Education Collaborative Innovation for Global Health Challenges



A. Badiola-Zabala¹, A. Alves Lopes², J. Casaca Carreira², D. Costa², B. Brottrager³, D. Wittkämper⁴, E. Molenaar⁴, F. Maric⁵, I. Fjell Kjønnørød⁶, J. van Wijchen⁶, K. Jokinen⁷, L. Johanne Nikolaisen⁵, R. van Leeuwen⁸

¹Facultat de Ciències de la Salut Blanquerna - Universitat Ramon Llull (SPAIN), ²Escola Superior de Saúde do Alcoitão / Alcoitão School of Health Sciences (PORTUGAL), ³University of Applied Sciences Joanneum (AUSTRIA), ⁴Utrecht University of Applied Sciences (NETHERLANDS), ⁵UiT The Arctic University (NORWAY), ⁶Western Norway University of Applied Sciences (NORWAY), ⁷Jamk University of Applied Sciences (FINLAND), ⁸Leiden University of Applied Sciences (NETHERLANDS)

Introduction

Blended intensive programs (BIP) in higher education combine short-term mobility with online collaboration (BIP, 2024) to foster innovative learning and teaching methods. These initiatives facilitate joint curricular development for students, academics, and staff in Higher Education Institutions (HEI) and empower students to create innovative solutions for global health issues.

Description

Eight institutions from six countries developed a BIP to enhance students' understanding of global health and social challenges. The two-month program, involving 12 teachers and 35 students, was divided into an online session and an in-person week.

The course address the main topics: Global health; Migration; Demographic change; Non-communicable diseases; Climate change; Sustainable Development Goals (SDGs); Economic impact;

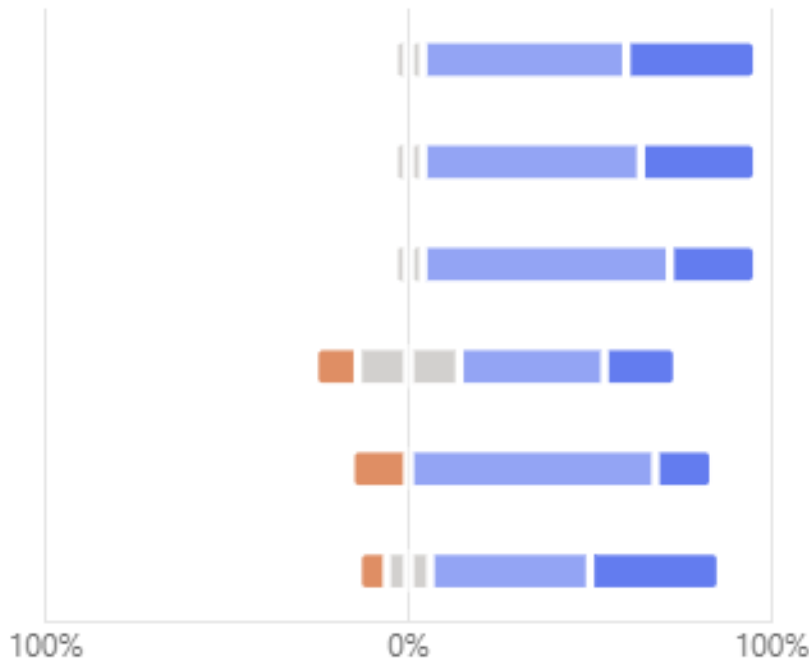
By the course's end, participants gained insights into global health complexities and the need for collaborative innovation. An online questionnaire surveyed participants, collecting both quantitative data and qualitative feedback, providing a comprehensive overview of their experiences and learning outcomes.

Results

Please rate the following aspects of the Blended Intensive Programme's content and activities

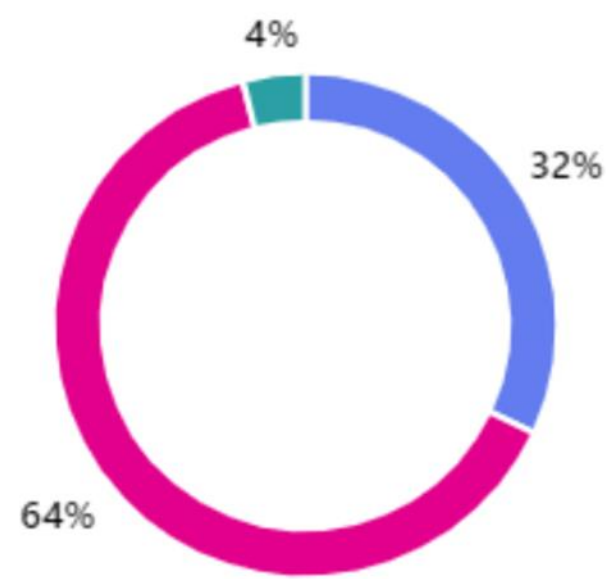
Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree

Participating in this BIP increased my awareness and knowledge about global health and social problems
Participating in this BIP increased my knowledge of the Sustainable Development Goals and their role in promoting glob...
Participating in this BIP emphasized for me the importance of a multidisciplinary/interdisciplinary approach in finding solutions t...
Participating in this BIP facilitated the understanding of the role of my profession and its relevance for my future professional...
The lectures (online/presential) provided relevant information to increase my awareness and knowledge about the topics of the BIP
The activities (online/presential) allow me to develop further Knowledge and skills related the topics of the BIP and intercultur...



How do you rate the quality of this Blended Intensive Programm in general?

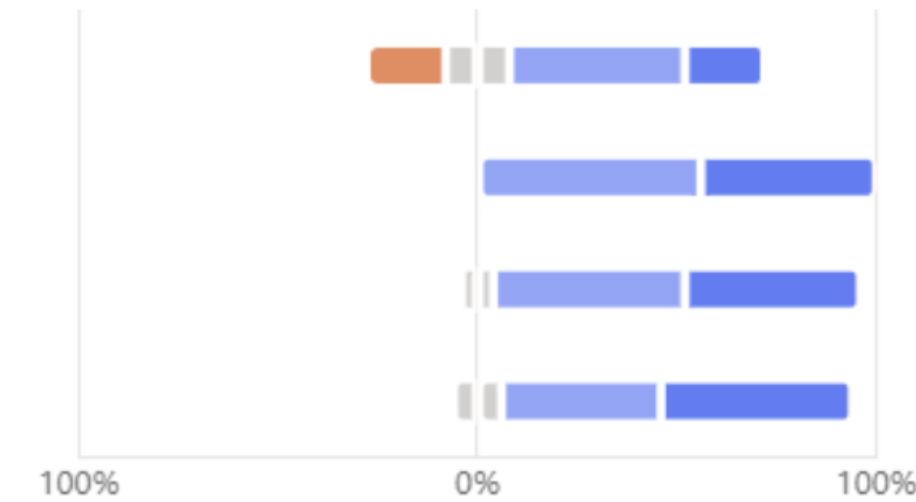
Very good 8
Good 16
Fair 1
Poor 0
Very poor 0



Please rate the following aspects of the Blended Intensive Programme's support and collaboration

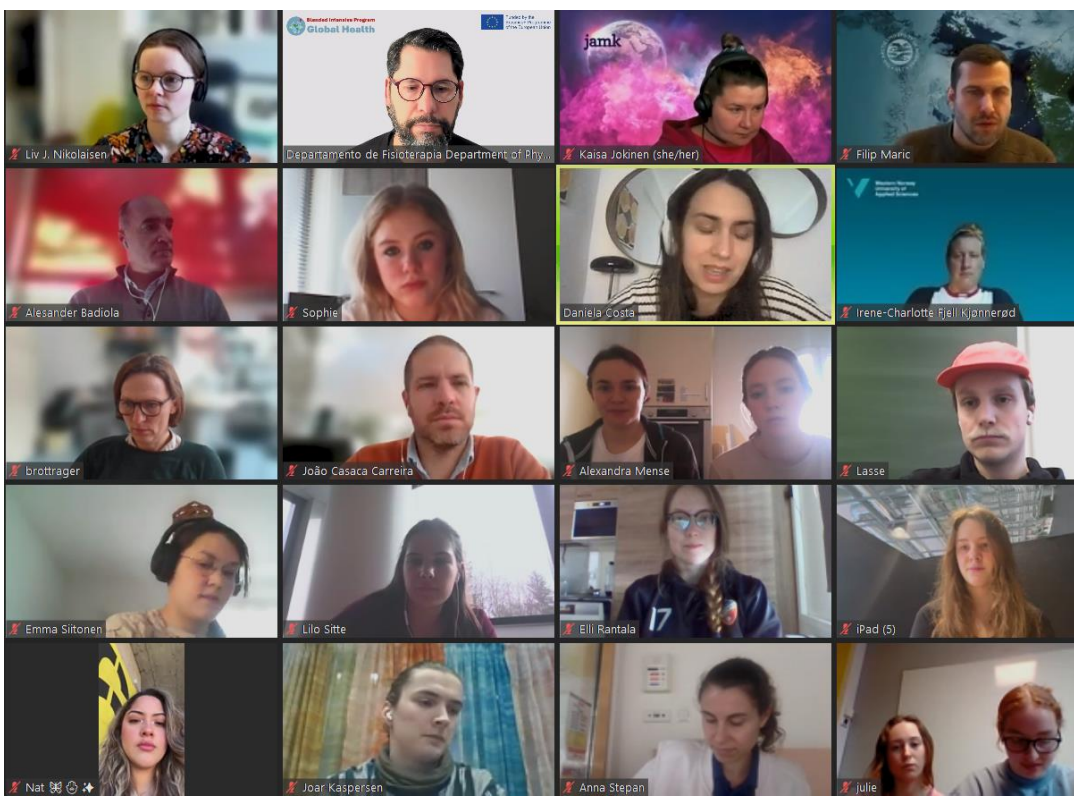
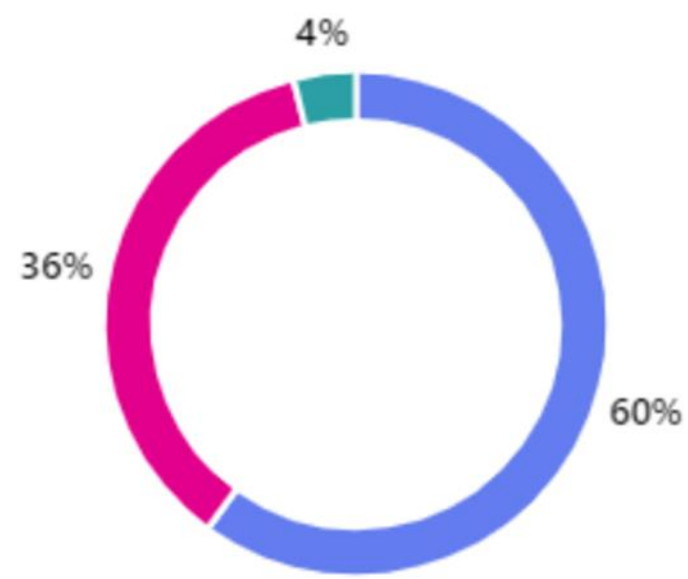
Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree

I was well informed about the program structure, contents and activities
Could find the relevant documents used during the program in the program online drive
The teachers involved in the online/presential sessions (lectures) supported the students learning process
The teachers involved in the online/presential activities (Workshops and students presentations) supported the students'...



I recommend this Blended Intensive Programme to other students

Strongly Agree 15
Agree 9
Neither agree nor disagree 1
Disagree 0
Strongly disagree 0



Conclusion

From the participants' perspective, the BIP successfully increased their understanding of global health challenges and the importance of collaborative and innovative approaches in addressing these issues.

Despite some feedback on the relevance of certain sessions, the overall positive response suggests that BIPs can be an effective strategy in higher education to foster global awareness and problem-solving skills among students.

This educational experience demonstrates the potential of BIPs as a valuable tool in higher education for developing students' global health competencies and promoting innovative solutions to complex challenges.

However, the study's relatively small sample size and self-reported data may limit generalizability.

Future research could explore long-term impacts of BIPs on students' career choices and contributions to global health initiatives, and benefit from larger sample sizes, longitudinal designs, and objective measures of learning outcomes.

References

Blended Intensive Programmes in KA131 Higher Education projects—Erasmus+ & European Solidarity Corps guides—EC Public Wiki. (n.d.). Retrieved 24 June 2024

Contact

Alesander Badiola Zabala - Facultat de Ciències de la Salut Blanquerna - Universitat Ramon Llull (Spain) - alesanderbz@blanquerna.url.edu