

## **Reframing the Teaching-Learning Framework in Health Sciences Education: Opportunities, Challenges and Prospects**

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**Abstract :** The future workforce for health in a globalized context highlights better health human resource planning. Health sciences students are challenged to develop skills needed for global migration. Advancing health sciences education is crucial in preparing them to overcome border challenges. The purpose of this mixed-method, two-part study was to determine the extent by which the current instructional planning and implementation (IPI) framework is reframed with teaching approaches that foster students' 21st-century skills development and to examine participants' over-all insights on learner-centered teaching and learning (LCTL) particularly in health sciences classrooms. Participants were groups of teachers and students drawn from a national sample through the Philippine higher education institutions (HEIs). To the participants, the use of technology, practices driven by students' interests and enriching learning experiences through project-based learning are the approaches that must be incorporated with great extent in IPI to encourage student engagement, active learning and collaboration. Participants were asked to detail their insights of learner-centered teaching and learning and using thematic content analysis parallel insights between the groups of participants lead to three emerging themes: opportunities, challenges and prospects. More contemporary understanding of LTCL in today's health sciences classrooms were demonstrated by the participants. Armed with true understanding, educational leaders can provide interventions appropriate to the students' level of need, teachers' preparation and school's readiness in terms of resources. Health sciences classrooms are innovated to meet the needs of the current and future students.

**Keywords :** globalization, health workforce, role of education, student-centered teaching and learning, technology in education

**Conference Title :** ICERI 2016 : International Conference on Education, Research and Innovation

**Conference Location :** Kuala Lumpur, Malaysia

**Conference Dates :** August 18-19, 2016