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Striving for Excellence in Health Promotion Pedagogy

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If we teach today's students as we taught yesterday's, we rob them of tomorrow."

—John Dewey

It is well recognized that Johannes Gutenberg's moveable type press and the application of the computer have radically impacted popular education in the last 600 years. With access to the printing press, scientists, philosophers, politicians, and clergy rapidly reproduced and disseminated their ideas to multitudes of people. Likewise, new hardware and software technology have greatly increased society's ability to access global information and have transformed the educational experience for students and instructors alike. When philosopher John Dewey called for advances in instructional strategies of his day, could he have envisioned the role of online education, digital textbooks, blogs and social media in the education enterprise?

While technological advancements have changed the methods by which students' access information, they have not directly impacted the learning process itself. Discovering how students acquire knowledge has been at the heart of pedagogical research for centuries (National Academy of Sciences, 2000). In doing so, educators hope to better address fundamental questions such as what is important to know; who is prepared to teach; and who should be taught, when, and how. Renowned educator and author Palmer J. Parker further posits, "Good teaching requires self-knowledge....whatever self-knowledge we attain as teachers will serve our students and our scholarship well." (Parker, p. 3)

A primary objective of this new quarterly journal, ***Pedagogy in Health Promotion: The Scholarship of Teaching and Learning (PHP)***, is to advance the research and practice of educational processes related to health promotion, public health and disease prevention. As the premier professional organization in health education, the Society for Public Health Education (SOPHE) aims to catalyze professional and scientific exchange among education scholars and practitioners in public health and health promotion.

PHP complements SOPHE's existing journals *Health Education & Behavior* and *Health Promotion Practice* and significantly expands on the Society's foundations and expertise. The discipline of health education has been in existence for over a century and SOPHE, now

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65 years old, has a rich history of fostering learning and multi-sector collaboration (Fertman and Allensworth, 2010). By the nature of their professional preparation, health educators assess, plan, implement and evaluate changes in knowledge, attitudes, and skills of individuals and populations (Doyle, Caro, Lysoby, et al, 2012). They apply educational principles when working across a range of environments: whether teaching health concepts and skills in the K-12 classroom, providing patient instruction in disease self-management in health care settings, or mobilizing populations for community health improvement. Health education specialists are also trained to plan and provide continuing education of the health professional and volunteer workforces. To accomplish these objectives, health education must draw from multiple subject matter areas, disciplines, and professions.

Given today's rapid pace of change and health challenges, we are called to identify, adapt and improve key elements that make teaching and learning about health and health promotion successful. The National Academy of Science report, *Who Will Keep the Public Healthy?* (Gebbie, Rosenstock & Hernandez, 2002) recommended incorporating the ecological model in public health instruction and more integrative teaching techniques rather than single discipline courses. The Educated Citizen and Public Health Initiative, a collaboration of arts and sciences and public health organizations organized in 2006, aims to integrate public health perspectives within a comprehensive liberal education framework and to foster interdisciplinary and inter-professional collaboration (Riegelman and Albertine, 2011). In 2011, the Association of Schools and Programs of Public Health (ASPPH) launched the "Framing the Future: The Second 100 Years of Public Health" Task Force, of which SOPHE is a member (ASPPH, 2014). A century after the Welch-Rose Report (Welch and Rose, 1915) that provided the foundation for education in public health, the task force is responding to social movements in public health and education that are converging toward similar pathways: moving out of traditional brick and mortar institutions and fostering more community and learner engagement. Training in public health is now being sought by professionals from many settings and academic specialties. Thus, the ASPPH report, when finalized aims to provide a visionary pathway that encompasses diverse learning levels, specialties and environments to advance high-quality teaching and learning in public health and other health-related professions.

PHP is well-positioned to help disseminate new approaches related to this expanded educational pathway. Editor-in-chief Stephen Gambescia, PhD, MEd, MHum, MBA, MCHES, Professor at Drexel University, has widely published, collaborated across health and education sectors and served in diverse academic roles. *PHP* editorial board members possess expertise in a breadth of health specialties, as well as nursing, medicine, instructional design, informatics, administration, evaluation, and many other areas. SAGE Publications, including its experienced journal editorial and marketing teams, have been working hard over the last year and have pledged their full support for achieving the journal's mission.

We encourage you to submit *PHP* manuscripts that advance innovations in learning in pre-service and professional development, as well as ecological issues affecting the learning environment e.g., administration, infrastructure, tenure, fieldwork. We look forward to your feedback as SOPHE strives to cultivate a rich intellectual exchange that strengthens the

scholarship, instruction and learning in health promotion and ultimately improves the public's health.

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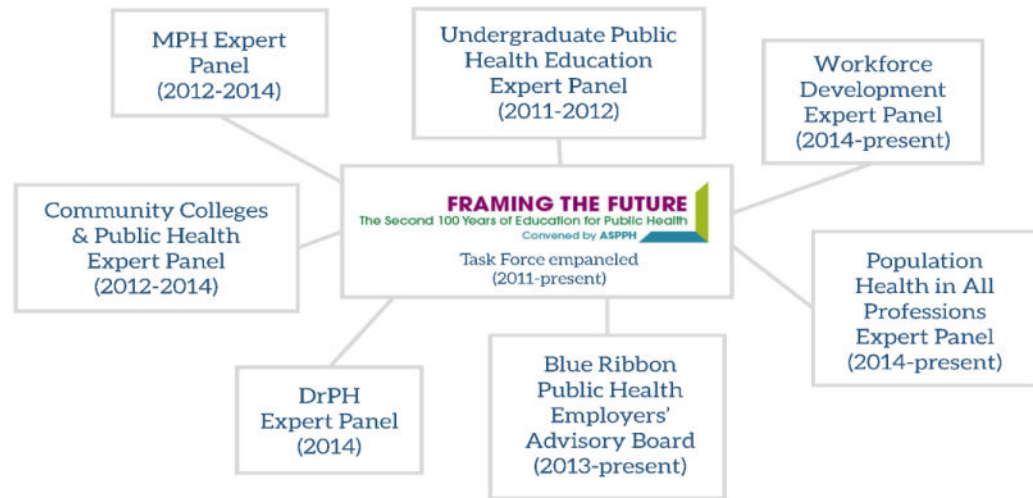


Figure 1.