



ADVANCING RISK COMMUNICATION in NURSING

Developing a MOOC for Global
Health Emergency Preparedness

KHIN THANDAR AUNG



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Abbreviations

ADDIE	:	Analysis, Design, Development, Implementation, and Evaluation
ANCC	:	American Nurses Credentialing Centre
AI	:	Artificial Intelligence
BLS	:	Basic Life Support
CPD	:	Centre for Professional Development
CBA	:	Competency-Based Approach
CBE	:	Competency-Based Education
CBL	:	Collaborative Problem-Based Learning
CAI	:	Computer-Assisted Instruction
CAL	:	Computer-Assisted Learning
CME	:	Continuing Medical Education
CNE	:	Continuing Nursing Education
CPD	:	Continuing Professional Development
CPE	:	Continuing Professional Education
CVI	:	Content Validity Index
CVR	:	Content Validity Ratio
ESD	:	Education for Sustainable Development
ED	:	Emergency Department
ERT	:	Emergency Response Team
ECDC	:	European Centre for Disease Prevention and Control
FGD	:	Focus Group Discussion
FAO	:	Food and Agriculture Organisation of the United Nations
HPE	:	Health Professions Education
HOTS	:	High Order Thinking Skill
IR 4.0	:	Fourth Industrial Revolution
IOT	:	Internet of Things

Abbreviations

ICF	:	Internet Cognitive Fatigue
ICN	:	International Council of Nurses
IHR	:	International Health Regulations
IIUM	:	International Islamic University Malaysia
IPPE	:	Introductory Pharmacy Practice Experience
KT	:	Knowledge Translation
KON	:	Kulliyyah of Nursing
LHTL	:	Learning How to Learn
MOOCs	:	Massive Open Online Courses
MOE	:	Ministry of Education
MOHE	:	Ministry of Higher Education
MMAT	:	Mixed-Methods Appraisal Tool
NPE	:	National Philosophy of Education
OSCE	:	Objective Structured Clinical Examination
OUM	:	Open University Malaysia
OBE	:	Outcome-Based Education
PCM	:	Percentage Calculation Method
PLE	:	Personal Learning Environments
PLN	:	Personal Learning Networks
PRISMA	:	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
PBL	:	Problem-Based Learning
PD	:	Professional Development
PHNs	:	Public Health Nurses
RN	:	Registered Nurses
RCCE	:	Risk Communication and Community Engagement
SDL	:	Self-Directed Learning
SCLE	:	Social Constructivist Learning Environment
SPSS	:	Statistical Package for Social Science
SDGs	:	Sustainable Development Goals
SMEs	:	Subject Matter Experts
SLR	:	Systematic Literature Review
UiTM	:	MARA University of Technology
UKM	:	National University of Malaysia
UNDESD	:	United Nations Decade of Education for Sustainable Development

Abbreviations

UPM	:	University Putra Malaysia
UNIMAS	:	University of Malaysia Sarawak
WHO	:	World Health Organisation

Preface

The healthcare landscape continues to face unprecedented challenges, with global health emergencies emphasising the need for effective, clear, and accessible communication. As healthcare professionals on the frontlines, nurses play a vital role in managing these crises, not only through direct patient care but also by providing accurate and timely information to the public and other healthcare providers. In this regard, robust risk communication skills are essential.

This book was born from my doctoral research, which sought to bridge this critical gap by developing a Massive Open Online Course (MOOC) on risk communication tailored for nurses. Using a Design-Based Research (DBR) methodology, the study combined real-world needs analysis, pedagogical theory, and iterative design to produce a validated, user-centred online learning tool. The project focused not only on developing a high-quality MOOC but also on understanding the institutional and contextual realities of nursing education in Malaysia and beyond.

This book also serves as a recognition of the significant gap in risk communication training for nurses, particularly within the context of global health crises. As both an academic and a practitioner, I have observed the challenges that nurses encounter in accessing flexible, high-quality continuing education. The development of a Massive Open Online Course (MOOC) for risk communication seeks to bridge this gap, providing an accessible learning platform that aligns with the principles of lifelong learning and professional development.

By employing an xMOOC framework and adapting it for healthcare, this book aims to guide nursing educators, curriculum developers, and

Preface

policymakers in equipping nurses with the essential communication skills they need. I hope that this resource will empower nurses to serve as effective communicators and educators, fostering public trust and improving health outcomes during crises. This work reflects my commitment to advancing nursing education through innovative, technology-based solutions that can adapt to the rapidly changing world.

The resulting book offers a structured, six-chapter journey that blends academic rigour with practical application. It is written for nurse educators, instructional designers, curriculum developers, and healthcare professionals committed to transforming professional development through digital innovation. I hope that this work will make a meaningful contribution to lifelong learning, support ongoing nursing education, and promote better health outcomes during times of crisis.

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In addition, I extend my sincere appreciation to Dr. Nor Farahidah Za'bah and the esteemed team at CPD IIUM for their exemplary efforts in developing the MOOC and for graciously granting access to the IIUM i-Ta'leem platform. Their support has significantly enriched the academic delivery and outreach of this initiative.

This work stands as a testament to the collective effort and institutional support that contributed to its successful completion.

Introduction

This book is structured into six chapters, guiding readers through the comprehensive process of designing, developing, and implementing a Massive Open Online Course (MOOC) to enhance nurses' risk communication skills in global health emergencies. The project adopted a Design-Based Research (DBR) methodology, conducted in two phases. It incorporated mixed methods, including a needs assessment, as well as the iterative design and validation of a MOOC module.

The study identified significant gaps in risk communication training among nurses and a strong interest in flexible, accessible, technology-enabled learning platforms. In response, an xMOOC was developed using a modified 4D instructional model, Define, Design, and Develop and was hosted on IIUM's i-Ta'leem platform. The content was shaped by learners' needs, subject matter expertise, and pedagogical theory, integrating scenario-based videos, assessments, and reflective exercises.

Findings from the Define phase, a needs analysis, revealed a critical gap in nurses' understanding of risk communication, despite their routine engagement in therapeutic communication practices. Most participants were unfamiliar with MOOCs but expressed strong interest in technology-enabled, self-paced learning environments. These insights underscore the need for a flexible and accessible educational intervention tailored to nurses' professional realities. During the Design and Development Phase, a response xMOOC was deployed on IIUM's i-Ta'leem platform. The xMOOC module integrated scenario-based videos, formative assessments, and reflective exercises, informed by learner needs, expert input, and instructional theory. Validation was conducted by six academics and practitioners using the Percentage Calculation Method (PCM) and Content Validity Index (CVI). This module achieved PCM scores of 85.4% for content and 95.83% for course design. CVI ratings were 0.95 for content

and 0.92 for design, which means both exceeded the threshold of 0.83, indicating excellent content validity and suitability for Continuing Nursing Education (CNE).

The study demonstrates that xMOOCs, when thoughtfully designed and contextually grounded, can serve as powerful tools for Continuing Nursing Education (CNE), professional development, and strengthening health systems. The book concludes with post-PhD reflections, lessons learned from real-world implementation, and recommendations for future scalability, localisation, and sustainability.

This work contributes to the advancement of Education 4.0 in healthcare and aligns with Sustainable Development Goal 4 (SDG 4) that ensures inclusive and equitable quality education and promotes lifelong learning for all.

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In today's rapidly evolving healthcare landscape, nurses play a critical role in communicating life-saving information during global crises. *Advancing Risk Communication in Nursing: Developing a MOOC for Global Health Emergency Preparedness* presents a structured framework to equip nursing professionals with essential communication competencies through Massive Open Online Courses (MOOCs).

The book is organised into two key sections: an empirical needs analysis assessing the readiness of Continuing Nursing Education (CNE), followed by a practical guide to the design and development of a MOOC using expert-validated methodologies. By integrating innovative pedagogy with crisis communication strategies, this work empowers nurses to enhance patient care, strengthen preparedness, and combat misinformation. Aligned with Sustainable Development Goal 4, it offers a valuable roadmap for advancing global healthcare resilience and lifelong learning in a digital era.

KHIN THANDAR AUNG, Dr. is an Assistant Professor at the Kulliyyah of Nursing, International Islamic University Malaysia. She holds a PhD from Universiti Malaya (2023) and a Master of Nursing Science. Her research focuses on critical care nursing, disaster preparedness, and digital pedagogy in nursing education. She specialises in leveraging MOOCs to strengthen nursing competencies in global health emergencies, with particular emphasis on the 4D development model and design-based research. Dr. Khin has published widely in peer-reviewed journals and contributed to several international book chapters. Her work continues to advance innovative approaches to nursing education and professional development.

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