Chapter 15:

Teaching and Learning Resources

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|  | Understanding HealthFifth EditionEdited by Helen Keleher and Colin MacDougallTeaching and Learning Resource material prepared by Colin MacDougall, based on content from *Understanding Health,* fifth edition |
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Introduction

These teaching and learning resources are designed to help academics to get the most out of this 5th edition of *Understanding Health*. We are all too aware of the multiple pressures facing contemporary academics, be they tenured, contract or casual. Although the move to online or a mix of online and face to face teaching has been evident for some time, it accelerated during the COVID-19 pandemic.

In this resource, we present, chapter by chapter, resources designed to facilitate the planning and delivery of subjects that use the book as a text. There are three parts to each chapter. The first is a brief PowerPoint, the second this Teaching and Learning Resource and the third a Testbank with model answers.

The PowerPoint presents the key questions, key concepts and review questions from the book and can be used in presentations and subject material to highlight the key points in each chapter.

There are two suggested activities for students per chapter, designed primarily for an online environment. Our rationale is that face to face teaching varies according to the length of the session, the number of students, the frequency of meetings and each academic’s own style. Our observation is that it is more difficult to translate face to face activities to an online mode than the other way around. Therefore, we provide two activities per chapter with suggestions for both the content and process of online delivery. Naturally these are not prescriptive, rather a scaffold around which to build good teaching and learning. Each activity draws on a table, figure, or quotation from the chapter. We make suggestions for designing the learning process, including highlighting more reflective and exploratory activities that may best be done by students individually, without any pressure to share. We also comment on how each chapter relates to other chapters.

The Testbank includes multiple choice and short answer questions with model answers and reference to the relevant page(s) in the chapter.

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About the author

Colin MacDougall is Emeritus Professor of Public Health at Flinders University in Adelaide with honorary appointments at the University of Melbourne in the Centre for Health Equity and at Pokhara University in Nepal. He is experienced in the development and management of programmes, subjects and teaching capacity building in Australia, Nepal, Europe, South Africa and Papua New Guinea. Colin has worked on innovations in public health at undergraduate, masters and doctoral levels and with medical degrees. He received a Vice Chancellor’s Teaching Award as part of a public health group and a Lifetime Achievement award in the Flinders College of Medicine and Public Health and served as secretary of the Council of Academic Public Health Institutions Australasia, contributing to the development of public health competencies.

Chapter 15 Migration and Australia: attitudes, health
and politics

Textbook pages 262–275

Activity 1

Learning prompt

Case study 15.1, pages 266–7

Activity

Case study 15.1 shows that when the refugee convention was implemented in 1951, it was based on the experiences of heterosexual men. Now, a new challenge is to work out how to determine a person to be a refugee based on persecution because of their LGBTIQ+ status. Follow up the references in the case study and summarise how these assessments are being made. Deepen your understanding by searching for first person accounts of refugee claims based on persecution from LGBTIQ+ status. This is an individual task.

Activity 2

Learning prompt

Case study 15.2, page 272

Activity

Work in groups to prepare a ten-slide PowerPoint visual essay using diagrams, maps and photographs to tell the story of the effects of climate change in the part of the world allocated to your group. Text should be limited to a title for each slide, allowing pictures to tell the story.

Note

Activity 1 is deliberately designed as an individual project, not to be shared, to allow each student to reflect on what could be difficult material without the gaze of other students. It may be useful to include a source of assistance in case the task elicits any problems for students.

Activity 2 can be tailored by choosing parts of Australia and the world in which students either live or have had experience. Instead of posting straight to the discussion forum, groups could send their visual essay to another group, which releases the visual essays in stages according to themes. In this way, students become exposed to the professional skills of arranging for digital information flows.

Related chapters

A good companion chapter is 12 on global health and this also fits with 16 on food and 17 on climate change.